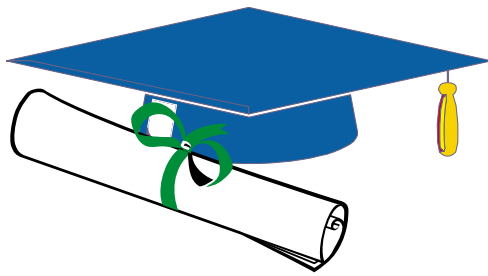


# **High School Exit Examination**



## **English/Language Arts Teacher Guide Part I**

**DRAFT**  
**Updated January 12, 2001**

**Standards and Assessment Division  
California Department of Education**



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**Revisions made in this document since the  
November 14, 2000 edition:**

- Pages: Table of Contents revised**
- 2 – Introduction updated**
- 5 thru 6 – Questions and Answers  
for Teachers updated**
- 10 – Item 1 and Focus revised**
- 22 – Task revised**



# Acknowledgments

The successful development of High School Exit Examination teacher guides for California public schools has required the active involvement of county offices of education, district and site administrators, teachers, students, school board members, parents, business and community leaders, testing and content experts from colleges and universities, and testing contractors.

We specifically wish to thank the following committees and organizations for their outstanding contributions to this important endeavor: the High School Exit Examination Standards Panel; the Technical Advisory Committee, the Technical Study Group, the Regional Assessment Network, American Institutes for Research (AIR), San Joaquin County Office of Education; and Stanfill Associates. We also wish to thank representatives from the field who have participated in HSEE focus groups, planning meetings, and review panels; and California Department of Education staff from other divisions and branches.



## Introduction

Seniors in the class of 2004 will be the first California public school students who must pass a High School Exit Examination (HSEE) to receive a high school diploma. This new graduation requirement was authorized by state law in April 1999 (Senate Bill 2, Statutes of 1999). The purpose of the HSEE will be to:

- help improve student achievement in high school
- make sure that graduates meet identified state content standards in reading, writing, and mathematics

The HSEE will be administered for the first time in spring 2000–2001. Only students in grade 9 may volunteer to take the test at that time. Beginning 2001–2002, students in grade 10 will be required to take the exam.

Testing dates for the HSEE will be designated each year by the State Superintendent of Public Instruction. Students will have multiple opportunities each year to retake any portion of the exam previously not passed. Beginning in 2004, students must pass both portions of the HSEE to receive their graduation diploma.

### **HSEE Teacher Guide: Part I**

The information in this guide is intended to provide essential information and preparation guidelines for teachers and students. Included are:

- a brief description of the HSEE — its role as part of the State Assessment System, its alignment to the state content standards, and its relationship to state frameworks
- sample test items that represent the types of test items to be included in the HSEE (The standard being assessed and a description of what students should accomplish accompany each sample)
- written-response scoring guides
- the HSEE Blueprint for Language Arts (revised December 2000)

More comprehensive HSEE teacher guides for mathematics and language arts also will be developed this year as test specifications, administration procedures, and reporting formats are finalized. These guides will further assist teachers in their continuing efforts to align their school curriculum and classroom instruction to state-adopted content standards.

Teachers are encouraged to reproduce portions or all of the guides for classroom use. Districts and school personnel also are encouraged to use this material in their staff development activities.



## Part of the State Assessment System

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The HSEE is part of an ongoing effort to design a comprehensive state testing system that is aligned to state-adopted standards for key academic areas. The intent of this statewide system, when it is fully implemented, is to ensure that all students acquire the knowledge and skills they need to be successful.

The HSEE joins two other state assessment programs that are aligned to state-adopted content standards: (1) The California Standards Tests and (2) the Golden State Examination.

**The California Standards Tests.** These tests are part of the Standardized Testing and Reporting (STAR) program. Currently, there are California Standards Tests in English/Language Arts and in Mathematics. Students in grades 2 through 11 take these exams each spring, along with the nationally-normed Stanford 9 test that also is part of the STAR program. California Standards Tests in Science and History/Social Science will be added to STAR in spring 2001 in grades 9 through 11. A writing sample also will be added next spring in grades 4 and 7. When performance levels are established for the California Standards Tests, results will be used as part of the base for establishing each school's Academic Performance Index (API) for the state accountability system.

**Golden State Examinations.** Established in 1987, this testing program offers 13 examinations in key academic areas in grades 7 through 11. The purpose of these rigorous examinations is to recognize students for outstanding academic achievement. Results also are used to determine student eligibility for the Golden State Seal Merit Diploma.

## The HSEE and State Frameworks

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The alignment of state tests in English/language arts and mathematics to state content standards provides a common base of understanding as to what students should know and be able to do in these subject areas in each grade level being assessed. These same standards also form the foundation for the *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve (1999)*, and the *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve (1999)*. The frameworks provide a blueprint for organizing instruction so that every student meets or exceeds the state content standards. State frameworks guide the implementation of the standards by identifying the design of instructional materials, curriculum, instruction, and professional development.



## Standards-based Instruction

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To successfully complete the HSEE requirement, students must receive appropriate instruction aligned to state content standards covered by the test. The knowledge and skills assessed are cumulative; therefore, standards-based instruction must start at the beginning of a student's schooling and continue in a cohesive manner through the grades.

## Test Preparation

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The Policy on Preparation for State Tests, adopted by the State Board of Education in September 2000, lists a number of appropriate preparation activities that apply to the HSEE. They include:

- providing good instruction in the content specified in California's content standards, employing the instructional principles and practices set forth in the content-area frameworks.
- ensuring that students master the standards at their own (current) and earlier grade levels, since the standards at particular grades are based on content introduced at earlier grades.
- ensuring that students can demonstrate mastery of the content in multiple formats (e.g., multiple choice, short answer, and essay).
- using the test reports for individual students and groups of students to identify skill areas that may require emphasis.

## Resource Documents

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The *English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve*, is available from the Publications Division, Sales Office, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; 1-800-995-4099, ext. 6. It is also available at <http://www.cde.ca.gov/board> on the Internet.

The *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*, is available from the Publications Division, Sales Office, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; 1-800-995-4099, ext. 6.



## Questions and Answers for Teachers

**What is the High School Exit Examination (HSEE)?**

State law (Senate Bill 2), passed last spring, authorized the development of the High School Exit Examination that students in California public schools will have to pass to receive a high school diploma, beginning with the graduating class of 2004.

**What is the purpose of the HSEE?**

The purpose of the HSEE is to improve student achievement in high school. It is also to help ensure that students who graduate from high school can demonstrate competency in the content standards for reading, writing, and mathematics, adopted by the State Board of Education (SBE).

**Who will have to take the HSEE?**

Beginning in 2000–2001, students in grade 9 may, but will not be required to, take the exam. Beginning in 2001–02, students in grade 10 will have to take the examination. Students in the graduating class of 2004 will have to pass all sections of the HSEE to receive a diploma.

**Why will students take the high school exit examination in grade 10?**

Students must have many opportunities to meet the HSEE requirement for a high school diploma and to receive appropriate instruction on the standards covered by the test. Requiring the exam to be taken for the first time in grade 10 provides the opportunity for students who are unsuccessful to receive additional instruction and to retake the exam.

**Must English language learners take the HSEE?**

If a school district determines that a student does not possess sufficient English language skills to be assessed, the district may defer the requirement that the student pass the HSEE for a period of up to 24 calendar months from enrollment in the California public school system. Students must have completed 6 months of instruction in reading, writing, and comprehension in English during that 24-month period. English language learners must pass the exit examination in English to receive a high school diploma.

**Must special education students take the HSEE?**

Special education students must pass the HSEE to receive their high school diploma. The HSEE may be administered with appropriate accommodations as required in each student's Individual Educational Plan (IEP) or 504 plan.

**What if parents do not want their students tested?**

All students will be required to pass the examination to get a high school diploma from a California public school.

**Who decided what the HSEE should cover?**

A High School Exit Examination Standards Panel, appointed by the State Superintendent of Public Instruction, reviewed state content standards in English/language arts and mathematics and identified standards they felt students should master to graduate from high school. The identified standards went through public review and hearings and additional reviews by content and technical committees. Questions for the HSEE, based on the selected standards, then were field tested to make sure they were of the highest quality. The SBE conditionally adopted the HSEE in September 2000 and approved revised blueprints in December 2000.

**What will the reading and writing HSEE cover?**

The HSEE in reading and writing addresses the SBE-adopted standards through grade 10. The test will consist of multiple-choice questions and two written essays. The reading portion of the test covers vocabulary, informational reading, and literary reading. This section will include 50% literary texts and 50% informational texts. The texts will be grade appropriate and accessible to students in grade 10 who perform at a basic level.

The writing portion will cover writing strategies, applications, and conventions through editing revision questions in a multiple choice format. The test will have one written response to literature or an informational passage and another written response to a writing prompt.

**How can students prepare for the HSEE?**

It will be important that students take classes that include instruction in state content standards for English/language arts and math. Students will need to use their knowledge of the content identified for the test.

**What if my district doesn't use the same standards as the content standards adopted by the State Board?**

Districts are responsible for preparing students to pass the HSEE. Districts will need to examine the content standards designated for the HSEE and ensure that their students have the opportunity to achieve those standards.

**What is my responsibility as a teacher?**

Teachers are responsible for providing instruction aligned to the content standards designated for the HSEE and for helping all students reach proficiency in these standards.

**Will students and parents be able to see the HSEE before the test is administered?**

The HSEE teacher guides provide sample test items that represent the types of items in the HSEE. Actual test questions will be seen only by the students when they take the examination. This security measure will ensure that the examination is fair for all students.

**What if a student is absent on testing days?**

Students will have multiple opportunities each school year to take the HSEE after the initial tenth grade test; therefore, students missing a testing date will wait until the next testing date to take the test.

**What will happen if a student doesn't pass the HSEE?**

Students will be able to retake the examination until the English/language arts and math portions are passed, and they will retake only that portion not previously passed. Districts must provide supplemental instruction aligned to the state content standards to assist students who do not pass the test. They will also provide summer school programs for students who need additional assistance. This will include summer school for seniors who do not pass the exam.

**Will there be alternatives to the HSEE?**

The law states that after initial administrations of the HSEE, the SBE, in consultation with the State Superintendent of Public Instruction, shall study the appropriateness of other criteria that high school students could use to demonstrate their competency and receive a high school diploma.



# Sample Test Items and Passages for English/Language Arts

The following items and passages are samples of how students will be tested on the HSEE in the English/Language Arts portion. **Neither the passages nor the items are actual test items.** They are only samples of how the standards may be tested. They will not appear on the HSEE.

Several formats will be used to assess student achievement on state reading/language arts content standards for grades 9 and 10. There also are two eighth grade standards that will be measured on the exam. The standards illustrated in this section might be measured on the HSEE differently from the format presented by the sample items. A full listing of the content standards covered in the HSEE can be found on pages 28–36 in the guide.

It is important not to judge the level of difficulty of the HSEE based on sample items included in the guide. The HSEE will include items that represent a full range of difficulty to provide a fair opportunity for all students to succeed. The types of items on this exam will reflect the basic level of mastery that students should achieve to be awarded a high school diploma.

## Measuring Reading Standards:

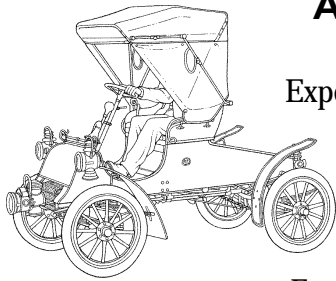
The sample reading passage and test items that follow it are samples of how the HSEE will measure the state content standards for reading. Neither this essay nor the items that accompany the passage will appear on any operational exam.

This reading passage is an example of literary nonfiction. The information presented is factual, but it is told through a literary writing style.



## Sample Reading Passage and Test Items

The following essay discusses how Henry Ford's background helped him become successful at making automobiles. Read the essay and answer 1 through 8.



### A "Self-Propelled" Dream

Experimenting with household objects can often get young people in trouble, but for one intelligent, inquisitive boy, it created the foundation of his future. Young Henry Ford discovered through his curious mind that many objects were useful for much more than their intended purposes. For example, he used to tinker with his father's farming tools to see what they could do. He used his mother's darning needles to help him repair watches. And once, in an effort to study the power of steam, he sat and watched water boil in his mother's teapot. Little did Ford know that these experiments would lead him to creating a means of transportation that would change the world forever.

Henry Ford was born on July 30, 1863, near Detroit, Michigan. He was the oldest of six children and the grandson of immigrants from Ireland who came to America in 1847. His family were farmers, and he grew up on the family farm where he began to develop mechanical skills. Through his experiences on the farm with his father, Henry developed a great curiosity about how things worked.

When traveling in his father's wagon, Henry would often wonder if there were a faster and easier way to travel. A time he remembered for the rest of his life happened when he was only thirteen years old. He was riding in the wagon with his father, and he spotted a steam engine traveling along the road under its own power. Henry was so excited that he ran toward the engine and asked its driver question after question about the incredible machine.

This machine was used for sawing wood and other tasks that required it to remain stationary, but the engine was mounted on wheels to propel itself from one location to another. Henry was so excited that the driver let him fire the engine and even run it. From that point on, Henry Ford's dream of creating a self-propelled vehicle began to materialize.

Ford wanted to move to Detroit to work in the machine shops, but he stayed on the family farm until he was seventeen. At that time, he started his successful

**continued...**

**continued...**

journey by moving to Detroit. He began working at the Michigan Car Company for \$1.10 a day, but he was fired because he was faster than anyone else at making repairs. It took him only one hour to do what took others five hours to do! From there, he took on a variety of different jobs, but his dream continued to be the creation of a “horseless carriage.” No matter where he worked, he continued to read about gas engines and experiment in his own workshop.

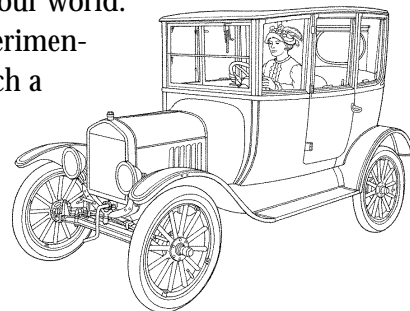
In 1896, Ford’s efforts began to pay off when he was working at the Detroit Edison Illuminating Company. His first self-propelled vehicle was ready for a try-out. As it started to run, it actually frightened the horses and caused many people to protest, but it ran.

It was at the Detroit Edison Illuminating Company where Ford met Thomas Edison. Ford had always admired Thomas Edison’s work and was excited when he discovered that Edison was also impressed with Ford. When the two discussed Ford’s invention, Edison agreed that it had possibilities and encouraged him to continue. This gave Ford the incentive to invent an operable car that was written up in the *Detroit Journal* where he was described as a “mechanical engineer.” Soon, his work on automobiles caused him to have to leave the Detroit Edison Illuminating Company. Ford wanted more time to work on automobile building so he was forced to quit his job.

Ford’s dream began to materialize with his invention of automobiles and the development of the assembly line. His dream of creating a “motor car for the great multitude...constructed of the best materials, by the best men to be hired, ...so low in price that no man making a good salary will be unable to own one...” came true with the invention of his ninth car, the Model T. It sold more than any other car for eighteen years between 1908 and 1926. This commonplace, hard working, sturdy car made up over one half of all the cars sold at this time.

Today, we are reminded of Ford’s genius whenever we see one of his “horseless carriages” traveling across the many highways in our world.

Who would have guessed that a young boy’s experimentation with household objects would result in such a dramatic change for the world? The next time you see a child experimenting with different common objects, keep in mind that you may be witnessing the beginning of another great invention.





An answer key for questions 1–8 can be found on page 13.

## Standard

**Reading (Grades Nine and Ten with two standards from Grade Eight)**

### **Word Analysis\*, Fluency, and Systematic Vocabulary Development**

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations

## Focus

Item number one asks students to identify the literal meaning of the words *inquisitive boy*. The sentence in which the word is located does not offer enough clues to help students discover its meaning. Therefore, in this item, the students' previous vocabulary is being tested.

1. What do the words *inquisitive boy* mean in the sentence below from the essay?

Experimenting with household objects can often get young people in trouble, but for one intelligent, inquisitive boy, it created the foundation of his future.

- A one who doesn't understand  
 B one who gets confused  
 C one who knows a lot of information  
 D one who asks many questions

## Standard

**Reading (Grades Nine and Ten with two standards from Grade Eight)**

### **Word Analysis\*, Fluency, and Systematic Vocabulary Development**

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations

## Focus

Item number two asks students to identify the meaning of the words *remain stationary*. Unlike item number one, the students are provided enough clues within the sentence to determine the literal meaning of the word. They can figure out that the machine must “stay in one place and not move” if it were going to be used for “sawing wood.” Thus, it's through the context in which the word is used that the students are able to discover the meaning of the word.

2. What do the words *remain stationary* mean in the following sentence from the essay?

This marvelous engine was used for sawing wood and other tasks that required it to remain stationary, but it was mounted on wheels to propel itself from one location to another.

- A move from one place to another  
 B stay in one place and not move  
 C move in two directions  
 D stay in more than one place

\* *In some word analysis questions, students will be asked to identify the figurative meaning of a word or phrase, unlike the items above that ask for the literal meanings of words.*

**Standard****Literary Response and Analysis**

3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

**Focus**

Item number three asks students to relate the information in the essay with the period of history it represents. In this item, students can infer that “horse-drawn carriages were used as a popular means of transportation” which correctly responds to the item which asks students to draw conclusions about the United States during the time of Henry Ford’s youth.

3. What conclusion can be drawn from the essay about the United States during the time of Henry Ford’s youth?

- A Horse-drawn carriages were used as a popular means of transportation.
- B Most people were tired of horse-drawn carriages and wanted a better way to travel.
- C The assembly line made it more difficult for people to invent new products.
- D Many inventors were trying to invent a fast and comfortable way to travel.

Choices B and C are contradictions to the information presented in the essay. Choice D may have been true, but it is **not** discussed in the essay. The question asks students to draw conclusions “from the essay,” **not** from their previous knowledge of history. Thus, this becomes a measurement of literary response and analysis.

**Standard****Reading Comprehension (Focus on Informational Materials)**

2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace and public documents.

**Focus**

For the purpose of testing, students are provided a bibliography entry from which they are to identify one of its parts. Due to time restraints, students are **not** asked to create their own bibliography or works cited pages.

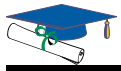
However, students should experience these activities in classroom instruction and activities to help them learn the skills of creating and using bibliography entries.

4. The following bibliography entry is from a research project about Henry Ford.

Gourley, Catherine. Wheels of Time: A Biography of Henry Ford. New York: Millbrook Press, 1999.

What does “New York” refer to in the bibliography entry above?

- A the city where the author was born
- B the city where Henry Ford was born
- C the city where the book was published
- D the city where Millbrook Press was published

**Standard****Reading Comprehension (Focus on Informational Materials)**

2.3 Generate relevant questions about readings on issues that can be researched.

**Focus**

Item number five measures the students' recognition of the types of questions one might ask to do further research on this topic. Each choice of questions offers topics relating to Henry Ford's life; however, since the focus of the essay was on Henry Ford's invention of the automobile, choice A becomes the correct choice. The other choices, if actually used to explore Henry Ford and his invention of the automobile, would probably cause the research to lose its focus.

5. Which of the following research questions would provide the most information about Henry Ford's invention of the automobile?

- A What other models of automobiles did Henry Ford make and how were they different from his Model T?
- B How does steam create power and how was it used to make self-propelled vehicles?
- C What did Henry Ford's family produce on the family farm and what kind of tools were used to produce this product?
- D What was made at the Detroit Edison Illuminating Company and what was Henry Ford's job at this company?

**Standard****Reading Comprehension (Focus on Informational Materials)**

2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

**Focus**

In item six, students are expected to take the information presented in the essay and decide which characteristics are needed by **any** person in order to become a successful inventor. To choose the correct answer, the students must determine what it took for Henry Ford to be successful and decide which of these are the ones any potential inventor would need to be successful. Since these ideas are not directly stated in the essay, this becomes an extension of the ideas presented in the essay.

6. Based on the essay, which of the following sentences is the best conclusion about the characteristics of a successful inventor?

- A The person must be fascinating and interesting to other people.
- B The person must be relaxed and able to work long hours.
- C The person must go to specialized schools to learn the necessary skills.
- D The person must be persistent and ambitious about inventing.

**Standard****Reading Comprehension (Focus on Informational Materials)**

2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

**Focus**

Item number seven requires that students understand the entire essay and determine the main idea. Each of the choices relate to ideas presented in the essay, but only one, C, expresses the central idea that Henry Ford was inquisitive and determined which contributed to his success at inventing the Model T. Since so many ideas were presented in the essay, the students must take them and extend their thinking beyond the text to discover the main idea.

7. Which sentence below supports the main idea expressed by the author?

- A Henry Ford's job at the Michigan Car Company taught him how to make automobiles.
- B People didn't like the first "horseless carriage" because it was so noisy.
- C Henry Ford's inquisitive nature and determination are what helped him invent the Model T.
- D Children can learn a lot by experimenting with objects and asking questions.

**Standard****Literary Response and Analysis**

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

**Focus**

In item number eight, students need to understand the fact that Henry Ford and Edison must have had a respect for each other since "Ford had always admired Thomas Edison's work," and "Edison was ... impressed with Ford." The fact that the discussion between the two of them about Ford's invention "gave Ford the incentive to invent an operable car," adds clues to the idea that Ford had respect for Edison's advice. The students must comprehend the entire essay to correctly answer this question. Students incorrectly may choose one of the other events that did **not** happen.

8. Based on the passage, which of the following sentences best describes the relationship Henry Ford had with Thomas Edison?

- A They respected each other for their intelligence and Ford accepted Edison's advice.
- B They enjoyed working together and helping each other with new inventions.
- C Thomas Edison taught Henry Ford how to build self-propelled vehicles.
- D Henry Ford taught Thomas Edison how to build vehicles that ran on steam.

**Answer Key**

- |      |      |      |      |
|------|------|------|------|
| 1. D | 3. A | 5. A | 7. C |
| 2. B | 4. C | 6. D | 8. A |



## Sample Written-response to Literary/Expository Text

Each of the student responses to this task will be scored, using the Response to Literary/Expository Text Scoring Guide found on page 26. This scoring guide focuses on reading and addresses the writing application standards that require students to respond to written work.

### Standard

#### Writing Applications (Genres and Their Characteristics)

2.2 Write responses to literature:

- a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

### Focus

From this prompt, students are expected to demonstrate their understanding of the essay as a whole as they discuss how Henry Ford's behavior as a young person paralleled his behavior as an adult. Students who comprehend the essay will be able to share the

idea that Henry Ford's curious and inquisitive mind further developed as he became an adult. A discussion on how these attributes added to his ability to fulfill his dream of creating a "motor car for the great multitude..." is needed to demonstrate a thorough response to the prompt. A connection between both periods of Ford's life must be present in order to do well on this response.

### Task:

In the essay about Henry Ford, the author shares some of the things he did as a young boy that were different from what other young boys did. As the essay progresses, it becomes clear that his actions as a child were similar to what he did as an inventor.

Write an essay in which you discuss Henry Ford as a child and describe how his behavior as a young boy led him to be a successful inventor. Include details and examples from the essay to support your ideas.

### Checklist for Your Writing

The following checklist will help you do your best work. Make sure you:

- Read the selection and the description of the task carefully.
- Use specific details and examples from the reading selection to demonstrate your understanding of the selection's main ideas and the author's purpose.
- Organize your writing with a strong introduction, body, and conclusion.
- Choose specific words that are appropriate for your audience and purpose.
- Check for mistakes in grammar, spelling, punctuation, and sentence formation.



## Measuring Writing Standards

The following items measure the writing standards in the *English-Language Arts Content Standards for California Public Schools*. None of the following passages or items will appear on any operational exam, but the format in which the items are written exemplify the type of questions used on the exam.

## Sample Revision Essay and Questions

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The following is a rough draft of an essay in which the author discusses why many people are choosing to travel by train. It may contain errors in grammar, punctuation, sentence structure, and organization. Some of the questions may refer to numbered sentences or phrases within the text. Read the article and answer questions 9 through 12 .

(1) Traveling by train is becoming more and more popular. (2) Some people prefer to travel by plane. (3) There are many reasons why people are choosing to travel by train. (4) One reason is that trains are a more relaxing way to travel.

(5) When people ride a train, they don't have to stay seated during the entire trip. (6) They can get up and walk around and they can go to the restaurant car when they get hungry. (7) Some people like to go to the observation car where they can look at the view through many windows.

(8) Business people like to travel by train so they can work while they ride. (9) There are places with tables where people can set up their computers and work while they ride. (10) Even though it may be faster to travel by plane, many people are discovering the relaxing and often productive time on a train.



An answer key for questions 9–12 can be found on page 17.

## Standard

### Writing Strategies

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing

9. Which of the following sentences does NOT relate to the thesis of the essay?

- A There are many reasons why people are choosing to travel by train.
- B Business people like to travel by train so they can work while they ride.
- C Some people prefer to travel by plane.
- D One reason is that trains are a more relaxing way to travel.

## Focus

Item nine requires students to demonstrate an understanding that each sentence of an essay should remain in focus with the thesis or main idea. The idea that “some people prefer to travel by plane” does not relate to the discussion on why people are preferring to travel by train. Each of the other choices supports the idea that many people prefer to ride the train.

## Standard

### Writing Strategies

- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

10. Which of the following statements could be added to the essay to support the main idea?

- A Trains have been around since the middle 1800s.
- B Some trains even have ways to hook up computers to the internet.
- C Most trains are very slow and cause people to become bored while traveling.
- D There aren't enough trains to meet the needs of travelers.

## Focus

Item ten requires students to understand the main idea of the essay, “many people prefer to travel by train.” Knowing that, it becomes clear that the only correct answer to support the main idea is the addition of the fact that “some trains even have ways to hook up computers to the internet,” an obvious addition as to why some passengers prefer to travel by train. The fact that trains go back to the middle 1800s, or the idea that people “become bored while traveling” on the train, or that “there aren't enough trains...,” all deviate from the thesis in that they do **not** support the idea that many people prefer train travel.

**Standard****Writing Strategies**

1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

11. Which of the following is a more effective way to express the ideas expressed in sentence (1)?

- A More people are traveling by train today.
- B Train travel is more popular now than before.
- C Traveling by train is becoming increasingly more popular.
- D More people travel by train than before in the past.

**Focus**

In item number 11, each of the choices is correctly written, but choice C is a “more effective” way to express the original sentence, “Traveling by train is becoming more and more popular.” The phrase “more and more popular” is replaced with “increasingly more popular.” Revision skills are measured through the recognition of the use of the more precise words.

**Standard****Writing Strategies**

1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

12. Which of the following resources would provide further information about train travel today?

- A “Train Travel, the Modern Way to Go.” Editorial. Los Angeles Times 17 Mar.
- B Rouse, Thomas. The Invention of the Steam Engine. New York: Random, 1998
- C Krauseburg, James. “Trains, Automobiles, and Airplanes: A Look at the History of Travel.” Atlantic Monthly Jan. 1999: 33-34.
- D Trains: Their Tie to America’s Past. 20 Mar. 1995. U.S. Train Society. 25 Mar. 1999 <www.ustrainsociety.com>.

**Focus**

In item 12, students are expected to examine each of the bibliography entries and determine which would be the best source to find out more about “train travel today.” Each entry references information about trains, but only one, A, is about “train travel today.” Students who have had experience with researching topics will be able to recognize the most appropriate entry as being the one that directly relates to the topic of train travel today.

**Answer Key**

9. C      10. B      11. C      12. A



## Sample Fill-in-the-Blank Questions

An answer key for questions 13–16 can be found on page 19.

### Standard

#### Written and Oral English Language Conventions

1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

### Focus

Item 13 asks that students recognize the correct verb, “is,” as the one that agrees with the subject, “the box.” Students who choose “are” or “were” as the correct response are creating an agreement with “cookies” which is **not** the subject of the sentence. To do well on these types of questions, students should have practice writing and editing for verb usage.

Choose the word or phrase that best completes the sentence.

13. The box of cookies \_\_\_\_\_ on the kitchen table.

- A are
- B were
- C is
- D been

### Standard

#### Written and Oral English Language Conventions

1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

### Focus

Item 14 asks that students recognize the correct pronoun, “me,” as the one that is the object of the preposition “with.” To do well on these types of questions, students should have practice writing and editing for correct pronoun usage.

Choose the word or phrase that best completes the sentence.

14. Terry traveled to the mountains with Frances and \_\_\_\_\_.

- A he
- B I
- C we
- D me

**Standard****Written and Oral English  
Language Conventions**

1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

**Focus**

In item number 15, students are expected to recognize the correct pronoun, “its.” Students who choose B as the correct response forget the meaning of “it’s” (it is, or it has), and assume it to be a possessive pronoun because of the apostrophe ‘s’ at the end. Writing and editing for correct pronoun usage is suggested to help students with this type of item.

Choose the word or phrase that best completes the sentence.

15. The truck lost \_\_\_\_\_ fender in the accident.

- A its
- B it’s
- C his
- D its’

**Standard****Written and Oral English  
Language Conventions**

1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

**Focus**

Item 16 requires students to recognize the correct way to integrate source material into text. In this item, students must recognize the correct way to insert the name of a magazine into written material. The correct answer, C, underlines the name of the magazine. Magazine titles also can be italicized. Students who practice researching skills should be able to correctly answer this type of item.

Choose the word or phrase that best completes the sentence.

16. My grandfather likes to read many magazines, but his favorite has always been \_\_\_\_\_.

- A “Fishing and Hunting.”
- B Fishing and Hunting.
- C Fishing and Hunting.
- D “Fishing and Hunting.”

**Answer Key**

13. C

14. D

15. A

16. C



## Sample Editing/Revision Questions

An answer key for questions 17–20 can be found on page 21.

### Standard

#### Writing Strategies

- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice

#### Focus

In item 17, students need to recognize the sentence written in the active rather than the passive voice as the one that is the most effective substitution for the underlined part of the sentence. (In this item, the underlined part is the entire sentence.) This might also be considered a revision skill since it requires that students recognize the clarity of the most effective sentence.

Choose the answer that is the most effective substitute for the underlined part of the sentence. If no substitution is necessary, choose “Leave as is.”

17. Laughing a lot was done by my little brother throughout the entire movie.

- A Throughout the entire movie, my brother really laughed.
- B My brother laughed a lot throughout the entire movie.
- C My brother throughout the entire movie, laughed a lot.
- D Leave as is.

### Standard

#### Written and Oral English Language Conventions

- 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers, and proper English usage (e.g., consistency of verb tenses)).

#### Focus

In item 18, students need to recognize the lack of parallel structure in the original sentence. In this case, the inconsistency is with the list of verbs used to explain what Rudolf did. The first two verbs, “wrote” and “read” are in the past tense, yet the third verb “finishes” is in the present tense. This is also testing revision skills, but in this case, it’s for recognizing the lack of parallel structure and the inappropriate change in verb tense.

Choose the answer that is the most effective substitute for the underlined part of the sentence. If no substitution is necessary, choose “Leave as is.”

18. Rudolf wrote a letter to his cousin in Chicago, read chapter three in his history book, and finishes his homework by nine o’clock in the evening.

- A book, and will finish
- B book, and would finish
- C book, and finished
- D Leave as is.



**Standard**

**Written and Oral English  
Language Conventions**

1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

**Focus**

In item 19, students are required to recognize the punctuation needed to correctly subordinate the sentence.

The sentence requires a comma after the subordinate clause, “before the journalist was able to write the story,” and before the independent clause, “she had to interview the president of the association.” Thus, choice A is the correct response.

Choose the answer that is the most effective substitute for each underlined part of the sentence. If no substitution is necessary, choose “Leave as is.”

19. Before the journalist was able to write the story; she had to interview the president of the association.

- A story, she had to interview
- B story she had to interview
- C story: she had to interview
- D Leave as is.

**Standard**

**Writing Strategies**

1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.

**Focus**

Item 20 requires students to recognize the correct use of quotations which in this case is the way it’s written in the original sentence. Students who write narratives including dialog should do well on these type of items.

Choose the answer that is the most effective substitute for each underlined part of the sentence. If no substitution is necessary, choose “Leave as is.”

20. The students smiled when they found out how well their school had done in the competition. “Twenty eight percent of our participants earned first place awards,” shared the proud principal.

- A “Twenty eight percent of our participants earned first place awards, shared the proud principal.”
- B “Twenty eight percent of our participants earned first place awards.” Shared the proud principal.
- C Twenty eight percent of our participants earned first place awards, “shared the proud principal.”
- D Leave as is.

**Answer Key**

17. B                      18. C                      19. A                      20. D



## Sample Writing Prompt to Measure Writing Skills

### Standard

#### Writing Applications (Genres and Their Characteristics)

- 2.3 Write expository compositions, including analytical essays and research reports:
- Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
  - Convey information and ideas from primary and secondary sources accurately and coherently.
  - Make distinctions between the relative value and significance of specific data, facts, and ideas.
  - Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.\*
  - Anticipate and address readers' potential misunderstandings, biases, and expectations.
  - Use technical terms and notations accurately.

### Focus

From this prompt, students are expected to demonstrate their ability to organize their ideas into a well-developed essay in which they explain how to successfully complete a task. The successful essay will include a thesis statement from which each idea is clearly explained. Descriptive, informative, and authoritative language will be used to enhance the reader's understanding of how to complete the task.

Within the response, there should be a continuous sense of audience, which in this case is a person to whom the directions are being given. The entire essay should focus on how to successfully complete the task.

Errors in the conventions of the English language should be no more than first-draft in nature and they should **not** interfere with the reader's understanding.

*\* This component will not be measured on this exam.*

### Task:

Everyone performs tasks every day whether they are as simple as making breakfast or as difficult as repairing a bicycle. To complete these tasks, there is a process that must be done to do it successfully.

Think of a task you do well. Write an essay in which you explain the process it takes to complete the task successfully. Imagine that the reader of your essay has never done this task before and needs to know each step of the process.

### Checklist for Your Writing

The following checklist will help you do your best work. Make sure you:

- Read the description of the task carefully.
- Use specific details and examples to support your ideas.
- Organize your writing with a strong introduction, body, and conclusion.
- Choose specific words that are appropriate for your audience and purpose.
- Vary your sentences to make your writing easy to understand.
- Check for mistakes in grammar, spelling, punctuation, and sentence formation.



# Written Response Scoring Guides



# Written Response Scoring Guides

The two scoring guides that follow are used to assign scores to the students' written responses on the HSEE. This exam will have a written response to literature or an informational passage and another written response to a prompt.

## Response to Literary/Expository Text Scoring Guide

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The Response to Literary/Expository Text Scoring Guide will be used to score students' responses to written passages. This scoring guide focuses on reading and addresses the writing application standards that require students to respond to written work. In all four score points, the criteria outlined in the top five bullets describe skills inherent in responses to both informational and literary passages. This includes evaluating student responses in terms of sentence variety, choice of words, and conventions. One of the other two bullets, "response to informational passages" or "response to literary passages," will be added to the scoring criteria depending on which type of passage was read by the students and/or which type of writing the students were asked to write.

### **Response to informational passages:**

- anticipates and addresses the readers' potential misunderstandings, biases, and expectations

Proficient students will offer explanations and textual support in an effort to keep potential misunderstandings, biases, and expectations from interfering with the clarity of the essay. It is this sense of audience that illustrates a clearer understanding of the reading passage from which the students are writing.

### **Response to literary passages:**

- demonstrates an awareness of the author's use of literary and/or stylistic devices

Proficient students will offer explanations and textual support to illustrate their recognition of literary and/or stylistic devices in producing literary pieces. These criteria will be used to score the responses to prompts in which students are asked to discuss a literary feature.



## Response to Writing Prompt

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The Response to Writing Prompt Scoring Guide will be used to score student essays to measure the writing standards. This guide focuses on writing and addresses the writing application standards.

Students will be asked to write an essay that will NOT be a response to a reading passage. They will be asked to write from one of the following writing standards:

- biographical narratives (10.2.1)
- expository compositions (10.2.3)
- persuasive compositions (10.2.4)
- business letters (10.2.5) — Business letters will not be scored for format at this time but will be scored for their other features.

In all four score points, the criteria describe skills inherent in all of the writing application standards. If the students are asked to write a Persuasive Composition, this criterion will be added for scoring purposes.



## Response to Literary/Expository Text

# Scoring Guide

**4****The response —**

- demonstrates a *thorough and thoughtful*, comprehensive grasp of the text.
- accurately and coherently provides *specific* textual details and examples to support the thesis and main ideas.
- demonstrates a *clear* understanding of the ambiguities, nuances, and complexities of the text.
- provides a variety of sentence types and uses *precise, descriptive* language.
- contains *few, if any* errors in the conventions of the English language. (Errors are generally first-draft in nature.)

**Response to informational passages:**

- *thoughtfully* anticipates and addresses the readers' potential misunderstandings, biases, and expectations.

**Response to literary passages:**

- clearly demonstrates an awareness of the author's use of literary and/or stylistic devices.

**3****The response —**

- demonstrates a comprehensive grasp of the text.
- accurately and coherently provides *general* textual details and examples to support the thesis and main ideas.
- demonstrates a *general* understanding of the ambiguities, nuances, and complexities of the text.
- provides a variety of sentence types and uses *some descriptive* language.
- contains *some* errors in the conventions of the English language. (Errors do not interfere with the readers' understanding of the essay.)

**Response to informational passages:**

- anticipates and addresses the readers' potential misunderstandings, biases, and expectations.

**Response to literary passages:**

- demonstrates an awareness of the author's use of literary and/or stylistic devices.

**2****The response —**

- demonstrates a *limited* comprehensive grasp of the text.
- provides *few, if any*, textual details and examples to support the thesis and main ideas.
- demonstrates a *limited, or no*, understanding of the ambiguities, nuances, and complexities of the text.
- provides *few, if any*, types of sentences and uses *basic, predictable* language.
- contains *several* errors in the conventions of the English language. (Errors may interfere with the readers' understanding of the essay.)

**Response to informational passages:**

- *may* address the readers' potential misunderstandings, biases, and expectations, but in a limited manner.

**Response to literary passages:**

- *may* demonstrate an awareness of the author's use of literary and/or stylistic devices.

**1****The response —**

- demonstrates *little, if any*, comprehensive grasp of the text.
- provides **no** textual details and examples to support the thesis and main ideas.
- demonstrates **no** understanding of the ambiguities, nuances, and complexities of the text.
- provides **no** sentence variety and uses *limited* vocabulary.
- contains *serious* errors in the conventions of the English language. (Errors interfere with the readers' understanding of the essay.)

**Response to informational passages:**

- does **not** address the readers' potential misunderstandings, biases, and expectations.

**Response to literary passages:**

- does **not** demonstrate any awareness of the author's use of literary and/or stylistic devices.

**non-scorable****B** = Blank**L** = Written in a language other than English**T** = Off-topic**I** = Illegible/Unintelligible



## Response to Writing Prompt

# Scoring Guide

**4****The essay —**

- *clearly* addresses all parts of the writing task.
- provides a *meaningful* thesis and maintains a consistent tone and focus and *purposefully* illustrates a control of organization.
- *thoughtfully* supports the thesis and main ideas with *specific* details and examples.
- provides a *variety* of sentence types and uses *precise, descriptive* language.
- demonstrates a *clear* sense of audience.
- contains *few, if any errors* in the conventions of the English language. (Errors are generally first-draft in nature.)

**Persuasive compositions:**

- *authoritatively* defends a position with precise and relevant evidence and *convincingly* addresses the readers' concerns, biases, and expectations.

**3****The essay —**

- addresses all parts of the writing task.
- provides a thesis and maintains a consistent tone and focus and illustrates a control of organization.
- supports the thesis and main ideas with details and examples.
- provides a *variety* of sentence types and uses *some descriptive* language.
- demonstrates a *general* sense of audience.
- contains *some errors* in the conventions of the English language. (Errors do **not** interfere with the readers' understanding of the essay.)

**Persuasive compositions:**

- *generally* defends a position with relevant evidence and addresses the readers' concerns, biases, and expectations.

**2****The essay —**

- addresses *only parts* of the writing task.
- *may* provide a thesis and maintains a *inconsistent* tone and focus and illustrates *little, if any* control of organization.
- *may* support the thesis and main ideas with *limited, if any*, details and/or examples.
- provides *few, if any*, types of sentences, and uses *basic, predictable* language.
- demonstrates *little or no* sense of audience.
- contains *several errors* in the conventions of the English language. (Errors *may* interfere with the readers' understanding of the essay.)

**Persuasive compositions:**

- defends a position with *little, if any*, evidence and *may* addresses the readers' concerns, biases, and expectations.

**1****The essay may be too short to evaluate or —**

- addresses *only one part* of the writing task.
- *may* provide a *weak, if any* thesis; *fails to maintain* a focus, and illustrates *little, or no* control of organization.
- *fails* to support ideas with details and/or examples.
- provides **no** sentence variety and uses *limited* vocabulary.
- demonstrates **no** sense of audience.
- contains *serious errors* in the conventions of the English language. (Errors interfere with the readers' understanding of the essay.)

**Persuasive compositions:**

- *fails* to defend a position with *any* evidence and *fails to* address the readers' concerns, biases, and expectations.

**non-scorable**

- B** = Blank
- T** = Off-topic
- L** = Written in a language other than English
- I** = Illegible/Unintelligible



# **HSEE Language Arts Blueprint**

# HSEE Language Arts Blueprint\*

Revised December 2000

California Content Standard	Number and Type of Items
<b>Reading (Grades Nine and Ten with two standards from Grade Eight as noted*)</b>	<b>58</b> Multiple-choice Items Total
<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>	10 Multiple-choice Items
1.1 Identify and use the literal and figurative meanings of words and understand word derivations.	6
1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	4
1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word narcissistic drawn from the myth of Narcissus and Echo).	0
<b>2.0 Reading Comprehension (Focus on Informational Materials)</b>	24 Multiple-choice Items
†8.2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).	1
2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	3
2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	2

† Eighth-grade content standard.

\* Approved by the State Board of Education on December 7, 2000.

# HSEE Language Arts Blueprint\*

Revised December 2000

California Content Standard	Number and Type of Items
2.3 Generate relevant questions about readings on issues that can be researched.	2
2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	3
2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	3
2.6 Demonstrate the use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).	0
2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	3
2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).	7
<b>3.0 Literary Response and Analysis</b>	<b>24</b> <b>Multiple-choice Items</b>
3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).	2

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# HSEE Language Arts Blueprint\*

Revised December 2000

California Content Standard	Number and Type of Items
3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.	0
3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.	2
3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.	2
3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	4
3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	2
3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	2
3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.	2
3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	2
3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature:	2

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Revised December 2000

California Content Standard	Number and Type of Items
<p>†8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)</p> <p>3.1.1 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)</p> <p>3.1.2 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)</p>	<p>4</p> <p>(Tasks that assess the three different approaches will be rotated across test forms.)</p>
<p><b>Writing (Grades Nine and Ten)</b></p>	<p><b>24</b></p> <p><b>Multiple-choice Items</b></p>
<p><b>1.0 Writing Strategies</b></p> <p>Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</p>	<p>11</p> <p>Multiple-choice Items</p>
<p>1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p>1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p>2</p> <p>3</p>

† Eighth-grade content standard.

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# HSEE Language Arts Blueprint\*

Revised December 2000

California Content Standard	Number and Type of Items
1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.	1
1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).	1
1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).	1
1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.	1
1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).	0
1.8 Design and publish documents by using advanced publishing software and graphic programs.	0
1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	2

\* Approved by the State Board of Education on December 7, 2000.



# HSEE Language Arts Blueprint\*

Revised December 2000

California Content Standard	Number and Type of Items
<p>2.3 Write expository compositions, including analytical essays and research reports:</p> <ul style="list-style-type: none"> <li>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</li> <li>b. Convey information and ideas from primary and secondary sources accurately and coherently.</li> <li>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</li> <li><del>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</del></li> <li>e. Anticipate and address readers' potential misunderstandings, biases, and expectations.</li> <li>f. Use technical terms and notations accurately.</li> </ul>	√
<p>2.4 Write persuasive compositions:</p> <ul style="list-style-type: none"> <li>a. Structure ideas and arguments in a sustained and logical fashion.</li> <li>b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</li> <li>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</li> <li>d. Address readers' concerns, counterclaims, biases, and expectations.</li> </ul>	√

√ Covered on this exam.

\* Approved by the State Board of Education on December 7, 2000.

# HSEE Language Arts Blueprint\*

Revised December 2000

California Content Standard	Number and Type of Items
<p>2.5 Write business letters:</p> <ul style="list-style-type: none"> <li>a. Provide clear and purposeful information and address the intended audience appropriately.</li> <li>b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.</li> <li>c. Highlight central ideas or images.</li> <li>d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.</li> </ul> <p>2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):</p> <ul style="list-style-type: none"> <li>a. Report information and convey ideas logically and correctly.</li> <li>b. Offer detailed and accurate specifications.</li> <li>c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).</li> <li>d. Anticipate readers' problems, mistakes, and misunderstandings.</li> </ul>	<p>√</p>
<p><b>1.0 Written and Oral English Language Conventions</b></p>	<p><b>13</b> Multiple-choice Items</p>
<p>1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</p>	<p>4</p>

√ Covered on this exam

\* Approved by the State Board of Education on December 7, 2000.

# HSEE Language Arts Blueprint\*

Revised December 2000

California Content Standard	Number and Type of Items
1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).	4
1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	4
1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	0
1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.	1

## 2 Essays

1 from standards 2.2 or 2.3

Response to Literature or Analytic Essay (Expository Writing)

1 from standards 2.1, 2.4 or 2.5

Biography, persuasion, business letter

\* Approved by the State Board of Education on December 7, 2000.