

Analysis of 2004 and 2006 Released TAKS Reading Tests By

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Objective 1

6B

Rely on context to determine meanings of words and phrases such as figurative language, [idioms,] multiple--meaning words, and technical vocabulary (9-11)

TAKS Information Booklet

(Some items) ask students to identify relevant context in order to understand the meaning of a word.

Implications for Instruction and Evidence of Understanding

This student expectation focuses on the student's understanding of:

- figurative language,
- multiple--meaning words, and
- technical vocabulary.

An analysis of the words that are tested indicates that TAKS takes a very broad view of "figurative language." Traditionally, figurative language has been defined as "language that is not literal; metaphorical language." The figurative language that is tested appears to be language that is colorful or descriptive.

Examples of words that have been tested include:

- *croup*
- *regaled*
- *deluge*
- *diorama*
- *poignant*
- *calumny*
- *enunciates*
- *emitting*
- *forage*
- *spindly*
- *arduous*
- *sheen*
- *travelogue*

Patterns of Questions

Questions have followed one of two patterns:

1. Straightforward questions that ask the meaning of the word: *The word deluge in paragraph 19 means a —*
2. Questions that ask what "word clues" from the passage guide the reader to know the meaning of the unfamiliar word: *Which words from paragraph ___ help the reader understand the meaning of the word ___?*

Correct Answer

- A plausible and contextually correct meaning of the word tested
- Words that assist the reader in determining the meaning of the word tested

Objective 1

Incorrect Answers/Distracters

- A meaning contextually related to the passage, but not the meaning of the word as it is used
- Information or meaning found elsewhere in the passage, but not relevant to the word tested
- Words found in the passage, but not relevant to the word tested
- Opposite meaning of the word tested

Note: Sometimes students may choose an incorrect answer because they do not know or they are confused by the word in the answer choice.

Other distracters that could be used to test word meaning (but not yet found on any of the released items) include:

- An accurate meaning of the word, but not the meaning in the context used
- Syntactically correct (i.e., fits the grammatical structure of the sentence), but not the meaning of the word tested

9th Grade, 2003 TAKS Information Booklet; Passage: “Mama and Her Bank Account”

TAKS Objective:1; 6(B) rely on context to determine meanings of words and phrases such as figurative language, [idioms,] multiple-meaning words, and technical vocabulary

Generic Analysis: Technical vocabulary (medical)

1 Which words from paragraph 21 help the reader understand the meaning of the word *croup*?

A understand, confused	Information or meaning found elsewhere in the passage, but not relevant to the word tested
B emergencies, doctor	A meaning contextually related to the passage and found elsewhere in the passage, but not the meaning of the word as it is used
C medicine, drugstore	Correct Answer
D broke, sudden	Information or meaning found elsewhere in the passage, but not relevant to the word tested

9th Grade, 2003 Released Test; Passage: “My Bold Brother Carmen”

TAKS Objective:1; 6(B) rely on context to determine meanings of words and phrases such as figurative language, [idioms,] multiple-meaning words, and technical vocabulary

Generic Analysis: Figurative Language

18 Which words from paragraphs 31 and 32 help the reader understand the meaning of the word *regaled*?

F <i>farthest, unsophisticated, foreign</i>	Words found in the passage, but not relevant to the word tested
G <i>felt, compared, visited</i>	Words found in the passage, but not relevant to the word tested
H <i>significant, achievements, failure</i>	Words found in the passage, but not relevant to the word tested
J <i>tell, relate, share</i>	Correct Answers

9th Grade, 2006, Passage: “A Horse for Matthew”

Objective: 01 D.6 (B) rely on context to determine meanings of words and phrases such as figurative language, [idioms,] multiple-meaning words, and technical vocabulary.

Generic Analysis: Figurative/Descriptive Language

1 In paragraph 43, the word *emitting* means —

A uttering	Correct Answer
B viewing	Syntactically correct (i.e., fits the grammatical structure of the sentence), but not the meaning of the word tested
C rushing	Syntactically correct (i.e., fits the grammatical structure of the sentence), but not the meaning of the word tested
D whispering	Syntactically correct (i.e., fits the grammatical structure of the sentence), but not the meaning of the word tested

Objective 1

10th Grade, 2003 Released Test; Passage: “Brian’s Return”

TAKS Objective:1; 6(B) rely on context to determine meanings of words and phrases such as figurative language, [idioms,] multiple--meaning words, and technical vocabulary

Generic Analysis: Figurative Language

2 The word *deluge* in paragraph 19 means a —

F drought	Opposite meaning of the word tested
G mistake	A meaning contextually related to the passage (Brian did make a mistake), but not the meaning of the word as it is used
H flood	Correct Answer
J trickle	Opposite meaning of the word tested

10th Grade, 2003 Released Test; Passage: “Brian’s Return”

TAKS Objective:1; 6(B) rely on context to determine meanings of words and phrases such as figurative language, [idioms,] multiple--meaning words, and technical vocabulary

Generic Analysis: Technical Vocabulary

4 Which word from paragraph 8 helps the reader understand the meaning of the word *diorama*?

F <i>painting</i>	Correct Answer
G <i>private</i>	Words found in the passage, but not relevant to the word tested
H <i>sheltered</i>	Words found in the passage, but not relevant to the word tested
J <i>canopy</i>	Words found in the passage, but not relevant to the word tested

10th Grade, 2006–February Administration, Passage: “Summer of the Raccoons”

TAKS Objective: 01 E.6 (B) rely on context to determine meanings of words and phrases such as figurative language, [idioms,] multiple-meaning words, and technical vocabulary.

Generic Analysis: Figurative/Descriptive Language

12 In paragraph 26, the word *forage* means —

F search	Correct Answer
G cry	Syntactically correct (i.e., fits the grammatical structure of the sentence), but not the meaning of the word tested
H prepare	Syntactically correct (i.e., fits the grammatical structure of the sentence), but not the meaning of the word tested
J shop	Syntactically correct (i.e., fits the grammatical structure of the sentence), but not the meaning of the word tested

10th Grade, 2006–Make-up, Passage: “The Girl Who Can”

TAKS Objective: 01 E.6 (B) rely on context to determine meanings of words and phrases such as figurative language, [idioms,] multiple-meaning words, and technical vocabulary.

Generic Analysis: Figurative/Descriptive Language

1 Which words from paragraph 18 help the reader understand the meaning of the word *spindly*?

A <i>daughter, woman</i>	Words found in the passage, but not relevant to the word tested
B <i>insisted, thank</i>	Words found in the passage, but not relevant to the word tested
C <i>biggest, later</i>	Words found in the passage, but not relevant to the word tested
D <i>long, thin</i>	Correct Answer

10th Grade, 2006–Make-up, Passage: “My Daughter the Hoopster”

TAKS Objective: 01 E.6 (B) rely on context to determine meanings of words and phrases such as figurative language, [idioms,] multiple-meaning words, and technical vocabulary.

Generic Analysis: Figurative/Descriptive Language

16 Which words from paragraph 5 help the reader understand the meaning of the word *arduous*?

F <i>bittersweet, carry</i>	Words found in the passage, but not relevant to the word tested
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Objective 1

G <i>gratitude, pleasure</i>	Words found in the passage, but not relevant to the word tested
H <i>listen, preserve</i>	Words found in the passage, but not relevant to the word tested
J <i>complications, risked</i>	Correct Answer

11th Grade, 2003 TAKS Information Booklet; Passage: “Growing Up in the U.S”

TAKS Objective:1; 6(B) rely on context to determine meanings of words and phrases such as figurative language, [idioms,] multiple--meaning words, and technical vocabulary

Generic Analysis: Figurative Language

8 Which word from paragraph 14 helps the reader understand the meaning of the word *poignant*?

A perhaps	Word found in the passage, but not relevant to the word tested
B loss	Correct Answer
C personal	Word found in the passage, but not relevant to the word tested
D express	Word found in the passage, but not relevant to the word tested

11th Grade, 2003 Released Test; Passage: “Letter That Changed My Life”

TAKS Objective:1; 6(B) rely on context to determine meanings of words and phrases such as figurative language, [idioms,] multiple--meaning words, and technical vocabulary

Generic Analysis: Figurative Language

13 In paragraph 2, the word *calumny* means —

A disappointment	A meaning contextually related to the passage (the author was disappointed), but not the meaning of the word as it is used
B anecdote	A meaning contextually related to the passage (the author was disappointed), but not the meaning of the word as it is used
C slander	Correct Answer
D compliment	Opposite meaning of the word tested

11th Grade, 2006–February Administration, Passage: “The First Day”

TAKS Objective: 01 F.6 (B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, [idioms,] and technical vocabulary.

Generic Analysis: Figurative Language

4 In paragraph 20, the word *enunciates* means —

F reads	Words found in the passage, but not relevant to the word tested
G remembers	Syntactically correct (i.e., fits the grammatical structure of the sentence), but not the meaning of the word tested
H explains	Syntactically correct (i.e., fits the grammatical structure of the sentence), but not the meaning of the word tested
J pronounces	Correct Answer

11th Grade, 2006–April Administration, Passage: “Going to America”

TAKS Objective: 01 F.6 (B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, [idioms,] and technical vocabulary.

Generic Analysis: Figurative/Descriptive Language

13 In paragraph 1, which word helps the reader understand the meaning of the word *sheen*?

A <i>carved</i>	Word found in the passage, but not relevant to the word tested
B <i>branch</i>	Word found in the passage, but not relevant to the word tested
C <i>waving</i>	Word found in the passage, but not relevant to the word tested
D <i>polished</i>	Correct Answer

Objective 1

11th Grade, 2006-July Administration, Passage: “In Search of Eels”

TAKS Objective: 01 F.6 (B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, [idioms,] and technical vocabulary

Generic Analysis: Technical Vocabulary

1 In paragraph 53, the word *travelogue* refers to a —

A motor	Syntactically correct (i.e., fits the grammatical structure of the sentence), but not the meaning of the word tested
B thought	Syntactically correct (i.e., fits the grammatical structure of the sentence), but not the meaning of the word tested
C commentary	Correct Answer
D movie	Syntactically correct (i.e., fits the grammatical structure of the sentence), but not the meaning of the word tested

Objective 1

6E

Use reference material such as glossary, dictionary, thesaurus, [and available technology] to determine precise meanings and usage (9-11)

TAKS Information Booklet

There is no information in the *TAKS Information Booklet* for this student expectation.

Implications for Instruction and Evidence of Understanding

This student expectation focuses on the student's understanding of how to use reference materials to determine the meanings and uses of words. Although the student expectation specifies the use of a glossary, dictionary, and thesaurus, only dictionary-like questions have appeared in the *TAKS Information Booklet* and on the released tests.

Words that are tested are, of necessity, all multi-meaning words.

Pattern of Questions

Since this student expectation assesses use of reference materials, all test items have used the following format:

Read the following dictionary entry.

(an entry from a dictionary that includes the pronunciation, the part of speech, and four possible meanings.)

A question that asks: Which definition best matches the meaning of the word ___ as it is used in paragraph ___?

Correct Answer

Plausible and contextually correct meaning of the word tested

Incorrect Answers/Distracters

- An accurate meaning of the word, but not the meaning in the context used

Note: Unlike the TAAS, the level of vocabulary used in TAKS incorrect answers is much more difficult. Sometimes students may choose an incorrect answer because they do not know or they are confused by the word in the answer choice.

Other distracters sometimes used to test word meaning (but not yet found on any of the released items) could include:

- A meaning contextually related to the passage, but not the meaning of the word as it is used
- Information or meaning found elsewhere in the passage, but not relevant to the word tested

Objective 1

- Words found in the passage, but not relevant to the word tested
- Opposite meaning of the word tested
- Syntactically correct (i.e., fits the grammatical structure of the sentence), but not the meaning of the word tested

Not assessed on 9th Grade 2003 Released Test

9th Grade, 2006, Passage: "Hello, Old Paint"

Objective: 01 D.6 (E) use reference material such as glossary, dictionary, thesaurus, [and available technology] to determine precise meanings and usage.

Generic Analysis: Use reference material to determine word meaning

18 Read the following dictionary entry.

bounce \ˈbaʊn(t)s\ *v* **1.** to cause to rebound after striking a surface **2.** to dismiss from employment; fire **3.** to present an idea to another person for comments or approval **4.** to be returned by a bank because of a shortage of money

Which definition best matches the use of the word *bounced* in paragraph 1?

F Definition 1	An accurate meaning of the word, but not the meaning in the context used
G Definition 2	An accurate meaning of the word, but not the meaning in the context used
H Definition 3	An accurate meaning of the word, but not the meaning in the context used
J Definition 4	Correct Answer

10th Grade, 2003 TAKS Information Booklet; Passage: "I Go Along"

TAKS Objective: 01 F.6 (E) use reference material such as glossary, dictionary, [thesaurus, and available technology] to determine precise meanings and usage.

Generic Analysis: Dictionary entry; also multi-meaning word

1 Read the following dictionary entry.

impression \im-pre-shən\ *n* **1.** a stamp, form, or figure produced by pressure **2.** a strong effect on feelings or the mind **3.** a notion or a belief, often of a vague nature **4.** an imitation of a famous person by an entertainer

Which definition best matches the meaning of the word *impressions* as it is used in paragraph 29 of the story?

A Definition 1	An accurate meaning of the word, but not the meaning in the context used
B Definition 2	Correct Answer
C Definition 3	An accurate meaning of the word, but not the meaning in the context used
D Definition 4	An accurate meaning of the word, but not the meaning in the context used

10th Grade, 2003 Released Test; Passage: "On Willow Creek"

TAKS Objective: 01 F.6 (E) use reference material such as glossary, dictionary, [thesaurus, and available technology] to determine precise meanings and usage.

Generic Analysis: Dictionary entry; also multi-meaning word

Objective 1

14 Read the following dictionary entry.

stir\stər v **1.** to move slightly **2.** to urge onward **3.** to raise a topic for notice or debate
4. to mix, dissolve, or make by continued circular motion

Which definition best matches the meaning of the word *stirred* as it is used in paragraph 5 of the essay?

F Definition 1	Correct Answer
G Definition 2	An accurate meaning of the word, but not the meaning in the context used
H Definition 3	An accurate meaning of the word, but not the meaning in the context used
J Definition 4	An accurate meaning of the word, but not the meaning in the context used

10th Grade, 2006-February Administration, Passage: "Set Free"

TAKS Objective: 01 E.6 (E) use reference material such as glossary, dictionary, [thesaurus, and available technology] to determine precise meanings and usage.

Generic Analysis: Use reference materials to identify unfamiliar words

2 Read the following dictionary entry.

watch \ˈwɑtʃ\ n **1.** a portable timepiece
2. a guard or sentinel **3.** a period of duty; shift
4. a notice or bulletin indicating severe weather

Which definition best matches the meaning of the word *watch* as it is used in paragraph 5?

F Definition 1	An accurate meaning of the word, but not the meaning in the context used
G Definition 2	Correct Answer
H Definition 3	An accurate meaning of the word, but not the meaning in the context used
J Definition 4	An accurate meaning of the word, but not the meaning in the context used

11th Grade, 2003 Released Test; Passage: "The Miraculous Phonograph Record"

TAKS Objective: 2; 6(E) use reference material such as glossary, dictionary, [thesaurus, and available technology] to determine precise meanings and usage.

Generic Analysis: Dictionary entry; also multi-meaning word

1 Read the following dictionary entry.

fix \fiks\ v **1.** to stabilize **2.** to capture the attention of **3.** to get ready for **4.** to repair or mend

Which definition best matches the use of the word *fixed* in paragraph 8?

A Definition 1	Correct Answer
B Definition 2	An accurate meaning of the word, but not the meaning in the context used
C Definition 3	An accurate meaning of the word, but not the meaning in the context used
D Definition 4	An accurate meaning of the word, but not the meaning in the context used

11th Grade, 2006-February Administration, Passage: "The First Day"

TAKS Objective: 01 F.6 (E) use reference material such as glossary, dictionary, [thesaurus, and available technology] to determine precise meanings and usage.

Generic Analysis: Use Resource Materials to Determine Word Meaning

Objective 1

<p>1 Read the following dictionary entry.</p> <p>lost \lɒst\ <i>adj</i> 1. unable to find one's way 2. no longer known or practiced 3. lacking self-confidence 4. not used to one's benefit or advantage</p> <p>Which definition best matches the meaning of the word <i>lost</i> as it is used in paragraph 2?</p>	
A Definition 1	An accurate meaning of the word, but not the meaning in the context used
B Definition 2	Correct Answer
C Definition 3	An accurate meaning of the word, but not the meaning in the context used
D Definition 4	An accurate meaning of the word, but not the meaning in the context used
<p>Note: Fourth most frequently missed question in the state. Answer Choices were: A—12%; B—66%; C—3%; D—18%</p>	

<p>11th Grade, 2006-April Administration, Passage: “My Father Sits in the Dark”</p> <p>TAKS Objective: 01 F.6 (E) use reference material such as glossary, dictionary, [thesaurus, and available technology] to determine precise meanings and usage.</p> <p><i>Generic Analysis: Use resource materials to determine word meaning</i></p>	
<p>even \ˈe-vən\ <i>adj</i> 1. calm, undisturbed 2. having no bumps 3. equally matched or balanced 4. fair and impartial</p> <p>Which definition best matches the meaning of the word <i>even</i> as it is used in paragraph 18?</p>	
F Definition 1	Correct Answer
G Definition 2	An accurate meaning of the word, but not the meaning in the context used
H Definition 3	An accurate meaning of the word, but not the meaning in the context used
J Definition 4	An accurate meaning of the word, but not the meaning in the context used

<p>11th Grade, 2006-July Administration, Passage: “Living an Adventurous Life”</p> <p>TAKS Objective: 01 F.6 (E) use reference material such as glossary, dictionary, [thesaurus, and available technology] to determine precise meanings and usage.</p> <p><i>Generic Analysis: Use resource materials</i></p>	
<p>13 Read the following dictionary entry.</p> <p>refine \rɪ-ˈfaɪn\ <i>v</i> 1. to elevate 2. to remove moral imperfections 3. to cultivate 4. to alter by polishing or reducing</p> <p>Which definition best matches the use of the word <i>refine</i> in paragraph 5?</p>	
A Definition 1	An accurate meaning of the word, but not the meaning in the context used
B Definition 2	An accurate meaning of the word, but not the meaning in the context used
C Definition 3	An accurate meaning of the word, but not the meaning in the context used
D Definition 4	Correct Answer

Objective 1

6F

Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation (9)

6F

**Discriminate between connotative and denotative meanings and interpret the connotative power of words (11th)
(tested in Objective 3)**

TAKS Information Booklet

(Some items) ask students to identify relevant context in order to understand the meaning of a word.

Implications for Instruction and Evidence of Understanding

This student expectation focuses on the student's understanding of:

- analogies,
- homonyms,
- synonyms/antonyms, and
- connotation/denotation

Synonyms and Antonyms

The only two test items available for analysis test synonyms and antonyms.

Connotation/Denotation

See Objective 3, 6(F): "discriminate between connotative and denotative meanings and interpret the connotative power of words" (10-11).

Analogies

Although analogies are included in this student expectation as well as in Objective 1, 6(G): "read and understand analogies" (10-11), there have been no analogy questions on any released test.

Connotation/Denotation

For examples of items that assess connotation and denotation, see Objective 3, 6(F): "discriminate between connotative and denotative meanings and interpret the connotative power of words" (10-11).

Homonyms

There are no test items that assess homonyms.

Pattern of Questions

Which of these is an antonym for the word ____ in paragraph ____?

Which of the following words is a synonym for the word ____ in paragraph ____?

Correct Answer

Antonym Questions

The opposite meaning of the tested word

Synonym Questions

The same meaning as the tested word

Objective 1

Incorrect Answers/Distracters

Antonym Questions

- Not quite a synonym, but similar in meaning; question asks for antonym
- Similar word structure (e.g., same prefix, suffix, or root), but not the antonym

Synonym Questions

- Related to the meaning of the tested word or a word in the same paragraph but not its meaning of the tested word
- Opposite meaning of the tested word

Note: Unlike the TAAS, the level of vocabulary used in TAKS incorrect answers is much more difficult. Sometimes students may choose an incorrect answer because they do not know or they are confused by the word in the answer choice.

Other distracters sometimes used to test word meaning (but not found on any of the released items) include:

- An accurate meaning of the word, but not the meaning in the context used
- Syntactically correct (i.e., fits the grammatical structure of the sentence), but not the meaning of the word tested

9th Grade, 2003 TAKS Information Booklet; Passage: "Unforgettable Clarence Mathews"

TAKS Objective: 1; 6(F) identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation

Generic Analysis: Antonym

7 Which of these is an antonym for the word *improbable* in paragraph 3?

A Wild	Not quite a synonym, but similar in meaning; question asks for antonym
B Impossible	Not quite a synonym, but similar in meaning; question asks for antonym
C Likely	Correct Answer
D Imaginative	Similar word structure (same prefix) but not the antonym

9th Grade, 2003 Released Test; Passage: "My Bold Brother Carmen"

TAKS Objective: 1; 6(F) identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation

Generic Analysis: Synonym

15 Which of the following words is a synonym for the word *mustering* in paragraph 45?

A Moving	Related to the meaning of the word "strength" in the paragraph, but not its meaning of the tested word
B Gathering	Correct Answer
C Placing	Related to the meaning of the word "strength" in the paragraph, but not its meaning of the tested word
D Separating	Opposite meaning of the tested word

Objective 1

6G
Read and understand analogies (10-11)
(also tested in Objective 1)

TAKS Information Booklet

There is no information for this student expectation in the *TAKS Information Booklet*.

Implications for Instruction and Evidence of Understanding

There are no sample questions for this student expectation in either the *TAKS Information Booklet* or the released tests. It is, therefore, not possible to determine how to approach the teaching of analogies in the classroom.

Not assessed on any released test in 2003, 2004, 2006

Objective 1

7F—Identify main ideas and their supporting details (9)
7G—Summarize texts (9)
7F—Produce summaries of texts
by identifying main ideas and their supporting details (10-11)

TAKS Information Booklet

Some items will require a student to recognize main idea(s) or gist in expository texts or in a limited portion of a literary text. These items will clearly indicate to students that they are to focus on broad or central ideas.

Summary items will focus on the reading selection as a whole. Students may be asked to recognize a plot summary of a literary text. A summary is a short paragraph that includes the main idea and the most important details of a text or portion of a text. For this type of item, all answer choices will be constructed authentically as short paragraphs.

Implications for Instruction and Evidence of Understanding

Main Idea

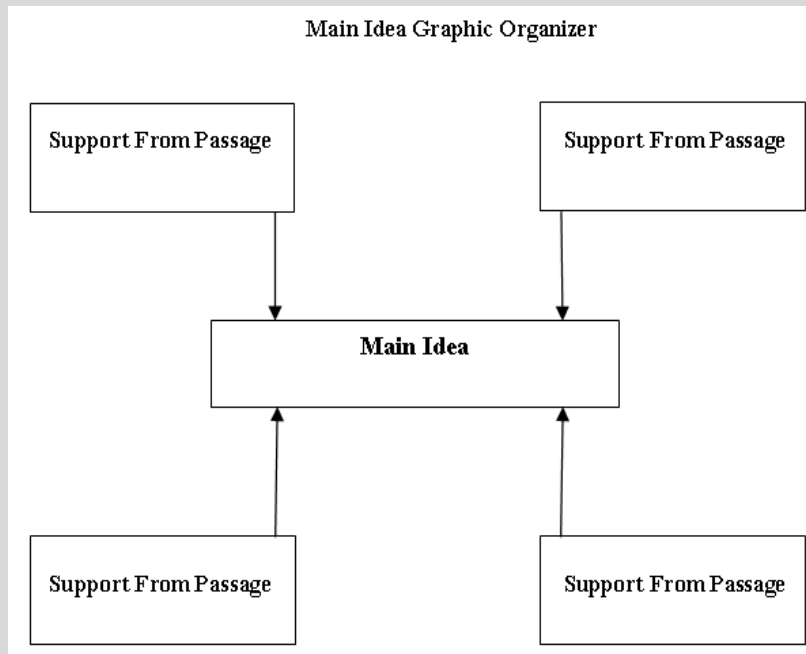
Main idea is a statement about what the passage (or a portion of the passage is mostly about--TAKS refers to this as the "gist." TAKS also differentiates between the main idea and a main idea. A main idea is typically based on a single paragraph, a set of paragraphs or a significant event or idea in the text. It is interesting that of the eight main idea questions available for analysis, five ask for the main idea of a single paragraph and three ask for the main idea of a set of paragraphs.

There are two different kinds of "main idea" questions:

1. **Traditional Main Idea Questions:** These questions ask students to identify the main of
 - a paragraph,
 - a set of paragraphs
 - the entire passage (typically only for expository passages, since narrative passages typically do not have a single main idea).
2. **Supporting A Main Idea Question:** These questions provide the main idea in the question, and then ask students to choose an answer that supports that main idea. It is not obvious from the question that it is a main idea question, (e.g., Hanh says that the mandarin has never liked Gan because —). The text structure of most narrative/literary text is chronological—events in the order in which they occur. The subtext of the chronological events is typically cause/effect—an event occurs and causes another event which in turn causes another event, etc. These events are components of a plot line that traces the central conflict/story problem and the rising action, climax, falling action, and resolution. Since many of the events on the plot line are in a cause/effect relationship, any of them represent an opportunity for a “supporting main idea” question.

The following graphic organizer may be helpful to students to see and manipulate the thinking process that is involved with identifying and supporting the/a main idea:

Objective 1



3. **Best Summary**

The best summary is, superficially, a summary of details, i.e., 2-4 sentences that contain multiple, accurate details from throughout (beginning, middle, and end) the passage.

The best summary of a narrative/literary passage will be a plot summary and will have the following attributes:

- 2-4 sentences
- Multiple, accurate details
- Details come from the beginning, middle, and end of the passage

The best summary of an expository passage will have the following attributes:

- 2-4 sentences
- Main idea
- Multiple, accurate details that support the main idea
- Details come from the beginning, middle, and end of the passage

Note: The details are in the passage--they are typically not inferred from the passage.

The following graphic organizer may be helpful to students to see and manipulate the thinking process that is involved with identifying the best summary:

Best Summary Graphic Organizer

Sentences in Answer Choice	Accurate?	Where?
	Yes? No?	B M E
	Yes? No?	B M E
	Yes? No?	B M E
	Yes? No?	B M E

Objective 1

Pattern of Questions

Main idea questions have almost always included the phrase "mostly about" or "mostly about":

- *What is paragraph ___ mainly/mostly about?* (for narrative and expository passages)
- *Paragraphs 11 and 12 are mainly about the —* (for narrative and expository passages)
- *What is this selection mainly about?* (for expository passages)

In 2006, some main idea questions were asked more obliquely:

- *In addition to regular school lessons, Miss Bessie also taught the author how —.*
- *Tommy's grandfather was once well known as a —*
- *Approximately how long does it take Grandpa to find the right horse for Matthew?*
- *How did the raccoons look when Shirley first found them?*
- *Nana believes that a woman's legs should —*
- *Where was Miss Bessie when she learned the importance of a good education?*
- *In addition to regular school lessons, Miss Bessie also taught the author how —*
- *Nancy Mairs was first diagnosed as having —*
- *The strengths of Jamila's game are —*
- *At the beginning of the article, the writer is watching his daughter play —*

These questions are main idea questions because they address **a** main idea in the story as opposed to **the** main idea.

Supporting main idea questions have primarily been cause/effect questions. Examples include:

- *How was Matthew's leg broken?*
- *When the author finally found the paper with the bank's phone number on it, it was difficult to read because —*
- *The author had good memories of Cricket and Sassy because —*
- *Gallico became a sportswriter because —*

Best Summary

- *Which of these gives the best summary for the article/story/passage?*

Correct Answer

Main Idea

A broad statement that explains what the passage (or portion of the passage) is mostly about; the statement is supported by multiple, accurate details from the passage

Supporting of Main Idea

An accurate statement from the passage that supports the/a main idea (the/a main idea is given in the question)

Best Summary

- 2-3 sentences
- A/The main idea of the passage
- Multiple, accurate details that support that main idea
- Supporting details come from the beginning, middle, and end of the passage

Objective 1

Incorrect Answers/Distracters

Main Idea

- Statements/details from the passage (completely or partially accurate), but not the main idea
- Inaccurate/contradictory information from the passage
- Main idea of a different part of the passage, but not the main idea of the targeted section
- Plausible statement related to the passage, but not the main idea

Supporting a Main Idea

- Inaccurate/contradictory information from the passage
- Information/detail from the passage (completely or partially accurate), but not the main idea
- Plausible statement, but not in the passage (and/or not responsive to the question)

Best Summary

- Inaccurate details
- Incomplete set of details (e.g., accurate details from the beginning and middle, but not the end or accurate details from the middle and end but not the beginning)

9th Grade, 2003 TAKS Information Booklet; Passage: “Mama and Her Bank Account”

TAKS Objective 1; (7(F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main Idea

2 What is paragraph 16 mainly about?

A After seeing her neighbors evicted, Katrin fears that her family might lose their house someday.	Correct Answer
B Mrs. Jensen is ashamed because strange men are moving furniture out of her house.	Accurate details from the passage, but not the main idea
C People without enough money to pay the landlord suffer embarrassment in front of their neighbors.	Accurate details from the passage, but not the main idea
D Katrin remembers the day when the Jensens had to move out of their house.	Accurate details from the passage, but not the main idea

9th Grade, 2003 Released Test; Passage: “A Brother in Need”

TAKS Objective: 1: 7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main Idea

3 Paragraphs 16 through 21 are mostly about —

A the many loyal friends Gan has made	Inaccurate/contradictory information from the passage from the passage
B Gan’s attempts to further cheat his brother	Inaccurate/contradictory information from the passage
C Gan’s rise to popularity and riches	Main idea of a different part of the passage, but not the main idea of the targeted section
D the unwillingness of Gan’s friends to help him	Correct Answer

9th Grade, 2003 Released Test; Passage: “My Bold Brother Carmen”

TAKS Objective 1:7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main Idea

17 Paragraph 46 is mainly about —

A Carmen’s sense of loss as his marriage	Accurate details from the passage, but not the main idea
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Objective 1

unraveled	
B the author’s feelings of envy and cowardice	Partially accurate details from the passage, but not the main idea
C Carmen’s eventual success in his career	Partially accurate details from the passage, but not the main idea
D the author’s change in attitude toward his brother	Correct Answer

9th Grade, 2006, Passage: “A Horse for Matthew”

Objective: 01 D.7 (F) identify main ideas and their supporting details.

Generic Analysis: Main Idea

2 Tommy’s grandfather was once well known as a —

F horse trainer	Plausible statement related to the passage, but not the main idea
G belt maker	Inaccurate/contradictory information from the passage
H rodeo champion	Correct Answer
J horse breeder	Plausible statement related to the passage, but not the main idea

9th Grade, 2006, Passage: “A Horse for Matthew”

Objective: 01 D.7 (F) identify main ideas and their supporting details.

Generic Analysis: Main Idea

3 Approximately how long does it take Grandpa to find the right horse for Matthew?

A A month	Inaccurate/contradictory information from the passage
B A couple of days	Inaccurate/contradictory information from the passage
C All summer	Inaccurate/contradictory information from the passage
D Two weeks	Correct Answer

9th Grade, 2006, Passage: “A Horse for Matthew”

Objective: 01 D.7 (F) identify main ideas and their supporting details.

Generic Analysis: Main Idea

5 Paragraph 42 is mainly about —

A Matthew and Sundance becoming acquainted	Correct Answer
B what horses like to eat while in the corral	Statements/details from the passage (completely or partially accurate), but not the main idea
C fences and their usefulness on ranches	Inaccurate/contradictory information from the passage
D Matthew leaving the corral with the others	Statements/details from the passage (completely or partially accurate), but not the main idea

9th Grade, 2006, Passage: “Hello, Old Paint”

Objective: 01 D.7 (F) identify main ideas and their supporting details.

Generic Analysis: Main Idea

19 Paragraphs 5 and 6 are mainly about —

A how much trouble the animals had become	Plausible statement related to the passage, but not the main idea
B how the author rationalized the sale of her pets	Correct Answer
C how angry the author was with the buyers of Cricket and Sassy	Plausible statement related to the passage, but not the main idea
D why American saddlebreds are lovable Horses	Plausible statement related to the passage, but not the main idea

10th Grade, 2003 Released Test; Passage: “Brian’s Return”

Objective 1

TAKS Objective: 1; E.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main Idea

3 What is paragraph 41 primarily about?

A Brian is able to find enough dry wood to start a fire.	Correct Answer
B Native Americans used birch bark to construct canoes.	Accurate details from the passage, but not the main idea
C The wound in his leg makes it difficult for Brian to walk.	Accurate details from the passage, but not the main idea
D It usually takes only one match for Brian to start a campfire.	Partially accurate details from the passage, but not the main idea

10th Grade, 2003 TAKS Information Booklet; Passage: “My Fight with Jack Dempsey”

TAKS Objective: Objective 1; 7(F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main Idea

9 Paragraphs 5 and 6 are mainly about —

A Gallico’s desire to be good at his job	Accurate statement inferred from the passage, but not the main idea
B the hazards of prizefighting	Accurate statement inferred from the passage, but not the main idea
C Gallico’s motivation for fighting Dempsey	Correct Answer
D the challenges of becoming a writer	Accurate statement inferred from the passage, but not the main idea

10th Grade, 2003 Released Test; Passage: “On Willow Creek”

TAKS Objective: 1;7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main Idea

15 Paragraphs 11 and 12 are mainly about the —

A inability of the geese to land	Correct Answer
B thickness of the fog	Accurate details from the passage, but not the main idea
C bravery of a single goose	Inaccurate/contradictory information from the passage
D location of the creek	Accurate details from the passage, but not the main idea

10th Grade, 2006-February Administration, Passage: “Set Free”

TAKS Objective: 01 E.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main idea

4 What is paragraph 1 mainly about?

F The boy identifies with the dog’s confinement.	Correct Answer
G The dog is unhappy with his situation.	Inaccurate/contradictory information from the passage (the <u>boy</u> was unhappy, not the dog)
H The boy is angry with his father.	Statements/details from the passage but not the main idea
J The dog lunges and jerks against his cable.	Statements/details from the passage but not the main idea

Objective 1

10th Grade, 2006-February Administration, Passage: “Summer of the Raccoons”

TAKS Objective: 01 E.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main idea

13 The first seven paragraphs of the selection are mainly about the author and his wife —

A finding two baby raccoons	Correct Answer
B playing golf at Stony Brook	Statements/details from the passage, but not the main idea
C arguing about responsibility	Statements/details from the passage, but not the main idea
D seeking peace and quiet	Statements/details from the passage, but not the main idea

10th Grade, 2006-February Administration, Passage: “Summer of the Raccoons”

TAKS Objective: 01 E.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main idea

14 How did the raccoons look when Shirley first found them?

F Lifeless	Inaccurate/contradictory information from the passage (they were small, but they were moving and making noise)
G Injured	Inaccurate/contradictory information from the passage
H Underfed	Correct Answer
J Clean	Inaccurate/contradictory information from the passage (they were dirty)

Note: Ninth most frequently missed question in the state.

Answer Choices were: F—14%; G—4%; H—81%; J—1%

10th Grade, 2006-Make-up, Passage: “The Girl Who Can”

TAKS Objective: 01 E.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main idea

2 Nana believes that a woman’s legs should —

F be long and lean	Inaccurate/contradictory information from the passage
G have strong thighs	Inaccurate/contradictory information from the passage—not in the passage
H support solid hips	Correct Answer
J be like her mother’s	Inaccurate/contradictory information from the passage—not in the passage

11th Grade, 2003 TAKS Information Booklet; Passage: “Las Papas”

TAKS Objective 1; 7(F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main Idea

1 What is paragraph 20 mostly about?

A The child’s father knows potatoes only by their Spanish name.	Inaccurate/contradictory information from the passage
B Potatoes are difficult to harvest and prepare.	Partially accurate details from the passage, but not the main idea
C The child’s father thinks that potatoes are not nutritious.	Partially accurate details from the passage, but not the main idea
D Potatoes represent something unpleasant to the child’s father.	Correct Answer

11th Grade, 2003 Released Test; Passage: “The Miraculous Phonograph Record”

TAKS Objective 1: 7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main Idea

Objective 1

3 Paragraph 7 is mainly about —	
A the varying weights and sizes of fig packs	Accurate details from the passage, but not the main idea
B the different dried-fruit packinghouses that offer work	Accurate details from the passage, but not the main idea
C the effect of the length of the fig season on Mrs. Saroyan	Partially accurate details from the passage, but main idea
D the fluctuations in how much Mrs. Saroyan earns at work	Correct Answer

11th Grade, 2006-February Administration, Passage: “Unforgettable Miss Bessie”	
TAKS Objective: 01 F.7 (F) produce summaries of texts by identifying main ideas and their supporting details.	
<i>Generic Analysis: Main Idea</i>	
12 What is this selection mainly about?	
F A successful journalist remembers the difficult challenges he overcame many years ago in high school.	Statements/details from the passage (completely or partially accurate), but not the main idea
G A former student is surprised when he visits his old high school teacher	Inaccurate/contradictory information from the passage
H A former student remembers the high school teacher who taught him the real meaning of education	Correct Answer
J A woman born into poverty becomes an inspirational high school teacher.	Statements/details from the passage (completely or partially accurate), but not the main idea

11th Grade, 2006-February Administration, Passage: “Unforgettable Miss Bessie”	
TAKS Objective: 01 F.7 (F) produce summaries of texts by identifying main ideas and their supporting details.	
<i>Generic Analysis: Main Idea</i>	
13 Where was Miss Bessie when she learned the importance of a good education?	
A Bernard High School	Statements/details from the passage but not the main idea—not where she learned the importance of a good education
B Trinity School	Statements/details from the passage but not the main idea—not where she learned the importance of a good education
C Normal School	Correct Answer
D Fisk University	Statements/details from the passage but not the main idea—not where she learned the importance of a good education

11th Grade, 2006-February Administration, Passage: “Unforgettable Miss Bessie”	
TAKS Objective: 01 F.7 (F) produce summaries of texts by identifying main ideas and their supporting details.	
<i>Generic Analysis: Main Idea</i>	
14 In addition to regular school lessons, Miss Bessie also taught the author how —	
F to gain access to books in the town library	Inaccurate/contradictory information from the passage (Miss Bessie learned how to access the books; she did not teach the author how)
G to stand up to peer pressure	Correct Answer
H to play the piano	Inaccurate/contradictory information from the passage Miss Bessie played the piano; she did not teach the author to play)
J to work as a newspaper delivery boy	Inaccurate/contradictory information from the passage (the student was the delivery boy—not Miss Bessie)
Note: Fifth most frequently missed question in the state.	

Objective 1

Answer Choices were: F—13%; G—66%; H—6%; J—14%

11th Grade, 2006-February Administration, Passage: “Unforgettable Miss Bessie”

TAKS Objective: 01 F.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main Idea

15 What is paragraph 15 mainly about?

A The author found a way to study even in very difficult conditions.	Correct Answer
B The author enjoyed reading classic literature by lamplight.	Statements/details from the passage (partially accurate: he read by lamplight), but not the main idea
C The author’s family lived in poverty without benefit of electricity.	Statements/details from the passage (completely or partially accurate), but not the main idea
D The author’s father built their small house with very little money.	Statements/details from the passage (completely or partially accurate), but not the main idea

11th Grade, 2006-April Administration, Passage: “My Father Sits in the Dark”

TAKS Objective: 01 F.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main Idea

3 What is paragraph 40 mainly about?

A The narrator hears a clock, a car, and papers on the street.	Statements/details from the passage, but not the main idea
B The narrator realizes the night is louder than he had thought.	Statements/details from the passage (completely or partially accurate), but not the main idea
C The narrator can hear the sound of his father breathing in the dark.	Inaccurate/contradictory information from the passage—he does not hear his father breathing
D The narrator has his first experience of the comforting sounds of the night.	Correct Answer

11th Grade, 2006-April Administration, Passage: “Going to America”

TAKS Objective: 01 F.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main Idea

14 What is paragraph 6 mainly about?

F Nicholas decided to disobey his mother.	Statements/details from the passage, but not the main idea
G Nicholas still felt connected to his homeland.	Correct Answer
H To Nicholas Greece was a beautiful country.	Statements/details from the passage, but not the main idea
J The vastness of the sea frightened Nicholas.	Statements/details from the passage, but not the main idea

11th Grade, 2006-July Administration, Passage: “Living an Adventurous Life”

TAKS Objective: 01 F.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main idea

14 Nancy Mairs was first diagnosed as having —

F multiple sclerosis	Statements/details from the passage but not the main idea—what she was <u>first</u> diagnosed as having
G cerebral palsy	Plausible answer (based on her symptoms) but not what she was <u>first</u> diagnosed as having.
H depression	Statements/details from the passage but not the main idea—what she was <u>first</u>

Objective 1

	diagnosed as having
J a brain tumor	Correct Answer

11th Grade, 2006-July Administration, Passage: “Living an Adventurous Life”

TAKS Objective: 01 F.7 (F) TAKS Objective: 01 F.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main Idea

16 This selection is mainly about —

F the author’s adjustment to life with multiple sclerosis	Correct Answer
G the excitement that can be shared through books	Statements/details from the passage but not the main idea
H the author’s depression about giving up certain activities	Statements/details from the passage but not the main idea
J traveling to several foreign countries	Statements/details from the passage (partially accurate), but not the main idea

10th Grade, 2006-Make-up, Passage: “The Girl Who Can”

TAKS Objective: 01 E.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main Idea

4 What are paragraphs 26 and 27 mainly about?

F Maami almost tells Nana a secret about Adjoa.	Inaccurate/contradictory information from the passage
G Maami and Nana finally resolve their disagreement about school.	Plausible statement, but not in the passage
H Adjoa is surprised when her grandmother irons her uniform.	Information/detail from the passage, but not the main idea
J Nana begins to think about Adjoa’s legs in a different way.	Correct Answer

10th Grade, 2006-Make-up, Passage: “My Daughter the Hoopster”

TAKS Objective: 01 E.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main Idea

13 This article is mostly about —

A a father’s pride in his daughter’s accomplishments	Correct Answer
B a writer’s description of his love of basketball	Information/detail from the passage, but not the main idea
C the smallest girl on a college basketball team	Information/detail from the passage, but not the main idea
D the determination of a couple to have a daughter	Information/detail from the passage, but not the main idea

10th Grade, 2006-Make-up, Passage: “My Daughter the Hoopster”

TAKS Objective: 01 E.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main idea

14 The strengths of Jamila’s game are —

F height and speed	Inaccurate/contradictory information from the passage—she has speed but not height
G speed and jump shots	Inaccurate/contradictory information from the passage—she has

Objective 1

	speed but no mention of jump shots
H speed and attitude	Correct Answer
J height and attitude	Inaccurate/contradictory information from the passage—she has attitude but not height

10th Grade, 2006-Make-up, Passage: “My Daughter the Hoopster”

TAKS Objective: 01 E.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main idea

15 At the beginning of the article, the writer is watching his daughter play —

A as a seventh-grade point guard on the Amherst High varsity team	Information/detail from the, but not at the beginning
B in the semifinals of the NCAA women’s national basketball tournament	Correct Answer
C as the first female player at Takajo, a summer camp	Information/detail from the, but not at the beginning
D with her high school varsity team in the state championship finals	Information/detail from the, but not at the beginning

9th Grade, 2003 TAKS Information Booklet; Passage: “Unforgettable Clarence Mathews”

TAKS Objective: 1; 7(F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Supporting a main idea

8 Why were Mathews and the Allen Life Guard trying to raise money?

A To travel to Washington, D.C., to gain a Boy Scout charter	Correct Answer
B To visit George Washington Carver’s Tuskegee Institute	Accurate details from the passage, but not responsive to the question (why they were trying to raise money)
C To buy football uniforms for 70 boys in Alabama	Partially accurate details from the from the passage, but not responsive to the question (why they were trying to raise money)
D To keep the mortgage from being foreclosed on Mathews’s house	Partially accurate details from the from the passage, but not responsive to the question (why they were trying to raise money)

9th Grade, 2003 Released Test; Passage: “A Brother in Need”

TAKS Objective: 1; 7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Supporting a main idea

1 Whose plan is it to bury the body in the forest?

A Gan’s	A accurate character in the passage, but not the one with the plan
B Hanh’s	Correct Answer
C Duc’s	A accurate character in the passage, but not the one with the plan
D Gan’s friends’	A accurate character in the passage, but not the one with the plan

9th Grade, 2003 Released Test; Passage: “A Brother in Need”

TAKS Objective: 1; 7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Supporting a main idea

2 Hanh says that the mandarin has never liked Gan because —

F Gan is rich and popular	Correct Answer
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Objective 1

G the mandarin disliked Gan’s father	Inaccurate information from the passage
H Gan cheated Duc	Partially accurate information from the passage, but not responsive to the question (why the mandarin never liked Gan)
J the mandarin wants Gan’s land	Inaccurate information from the passage (perhaps plausible), but not supported by information in the passage

9th Grade, 2003 Released Test; Passage: “A Brother in Need”

TAKS Objective: 1; 7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Supporting a main idea

4 After learning that Gan did not murder anyone, the mandarin is not upset about the night’s activities because —

F Hanh has taught them all a valuable lesson	Correct Answer
G he has always thought that Gan was innocent	Plausible statement, but not in the passage
H Hanh has always been a good wife	Plausible statement, but not in the passage
J he respects Gan’s friends for coming forward	Plausible statement, but not in the passage

9th Grade, 2003 Released Test; Passage: “My Bold Brother Carmen”

TAKS Objective 1: 7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Supporting a main idea

16 In New York City Carmen worked as a —

F librarian	Partially accurate information from the passage (the writer was a college professor, but not in New York)
G college professor	Partially accurate information from the passage (the writer was a college professor, but not in New York)
H graphic designer	Correct Answer
J woodworker	Partially accurate information from the passage (the writer was a college professor, but not in New York)

9th Grade, 2003 Released Test; Passage: “My Bold Brother Carmen”

TAKS Objective: 1; 7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Supporting a main idea

19 After Carmen’s first marriage failed, the author noticed that his brother seemed —

A angry	Plausible feeling, based on student's prior experience/learning, but not the feeling/emotion of the character (when his first marriage failed)
B tired	Correct Answer
C relieved	Plausible feeling, based on student's prior experience/learning, but not the feeling/emotion of the character (when his first marriage failed)
D embarrassed	Plausible feeling, based on student's prior experience/learning, but not the feeling/emotion of the character (when his first marriage failed); also a plausible emotion after his second marriage failed)

9th Grade, 2006, Passage: “A Horse for Matthew”

Objective: 01 D.7 (F) identify main ideas and their supporting details.

Generic Analysis: Supporting a main idea

4 How was Matthew’s leg broken?

F A horse threw him.	Plausible statement, but not in the
G He had a rodeo accident	Plausible statement, but not in the
H A horse fell on him.	Correct Answer

Objective 1

J The corral fence collapsed.	Plausible statement, but not in the
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9th Grade, 2006, Passage: “Hello, Old Paint”

Objective: 01 D.7 (F) identify main ideas and their supporting details.

Generic Analysis: Supporting a Main Idea (cause/effect)

17 When the author finally found the paper with the bank’s phone number on it, it was difficult to read because —

A the paper was wet	Correct Answer
B the handwriting was poor	Plausible statement, but not in the passage
C the author could not see well	Plausible statement, but not in the passage
D the seller had made a mistake	Plausible statement, but not in the passage

9th Grade, 2006, Passage: “Hello, Old Paint”

Objective: 01 D.7 (F) identify main ideas and their supporting details.

Generic Analysis: Supporting Main Idea—cause/effect

20 The author had good memories of Cricket and Sassy because —

F they were gifts from the author’s husband	Inaccurate/contradictory information from the passage
G the author and her husband rode Cricket and Sassy frequently	Plausible statement, but not in the passage
H Cricket and Sassy participated in the author’s wedding	Correct Answer
J the author had raised the animals from Birth	Inaccurate/contradictory information from the passage

10th Grade, 2003 TAKS Information Booklet; Passage: “My Fight with Jack Dempsey”

TAKS Objective: 11 7(F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Supporting a main idea

8 Gallico became a sportswriter because —

A he played sports at Columbia and was in good physical condition	Accurate information from the passage, but not responsive to the question (the reason he decided to become a sports writer)
B he was Dempsey’s sparring partner at Saratoga Springs	Accurate information from the passage, but not responsive to the question (the reason he decided to become a sports writer)
C the newspaper publisher thought that Gallico was a humorous writer	Accurate information from the passage, but not responsive to the question (the reason he decided to become a sports writer)
D an editor put him in the sports department to keep him from being fired	Correct Answer

10th Grade, 2003 Released Test; Passage: “On Willow Creek”

TAKS Objective: 1; 7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Supporting a main idea

16 How do the fish react when Bass shines his flashlight into the water?

F They pay no attention to him.	Plausible statement, but not supported by the passage
G They swim away under the icy surface.	Plausible statement, but not supported by the passage
H They move beneath a submerged log.	Plausible statement, but not supported by the passage

Objective 1

J They are paralyzed by the light	Correct Answer
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10th Grade, 2006-February Administration, Passage: "Set Free"

TAKS Objective: 01 E.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Supporting main idea

1 One of the reasons the boy hesitates before releasing the dog is that he —

A fears the dog might be run over by a car	Inaccurate/contradictory information from the passage (not in the passage)
B realizes how angry his mother will be	Inaccurate/contradictory information from the passage (he realizes how angry his <u>father</u> will be)
C worries that he will lose the dog	Correct Answer
D thinks the dog will come back	Inaccurate/contradictory information from the passage (he wonders if the dog will come back)

10th Grade, 2006-February Administration, Passage: "Set Free"

TAKS Objective: 01 E.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Supporting a main idea

3 How is the boy's father involved in the dog's care?

A He feeds the dog twice a day.	Inaccurate/contradictory information from the passage (the mother feeds the dog once a day)
B He walks the dog once a day.	Correct Answer
C He cleans up the dog's messes.	Inaccurate/contradictory information from the passage (the boy and his mother clean up the messes)
D He gives the dog a lot of affection.	Inaccurate/contradictory information from the passage (not in the passage)

11th Grade, 2003 Released Test; Passage: "Brian's Return"

TAKS Objective: 1; 7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Supporting a main idea

1 During the first night described in the selection, Brian's camp is visited by —

A a tornado	Accurate detail mentioned in the passage, but not responsive to the question (what visited his camp)
B beavers	Accurate detail mentioned in the passage, but not responsive to the question (what visited his camp)
C mosquitoes	Accurate detail mentioned in the passage, but not responsive to the question (what visited his camp)
D a bear	Correct Answer

11th Grade, 2003 Released Test; Passage: "The Miraculous Phonograph Record"

TAKS Objective: 1; 7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Supporting a main idea

2 At first Mrs. Saroyan is upset about her son's purchase because —

F she is distrustful of new inventions	Plausible statement, but not supported by the passage
G she thinks he took time away from his job to shop	Plausible statement, but not supported by the passage
H she does not have time to listen to music	Plausible statement, but not supported by the passage

Objective 1

J she believes it is a foolish investment	Correct Answer
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11th Grade, 2003 Released Test; Passage: “The Miraculous Phonograph Record”

TAKS Objective: 1; 7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Supporting a main idea

4 When Mrs. Saroyan requests a second record, she asks Willie to —

F get a better deal than he got on his first purchase	Plausible statement, but not supported by the passage
G make sure that the songs on it are wonderful	Correct Answer
H return the first record he purchased	Inaccurate/contradictory information
J choose a record with banjo music	Plausible statement, but not supported by the passage

11th Grade, 2003 Released Test; Passage: “Letter That Changed My Life”

TAKS Objective: 1; 7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Supporting a main idea

14 Before the publication of his letter, what had Smith written?

F A biographical essay on Yeats	Partially accurate detail (Yeats is mentioned, but Smith had written no biographical essay)
G Poems, short stories, and part of a novel	Correct Answer
H Reviews for the <i>New York Times Book Review</i>	Partially accurate detail (New York Times Book Review is mentioned, but Smith had written no reviews)
J <i>Report from Engine Co. 82</i>	Partially accurate Engine Co, 82 is mentioned, but Smith had written no reports)

11th Grade, 2003 Released Test; Passage: “Letter That Changed My Life”

TAKS Objective: 1; 7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Supporting a main idea

16 What angers Smith when he reads the article about Yeats?

F The idea that Yeats is no longer considered primarily an Irish poet	Correct Answer
G The presumption that firefighters cannot appreciate the poetry of Yeats	Plausible statement with some accurate details (firefighters, Yeats), but not supported by information in the passage
H The notion that Yeats did not deserve the Nobel Prize	Plausible statement with some accurate details (Nobel Prize, Yeats), but not supported by information in the passage
J The belief that James Joyce was a better writer than Yeats	Plausible statement with some accurate details (James Joyce, Yeats), but not supported by information in the passage

11th Grade, 2006-February Administration, Passage: “The First Day”

TAKS Objective: 01 F.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Supporting a main idea

2 After receiving help from another woman in filling out the form, the mother —

F seems ashamed and embarrassed	Plausible statement, but not in the passage (the daughter may have been embarrassed)
G offers to return the favor	Inaccurate/contradictory information

Objective 1

H thanks the woman	Plausible statement, but not in the passage
J gives the woman fifty cents	Correct Answer
11 th Grade, 2006-February Administration, Passage: “The First Day”	
TAKS Objective: 01 F.7 (F) produce summaries of texts by identifying main ideas and their supporting details.	
<i>Generic Analysis: Supporting a main idea</i>	
3 In order to stop her daughter from whining, the mother —	
A threatens to punish her	Plausible statement, but not in the passage (the daughter may have been embarrassed)
B lets her wear perfume	Correct Answer
C plays a game with her	Plausible statement, but not in the passage (the daughter may have been embarrassed)
D buys her new shoes	Information from the passage (completely or partially accurate), but not responsive to the question—she did not buy the new shoes to keep her quiet

11th Grade, 2006-April Administration, Passage: “My Father Sits in the Dark”	
TAKS Objective: 01 F.7 (F) produce summaries of texts by identifying main ideas and their supporting details.	
<i>Generic Analysis: Supporting main idea</i>	
1 The father does not like the kitchen light because —	
A he had no electricity when he was young	Correct Answer
B his eyes are still adjusted to the dark	Plausible statement, but not in the passage
C he is ashamed of the way he looks to his son	Plausible statement, but not in the passage
D the noise it makes disturbs his thoughts	Inaccurate/contradictory information from the passage

11th Grade, 2006-April Administration, Passage: “Going to America”	
TAKS Objective: 01 F.7 (F) produce summaries of texts by identifying main ideas and their supporting details.	
<i>Generic Analysis: Supporting a main idea</i>	
12 Nicholas’s father stopped speaking into the tape recorder because —	
F the tape broke while he was talking	Plausible statement, but not in the passage
G he was finished telling his story	Plausible statement, but not in the passage
H his grandchildren were distracting him	Plausible statement, but not in the passage
J he became too emotional to continue	Correct Answer

11th Grade, 2006-April Administration, Passage: “Going to America”	
TAKS Objective: 01 F.7 (F) produce summaries of texts by identifying main ideas and their supporting details.	
<i>Generic Analysis: Supporting a main idea</i>	
15 How did Prokopi Koulisis know the author’s father?	
A He used to live near the author’s village.	Correct Answer
B He helped raise the author.	Plausible statement, but not in the
C They served together in the army.	Plausible statement, but not in the
D They escaped together to America.	Plausible statement, but not in the

11th Grade, 2006-July Administration, Passage: “In Search of Eels”	
TAKS Objective: 01 F.7 (F) produce summaries of texts by identifying main ideas and their supporting details.	
<i>Generic Analysis: Supporting main idea</i>	
2 As a child the narrator thinks that her father is a good storyteller because he —	

Objective 1

F knows about many different things	Correct Answer
G has traveled to many different countries	Information from the passage (partially accurate), but not responsive to the question—he has traveled to different countries, but not when she was a child
H spent most of his youth in the navy	Plausible statement, but not in the passage and not responsive to the question
J has a commanding speaking voice	Plausible statement, but not in the passage

11th Grade, 2006-July Administration, Passage: “In Search of Eels”

TAKS Objective: 01 F.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Supporting main idea

3 Near the end of the story, the narrator goes to the fish market because she —

A needs to ask directions to the museum	Plausible statement, but not in the passage
B wants to buy some eel for her father	Correct Answer
C remembers the men who work there	Plausible statement, but not in the passage
D plans to buy dinner for her children	Plausible statement, but not in the passage

11th Grade, 2006-July Administration, Passage: “In Search of Eels”

TAKS Objective: 01 F.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main idea

4 Paragraphs 30 through 33 are mainly about —

F the foods eaten by the narrator and her father	Information/detail from the passage, but not the main idea
G the energy required for hiking	Information/detail from the passage, but not the main idea
H the narrator’s adventures with her father	Correct Answer
J a visit to Mount Fuji in Japan	Information/detail from the passage, but not the main idea

11th Grade, 2006-July Administration, Passage: “Living an Adventurous Life”

TAKS Objective: 01 F.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Main idea

14 Nancy Mairs was first diagnosed as having —

F multiple sclerosis	Information/detail from the passage (completely or partially accurate), but not the main idea—not when she was <u>first</u> diagnosed as having
G cerebral palsy	Plausible statement, but not in the passage
H depression	Information/detail from the passage (completely or partially accurate), but not the main idea—not when she was <u>first</u> diagnosed as having
J a brain tumor	Correct Answer

11th Grade, 2006-July Administration, Passage: “Living an Adventurous Life”

TAKS Objective: 01 F.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Supporting main idea

15 Mairs admires the people named in paragraph 3 because they are —

A physically handicapped	Plausible statement, but not in the passage
B amusing	Plausible statement, but not in the passage
C adventurers	Correct Answer
D fiction writers	Plausible statement, but not in the passage (most of the writers appear to be non-fiction writers)

Objective 1

10th Grade, 2003 Released Test; Passage: “On Willow Creek”	
TAKS Objective: 1; 7 (F) produce summaries of texts by identifying main ideas and their supporting details.	
<i>Generic Analysis: Best Summary</i>	
17 Which of these is the best summary of the essay?	
A As a boy Rick Bass visits Willow Creek on a cold winter night. He observes some small fish swimming beneath the ice of the frozen edges of the creek. He must return to the cabin before he fully understands what has happened.	The third sentence is inaccurate.
B On a wintry night Rick Bass sees fish swimming beneath the ice in Willow Creek. On another winter night years later, he hears the honking of geese lost in heavy fog. The two experiences help him understand his deep connection to the wild.	Correct Answer
C When he was young, Rick Bass had to collect water from an ice-covered creek. Several years pass before he visits the hill country camp again. On that visit Bass tries to help some geese land on a foggy night.	The second and third sentences are inaccurate.
D On a visit to Willow Creek, Rick Bass hears geese honking as they circle his cabin. His father explains that the geese have lost their way in the fog. Bass begins to understand the power of nature.	The third sentence is inaccurate.

10th Grade, 2006–February Administration, Passage: “Summer of the Raccoons”	
TAKS Objective: 01 E.7 (F) produce summaries of texts by identifying main ideas and their supporting details.	
<i>Generic Analysis: Best Summary</i>	
15 Which of the following is the best summary of “Summer of the Raccoons”?	
A Daniel, the author’s son, was preparing to go to college at Penn State. Daniel’s three older siblings had already left home. When his parents brought home two baby raccoons, he offered his father advice but no real help. Eventually his father learned to feed and care for the baby raccoons on his own.	Incomplete set of details (e.g., accurate details from the beginning, but not the middle or the end)
B While playing golf, the author found two baby raccoons. He called a wildlife expert, who told him that he would have to care for the animals all summer. The author was frustrated but continued to take care of the animals. Eventually he discovered that miniature bottles made for a specific doll were perfect for feeding the raccoons. The raccoons ate well and soon became strong enough to eat cereal and bananas.	Incomplete set of details (e.g., accurate details from the beginning, but not the middle or the end)
C The author built a wooden pen to house two orphaned raccoons that he and his wife found. At his son Daniel’s suggestion, the author left the door to the pen open so the two raccoons could venture outside. He worried about the animals as they explored the world, but Daniel assured his father that they would be fine.	Incomplete set of details (e.g., accurate details from the middle, but not the beginning or the end)
D Despite the author’s initial resistance to caring for two orphaned raccoons, he was enchanted by the animals and grew to love them. The raccoons began to stay away from home longer as they grew up, and the author found it difficult to let them go. His son, who would soon be leaving home too, helped his father understand that he had done his job; the animals would now have to take care of themselves.	Correct Answer

Objective 1

10th Grade, 2006-Make-up, Passage: “The Girl Who Can”

TAKS Objective: 01 E.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Best Summary

3 Which is the best plot summary of this story?

<p>A A young African girl named Adjoa is ridiculed by her grandmother for having long, thin legs. Adjoa and her mother are often intimidated into silence by Nana’s strong opinions. It is only when Adjoa is chosen as a runner for her school and wins an athletic award that Nana begins to respect her.</p>	<p>Correct Answer</p>
<p>B Nana, the strong-willed grandmother of a young African girl, is eager to share her views on many subjects. She advises the girl to eat all her food and to avoid discussing sensitive topics. When Nana discovers that her granddaughter is an athlete, she wears her finest clothes to attend all the races.</p>	<p>Incomplete set of details (e.g., accurate details from the beginning and end, but not the middle); no main idea (i.e., the girl’s thin legs)</p>
<p>C A young girl from Ghana lives with her mother and grandmother in a village called Hasodzi. Maami and Nana often argue about the girl’s father and the shape of the girl’s legs. The lengthy ongoing arguments cause the girl to feel afraid to speak out, even about important subjects.</p>	<p>Incomplete set of details (e.g., accurate details from the beginning, but not the middle or end)</p>
<p>D Adjoa, a seven-year-old girl from Ghana, is chosen to be a runner for her school. Her grandmother demonstrates her pride by washing and ironing Adjoa’s school uniform every day. At the end of the district sports week, Adjoa is awarded the cup for best all-round junior athlete.</p>	<p>Incomplete set of details (e.g., accurate details from the end, but not the beginning or middle)</p>

11th Grade, 2006-April Administration, Passage: “Going to America”

TAKS Objective: 01 F.7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Best Summary

16 Which of the following is the best summary of the selection?

<p>F A young boy found a stone in his pocket as he emigrated from Greece to America. His mother had once told him to throw the stone away, but he kept it as a memory of the war in Greece. Years later the boy’s father remembered when his family arrived in New York. The boy reflected on the meaning of immigration.</p>	<p>Incomplete set of details (e.g., accurate details from the beginning and end, but not the middle); no main idea of this expository passage</p>
<p>G After a horrible war a young boy and his sisters traveled by ship to be united with their father in America. Since Greece was so beautiful, however, the boy wasn’t ready to accept that he would never return to his homeland. The trip took 18 days, and when the children arrived in New York, their father was overcome with emotion.</p>	<p>Incomplete set of details (e.g., accurate details from the beginning and end, but not the middle); no main idea of this expository passage</p>
<p>H A young boy thought of his family and homeland as the ship he was on left Greece for America. He and his sisters were under the care of a family friend who had lived in a neighboring village in Greece. Everyone on the ship was thrilled when the Statue of Liberty came into view.</p>	<p>Incomplete set of details (e.g., accurate details from the beginning and end, but not the middle); no main idea of this expository passage</p>
<p>J A young boy traveled from Greece to America with instructions from his mother never to return. The boy, however, remained strongly connected to his homeland despite the suffering caused by the war there. Years later his father’s tearful memories cause him to reflect on what true</p>	<p>Correct Answer</p>

Objective 1

freedom has meant to millions of immigrants.

11th Grade, 2003 TAKS Information Booklet; Passage: “Growing Up in the U.S”

TAKS Objective: 1; 7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Best Summary

9 Which of these is the best summary of the selection?

<p>A Elena Asturias did not consider herself a typical Hispana while growing up in the United States. She was able to attend private school, vacation in Guatemala, and celebrate holidays for weeks at a time. Her parents explained that she was special and that more would be expected of her.</p>	<p>The third sentence is inaccurate.</p>
<p>B A young woman looks back on her childhood as a first-generation Hispana. She remembers the songs she sang, the clothes she wore, and the foods she ate. These memories help her understand the risk taking that is needed to maximize her potential in the United States.</p>	<p>The third sentence is inaccurate.</p>
<p>C Elena Asturias was shown by her parents how to incorporate elements of her Latin American heritage into her daily life. She grew up respecting family members, speaking Spanish at home, and performing community service. This upbringing taught her the importance of sharing her culture with others.</p>	<p>Correct Answer</p>
<p>D A young woman thinks about the influence her parents have had on her throughout her life. They forced her to spend time conversing with adults, dress in a conservative manner, and attend large peace marches. She regrets that her background has led to an increasing distance between herself and her Latin American relatives.</p>	<p>The second and third sentences are inaccurate.</p>

11th Grade, 2003 Released Test; Passage: “Letter That Changed My Life”

TAKS Objective: 1; 7 (F) produce summaries of texts by identifying main ideas and their supporting details.

Generic Analysis: Best Summary

15 Which of these is the best summary of the article?

<p>A A firefighter working at the South Bronx’s Engine Co. 82 is distracted by the amount of fires in his neighborhood. He attempts to read the newspaper and write letters, but the constant alarms make concentration impossible. He is finally able to find time to write and becomes a best-selling author.</p>	<p>The first two sentences contain inaccurate information.</p>
<p>B A writer of Irish ancestry believes that William Butler Yeats is one of the finest poets who has ever lived. He is convinced that the Irish poet’s reputation should be defended, so he writes a letter to the <i>New York Times</i> stating his position. The writer is excited when his letter is eventually published in the newspaper.</p>	<p>All the information is from the beginning of the passage; there is no information from the end.</p>
<p>C A firefighter disagrees with an article he reads about his favorite Irish writer. His strong feelings prompt him to write a response that captures the attention of the publishing industry. He credits his eventual success as a writer to the force of emotion that drove him to write the letter.</p>	<p>Correct Answer</p>
<p>D A best-selling author is interested in the poetry of William Butler Yeats. Although this author has little confidence in his own ability, he writes a book titled <i>Report from Engine Co. 82</i> and a memoir called <i>A Song for Mary: An Irish-American Memory</i>. He is surprised by his own success.</p>	<p>This has incomplete details from the beginning no and information from the middle of the passage.</p>

Objective 2

10B

Use elements of text to defend his/her own responses and interpretations (9-11)

TAKS Information Booklet

Items that require students to support interpretations or conclusions with evidence from the text will include paraphrased ideas or sentences taken verbatim from the text. However, an individual item will never mix these answer-choice options; that is, paraphrased ideas and verbatim quotes will not be combined in the same item. Answer choices using words, phrases, or sentences taken verbatim from the text will be italicized.

In (*some*) items..., students need not search the text to locate the specific lines quoted in the answer choices. Instead, students need to recognize which piece of textual evidence answers the question.

(*Some*) items (*are*) a multiple-choice crossover item. In other words, it can be scored in either Objective 1 or Objective 3.

Implications for Instruction and Evidence of Understanding

For the open-ended, constructed response questions, students are asked write a short response using (and limited to) accurate, connected text evidence to support their responses. Most of the questions have asked students to analyze/evaluate characters:

- Motivation of Characters
- Traits of Characters
- Conflict Between
- Changes That Characters Undergo
- Comparison/Contrast of Characters

For the multiple choice questions, the question provides students with the conclusion and then asks them to support that conclusion. That means choosing the answer that supports the conclusion provided in the question.

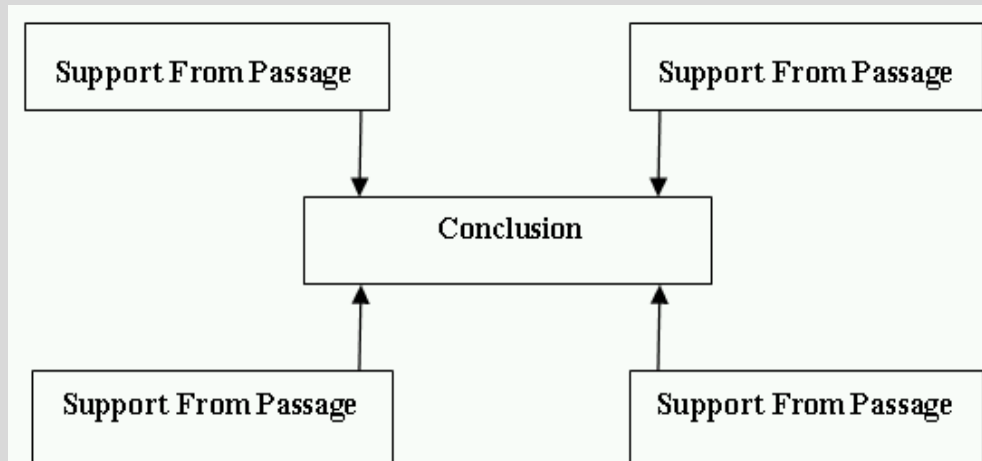
As students respond to the teacher's complex questions like those above, they should:

- Begin with a conclusion provided by the teacher and then validate/support that conclusion with accurate, connected text evidence, primarily direct quotations from the text (deductive process). This is the process that most closely resembles the TAKS multiple-choice questions--selecting an answer and then supporting that answer with text evidence.
- Draw their own conclusions and then validate/ support them with text evidence, primarily direct quotations from the text (inductive process).). This is the process that most closely resembles the TAKS open-ended/constructed response questions--writing a short answer that includes information from the text.

For the open-ended, constructed response items, students need practice writing short answers to complex, analytical questions such as those on the released test. After writing their responses, the teacher should lead students through a self-assessment of their work as they apply the scoring rubric.

Objective 2

The following graphic organizer (also presented elsewhere) may assist students to visualize and manipulate the thinking that is called for by this student expectation:



Patterns of Questions

This student expectation calls for exactly the same kind of analysis that is tested in other objectives and student expectations. For example, students are asked to:

- Analyze Character/Motivation:
 - *Why does Willie keep the record for 42 years*
 - *In "Set Free," why does the boy want to free the dog?*
- Analyze Character/Trait:
 - *Which sentence from the story best conveys Gan's stubbornness?*
 - *How does the mother in "The First Day" show how much she cares for her daughter?*
 - *Explain how the narrator's actions reveal her feelings for her father in "In Search of Eels."*
- Analyze Character/Conflict:
 - *What is one conflict that Brian faces in "Brian's Return"?*
 - *What is one major conflict for Adjoa in "The Girl Who Can"?*
- Analyze Character/Changes They Undergo:
 - *How does Gan change from the beginning to the end of "A Brother in Need"?*
- Analyze Point of View:
 - *What impact does the point of view have in "I Go Along" and "My Fight with Jack Dempsey"?*
- Analyze Setting:
 - *How does the small-town setting contribute to Gene's lack of confidence in himself?*
- Analyze and Interpreting Literary Language:
 - *Which line from the story serves as an example of sarcasm?*
- Comparison/Contrast of Characters
 - *In "A Horse for Matthew," what do Matthew and Sundance have in common?*
- Symbols
 - *What does darkness symbolize in "My Father Sits in the Dark"?*

Objective 2

Correct Answer

- For the short-answer, constructed response items, the official TEA scoring guide for that question is included with the question.
- For the multiple-choice questions, the correct answer is a direct, accurate quotation from the passage that supports the conclusion/issue given in the question.

Incorrect Answers/Distracters

For Multiple Choice Items

- Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship with the issues addressed in the question and the answer choice
- Accurate information found in one passage, but not the other (in a comparison/contrast of two texts)
- Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
- Accurate information about one character, but not the other

For Open-Ended Items

See rubrics for "Insufficient" and "Partially Sufficient."

9th Grade, 2003 Released Test; Passage: "A Brother in Need"

TAKS Objective: 02 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Generic Analysis: Analyzing Character/Trait

7 Which sentence from the story best conveys Gan's stubbornness?

A <i>But this conversation took place many times, and Gan never listened.</i>	Correct Answer
B <i>One evening Gan came home to find his wife in tears.</i>	Accurate detail/statement from the passage, but not responsive to the question (Gan's stubbornness)
C <i>In faltering words, Gan told why he had come.</i>	Accurate detail/statement from the passage, but not responsive to the question (Gan's stubbornness)
D <i>So Gan hurried to the home of the man who had dined most at his table.</i>	Accurate detail/statement from the passage, but not responsive to the question (Gan's stubbornness)

34 * 02 D.10 (B) 9th Grade, 2003 Released Test; Passage: "A Brother in Need"

TAKS Objective: 02 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Analyzing Character/Changes They Undergo

34 How does Gan change from the beginning to the end of "A Brother in Need"? Support your answer with evidence from the selection.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

9th Grade, 2006, Passage: "A Horse for Matthew"

Objective: 02 D.10 (B) use elements of text to defend his/her own responses and interpretations.

Generic Analysis: Text evidence to support a conclusion about a character

7 Which line from the story best reveals Grandpa's love for Tommy?

A <i>"Tell me about the boy."</i>	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship between the quotation and Grandpa's love of Tommy
B <i>"So, are you going to tell me what is troubling you?"</i>	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship between the

Objective 2

	quotation and Grandpa’s love of Tommy
C <i>“I’ve seen this kind of fear in grown men. . . .”</i>	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship between the quotation and Grandpa’s love of Tommy
D <i>“I will try, because it is you who ask.”</i>	Correct Answer

9th Grade, 2006, Passage: “A Horse for Matthew”	
Objective: 02 D.10 (B) use elements of text to defend his/her own responses and interpretations.	
<i>Generic Analysis: Text evidence to depend a conclusion about foreshadowing</i>	
10 Which of the following foreshadows Tommy’s intention to ask his grandfather for help?	
F <i>I settled into a nearby chair and stared silently into the amber flames.</i>	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship between the quotation and the foreshadowing of Tommy’s intention to ask his grandfather for help; student may not have grasped the literary concept of <i>foreshadowing</i>
G <i>“They removed his cast last week. He was in it three months, Grandpa.”</i>	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship between the quotation and the foreshadowing of Tommy’s intention to ask his grandfather for help; student may not have grasped the literary concept of <i>foreshadowing</i>
H <i>Grandpa was bent forward in his rocker, poking a pinion log burning in the fireplace.</i>	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship between the quotation and the foreshadowing of Tommy’s intention to ask his grandfather for help; student may not have grasped the literary concept of <i>foreshadowing</i>
J <i>It was to this room one morning that I came to the past in hopes of shaping the future</i>	Correct Answer
Note: Most frequently missed question in the state.	
Answer Choices were: F—23%; G—21%; H—4%; J—54%	

9th Grade, 2006, Passage: “Hello, Old Paint”	
Objective: 02 D.10 (B) use elements of text to defend his/her own responses and interpretations.	
<i>Generic Analysis: Supporting a conclusion about a character</i>	
23 Which lines show that the author was beginning to question her decision to Cricket and Sassy?	
A <i>I ask her how Cricket and Sassy are and she says, “Great!” Nothing more.</i>	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship between the quotation and the author’s questioning of the decision
B <i>What do they think, I’m an idiot or something? I stomp into the house.</i>	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship between the quotation and the author’s questioning of the decision
C <i>“Well, Cricket, friendships take work,” say. “That’s all there is to it.”</i>	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship between the quotation and the author’s questioning of the decision
D <i>But the check bounced! Isn’t that strange? I mean, is there a message here?</i>	Correct Answer
Note: Second most frequently missed question in the state.	
Answer Choices were: A—22%; B—5%; C—11%; D—62%	

9th Grade, 2006, Passage: “A Horse for Matthew”	
Objective: 02 D.10 (B) use elements of text to defend his/her own responses and interpretations.	
<i>Generic Analysis: Conclusion about similarities between characters—comparison/contrast</i>	

Objective 2

34 In “A Horse for Matthew,” what do Matthew and Sundance have in common? Explain your answer and support it with evidence from the selection.

Objective 2, 10(B) TAKS Information Booklet for 10th Grade, “My Fight with Jack Dempsey” and “I Go Along”

TAKS Objective: 02 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Analyzing Point of View

19 What impact does the point of view have in “I Go Along” and “My Fight with Jack Dempsey”? Support your answer with evidence from both selections.

THERE IS NO SCORING GUIDE FOR QUESTIONS IN THE *TAKS INFORMATION BOOKLET*

Objective 2, 10(B), TAKS Information Booklet for 10th Grade, “I Go Along”

TAKS Objective: 02 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Analyzing Character

17 Who do you think has the greatest impact on Gene—Mrs. Tibbetts, Sharon Willis, or the poet? Support your answer with evidence from the selection.

THERE IS NO SCORING GUIDE FOR QUESTIONS IN THE *TAKS INFORMATION BOOKLET*

10th Grade, 2003 TAKS Information Booklet; Passage: “I Go Along”

TAKS Objective: 02 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Generic Analysis: Analyzing the Significance of Setting

2 How does the small-town setting contribute to Gene’s lack of confidence in himself ?

A Most people in town have attended poetry readings.

Plausible statement (but probably unlikely!), based on student's prior experience/learning, but not supported by information in the passage

B The students at Bascomb College look down on him.

Plausible statement, based on student's prior experience/learning, but not supported by information in the passage

C Sharon Willis knows that he isn’t in Advanced English.

Accurate detail/statement from the passage, but not responsive to the question (how the small town setting contributes to his lack of confidence)

D Gene thinks that people in town have already decided what he is capable of doing.

Correct Answer

29 * 02 E.10 (B) 10th Grade, 2003 Released Test; Passage: “Brian's Return”

TAKS Objective: 02 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Analyzing Character/Conflict

29 What is one conflict that Brian faces in “Brian’s Return”? Explain your answer and support it with evidence from the selection.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

Objective 2, 10(B), TAKS Information Booklet for 11th Grade, “Las Papas”

TAKS Objective: 02 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Analyzing Character/Relationships

16 In “Las Papas,” how does cooking connect the child’s father to his past? Support your answer with evidence from the story.

Objective 2

* THERE IS NO SCORING GUIDE FOR QUESTIONS IN THE *TAKS INFORMATION BOOKLET*

10th Grade, 2006-February Administration, Passage: "Summer of the Raccoons"

TAKS Objective: 02 E.10 (B) use elements of text to defend his/her own responses and interpretations.

Generic Analysis: Theme

17 Which sentence expresses a theme of the selection?

A "I don't want them to get lost or hurt out there," I said, sounding more like a mother hen than a surrogate father raccoon.	Accurate detail/statement from the passage, but not related to theme—while a main idea of the passage is the father's concern for the animals, it is not the theme
B As the only child remaining with us, Daniel was my potential raccoon-relief man.	Accurate detail/statement from the passage, but not related to theme
C "The object," he coached, "is to take care of them until they can go back to the woods and take care of themselves."	Correct Answer
D When I held them at feeding time, they still spoke in the same scratchy voice, but now it was a contented hum.	Accurate detail/statement from the passage, but not related to theme

Note: Third most frequently missed question in the state.

Answer Choices were: A—20%; B—3%; C—73%; D—4%

10th Grade, 2006-February Administration, Passage: "Set Free"

TAKS Objective: 02 E.10 (B) use elements of text to defend his/her own responses and interpretations.

Generic Analysis: Conclusion about the motivation of a character

29 In "Set Free," why does the boy want to free the dog? Support your answer with evidence from the selection.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

29 * 02 E.10 (B) 10th Grade, 2006 Make-up Test; Passage: "The Girl Who Can"

TAKS Objective: 02 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Analyzing Character/Conflict

29 What is one major conflict for Adjoa in "The Girl Who Can"? Explain your answer and support it with evidence from the selection.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

11th Grade, 2003 Released Test; Passage: "The Miraculous Phonograph Record"

TAKS Objective: 02 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Generic Analysis: Conclusion about the author's use of literary language

6 Which line from the story serves as an example of sarcasm?

F "Did you find the ten dollars in the street perhaps?"	Correct Answer
G "Play it again, I beg of you."	Accurate detail/statement from the passage, but not responsive to the question; student may not understand "sarcasm"
H "Well, there's another song on the other side."	Accurate detail/statement from the passage, but not responsive to the question; student may not understand "sarcasm"

Objective 2

J “What is the meaning of that—‘Cho-Cho-San’?”	Accurate detail/statement from the passage, but not responsive to the question; student may not understand "sarcasm"
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29 * 02 E.10 (B) 10th Grade, 2003 Released Test; Passage: “Brian's Return”

TAKS Objective: 02 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Analyzing Character/Conflict

29 What is one conflict that Brian faces in “Brian’s Return”? Explain your answer and support it with evidence from the selection

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

29 * 02 F.10 (B) 11th Grade, 2003 Released Test; Passage: “The Miraculous Phonograph Record”

TAKS Objective: 02 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Analyzing Character/Motivation

29 In “The Miraculous Phonograph Record,” why does Willie keep the record for 42 years? Support your answer with evidence from the selection.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

11th Grade, 2006-February Administration, Passage: “The First Day”

TAKS Objective: 02 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Generic Analysis: Character Analysis

29 How does the mother in “The First Day” show how much she cares for her daughter? Support your answer with evidence from the selection.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

11th Grade, 2006-April Administration, Passage: “My Father Sits in the Dark”

TAKS Objective: 02 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Generic Analysis: Conclusion about the author’s use of a symbol

29 What does darkness symbolize in “My Father Sits in the Dark”? Explain your answer and support it with evidence from the selection.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

11th Grade, 2006-April Administration, Passage: “Going to America”

TAKS Objective: 02 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Generic Analysis: Identifying text evidence to support a conclusion about a conflict/symbol

18 Which of the following best symbolizes the author’s primary conflict?

F As the ship began to pull away, I watched the figure of my grandfather shrinking.	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship with the issues addressed in the question and the answer choice—his grandfather “shrinking” was not the source of his conflict
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G I couldn’t make myself throw that stone overboard. . . .	Correct Answer
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H My fingers touched something cold	Accurate detail/statement from the passage, but not responsive
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Objective 2

<i>and smooth, and I pulled it out of my pocket.</i>	to the question; student fails to see the relationship with the issues addressed in the question and the answer choice—the stone itself was not the source of his conflict
J <i>When we neared the dock, I turned toward the crowd of people waiting on land. . . .</i>	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship with the issues addressed in the question and the answer choice—the people waiting on shore were not the source of his conflict

11th Grade, 2006-July Administration, Passage: “In Search of Eels”

TAKS Objective: 02 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Generic Analysis: Comparison of language used by two characters

8 Which phrase do both the narrator and her father use when they are trying to encourage each other?

F <i>Right foot, left foot</i>	Accurate information about <u>one</u> character, but not the other
G <i>Try one bit</i>	Accurate information about <u>one</u> character (the father), but not the other
H <i>Nor would I</i>	Accurate information about <u>one</u> character (the narrator), but not the other
J <i>Forward, march</i>	Correct Answer

11th Grade, 2006-July Administration, Passage: “Living an Adventurous Life”

TAKS Objective: 02 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Generic Analysis: Conclusion about the author’s use of allusion to another author

18 In which line from the selection does the author use an allusion?

F <i>With Peter Matthiessen I have trekked across the Himalayas to the Crystal Mountain.</i>	Correct Answer
G <i>But as for me, I can no longer walk very far from the armchair in which I read.</i>	Accurate detail/statement from the passage, but not responsive to the question—it is not an allusion
H <i>I’ll never make it to Tibet.</i>	Accurate detail/statement from the passage, but not responsive to the question—it is not an allusion
J <i>I am always having the adventures that are mine to have.</i>	Accurate detail/statement from the passage, but not responsive to the question—it is not an allusion

11th Grade, 2006-July Administration, Passage: “In Search of Eels”

TAKS Objective: 02 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Generic Analysis: Conclusion about traits of a character

29 Explain how the narrator’s actions reveal her feelings for her father in “In Search of Eels.” Support your answer with evidence from the selection.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

Objective 2

11A Recognize the theme (general observation about life or human nature) within a text (9).

11A Compare and contrast varying aspects of texts such as themes, conflicts, and allusions both within and across texts (10-11)

TAKS Information Booklet

There was no information in the *TAKS Information Booklet*

Implications for Instruction and Evidence of Understanding

Questions will be both “cross-over” items and within-passage items requiring students to compare and contrast such literary elements as:

- Themes
- Conflicts
- Allusions

Pattern of Questions

Comparing Themes

- *A theme in both “The Girl Who Can” and “My Daughter the Hoopster” is that —*
- *Which of the following is a theme shared by the two selections?*
- *Which theme do both selections address?*

Comparing Illusions

- *The raccoons were named after two famous robbers because —*

Analyzing Point of View

- *The story’s point of view helps the reader understand —*

Correct Answer

For comparison/contrast questions: a similarity between the two literary elements (theme, allusion, etc.)

Incorrect Answers/Distracters

- A theme/allusion in one selection but not the other
- Incorrect identification of point of view of the story
- Accurate detail from the passage, but not responsive to the question
- Plausible but inaccurate/contradictory information

9th Grade, 2006, Passage: “A Horse for Matthew” and “Hello, Old Paint”

Objective: 02 D.11 (A) recognize the theme (general observation about life or human nature) within a text.

Generic Analysis: Comparison of Themes

29 Which theme do both selections address?

A Family members can be wise and supportive.	A theme/main idea in one selection (“A Horse for Matthew”) but not the other
B Never conduct business with friends.	A theme/main idea in neither selection
C Fear is a damaging emotion.	A theme/main idea in one selection (“A Horse for Matthew”) but not the other

Objective 2

D Friendships are worth preserving.	Correct Answer
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10th Grade, 2006-February Administration, Passage: “Set Free”

TAKS Objective: 02 E.11 (A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions.

Generic Analysis: Point of View

5 The story’s point of view helps the reader understand —

A the mother’s loneliness	Incorrect identification of point of view of the story—the story is told from the boy’s point of view
B the boy’s frustration	Correct Answer
C the father’s anger	Incorrect identification of point of view of the story—the story is told from the boy’s point of view
D the dog’s contentment	Incorrect identification of point of view of the story—the story is told from the boy’s point of view

10th Grade, 2006-February Administration, Passage: “Summer of the Raccoons”

TAKS Objective: 02 E.11 (A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions.

Generic Analysis: Analysis of an allusion within the text

16 The raccoons were named after two famous robbers because —

F they were always stealing food	Plausible but inaccurate/contradictory information
G their markings looked like masks	Correct Answer
H their voices were scratchy	Accurate detail from the passage, but not responsive to the question—detail is unrelated to being named after famous robbers
J they climbed into the author’s hair	Accurate detail from the passage, but not responsive to the question—detail is unrelated to being named after famous robbers

10th Grade, 2006-February Administration, Passage: “Set Free” and “Summer of the Raccoons”

TAKS Objective: 02 E.11 (A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions.

Generic Analysis: Comparison of themes

23 Which of the following is a theme shared by the two selections?

A A person can learn a great deal from nature.	A theme/main idea in one selection (“Summer of the Raccoons”) but not the other
B Parents have a responsibility to care for their children.	A theme/main idea in one selection (“Summer of the Raccoons”) but not the other
C A full stomach is more important than freedom.	A theme/main idea in one selection (“Set Free”) but not the other
D It is hard to let go of something or someone you love	Correct Answer

10th Grade, 2006-Make-up, Passage: “The Girl Who Can” and “My Daughter the Hoopster”

TAKS Objective: 02 E.11 (A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions.

Generic Analysis: Comparison of Themes

24 A theme in both “The Girl Who Can” and “My Daughter the Hoopster” is that —

F determination and attitude can help a person overcome obstacles	Correct Answer
G every child should participate in sports	Plausible statement but not supported by information from the passage
H adults should always listen to children	A theme/main idea in one selection (“The Girl Who Can”) but not the other

Objective 2

J the world can be a difficult place in which to grow up	A theme/main idea in one selection (“The Girl Who Can”) but not the other
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11th Grade, 2006-July Administration, Passage: “In Search of Eels” and “Living an Adventurous Life”

TAKS Objective: 02 F.11 (A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions both within and across texts

Generic Analysis: Comparison of text elements (theme)

23 Which of these is a theme shared by both selections?

A Reading is an activity that everyone can enjoy.	Theme in one selection (“Living an Adventurous Life”), but not the other
B A positive attitude can improve a difficult situation.	Correct Answer
C A person’s outlook can be improved through physical exercise	A sub-theme in one passage (“In Search of Eels”), but not the other
D Travel can enrich a person’s education.	Theme in one selection (“Living an Adventurous Life”), but not the other

Objective 2

11B

Analyze the relevance of setting and time frame to text's meaning (9-11)

Student Expectation

(11B) analyze the relevance of setting and time frame to text's meaning (9-11)

TAKS Information Booklet

Items dealing with setting will not simply measure whether a student can identify the time and/or the place of a selection. Instead, these items will require students to analyze how the setting is central to and enhances the meaning of the text.

In (*some*) items . . . , students need not search the text to locate the specific lines quoted in the answer choices. Instead, students need to recognize which piece of textual evidence answers the question.

(*In some items*) students must understand the effect of setting on the selection. Setting applies to time frame as well as to place.

Implications for Instruction and Evidence of Understanding

Analyzing setting is tested in much more complex way that some students may have experienced. They are no longer asked merely to identify the setting. Rather, they have been asked questions about:

- the influence of the setting on events in the story,
- how the author uses language/description/detail to imply some aspect of the setting, and
- how the author uses style to communicate a change in the setting .

Students need frequent experience in analyzing text for setting (time and place) and identifying the significance of that setting. Narrative (literary) texts will likely provide the most appropriate vehicle for this task. Setting is not necessarily a crucial element in some texts. Therefore, teachers should examine each text for its potential to analyze the influence of the setting on events in the story, how the author uses language/description/detail to imply some aspect of the setting, and how the author uses style to communicate a change in the setting.

Students should analyze and verbalize/write about setting and its importance by reading increasingly complex sophisticated text and defending their responses using text evidence.

Standard definitions of vocabulary related to setting can be found in literature textbooks and other reference sources such as *National Council of Teachers of English: Dictionary of Literary Terms* or Holman's *Handbook to Literature*. Students benefit when teachers agree upon and use consistent instructional language. To that end, teachers and students may find the following vocabulary helpful.

Setting

- Time
 - historical time
 - clock time
- Place
- real
- imaginary

Purpose of Setting

- to establish or develop a unique plot line
- to establish or develop unique conflicts and/or resolution of conflicts

Objective 2

- to establish the mood/tone or atmosphere of a work
- to establish or develop unique conflicts and/or resolution of conflicts
- to influence the reader’s perceptions/reactions of events/characters
- to establish symbols or evoke an emotional response from reader.

Patterns of Questions

- *How did the Depression affect the boys’ ability to raise money for their trip?*
- *In paragraph 16, Paulsen introduces the fact that there are no mailboxes in order to —*
- *Why does the author insert extra space between paragraphs 5 and 6? Correct Answer: To indicate the passage of time)*
- *In paragraph 22, the description of the distance between Adjoa’s village and school emphasizes the — (Correct Answer: isolation of the village)*
- *In paragraph 3, the setting changes because —*
- *Why does the Walker-Jones school make the narrator’s mother tense? (Correct Answer: The school is far away from the mother’s church.)*

Correct Answer

- A statement about the setting that can be supported by accurate information from the passage.

Incorrect Answers/Distracters

- Accurate detail from the passage, but not responsive to the question
- Plausible statement, but not in the passage
- Plausible statement, but not responsive to the question
- Plausible, but contradictory information from the passage
- Description of a setting, but not responsive to the question

9th Grade, 2003 TAKS Information Booklet; Passage: “Unforgettable Clarence Mathews”

TAKS Objective: 2; 11B analyze the relevance of setting and time frame to text’s meaning

Generic Analysis: Setting/Significance of

9 How did the Depression affect the boys’ ability to raise money for their trip?

A Local businessmen were too busy to meet with them.	Accurate detail from the passage, but not responsive to the question (how the Depression affected the ability to raise money)
B No one could afford to subscribe to the newspaper.	Plausible statement, but not in the passage and not responsive to the question
C They were unable to afford new Boy Scout uniforms.	Accurate detail implied in the passage, but not responsive to the question (how the Depression affected the ability to raise money)
D Most parents had very little extra money to spend.	Correct Answer

10th Grade, 2003 Released Test; Passage: “Brian’s Return”

TAKS Objective: 2; 11B analyze the relevance of setting and time frame to text’s meaning

Generic Analysis: How The Author Uses Descriptions to Imply an Aspect of the Setting

8 In paragraph 16, Paulsen introduces the fact that there are no mailboxes in order to —

F suggest that Brian isn’t serious about corresponding with his friend	Plausible statement, but not responsive to the question (why he tells us there are no mailboxes)
G prove that Brian doesn’t really know where he is	Plausible statement, but not responsive to the question (why he tells us there are no mailboxes)
H point out how important it is for Brian to write in his journal	Plausible statement, but not responsive to the question (why he tells us there are no mailboxes)

Objective 2

J emphasize that Brian is camping in an isolated wilderness area	Correct Answer
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10th Grade, 2003 Released Test; Passage: “On Willow Creek”	
TAKS Objective: 2; 11B analyze the relevance of setting and time frame to text’s meaning	
<i>Generic Analysis: Change of Setting (using style)</i>	
19 Why does the author insert extra space between paragraphs 5 and 6?	
A To introduce a new location	Plausible, but there is not a new location after the extra space
B To write about a different theme	Plausible, but there is not a new location after the extra space
C To tell a story about his father	Plausible, but there is not a new location after the extra space
D To indicate the passage of time	Correct Answer

10th Grade, 2006-Make-up, Passage: “The Girl Who Can”	
TAKS Objective: 02 E.11 (B) analyze relevance of setting and time frame to text’s meaning.	
<i>Generic Analysis: Significance of Setting</i>	
6 In paragraph 22, the description of the distance between Adjoa’s village and school emphasizes the —	
F beauty of the village	Description of a setting, but not responsive to the question
G size of the school	Description of a setting, but not responsive to the question
H isolation of the village	Correct Answer
J lack of measuring tools	Plausible statement, but not in the passage

10th Grade, 2006-Make-up, Passage: “My Daughter the Hoopster”	
TAKS Objective: 02 E.11 (B) analyze relevance of setting and time frame to text’s meaning.	
<i>Generic Analysis: Significance of Change in Setting</i>	
17 In paragraph 3, the setting changes because —	
A Jamila’s athletic ability reminds her father of how frail she was at birth	Correct Answer
B the writer is afraid that his daughter will get hurt while playing basketball	Plausible statement, but not responsive to the question—why the setting changed
C the roar of the crowd makes John Edgar Wideman feel faint	Plausible statement (the blood and trauma of his daughter’s birth could have made him feel faint), but not in the passage
D Judy Wideman is in the hospital while Jamila plays basketball	Partially accurate detail from the passage(she was in the hospital), but not responsive to the question—what the setting changed

11th Grade, 2006-February Administration, Passage: “The First Day”	
TAKS Objective: 02 F.11 (B) analyze relevance of setting and time frame to text’s meaning.	
<i>Generic Analysis: Significance of Setting</i>	
5 Why does the Walker-Jones school make the narrator’s mother tense?	
A The teachers do not treat the mother with respect.	Accurate detail from the passage, but not responsive to the question—the treatment by others did not make her tense
B The walls of the building need to be repaired.	Contradictory information—passage says that the Mt. Carmel School is “time-worn and sad-faced,” not that the walls needed to be repainted
C The school is far away from the mother’s church.	Correct Answer
D The auditorium is too crowded and messy.	Plausible statement, but not responsive to the question—the messy/crowded auditorium did not make her tense
Note: Eighth most frequently missed question in the state.	
Answer Choices were: A—14%; B—1%; C—71%; D—14%	

Objective 2

11C Analyze characters and identify time and point of view (9) 11C Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved (10-11)

TAKS Information Booklet

In order to understand literature, students must learn to interpret literary techniques. Students must first be able to recognize literary techniques so that they then may analyze how the author uses them to shape a readers understanding of characters, events, and theme.

Implications for Instruction and Evidence of Understanding

Students need frequent experience analyzing text for the many dimensions of character. Narrative (literary) texts will likely provide the most appropriate vehicle for these tasks.

The high schools TEKS are general in their expectation of character analysis: "analyze characters and identify time and point of view." The middle school TEKS are more specific and also appear to describe how character is tested on the high school reading tests: "analyze characters, including **their traits, motivations, conflicts, points of view, relationships, and changes they undergo**" (emphasis added). Although this is not a specific student expectation for 11th grade, it should be note that character analysis question appear as part of many other student expectations that are tested at 11th grade. Note particularly that (7G) "draw inferences such as conclusions, generalizations, and predictions and support them with text evidence" has two questions that assess the motivation of characters. Also note question #17 for 10(B), *TAKS Information Booklet* for 11th Grade: "In "Growing Up in the U.S.," how have the author's experiences shaped her attitude toward others? Support your answer with evidence from the selection."

It is especially critical for this student expectation that students understand that TAKS is a "text-dependent test." That means that they must support any of their conclusions about characters with information that is found in the text. If they rely on their own prior experience or prior learning to support their answers, they will inevitably choose one of the most common incorrect answers/distracters on the test: a plausible statement, based on students prior experience/learning, but not supported by information in the passage.

TAKS has thus far not relied on students understanding of specific terminology related to characters (e.g., protagonist, antagonist, etc.). Standard definitions of vocabulary related to character analysis can be found in literature textbooks and other reference sources such as *National Council of Teachers of English: Dictionary of Literary Terms* or *Holman's Handbook to Literature*. Students benefit when teachers agree upon and use consistent instructional language. To that end, teachers and students may find the following vocabulary helpful.

Traits of Characters (4 of 8 questions)

- Physical Traits
- Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor)
- Emotional Traits

Feelings/Emotions (2 of 8 questions)

Motivation (for decisions, actions, and changes) (2 of 8 questions)

- Intellectual Motivation
- Emotional Motivation
- Physical Motivation
- Status-seeking

Objective 2

- Altruistic

Conflicts: Types

- Man v. Man
- Man v. Society
- Man v. Environment
- Man v. Self (internal)
- Man v. Fate (particularly in mythology)

Conflicts: How they are addressed and resolved

- Everybody wins
- Flight
- Fight
- Death
- Compromise
- Someone wins; someone loses
- Acceptance
- Point of View: The character's perspective/attitude toward an event, issue, another character

Traditional Literary Point of View

- Omniscient
- 1st person
- 3rd person (limited omniscient)

Relationships

- Between/among other characters
- With self
- With society
- With nature/ environment

Change

- Intellectual
- Emotional
- Physical
- Change From beginning to end
- Change before an event and after an even in the plot

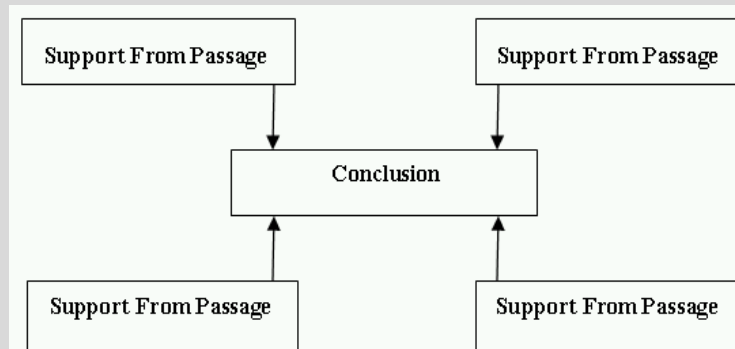
Types of Characters

- Round
- Flat
- Dynamic
- Static
- Protagonist
- Antagonist

This student expectation is another variation on drawing conclusions and supporting them with text evidence. As with other questions that call upon students to draw conclusions, the following graphic organizer may assist students to visualize and manipulate the thinking that is called for by this student expectation.

Objective 2

Graphic Organizer-Supporting Conclusions



Pattern of Questions

Traits of Characters

- Paragraph 22 reveals that Nels is — (Correct Answer: responsible when making plans)
- Gan believes that Hanh’s story about the beggar is true because — (Correct Answer: she has often shown her compassion toward others)

Feelings/Emotions of Characters

- In paragraph 14, the author describes Gan as “wringing his hands” to show that Gan is — (Correct Answer” nervous about the mandarin’s attitude)
- Paragraph 23 shows the reader that Matthew is feeling — (Correct Answer: frustrated with his current situation)
- Nana’s mood when she first hears about Adjoa’s running success is —

Motivation (for decisions, actions, and changes)

- The reason Hanh is unhappy with Gan is that —
- Paragraph 12 tells the reader that Grandpa — (Correct Answer: does not want to disappoint Tommy)
- In paragraph 6, Mrs. Tibbetts chooses her words carefully when she talks about the other English class because —

Traditional Literary Point of View

- The story’s point of view helps the reader understand —

Plot Elements

- The climax of the story occurs when —
- The author develops the character of the boy’s father through — (Correct Answer: the boy’s perspective)

Correct Answer

A description of a character (traits, motivations, conflicts, points of view, relationships, or changes they undergo) or a statement about a character that is supported by accurate information from the passage.

Objective 2

Incorrect Answers/Distracters

- Plausible statement, based on student's prior experience/learning, but not supported by information in the passage.
- An accurate plot element, but not the element specified in the question
- Contradicts information in the passage
- Accurate information from the passage, but not responsive to the question
- Accurate description of the character, but not at a different point in the passage
- Inaccurate understanding of how the author developed characters
- For comparison/contrast questions: an accurate description of one character, but not for the other
- Plausible statement related to the passage, but unrelated to the point of view of the passage; student fails to recognize how a specific point of view influences the reader's understanding of the story

Note: "Plausible" means that a student could support the answer using information gained from prior experience or prior learning, i.e., from outside the text. TAKS is a "text dependent test." That means that the support for all correct answers must come from the text.

9th Grade, 2003 TAKS Information Booklet; Passage: "Mama and Her Bank Account"

TAKS Objective: 2; 11(C) analyze characters and identify time and point of view

Generic Analysis: Trait of a Character

3 Paragraph 22 reveals that Nels is —

A concerned about his appearance	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage.
B too lazy to walk to school	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage.
C more selfish than anyone else in the family	Contradicts information in the passage
D responsible when making plans	Correct Answer

9th Grade, 2003 Released Test; Passage: "A Brother in Need"

TAKS Objective: 2; 11(C) analyze characters and identify time and point of view

Generic Analysis: Motivation of Character

6 The reason Hanh is unhappy with Gan is that —

F she wants him to claim all his father's land	Contradicts information in the passage
G he is spending too much time with his friends	Plausible statement, based on students prior experience/learning, but not supported by information in the passage
H the mandarin may take away Gan's land	Plausible statement, based on students prior experience/learning, but not supported by information in the passage
J she wants him to treat Duc with respect	Correct Answer

9th Grade, 2003 Released Test; Passage: "A Brother in Need"

TAKS Objective: 2; 11(C) analyze characters and identify time and point of view

Generic Analysis: Feelings/Emotions of a Character

8 In paragraph 14, the author describes Gan as "wringing his hands" to show that Gan is —

Objective 2

F nervous about the mandarin's attitude	Correct Answer
G disgusted with his poor brother	Accurate information from the passage, but not responsive to the question (why he is described as "wringing his hands")
H concerned about his friend's response	Contradicts information in the passage
J irritated with his wife	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage.

9th Grade, 2003 Released Test; Passage: "A Brother in Need"	
TAKS Objective: 2; 11(C) analyze characters and identify time and point of view	
<i>Generic Analysis: Trait of a Character</i>	
10 Gan believes that Hanh's story about the beggar is true because —	
F Gan has consistently told her to beware of beggars	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
G she has often shown her compassion toward others	Correct Answer
H Gan expects something bad to happen	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
J she often makes hasty decisions	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage

9th Grade, 2003 Released Test; Passage: "My Bold Brother Carmen"	
TAKS Objective: 2; 11(C) analyze characters and identify time and point of view	
<i>Generic Analysis: Motivation of a Character</i>	
21 Carmen's telephone call to his brother after the failure of Carmen's second marriage indicates —	
A the author's foolish jealousy	Partially accurate information from the passage, but not responsive to the question (why he called his brother)
B Carmen's need for a family connection	Correct Answer
C Carmen's faults as a husband	Plausible statement, based on students prior experience/learning, but not supported by information in the passage
D the author's disappointment in Carmen	Contradicts information in the passage

9th Grade, 2003 Released Test; Passage: "My Bold Brother Carmen"	
TAKS Objective: 2; 11(C) analyze characters and identify time and point of view	
<i>Generic Analysis: Trait of a Character</i>	
22 Because this article is written about past events, the author —	
F is still confused about why he once envied his brother	Contradicts information in the passage
G mixes some of the factual events with fictional events	Contradicts information in the passage
H expresses a clearer understanding of his brother and himself	Correct Answer
J still has dreams of becoming a professional writer	Contradicts information in the passage

9th Grade, 2006, Passage: "A Horse for Matthew"	
Objective: 02 D.11 (C) analyze characters and identify time and point of view.	
<i>Generic Analysis: Character Analysis</i>	
9 Paragraph 12 tells the reader that Grandpa —	

Objective 2

A knows nothing about Matthew	Contradicts information in the passage
B does not want to disappoint Tommy	Correct Answer
C usually spends the day in his chair	Plausible statement, but not supported by information in the passage
D is not accustomed to being surprised	Plausible statement, but not supported by information in the passage

9th Grade, 2006, Passage: "A Horse for Matthew"

Objective: 02 D.11 (C) analyze characters and identify time and point of view.

Generic Analysis: Point of View

11 The story's point of view helps the reader understand —

A the difficulty of working with wild horses	Plausible statement related to the passage, but unrelated to the first person point of view; student failed to recognize that first person point of view helps the reader understand the first person/narrator
B the fear that Matthew experiences	Plausible statement related to the passage, but unrelated to the first person point of view; student failed to recognize that first person point of view helps the reader understand the first person/narrator
C the depth of Tommy's concern for Matthew	Correct Answer
D the importance of horses on the Reservation	Plausible statement related to the passage, but unrelated to the first person point of view; student failed to recognize that first person point of view helps the reader understand the first person/narrator

Note: Fourth most frequently missed question in the state.

Answer Choices were: A—3%; B—25%; C—70%; D—2%

9th Grade, 2006, Passage: "A Horse for Matthew"

Objective: 02 D.11 (C) analyze characters and identify time and point of view.

Generic Analysis: Character Analysis--feeling/emotions

12 Paragraph 23 shows the reader that Matthew is feeling —

F disappointed by Tommy's visit	Plausible statement, but not supported by the information on the paragraph; Matthew was not disappointed by the visit—he was angry and frustrated with his situation
G nervous about having to stay at home	Plausible statement, but not supported by the information on the paragraph
H indifferent about being injured	Contradicts information in the passage
J frustrated with his current situation	Correct Answer

Note: Fifth (tie) most frequently missed question in the state.

Answer Choices were: F—18%; G—1%; H—6%; J—74%

9th Grade, 2006, Passage: "Hello, Old Paint"

Objective: 02 D.11 (C) analyze characters and identify time and point of view.

Generic Analysis: Character Analysis—feelings/emotions

22 In paragraph 12, the author was —

F nervous	Contradicts information in the passage
G tired	Contradicts information in the passage
H frustrated	Correct Answer
J timid	Contradicts information in the passage

10th Grade, 2003 TAKS Information Booklet; Passage: "I Go Along"

TAKS Objective: 2; 11(C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.

Objective 2

Generic Analysis: Motivation of Character

3 In paragraph 6, Mrs. Tibbetts chooses her words carefully when she talks about the other English class because —

A her students often misunderstand her	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
B she wants the students to pay attention	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
C she doesn't want to hurt her students' feelings	Correct Answer
D a student in the back of the room interrupts her	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage

10th Grade, 2003 TAKS Information Booklet; Passage: "I Go Along"

TAKS Objective: 2; 11(C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.

Generic Analysis: Feelings/Emotions of a Character

4 In paragraph 49, Sharon writes an exclamation point in her notebook after the first poem to —

A express her appreciation of the poem	Correct Answer
B capture Gene's attention	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
C show that the poem was too personal	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
D record the response of the crowd	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage

10th Grade, 2006-February Administration, Passage: "Set Free"

TAKS Objective: 02 E.11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.

Generic Analysis: Plot (identifying the climax)

6 The climax of the story occurs when —

F the boy considers freeing the dog	An accurate plot element (story problem/central conflict), but not the element specified in the question (the climax) [Editor's Note: Students may not have understood the difference between the story problem/central conflict and the climax.]
G the mother feeds the dog	An accurate plot element (rising action), but not the element specified in the question (the climax)
H the dog goes into his doghouse	An accurate plot element (falling action), but not the element specified in the question (the climax)
J the boy releases the dog's collar	Correct Answer

Note: Second most frequently missed question in the state.

Answer Choices were: F—18%; G—3%; H—4%; J—74%

10th Grade, 2006-February Administration, Passage: "Set Free"

TAKS Objective: 02 E.11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.

Generic Analysis: Plot elements

7 The author develops the character of the boy's father through —

A the father's dialogue with his son	Inaccurate understanding of how the author developed characters—there was some dialogue, but that was not the way
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Objective 2

	the author developed the character of the boy's father
B the boy's perspective	Correct Answer
C the author's own thoughts	Inaccurate understanding of how the author developed characters—The author did not directly reveal any of his own thoughts—the point of view is first person, not narrator's
D the dog's actions	Inaccurate understanding of how the author developed characters—The dog's actions do not reveal anything about the father's character

10th Grade, 2006-Make-up, Passage: "The Girl Who Can"

TAKS Objective: 02 E.11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.

Generic Analysis: Feeling/Emotions of Characters

8 Nana's mood when she first hears about Adjoa's running success is —

F skeptical	Correct Answer
G generous	Accurate description, but not when she <u>first</u> hears about Adjoa's success
H annoyed	Accurate description, but not in response to Adjoa's success
J timid	Contradicts information in the passage

10th Grade, 2006-Make-up, Passage: "The Girl Who Can" and "My Daughter the Hoopster"

TAKS Objective: 02 E.11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.

Generic Analysis: Character Analysis--Traits

25 Which of the following words best describes both Adjoa in "The Girl Who Can" and Jamila in "My Daughter the Hoopster"?

A Fragile	An accurate description for one character (Adjoa), but not the other
B Analytical	An accurate description for one character (Jamila), but not the other
C Talented	An accurate description for one character (Jamila), but not the other
D Withdrawn	Correct Answer

Note: For another example of a point of view question, see item #6 for student expectation 10(B), TAKS Information Booklet for 11th Grade: "Which quotation from the selection best summarizes the author's view of her upbringing?"

Objective 2

- (11D) identify basic conflicts (9)
- (11E) analyze the development of plot in narrative text (9)
- (11C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved (10-11)

TAKS Information Booklet

In order to understand literature, students must learn to interpret literary techniques. Students must first be able to recognize literary techniques so that they then may analyze how the author uses them to shape a reader's understanding of characters, events, and theme.

Items that assess a student's knowledge of literary techniques such as foreshadowing, allusion, and symbolism will be appropriate for (*the grade level*); that is, students will not be asked questions about literary techniques that are overly sophisticated or too far beyond their developing understanding of author's craft. Literary techniques will be assessed only when they are clearly present in the text.

Implications for Instruction and Evidence of Understanding

Students have been tested on:

- Elements of plot and how the author develops it
- Conflicts and how they are addressed/resolved
- Analysis of characters

Students need frequent experience analyzing text for conflict, conflict resolution, and the development of plot. Narrative (literary) texts will likely provide the most appropriate vehicle for analyzing plot. Either narrative or expository text may be appropriate for analyzing conflict/conflict resolution. Many of the questions focus on a portion of the text--not the entire text. That gives teachers and students the freedom to read and analyze excerpts from text as well as the full text.

Students should analyze and verbalize/write about the elements of plot development and conflict like those above as they read increasingly complex sophisticated text and defend their responses using text evidence. Remember that TAKS is a text-dependent test; therefore, students are limited to information in the text to support their answers.

TAKS sometimes relies on students' understanding of specific terminology related to plot (e.g., "story problem," flashback, and point of view, foreshadow). Specific terminology for different types of conflict and conflict resolution has not been used on the test. As noted previously, standard definitions of vocabulary related to conflict and plot can be found in literature textbooks and other reference sources such as *National Council of Teachers of English: Dictionary of Literary Terms* or Holman's *Handbook to Literature*. Students benefit when teachers agree upon and use consistent instructional language. To that end, teachers and students may find the following vocabulary helpful.

▪ **Conflicts: Types**

- ∞ man v. man
- ∞ man v. environment
- ∞ man v. fate (particularly in mythology)
- ∞ man v. society
- ∞ man v. self (internal)

Conflicts: How they are addressed and resolved

- ∞ everybody wins
- ∞ fight
- ∞ compromise
- ∞ flight
- ∞ death
- ∞ acceptance

Objective 2

∞ someone wins; someone loses

Plot Elements (when they are used and for what purpose)

- Exposition (introduction of characters, setting, etc.; includes narrator and point of view)
- Narrative hook (inciting incident; introduction of the conflict or the story problem)
- Rising Action (events leading up to climax)
- Climax (highest point of interest or the turning point)
- Falling Action (leading down to the resolution of the story problem/line)
- Resolution/Denouement (conclusion or end)

Plot Development Devices/ Story Telling Technique (narrative/literary text)

- Real Timed/ Chronological events in the order in which they occur
- Foreshadowing: Hints of events to come
- Flashback: Method author uses to give information about the past; movement to the past

Patterns of Questions

Plot

For testing purposes, this student expectation appears to emphasize how and why the author develops the plot:

- *How does the author build suspense?*
- *When does the story problem begin?*
- *How does the author develop (the plot) of the passage?*
- *How does the point of view influence the reader's understanding of the character?*
- *The author develops the selection primarily through — (Correct Answer: Brian's thoughts and actions)*
- *The point of view of this story helps the reader understand —*

Conflict/Conflict Resolution

For testing purposes, this student expectation emphasizes identifying conflict and how those conflicts are resolved:

- *What conflict(s) does a character experience?*
- *What does the author do to communicate how a character resolves conflict?*
- *The primary conflict in the story is between —*
- *Tommy knows that Matthew's conflict has been resolved when —*
- *What caused the author's primary conflict?*
- *In paragraphs 26 through 32, Brian's thoughts indicate that he is — (Correct Answer: calm in a crisis) Note: Resolution of internal conflict*
- *Paragraph 40 represents a — (Correct Answer: flashback to the man's youth)*
- *What conflict led the author to work as a delivery boy?*
- *Which of the following is a major conflict for the narrator?*
- *The author has found a resolution to her conflict by —*
- *A source of conflict for the narrator's mother is —*

Character Analysis

For testing purposes, students have been asked to analyze a variety of aspects of character development:

- *The transformations of Mrs. Saroyan and Dennis Smith occur because of —*
- *What can the reader conclude from the mother's actions in paragraphs 11–17? (Correct Answer: The mother is willing to risk humiliation to help her daughter)*
- *The author read whatever Miss Bessie told him to read because —*
- *Miss Bessie could be characterized as —*
- *The father could be characterized as —*
- *From her adventures with her father, the narrator remembers him as being —*

Objective 2

Correct Answer

Because of the variety of questions (plot, conflict, conflict resolution), it is not possible to write a generalization that describes the correct answer to every question. However, it should be noted that every answer must be supported with accurate, relevant information from the passage.

Incorrect Answers/Distracters

- Inaccurate information from the text
- Information from the text (completely or partially accurate), but not responsive to the question
- Lack of understanding of specific literary terms, e.g. "story problem," flashback, and point of view, foreshadow
- Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
- Accurate statement/conclusion, but not from the portion of the text targeted by the question
- Accurate information from the other passage in the triplet

Note: "Plausible" means that a student could support the answer using information gained from prior experience or prior learning, i.e., from outside the text. TAKS is a "text dependent test." That means that the support for all correct answers must come from the text.

9th Grade, 2003 Released Test; Passage: "A Brother in Need"

TAKS Objective: 2; 11 (E) analyze the development of plot in narrative text

Objective 2

<i>Generic Analysis: Plot: how author builds suspense</i>	
9 The author builds suspense by —	
A using a flashback to explain why the mandarin dislikes Gan	Inaccurate information from the text (there was no flashback)
B emphasizing the differences between Gan and Duc	Accurate information from the text, but not responsive to the question (building suspense)
C highlighting the refusal of Gan’s friends to help bury the body	Correct Answer
D describing Gan as a greedy and ambitious man	Accurate information from the text, but not responsive to the question (building suspense)

9th Grade, 2003 Released Test; Passage: “A Brother in Need”	
TAKS Objective: 2; 11 (D) identify basic conflicts	
<i>Generic Analysis: Plot: how author develops the story problem</i>	
5 Gan’s problem in the story begins when —	
A Hanh tells him about the death of the beggar	Correct Answer
B his friends follow Gan and Duc into the forest	Inaccurate information from the text (the friends did not follow them into the forest)
C Duc begins to grow poorer and thinner	Accurate information from the text, but not responsive to the question (when the story problem began); perhaps a lack of understanding of "story problem"
D the mandarin discovers what Gan has done	Accurate information from the text, but not responsive to the question (when the story problem began); perhaps a lack of understanding of "story problem"

9th Grade, 2003 Released Test; Passage: “My Bold Brother Carmen”	
TAKS Objective: 2; 11 (D) identify basic conflicts	
<i>Generic Analysis: Conflict: how the author creates conflict between characters</i>	
20 The source of the author’s conflict with his brother was —	
F the rude and inconsiderate way in which Carmen treated the author	Accurate information about the conflict between characters in the <u>other passage</u> in the triplet ("A Brother in Need")
G the author’s envy of Carmen’s talents and lifestyle	Correct Answer
H Carmen’s unwillingness to share his life with the author	Partially accurate information from the text, but not responsive to the question (the source of their conflict)
J the author’s belief that being a professional artist was a foolish career choice	Plausible statement, based on student's foolish prior experience/learning, but not supported by information in the passage; also, inaccurate/contradictory information from the passage

9th Grade, 2006, Passage: “A Horse for Matthew”	
Objective: 02 D.11 (D) identify basic conflicts.	
<i>Generic Analysis: Conflict</i>	
6 The primary conflict in the story is between —	
F Tommy and Grandpa	Inaccurate information from the text—no conflict between Tommy and Grandpa
G Matthew and his fear	Correct Answer
H Matthew and Sundance	Inaccurate information from the text—no conflict between Matthew and Sundance
J Tommy and his anger	Inaccurate information from the text—no conflict between Tommy and his anger

Objective 2

9th Grade, 2006, Passage: “A Horse for Matthew”	
Objective: 02 D.11 (D) identify basic conflicts.	
<i>Generic Analysis: Conflict Resolution</i>	
13 Tommy knows that Matthew’s conflict has been resolved when —	
A Tommy visits Matthew	Information from the text, but not the resolution of Matthew’s conflict
B Sundance gets hurt	Information from the text, but Sundance’s getting hurt did not resolve Matthew’s conflict; student may have had an inaccurate understanding of <i>conflict resolution</i>
C Matthew rides Sundance	Correct Answer
D Grandpa finds the horse	Information from the text, but Grandpa’s finding the horse did not resolve the conflict—in some ways, it intensified the conflict
Note: Seventh most frequently missed question in the state.	
Answer Choices were: A—1%; B—15%; C—77%; D—6%	

9th Grade, 2006, Passage: “Hello, Old Paint”	
Objective: 02 D.11 (D) identify basic conflicts.	
<i>Generic Analysis: Conflict—causes of</i>	
21 What caused the author’s primary conflict?	
A She couldn’t ride Sassy.	Information from the text (Sassy is too short for the author to ride), but not the cause of the author’s conflict
B She didn’t have enough money.	Inaccurate information from the text
C She missed her friend Billy.	Information from the text (she does miss her friend Billy), but not the cause of the author’s conflict
D She regretted selling her pets.	Correct Answer

9th Grade, 2003 Released Test; Passage: “A Brother in Need”	
TAKS Objective: 2; 11 (E) analyze the development of plot in narrative text (9)	
<i>Generic Analysis: Plot: how author builds suspense</i>	
9 The author builds suspense by —	
A using a flashback to explain why the mandarin dislikes Gan	Inaccurate information from the text (there was no flashback)
B emphasizing the differences between Gan and Duc	Accurate information from the text, but not responsive to the question (building suspense)
C highlighting the refusal of Gan’s friends to help bury the body	Correct Answer
D describing Gan as a greedy and ambitious man	Accurate information from the text, but not responsive to the question (building suspense)

9th Grade, 2003 Released Test; Passage: “A Brother in Need”	
TAKS Objective: 2; 11 (D) identify basic conflicts	
<i>Generic Analysis: Plot: how author develops the story problem</i>	
5 Gan’s problem in the story begins when —	
A Hanh tells him about the death of the beggar	Correct Answer
B his friends follow Gan and Duc into the forest	Inaccurate information from the text (the friends did not follow them into the forest)
C Duc begins to grow poorer and thinner	Accurate information from the text, but not responsive to the question (when the story problem began); perhaps a lack of understanding of "story problem"
D the mandarin discovers what Gan has done	Accurate information from the text, but not

Objective 2

	responsive to the question (when the story problem began); perhaps a lack of understanding of "story problem"
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9th Grade, 2003 Released Test; Passage: "My Bold Brother Carmen"	
TAKS Objective: 2; 11 (D) identify basic conflicts	
<i>Generic Analysis: Conflict: how the author creates conflict between characters</i>	
20 The source of the author's conflict with his brother was —	
F the rude and inconsiderate way in which Carmen treated the author	Accurate information about the conflict between characters in the <u>other passage</u> in the triplet ("A Brother in Need")
G the author's envy of Carmen's talents and lifestyle	Correct Answer
H Carmen's unwillingness to share his life with the author	Partially accurate information from the text, but not responsive to the question (the source of their conflict)
J the author's belief that being a professional artist was a foolish career choice	Plausible statement, based on student's foolish prior experience/learning, but not supported by information in the passage; also, inaccurate/contradictory information from the passage

10th Grade, 2003 Released Test; Passage: "Brian's Return"	
TAKS Objective: 2; 11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved	
<i>Generic Analysis: Conflict Resolution: resolution of internal conflict</i>	
5 In paragraphs 26 through 32, Brian's thoughts indicate that he is —	
A proud of himself	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage (paragraphs 26-32)
B calm in a crisis	Correct Answer
C fearful of drowning	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage (paragraphs 26-32)
D unusually clumsy	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage (paragraphs 26-32)

10th Grade, 2003 Released Test; Passage: "Brian's Return"	
TAKS Objective: 2; 11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved	
<i>Generic Analysis: Plot: how the author develops it</i>	
7 The author develops the selection primarily through —	
A wilderness descriptions	Accurate information from the text, but not responsive to the question (how the author developed the plot)
B flashbacks to Brian's earlier trip	Inaccurate information from the text (there was no flashback)
C Brian's thoughts and actions	Correct Answer
D sections from Brian's journal	Inaccurate information from the text (Brian did not keep a journal)

10th Grade, 2003 Released Test; Passage: "On Willow Creek"	
TAKS Objective: 2; 11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved	

Objective 2

<i>Generic Analysis: Plot</i>	
18 Paragraphs 3 through 5 of the essay show that as a boy Bass —	
F liked to disturb the fish	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
G took a long time to finish his chores	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
H was curious about nature	Correct Answer
J refused to listen to his parents	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage

10th Grade, 2003 Released Test; Passage: "Brian's Return"	
TAKS Objective: 2; 11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved	
<i>Generic Analysis: Conflict Resolution: resolution of internal conflict</i>	
5 In paragraphs 26 through 32, Brian's thoughts indicate that he is —	
A proud of himself	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage (paragraphs 26-32)
B calm in a crisis	Correct Answer
C fearful of drowning	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage (paragraphs 26-32)
D unusually clumsy	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage (paragraphs 26-32)

10th Grade, 2003 Released Test; Passage: "Brian's Return"	
TAKS Objective: 2; 11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved	
<i>Generic Analysis: Plot: how the author develops it</i>	
7 The author develops the selection primarily through —	
A wilderness descriptions	Accurate information from the text, but not responsive to the question (how the author developed the plot)
B flashbacks to Brian's earlier trip	Inaccurate information from the text (there was no flashback)
C Brian's thoughts and actions	Correct Answer
D sections from Brian's journal	Inaccurate information from the text (Brian did not keep a journal)

10th Grade, 2003 Released Test; Passage: "On Willow Creek"	
TAKS Objective: 2; 11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved	
<i>Generic Analysis: Plot</i>	
18 Paragraphs 3 through 5 of the essay show that as a boy Bass —	
F liked to disturb the fish	Plausible statement, based on student's prior experience/ learning, but not supported by information in the passage
G took a long time to finish his chores	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
H was curious about nature	Correct Answer
J refused to listen to his parents	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage

10th Grade, 2006-Make-up, Passage: "The Girl Who Can"	
TAKS Objective: 02 E.11 (C) describe and analyze the development of plot and identify conflicts and	

Objective 2

how they are addressed and resolved.

Generic Analysis: Significance of Point of View

7 The point of view of this story helps the reader understand —

A why Maami and Nana disagree with each other	Lack of understanding of specific literary term: point of view; they do disagree with each other, but the first person point of view does not help the reader understand the disagreement
B what has happened to Adjoa's father	Information from the text, but not responsive to the question—the first person point of view does not contribute to understanding what has happened to the father
C how Adjoa responds to the world around her	Correct Answer
D where the village of Hasodzi is located	Information from the text, but not responsive to the question—the first person point of view does not contribute to understanding where the village is located

11th Grade, 2003 TAKS Information Booklet; Passage: "Las Papas"

TAKS Objective: 02 F.11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.

Generic Analysis: Plot: Flashback

3 Paragraph 40 represents a —

A a change in the story's point of view	Inaccurate information from the passage (there was no shift in point of view) plus lack of understanding of specific literary term, point of view
B flashback to the man's youth	Correct Answer
C comparison of several different cultures	Partially accurate information from the passage, but not relevant to paragraph 40
D foreshadowed event in the story	Inaccurate information from the passage (there was no foreshadowed event) plus lack of understanding of specific literary term, foreshadow

11th Grade, 2003 TAKS Information Booklet; Passage: "Growing Up in the U.S"

TAKS Objective: 02 F.11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.

Generic Analysis: Point of View

10 The selection's point of view helps the reader understand--

A why the author's parents wanted their children to understand the U.S. political process	Accurate information from the passage, but not responsive to the question (how the point of view helps the reader)
B how the author has used her experiences to form her identity	Correct Answer
C who was responsible for teaching the author to speak flawless English	Partially accurate information from the passage, but not responsive to the question (how the point of view helps the reader)
D why the author resents her conservative upbringing	Inaccurate/contradictory information from the passage

11th Grade, 2003 Released Test; Passage: "The Miraculous Phonograph Record"

TAKS Objective: 02 F.11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.

Generic Analysis: Conflict: resolution of conflict between characters

7 Mrs. Saroyan's statement about her son at the end of the story conveys —

A why she is dissatisfied with the way Willie manages his money	Accurate information from the beginning of the passage, but not the meaning of her statement at the
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Objective 2

	end
B how she secretly wishes that Willie will become a musician	Plausible statement, but not supported by information in the passage
C why she loses her temper so easily	Plausible statement, but not supported by information in the passage and but not the meaning of her statement at the end
D how her understanding of her son has changed	Correct Answer

11th Grade, 2003 Released Test; Passage: “Letter That Changed My Life”

TAKS Objective: 02 F.11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.

Generic Analysis: Conflict: resolution of a conflict between a character and a newspaper

18 It is clear from paragraphs 5 and 6 that Smith wrote his letter —

F impulsively	Correct Answer
G cautiously	Plausible reason, but not supported by information in the passage
H thoughtlessly	Plausible reason, but not supported by information in the passage
J effortlessly	Plausible reason, but not supported by information in the passage (because of his difficulty with the old typewriter, this answer could be inaccurate/contradictory information from the passage)

11th Grade, 2003 Released Test; Passage: “Letter That Changed My Life” and “The Miraculous Phonograph Record”

TAKS Objective: 02 F.11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.

Generic Analysis: Plot: comparison of the development/transformation of characters

24 The transformations of Mrs. Saroyan and Dennis Smith occur because of —

F their intense responses to art	Correct Answer
G their conflicts with family members	Accurate information from the text, but not responsive to the question (why their transformations occurred)
H their strong ties to their heritage	Accurate information from the text, but not responsive to the question (why their transformations occurred)
J their willingness to change careers	Partially accurate information from the text, but not responsive to the question (why their transformations occurred)

11th Grade, 2006-February Administration, Passage: “The First Day”

TAKS Objective: 02 F.11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.

Generic Analysis: Plot and Character

7 What can the reader conclude from the mother’s actions in paragraphs 11–17?

A The mother is relieved that her daughter will be able to register for school.	Accurate statement but not the conclusion based on paragraphs 11-17
B The daughter feels powerless while her mother asks for help.	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
C The woman teases the mother until she admits she cannot read or write.	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
D The mother is willing to risk humiliation to help her daughter	Correct Answer

Note: Ninth most frequently missed question in the state.

Answer Choices were: A—7%; B—6%; C—15%; D—71%

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11th Grade, 2006-February Administration, Passage: “The First Day”

TAKS Objective: 02 F.11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.

Generic Analysis: Conflict/Character

8 A source of conflict for the narrator’s mother is —

F her lack of communication with her daughter	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
G her inability to read and write	Correct Answer
H the cost of sending her daughter to school	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
J the memory of her ex-husband	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage

11th Grade, 2006-February Administration, Passage: “Unforgettable Miss Bessie”

TAKS Objective: 02 F.11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.

Generic Analysis: Plot/Character

16 The author read whatever Miss Bessie told him to read because —

F he was afraid that she would punish him if he didn’t	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
G he felt guilty that she smuggled books out of the town library for him	Information from the text (completely or partially accurate), but not responsive to the question
H she convinced him that he could be a better poet than Shakespeare	Information from the text (completely or partially accurate), but not responsive to the question
J she said that his dreams depended on his ability to read and write well	Correct Answer

11th Grade, 2006-February Administration, Passage: “Unforgettable Miss Bessie”

TAKS Objective: 02 F.11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.

Generic Analysis: Plot/Character

17 Miss Bessie could be characterized as —

A happy and carefree	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
B angry and spiteful	Inaccurate/contradictory information from the text
C strict but kind	Correct Answer
D lenient but unforgiving	Inaccurate/contradictory information from the text

11th Grade, 2006-February Administration, Passage: “Unforgettable Miss Bessie”

TAKS Objective: 02 F.11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.

Generic Analysis: Conflict

18 What conflict led the author to work as a delivery boy?

F He wanted to learn about being a journalist.	Information from the text but not responsive to the question—what led him to become a delivery boy
G He wanted to buy a new overcoat.	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage—not related to his being a paper boy
H His family needed help paying the bills.	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage—not related to his being a paper boy

Objective 2

J His family couldn't afford to buy newspapers	Correct Answer
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11th Grade, 2006-April Administration, Passage: "My Father Sits in the Dark"

TAKS Objective: 02 F.11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.

Generic Analysis: Conflict

4 Which of the following is a major conflict for the narrator?

F His father's behavior keeps him awake at night.	Inaccurate information from the text—no information from the passage that his father's behavior keeps him awake; he awake already and finds his father sitting in the dark
G He must stay quiet when he walks through the house.	Inaccurate information from the text—he does stay quiet but not because he has to; staying quiet is unrelated to his conflict
H He feels that his father's behavior indicates that something is wrong.	Correct Answer
J His fear of his father prevents him from understanding the older man.	Inaccurate/contradictory information from the text—he eventually does understand him

11th Grade, 2006-April Administration, Passage: "My Father Sits in the Dark"

TAKS Objective: 02 F.11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved

Generic Analysis: Character

8 The father could be characterized as —

F tranquil and assured	Correct Answer
G shy but grateful	<i>Shy</i> is plausible; no text evidence for <i>grateful</i>
H troubled and lonely	Plausible, but no text evidence for either
J intelligent but insecure	Plausible, but no text evidence for either

11th Grade, 2006-July Administration, Passage: "In Search of Eels"

TAKS Objective: 02 F.11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved

Generic Analysis: Character analysis

5 From her adventures with her father, the narrator remembers him as being —

A heroic	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
B critical	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
C impatient	Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
D energetic	Correct Answer

11th Grade, 2006-July Administration, Passage: "In Search of Eels"

TAKS Objective: 02 F.11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved

Generic Analysis: Character analysis

6 The narrator believes that her elderly father —

F can walk when he is encouraged	Correct Answer
G should not leave the nursing home	Inaccurate/contradictory information from the text
H might be able to live alone again	Inaccurate/contradictory information from the text
J would like to go inside the fish	Plausible statement, but not supported by information in the

Objective 2

market	passage
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11th Grade, 2006-July Administration, Passage: "Living an Adventurous Life"

TAKS Objective: 02 F.11 (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved

Generic Analysis: Conflict/Resolution

17 The author has found a resolution to her conflict by —

A meeting with a medical specialist	Plausible statement, but not supported by information in the passage
B expressing her anger each day	Inaccurate/contradictory information from the text
C defining adventure in a new way	Correct Answer
D adopting several pets who need care	Plausible statement, but not supported by information in the passage

Objective 2

11G Recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning (9)

11D Analyze [the melodies of] literary language, including its use of evocative words and rhythms (10-11)

TAKS Information Booklet

Items dealing with literary language will move beyond simple identification of similes, metaphors, etc. Instead, these items will require students to understand how an author uses non-literal language to create meaning and how that language functions in the text.

In (*some*) items, students are required to move beyond simple identification of various types of literary language. Instead, they must understand how that literary language functions to convey meaning.

Implications for Instruction and Evidence of Understanding

The student expectation identifies literary language and poetic elements “like metaphor, simile, and personification.” Questions on TAKS have not been limited to these elements, so teachers should consult their textbook and other literary reference sources (such as *NTC’s Dictionary of Literary Terms* or Holman’s *Handbook to Literature*) for a more extensive list of literary language and poetic elements.

Questions on TAKS have asked students to analyze:

- Author's purpose in using a simile
- Allusion to a parable
- Rhythms/repetition used in a narrative
- Figurative Language
- Specific (quoted) figurative language from the passage.

Students need frequent experience applying their understanding of literary language and poetic elements. Since not every text will provide clear examples of literary language and poetic elements, teachers should evaluate texts that students will read for their potential to apply these concepts multiple times during the year. Although limited in scope, the kind of questions on the test are good examples of the kinds of questions that teachers may ask as oral questions during a discussion or as part of a written assignment. These questions and assignments should give students the opportunity to identify and interpret poetic elements and the effect of sound on the meaning, using increasingly complex text.

Patterns of Questions

Figurative Language

- *The author uses figurative language twice in paragraph 25 to —*
- *The descriptive language in paragraph 44 helps the reader understand —*
- *In paragraph 41, the author uses figurative language to describe Carmen’s —*

Repetition

- *Why does the author use repetition in paragraph 20?*

Simile

- *In paragraph 8, Paulsen uses a simile to convey the —*
- *How is the simile “as alive as that dancing ponytail” in paragraph 12 used?*

Objective 2

Quoting Specific Figurative Language

- In paragraph 4, when Adjoa speaks of coming “out of the land of sweet, soft silence into the world of noise,” she is referring to —
- In paragraph 7, the author uses the phrase “before I can blink” to show that the narrator —
- In paragraph 25, the words “rippled out across generations” suggest that Miss Bessie’s influence —
- In paragraph 16, the description “lifts her lamp beside the golden door” suggests that the statue —

Allusion to a Parable

- In paragraph 4, Mathews uses a parable to teach the boys that —

Correct Answer

A statement that accurately describes the purpose/effect of the literary device used by the author.

Incorrect Answers/Distracters

Questions Dealing With Parables

- Plausible statement based on the literal information in the passage, but not the point/purpose of the parable

Questions Dealing With Similes, Repetitions, and Figurative Language

- Plausible statement based on the literal information in the passage, but not the point/purpose of the simile/repetition/figurative language
- Plausible statement based on a literal interpretation of the words, but not the point/purpose of the simile/figurative language
- Student cannot recognize a simile/repetition./figurative language: an explanation for some other literary element in the text
- Plausible statement, based on student's prior experience/learning, but not the meaning of the simile
- Inaccurate/contradictory interpretation of the language
- Inaccurate/contradictory information based on the passage

Note: "Plausible" means that a student could support the answer using information gained from prior experience or prior learning, i.e., from outside the text. TAKS is a "text dependent test." That means that the support for all correct answers must come from the text.

9th Grade, 2003 TAKS Information Booklet; Passage: “Unforgettable Clarence Mathews”

TAKS Objective: 2; 11(G) recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning

Generic Analysis: Literary Language: Allusion to a Parable

10 In paragraph 4, Mathews uses a parable to teach the boys that —

A a Model A Ford is a better vehicle to own than a limousine	Plausible statement based on the literal information in the passage, but not the point/purpose of the parable
B wealthy people should learn to drive on muddy roads	Plausible statement based on the literal information in the passage, but not the point/purpose of the parable
C they can make money by towing limousines out of the mud	Plausible statement based on the literal information in the passage, but not the point/purpose of the parable
D social status has nothing to do with what a person can achieve	Correct Answer

Objective 2

9th Grade, 2003 Released Test; Passage: “My Bold Brother Carmen”

TAKS Objective: 2; 11(G) recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning

Generic Analysis: Author's purpose in using a simile

Note: The figurative language was: "No." He halted as if groping for words strewn about a room as dark as a mine. "She's leaving me." His voice was thick with pain.

23 In paragraph 41, the author uses figurative language to describe Carmen’s —

A difficulty expressing his feelings	Correct Answer
B apology for calling so late	Plausible statement based on the literal information in the passage, but not the point/purpose of the simile
C confusion about his divorce	Plausible statement based on the literal information in the passage, but not the point/purpose of the simile
D refusal to accept responsibility	Plausible statement based on the literal information in the passage, but not the point/purpose of the simile

10th Grade, 2003 Released Test; Passage: “Brian’s Return”

TAKS Objective: 02 F.11 (D) analyze [the melodies of] literary language, including its use of evocative words and rhythms.

Generic Analysis: Rhythms (repetition in narrative)

Note: The repetition used was: "And it rained harder. And harder. The wind pushed stronger and still stronger and at last the sent seemed to seemed to sigh."

6 Why does the author use repetition in paragraph 20?

F To imitate the sounds of the storm	An explanation for using a different poetic element (onomatopoeia), but not for using repetition
G To slow down the pace of the story	Plausible, but not the not the point/purpose of the repetition
H To emphasize that the storm is getting stronger	Correct Answer
J To illustrate how wet and miserable Brian is	Plausible statement based on the literal information in the passage, but not the point/purpose of the repetition

10th Grade, 2003 Released Test; Passage: “Brian’s Return”

TAKS Objective: 02 F.11 (D) analyze [the melodies of] literary language, including its use of evocative words and rhythms.

Generic Analysis: Author's purpose in using a simile

Note: the simile was: All that day he felt as if he were in a painting, a beautiful private domain.

9 In paragraph 8, Paulsen uses a simile to convey the —

A appreciation that Brian feels for the landscape	Correct Answer
B idea that Brian wants to be an artist	Plausible statement based on a literal interpretation of the words, but not the point/purpose of the simile
C difficulty of canoeing across a lake	Plausible statement based on a literal interpretation of the words, but not the point/purpose of the simile
D loneliness that Brian feels as he travels	Plausible statement based on a literal interpretation of the words, but not the point/purpose of the simile

10th Grade, 2006–February Administration, Passage: “Summer of the Raccoons”

TAKS Objective: 02 E.11 (D) analyze [the melodies of] literary language, including its use of evocative words and rhythms.

Generic Analysis: Author's use of figurative language

18 The author uses figurative language twice in paragraph 25 to —

F describe the backyard setting	Plausible statement based the passage, but not the point/purpose of the figurative language
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Objective 2

G compare the raccoons to children playing	Plausible statement based the passage, but not the point/purpose of the figurative language
H illustrate the beauty of the raccoons' habitat	Plausible statement based the passage, but not the point/purpose of the figurative language
J contrast the personalities of the two Raccoons	Correct Answer
Note: Fourth most frequently missed question in the state.	
Answer Choices were: F—5%; G—12%; H—7%; J—76%	

10th Grade, 2006-Make-up, Passage: "The Girl Who Can"	
TAKS Objective: 02 E.11 (D) analyze [the melodies of] literary language, including its use of evocative words and rhythms.	
<i>Generic Analysis: Literary Language--Metaphor</i>	
5 In paragraph 4, when Adjoa speaks of coming "out of the land of sweet, soft silence into the world of noise," she is referring to —	
A being born	Correct Answer
B arriving at school	Plausible statement, but not the meaning of the metaphor
C completing a race	Plausible statement, but not the meaning of the metaphor
D playing in the river	Plausible statement, but not the meaning of the metaphor

10th Grade, 2006-Make-up, Passage: "My Daughter the Hoopster"	
TAKS Objective: 02 E.11 (D) analyze [the melodies of] literary language, including its use of evocative words and rhythms.	
<i>Generic Analysis: Simile</i>	
18 How is the simile "as alive as that dancing ponytail" in paragraph 12 used?	
F To foreshadow Jamila's professional career	Plausible statement, but not the meaning of the simile
G To compare Jamila to a ballerina	Plausible statement, but not the meaning of the simile
H To symbolize Jamila's vitality	Correct Answer
J To describe Jamila's physical appearance	Plausible statement, but not the meaning of the simile

11th Grade, 2003 TAKS Information Booklet; Passage: "Las Papas"	
TAKS Objective: 02 F.11 (D) analyze [the melodies of] literary language, including its use of evocative words and rhythms.	
<i>Generic Analysis: Author's purpose in using a simile</i>	
<i>Note: the simile was: "Through the window he saw the growing brightness of midday. The strong light seemed to paralyze the brilliant foliage of the tress. The inside of the potatoes had the same clean whiteness, and the knife penetrated it, as if slicing through soft clay."</i>	
2 In paragraph 9, the author uses a simile to —	
A demonstrate the ease of cutting the potatoes	Correct Answer
B describe the brightness of the midday light	Student cannot recognize a simile: An explanation for descriptive language at the beginning of the paragraph, but not for using the simile
C emphasize the whiteness of the potato	Student cannot recognize a simile: An explanation for descriptive language at the beginning of the paragraph, but not for using the simile
D show the effect of light upon the trees	Student cannot recognize a simile: An explanation for descriptive language at the beginning of the paragraph, but not for using the simile

11th Grade, 2003 Released Test; Passage: "Letter That Changed My Life"	
TAKS Objective: 02 F.11 (D) analyze [the melodies of] literary language, including its use of evocative words and rhythms.	
<i>Generic Analysis: Author's purpose in using a simile</i>	
<i>Note: The simile was: "Just as I addressed the envelop, the final alarm of my tour came in, and as I slid</i>	

Objective 2

down the long brass pole, I felt unexpectedly calm, as if a great rock had been purged from the bottom of my stomach."

17 In paragraph 8, the author uses a simile to describe —

A the sickness he feels upon hearing the alarm	Plausible statement, based on student's prior experience/learning, but not the meaning of the simile
B the excitement he feels when he addresses his letter	Plausible statement, based on student's prior experience/learning, but not the meaning of the simile
C the fear he feels when sliding down the brass pole	Plausible statement, based on student's prior experience/learning, but not the meaning of the simile
D the relief he feels after writing the letter	Correct Answer

11th Grade, 2006-February Administration, Passage: "The First Day"

TAKS Objective: 02 F.11 (D) analyze [the melodies of] literary language, including its use of evocative words and rhythms.

Generic Analysis: Author's use of figurative language

6 In paragraph 7, the author uses the phrase "before I can blink" to show that the narrator —

F seems surprised by her mother	Plausible statement based on a literal interpretation of the words, but not the point/purpose of the figurative language
G is being rushed by her mother	Correct Answer
H is beginning to cry	Inaccurate/contradictory interpretation
J feels afraid of New Jersey Avenue	Plausible statement, based on student's prior experience/learning, but not the point/purpose of the figurative language

11th Grade, 2006-February Administration, Passage: "Unforgettable Miss Bessie"

TAKS Objective: 02 F.11 (D) analyze [the melodies of] literary language, including its use of evocative words and rhythms.

Generic Analysis: Author's purpose in using figurative language

19 In paragraph 25, the words "rippled out across generations" suggest that Miss Bessie's influence —

A was fading as time passed	Inaccurate/contradictory interpretation
B had more impact on her students than anything else they experienced	Plausible statement that goes beyond the information in the passage—passage does not say that she "has more impact on her students than anything else"
C could not be measured until she passed away	Inaccurate/contradictory interpretation
D affected many people over time	Correct Answer

Note: Third most frequently missed question in the state.

Answer Choices were: A—4%; B—26%; C—3%; D—65%

11th Grade, 2006-April Administration, Passage: "My Father Sits in the Dark"

TAKS Objective: 02 F.11 (D) analyze [the melodies of] literary language, including its use of evocative words and rhythms.

Generic Analysis: Author's purpose in using figurative/descriptive language

5 In paragraph 59, the father's voice "seems to come from far away" because —

A the narrator's father is lost in thought again	Correct Answer
B the narrator is in another part of the house	Plausible statement based on a literal interpretation of the words, but not the point/purpose of the figurative language
C the narrator still doesn't understand his father	Inaccurate/contradictory information based on the passage
D the narrator's father is beginning to cry	Inaccurate/contradictory information based on the passage

Objective 2

11th Grade, 2006-April Administration, Passage: “My Father Sits in the Dark”

TAKS Objective: 02 F.11 (D) analyze [the melodies of] literary language, including its use of evocative words and rhythms.

Generic Analysis: Author’s purpose in using figurative/descriptive language

Note: The figurative language was: “The dim shadow of light that comes through the window from the street lamp only makes the room seem darker.”

9 The descriptive language in paragraph 44 helps the reader understand —

A the narrator’s inability to sleep through the night

B the challenge of learning from the past

C the narrator’s discomfort in the dark

Correct Answer

D the difficulty of turning on the light

11th Grade, 2006-April Administration, Passage: “Going to America”

TAKS Objective: 02 F.11 (D) analyze [the melodies of] literary language, including its use of evocative words and rhythms.

Generic Analysis: Author’s purpose in using figurative/descriptive language

17 In paragraph 16, the description “lifts her lamp beside the golden door” suggests that the statue —

A reflects sunlight brightly across the harbor

Plausible statement based on a literal interpretation of the words, but not the point/purpose of the figurative language

B functions as a lighthouse to guide ships into the harbor

Plausible statement based on a literal interpretation of the words, but not the point/purpose of the figurative language

C offers the promise of food and shelter

Plausible statement based on student prior experience/learning, but not the point/purpose of the figurative language

D symbolizes freedom and escape from darkness

Correct Answer

Objective 2

11E Connect literature to historical contexts, current events, [and his or her own experience] (10-11)

TAKS Information Booklet

Where appropriate, items may address historical or contemporary context and its contribution to meaning in a text. If the context is important to an understanding of the selection but is not explicit in the selection or so widely known that all students would be aware of that context, a short explanatory paragraph establishing the context will be provided for the selection or in the item.

(Some) items require students to recognize the purpose of a specific text structure. Students must provide textual support for their answer.

Implications for Instruction and Evidence of Understanding

Since there is only test item available for analysis, it is difficult to go beyond the information from the *TAKS Information Booklet*, above. This one item assumes that 11th grade students have sufficient knowledge about the Great Depression to understand its significance to the plot of the story: The *TAKS Information Booklet* states: "... the context is important to an understanding of the selection (*and is*) so widely known that all students would be aware of that context..."

The historical context (or current events) is not necessarily a crucial element in many texts. Therefore, teachers should examine each text for its potential to analyze the influence of the historical context on characters and events in the story.

Correct Answer

There is only one sample item for this student expectation from the 2003 Released Test. There were no items from the *TAKS Information Booklet*. With only one test item, is not possible to generalize about the attributes of the correct answer.

Incorrect Answers/Distracters

- Plausible statement based on the student's prior experience/prior learning, but not responsive to the question

11th Grade, 2003 Released Test; Passage: "The Miraculous Phonograph Record"

TAKS Objective: 2; 11 (E) Connect literature to historical contexts, current events, [and his or her own experience]

Generic Analysis: Significance of Historical Context

5 The historical context of this story is important because it establishes that —

A ten dollars was a significant amount of money

Correct Answer

B many immigrants were living in Fresno in 1921

Plausible statement based on the student's prior experience/prior learning, but not responsive to the question

C the phonograph was invented in 1920

Plausible statement based on the student's prior experience/prior learning, but not responsive to the question

D bicycles were the primary mode of transportation

Plausible statement based on the student's prior experience/prior learning, but not responsive to the question

Objective 2

11F

Recognize and interpret important symbols (9)

Student Expectation

(11F) recognize and interpret important symbols (9)

TAKS Information Booklet

In order to understand literature, students must learn to interpret literary techniques. Students must first be able to recognize literary techniques so that they then may analyze how the author uses them to shape a reader's understanding of characters, events, and theme.

Items that assess a student's knowledge of literary techniques such as foreshadowing, allusion, and symbolism will be appropriate for (the grade level); that is, students will not be asked questions about literary techniques that are overly sophisticated or too far beyond their developing understanding of author's craft. Literary techniques will be assessed only when they are clearly present in the text.

Implications for Instruction and Evidence of Understanding

Students need frequent experience in recognizing and interpreting important symbols in a text--particularly when the symbols are clear, vivid, and add meaning.

Since not every text will provide an opportunity for students to deal with symbols, teachers should evaluate texts that students will read for their potential to provide opportunity for students to deal with an author's clear, intentional use of symbols. Even though there is only one sample question, it is a good example of the kinds of questions that teachers may ask as oral questions during a discussion or as part of a written assignment.

Correct Answer

This student expectation has not been assessed on a released test and there is only one item from the *TAKS Information Booklet*. It is not possible to generalize about the attributes of the correct answer. As with all TAKS questions, the correct answer must be supported by accurate, relevant information from the passage.

Incorrect Answers/Distracters

- Opposite/contradictory meaning of the symbol
- Plausible, but not the best meaning of the symbol

9th Grade, 2003 TAKS Information Booklet; Passage: "Mama and Her Bank Account"

TAKS Objective: 02 F.11 (F) Recognize and interpret important symbols

Generic Analysis: Literary Terms—Symbols

4 What does Mama's bank account symbolize to Katrin?

A Security	Correct Answer
B Poverty	Opposite/contradictory meaning of the symbol
C Fear	Opposite/contradictory meaning of the symbol
D Excitement	Opposite/contradictory meaning of the symbol

Note: For an additional example of an open-ended/constructed response question on symbols, see item #13 for student expectation 10(B) from the *TAKS Information Booklet* for 11th Grade: "What is one symbol of cultural heritage used by the authors of "Las Papas" and "Growing Up in the U.S."?"

Objective 2

11H Understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read (9)

11F Understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read (10)

11F Understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read (11)

TAKS Information Booklet

There was no information on "literary forms" in the *TAKS Information Booklet*.

Implications for Instruction and Evidence of Understanding

This student expectation is a detailed concept/vocabulary list of literary forms, elements, and terms. The list includes, but is not limited to students' understanding the meaning and use of:

- author
- autobiography
- dialogue
- protagonist
- analogy
- drama
- myth
- tragedy
- antagonist
- dialect
- biography
- tall tale
- comedy
- paradox,
- comic relief

Standard definitions of these plus other literary forms and terms can be found in literature textbook and other reference sources such as NTC's Dictionary of Literary Terms or Holman's Handbook to Literature.

There are only two examples or test items that assess this student expectation. Of those literary forms listed in the TEKS, only fable is assessed. The other test item assesses irony, a term that is not listed in the set. In both instances, the student is not asked to define the term but is, instead asked to demonstrate that he/she know its meaning by applying it to a portion of the passage.

Students need frequent experience applying their understanding of literary forms and terms.

Since not every text will provide clear examples of these literary forms and terms, teachers should evaluate texts that students will read for their potential to apply these concepts multiple times during the year. Although limited in number, the kind of questions on the test are good examples of the kinds of questions that teachers may ask as oral questions during a discussion or as part of a written assignment.

Pattern of Questions

Literary forms and terms have always been tested within the context of a text, not as isolated words:

Fable: *One way this story resembles a fable is that —*

Mood: *In paragraph 18, the author uses the phrase "leaden silence" to create a mood of —*

Symbol:

- *What does the "gurgle from the depths of his black rounded stomach" symbolize in paragraph 14?*

Objective 2

- *The smoked eel in this story can be seen as a symbol of the narrator and her father’s —*

Irony: *In what way is this selection ironic?*

Dialogue: *Throughout the selection, the author’s use of dialogue shows that*

Short Story: *“My Father Sits in the Dark” can best be described as a — (Correct Answer: short story)*

Flashback: *The break between paragraphs 5 and 6 indicates — (Correct Answer: a flashback to the narrator’s childhood)*

Correct Answer

An explanation of the literary term/form based on the context of the passage.

Incorrect Answers/Distracters

- No understanding/recognition of the literary form/term
- Detail from the passage, but not responsive to the question
- An accurate statement about the passage, but not a critical attribute of the genre in the question.
- An example/critical attribute of a different genre but not an example critical attribute of the genre in the question
- An accurate statement based on the passage, but the statement does not conform to the definition/attributes of the literary term in the question
- An inaccurate statement, based on the passage; even if it were accurate, it would not conform to the definition/attributes of the literary term in the question
- A mood/tone word, but not the mood/tone conveyed by the simile/metaphor

9th Grade, 2003 Released Test; Passage: “A Brother in Need”

TAKS Objective: 2; 11(H) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read

Generic Analysis: Literary Forms—Fable

11 One way this story resembles a fable is that —

A the story is set in a foreign country	An accurate statement about the passage, but not a critical attribute of the genre (fable)
B the story conveys a clear lesson	Correct Answer (the critical attribute of this genre)
C the events could never have happened	A critical attribute of a different genre (fantasy), but not a critical attribute of a fable
D an animal plays an important role in the story	An inaccurate statement about the plot (also an attribute that is sometimes inaccurately taught as a critical attribute of a fable)

9th Grade, 2006, Passage: “A Horse for Matthew”

Objective: 02 D.11 (H) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

Generic Analysis: Literary Terms—Metaphor

8 In paragraph 18, the author uses the phrase “leaden silence” to create a mood of —

F suspicion	A mood/tone word, but not the mood/tone conveyed by the metaphor—“leaden silence” does not communicate a mood of suspicion; nothing in the paragraph raises the issue of
--------------------	--

Objective 2

	<i>suspicion</i>
G mystery	A mood/tone word, but not the mood/tone conveyed by the metaphor—"leaden silence" does not communicate a mood of mystery
H anger	A mood/tone word, but not the mood/tone conveyed by the simile/metaphor—"leaden silence" does not communicate a mood of anger; Matthew does become angry in paragraph 19-23, but not in this paragraph
J discomfort	Correct Answer
Note: Third most frequently missed question in the state.	
Answer Choices were: F—21%; G—13%; H—2%; J—64%	

10th Grade, 2006-February Administration, Passage: "Set Free"	
TAKS Objective: 02 E.11 (F) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	
<i>Generic Analysis: Literary Terms—Symbols</i>	
8 What does the "gurgle from the depths of his black rounded stomach" symbolize in paragraph 14?	
F The dog's rebellion	An inaccurate statement, based on the passage—the boy may have been rebellious, but not the dog
G The dog's freedom	A main idea of the passage, but the "gurgle from the depths..." was not a symbol of the dog's freedom
H The dog's confusion	An accurate statement based on the passage—the dog was not confused; the boy was
J The dog's contentment	Correct Answer
Note: Most frequently missed question in the state.	
Answer Choices were: F—6%; G—16%; H—9%; J—69%	

11th Grade, 2003 Released Test; Passage: "Letter That Changed My Life"	
TAKS Objective: 2; 11 (F) understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read	
<i>Generic Analysis: Literary Term: Irony</i>	
19 In what way is this selection ironic?	
A Smith shares the same Irish heritage as William Butler Yeats.	An accurate statement based on the passage, but not an ironic one
B Smith's letter defending another writer is the start of his own writing career.	Correct Answer
C Firefighters now have a literary figure they can admire.	An accurate statement based on the passage, but not an ironic one
D The editor publishes Smith's letter only because it is on official stationery.	An accurate statement based on the passage, but not an ironic one

11th Grade, 2006-April Administration, Passage: "My Father Sits in the Dark"	
TAKS Objective: 02 F.11 (F) understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	
<i>Generic Analysis: Literary terms (dialogue)</i>	
6 Throughout the selection, the author's use of dialogue shows that —	
F the son is persistent in trying to communicate with his father	Correct Answer
G the son doesn't usually know what	An inaccurate statement, based on the passage; even if it were

Objective 2

to say to his father	accurate, it would not conform to the definition/attributes of <i>dialogue</i>
H the father still has an accent after so many years in America	An inaccurate statement, based on the passage; even if it were accurate, it would not conform to the definition/attributes of <i>dialogue</i>
J the father is afraid to tell his son the truth	An inaccurate statement, based on the passage; even if it were accurate, it would not conform to the definition/attributes of <i>dialogue</i>

11th Grade, 2006-April Administration, Passage: “My Father Sits in the Dark”

TAKS Objective: 02 F.11 (F) understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

Generic Analysis: Literary Terms (short story)

7 “My Father Sits in the Dark” can best be described as a —

A news article	A literary form/genre but not the genre of the passage
B tragedy	A literary form/genre but not the genre of the passage
C short story	Correct Answer
D biography	A literary form/genre but not the genre of the passage

11th Grade, 2006-July Administration, Passage: “In Search of Eels”

TAKS Objective: 02 F.11 (F) understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

Generic Analysis: Literary Terms--Symbol

7 The smoked eel in this story can be seen as a symbol of the narrator and her father’s —

A shared memories	Correct Answer
B geography lessons	Detail from the passage, but not related to the symbol of the eel
C fishing trips	Detail from the passage, but not related to the symbol of the eel
D foreign travels	Detail from the passage, but not related to the symbol of the eel

11th Grade, 2006-July Administration, Passage: “In Search of Eels”

TAKS Objective: 02 F.11 (F) understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

Generic Analysis: Literary Terms; Flashback

9 The break between paragraphs 5 and 6 indicates —

A the beginning of the story’s conflict	No understanding/recognition of the literary from/term—cannot match the significance of the paragraphs to the term <i>flashback</i>
B a flashback to the narrator’s childhood	Correct Answer
C the introduction of new characters	No understanding/recognition of the literary from/term—cannot match the significance of the paragraphs to the term <i>flashback</i>
D a change in the story’s point of view	No understanding/recognition of the literary from/term—cannot match the significance of the paragraphs to the term <i>flashback</i>

Objective 3

6F

Discriminate between connotative and denotative meanings and interpret the connotative power of words (10-11)

TAKS Information Booklet

There was no specific information in the *TAKS Information Booklet* on "connotative and denotative meanings."

Implications for Instruction and Evidence of Understanding

This student expectation focuses on the student's ability to differentiate between the literal meaning of a word/phrase (denotative meaning) and the author's implied meaning (connotative meaning). Of the three test items available for analysis, the emphasis appears to be differentiating between the denotative and connotative meaning of sentences and phrases, rather than of individual, isolated words.

Students will benefit from having all teachers use a common vocabulary to teach a skill or concept. The following definitions are recommended:

- Connotative Meaning of Words/Phrases/Sentences: the emotional content, significance or implied meaning of a word, phrase, or sentence.
- Denotative Meaning of Words/Phrases/Sentences: the actual, literal, explicit meaning of a word, phrase, or sentence.

Students need frequent experience discriminating between connotative and denotative meanings of words, phrases and sentences--particularly the power of connotative meanings.

Since not every text will provide examples of words and phrases with rich examples of connotative meaning, teachers should evaluate texts that students will read for their potential provide this experience. Although limited in number, the questions that are available are good examples of the kinds of questions that teachers may ask as oral questions during a discussion.

Pattern of Questions

- *Sharon's answer to Gene in paragraph 71 can be described as — (Correct Answer: a challenge)*
- *In paragraph 26, the author uses sensory images to describe how it felt to —(Correct Answer: be knocked out)*
- *At the beginning of the selection, the author describes the raccoons with words such as*
- *"orphaned," "alone," "starving," and "baby" to make the reader feel — (Correct Answer: concern and sympathy)*
- *In paragraph 18, what does Smith mean when he advises his children to "measure the heat of the fire there"? (Correct Answer: They should pay attention to the intensity of their feelings.)*

Correct Answer

With a limited number of test items available for analysis, it is not possible to generalize about the attributes of the correct answer. It appears that all correct answers are an accurate interpretation of the author's connotative (implied) meaning of the sentences/phrases.

Objective 3

Incorrect Answers/Distracters

- Plausible meaning of the word/phrase/sentence, but not plausible within the context in which it was used
- Contradicts the meaning of the word/phrase/sentence
- Plausible statement related to the general theme of the passage, but not related to the meaning of the word/phrase/sentence
- Words related to the general mood/tone of the passage, but not the meaning of the word(s) in the question

Note: "Plausible" means that a student could support the answer using information gained from prior experience or prior learning, i.e., from outside the text. TAKS is a "text dependent test." That means that the support for all correct answers must come from the text.

10th Grade, 2003 TAKS Information Booklet; Passage: "I Go Along"

TAKS Objective: 3; 6(F) discriminate between connotative and denotative meanings and interpret the connotative power of words

Generic Analysis: Connotative meaning of words (a sentence).

5 Sharon's answer to Gene in paragraph 71 can be described as —

A a challenge	Correct Answer
B a threat	Plausible meaning of the words ["Then write a better one (<i>poem</i>)."] but not plausible within the context in which it was used
C a joke	Plausible meaning of the words ["Then write a better one (<i>poem</i>)."] but not plausible within the context in which it was used
D a rebuke	Plausible meaning of the words ["Then write a better one (<i>poem</i>)."] but not plausible within the context in which it was used

10th Grade, 2003 TAKS Information Booklet; Passage: "My Fight with Jack Dempsey"

TAKS Objective: 3; 6(F) discriminate between connotative and denotative meanings and interpret the connotative power of words

Generic Analysis: Connotative Meaning/Sensory Images

11 In paragraph 26, the author uses sensory images to describe how it felt to —

A hit Dempsey	Plausible statement, but not related to the meaning of the sensory images
B be knocked out	Correct Answer
C be humiliated in the ring	Plausible statement, but not related to the meaning of the sensory images
D regain consciousness	Plausible statement, but not related to the meaning of the sensory images

10th Grade, 2006-February Administration, Passage: "Summer of the Raccoons"

TAKS Objective: 03 E.6 (F) discriminate between connotative and denotative meanings and interpret the connotative power of words.

Generic Analysis: Denotative meaning or words

22 At the beginning of the selection, the author describes the raccoons with words such as "orphaned," "alone," "starving," and "baby" to make the reader feel —

F anger and resolve	Words related to the general mood/tone of the passage, but not the meaning of the word(s) in the question
G guilt and dismay	Words related to the general mood/tone of the passage, but not the meaning of the word(s) in the question
H concern and sympathy	Correct Answer
J happiness and contentment	Words related to the general mood/tone of the passage, but not the meaning of the word(s) in the question

Objective 3

11th Grade, 2003 Released Test; Passage: “Letter That Changed My Life”

TAKS Objective: 3; 6(F) discriminate between connotative and denotative meanings and interpret the connotative power of words

Generic Analysis: Connotative meaning of words (phrase)

21 In paragraph 18, what does Smith mean when he advises his children to “measure the heat of the fire there”?

A They should compare their own goals to those of their father.	Contradicts the meaning of the phrase
B They should pay attention to the intensity of their feelings.	Correct Answer
C They should use writing as a tool to change lives.	Plausible statement, but not related to the meaning of the phrase
D They should be inspired by their father’s love.	Plausible statement, but not related to the meaning of the phrase

Objective 3

6G

Read and understand analogies.

TAKS Information Booklet

There was no specific information in the *TAKS Information Booklet* on analogies.

Implications for Instruction and Evidence of Understanding

This student expectation focuses on the student's ability to differentiate between the literal meaning of a word/phrase (denotative meaning) and the author's implied meaning (connotative meaning). Of the three test items available for analysis, the emphasis appears to be differentiating between the denotative and connotative meaning of sentences and phrases, rather than of individual, isolated words.

Students will benefit from having all teachers use a common vocabulary to teach a skill or concept. The following definitions are recommended:

- Connotative Meaning of Words/Phrases/Sentences: the emotional content, significance or implied meaning of a word, phrase, or sentence.
- Denotative Meaning of Words/Phrases/Sentences: the actual, literal, explicit meaning of a word, phrase, or sentence.

Students need frequent experience discriminating between connotative and denotative meanings of words, phrases and sentences--particularly the power of connotative meanings.

Since not every text will provide examples of words and phrases with rich examples of connotative meaning, teachers should evaluate texts that students will read for their potential provide this experience. Although limited in number, the questions that are available are good examples of the kinds of questions that teachers may ask as oral questions during a discussion.

Pattern of Questions

The only question available for analysis is: *In paragraph 5, the author uses the term "the closing gate" to suggest that the mother —*

Correct Answer

With a limited number of test items available for analysis, it is not possible to generalize about the attributes of the correct answer.

Incorrect Answers/Distracters

- Inaccurate/contradictory interpretation of the analogy
- Interpretation goes beyond the information

11th Grade, 2006-February Administration, Passage: "The First Day"

TAKS Objective: 03 F.6 (G) read and understand analogies.

Generic Analysis: Analogy (Symbolism)

9 In paragraph 5, the author uses the term "the closing gate" to suggest that the mother —

A has realized that her daughter will not be admitted to Seaton

Correct Answer

B has lowered her eyelids in frustration and anger

Inaccurate/contradictory interpretation of the analogy

C is watching the woman at Seaton close the front door

Inaccurate/contradictory interpretation of the analogy

Objective 3

D is figuring out how to find another way into the building

Inaccurate/contradictory interpretation of the analogy and beyond the information in the passage

Objective 3

(7E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering (9)

(7E) analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding (10-11)

TAKS Information Booklet

Items that assess a student's ability to recognize that authors organize information in specific ways will focus on the organizational patterns authors choose in order to arrange and link ideas. It is important for students to know that authors organize ideas in various ways, depending upon how they want the reader to understand those ideas. Familiarity with common organizational patterns—for example, sequencing, description, comparison/contrast, cause/effect, and problem/solution—helps students learn how these patterns can affect the meaning of a text. If students are able to recognize this connection, they will develop their ability to comprehend, evaluate, and appreciate a wide variety of texts. For items of this type, students will be expected to identify general patterns rather than use specific terminology.

Implications for Instruction and Evidence of Understanding

In Grades 3-8, students are generally asked what text structure an author used (e.g., compare/contrast, cause/effect, and chronological ordering). In grades 9-11, students are more likely to be told which text structure the author used and then asked: "Why did the author organize the text structure in that way?" Additionally, the particular kind of text structure may simply be implied/referenced, and the student is asked a question that assumes that he/she understands the thinking called for: "

"Text structure" is not necessarily the structure of an entire text; it may be the structure of an event or series of events within the text.

Other questions may simply ask for comparisons between texts. Note that two of the four questions are this kind of cross-over question--comparisons between texts: "*What conflicts do Nels in 'Mama and Her Bank Account' and the author of 'Unforgettable Clarence Mathews' share?*"--a comparison/contrast question. This student expectation requires more complex/sophisticated analysis than simply asking, "*How did the author organize the text?*" Note that two of the four questions are cross-over questions--comparisons between texts.

Students need frequent experience analyzing text to discover the structure of the text (e.g., compare/contrast, cause/effect, and chronological ordering) and, particularly, how it affects the plot, narration, or explication. Whenever a text lends itself to this analysis, students should recognize (identify) these common organizational patterns and explain their significance.

Since not every text will provide examples of clearly recognizable text structure, teachers should evaluate texts that students will read for their potential to analyze and evaluate the author's text structure/organizational pattern. Remember that analysis of text structure need not be limited to the structure of an entire text. For example, expository text may have a single text structure. Narrative text, particularly literary text, may have multiple structures within the literary work rather than a single structure.

The kinds of questions on the test are good examples of the kinds of questions that teachers may ask as oral questions during a discussion or as part of a short written assignment.

Objective 3

Patterns of Questions

Chronological Structure: *Because the author describes the events of his life in the order in which they occurred, it is easier for the reader to —*

Comparison Text Structure:

- *The author develops the selection by — (Correct Answer: comparing the contributions of each of her native cultures)*
- *In paragraph 10, what can the reader tell from the author’s use of comparison?*
- *What conflict do Nels in “Mama and Her Bank Account” and the author of “Unforgettable Clarence Mathews” share?*
- *The author uses paragraphs 3 and 5 to — — (Correct Answer: reveal the scope of the adventures she experiences) [Note: One paragraphs relates the her adventures through reading and the other to her adventures in her real life.]*

Correct Answer

There is no generalization that correctly describes the attributes of all of the correct answers on this student expectation. Remember that all correct answers must be supported by accurate information from (and limited to) the text.

Incorrect Answers/Distracters

- A statement that is accurate for one character/event/passage, but not the other (for comparison/similarity questions)
- A statement that is accurate about both (for contrast/difference questions)
- A statement that is not accurate about either of the characters/events/passages (for comparison/contrast questions)
- Plausible, perhaps even accurate, statement related to the general theme context of the passage but not responsive to the question (i.e., the statement is plausible/accurate, but the statement is unrelated to the question about text structure)
- Inaccurate/contradictory statement

Note: "Plausible" means that a student could support the answer using information gained from prior experience or prior learning, i.e., from outside the text. TAKS is a "text dependent test." That means that the support for all correct answers must come from the text.

9th Grade, 2003 TAKS Information Booklet; Passage: “Mama and Her Bank Account” and “Unforgettable Clarence Mathews”

TAKS Objective: 03 F.7 (E) analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding.

Generic Analysis: Comparison/Contrast (an example of a multiple-choice crossover item)

13 What conflict do Nels in “Mama and Her Bank Account” and the author of “Unforgettable Clarence Mathews” share?

A Both boys struggled to become better at debating.	Not accurate for either character
B Both boys had to take jobs after school to bring in money.	Accurate for one character (Nels) but not the other
C They fear that their families may lose their houses.	Accurate for a different character, but not for the characters in the question
D They know that a lack of money may keep them from fulfilling a dream.	Correct Answer

9th Grade, 2003 Released Test; Passage: “My Bold Brother Carmen”

Objective 3

TAKS Objective: 03 F.7 (E) analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding.

Generic Analysis: Chronological Ordering (significance of)

25 Because the author describes the events of his life in the order in which they occurred, it is easier for the reader to —

A understand why Carmen’s marriages failed	Accurate detail from the passage, but not an effect of chronological ordering
B see how his relationship with Carmen changed	Correct Answer
C appreciate what the brothers achieved in life	Plausible statement, but not an effect of chronological ordering
D understand the effects of attending boarding school	Plausible statement, but not an effect of chronological ordering

10th Grade, 2003 Released Test; Passage: “Brian’s Return” and “On Willow Creek”

TAKS Objective: 03 F.7 (E) analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding.

Generic Analysis: Comparison/Contrast (difference)

24 Unlike the author of “On Willow Creek,” Brian is —

F interested in the habits of fish	Accurate about both (similarity)
G prepared to spend time in the wild	Accurate about both (similarity)
H all by himself in the wilderness	Correct Answer
J visited by an animal at night	Accurate about both (similarity)

11th Grade, 2003 TAKS Information Booklet; Passage: “Growing Up in the U.S”

TAKS Objective: 03 F.7 (E) analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding.

Generic Analysis: Comparison/contrast (similarities and differences)

12 The author develops the selection by —

A recounting childhood experiences in the order of their importance	Partially accurate information (childhood experiences) but not the text structure used (comparison/contrast)
B describing the lives of her parents in their countries of origin	Plausible but inaccurate information from the passage
C comparing the contributions of each of her native cultures	Correct Answer
D analyzing the behavior of children in Latin American households	Accurate information from the passage but not responsive to the question (how the author developed the selection)

11th Grade, 2006-April Administration, Passage: “Going to America”

TAKS Objective: 03 F.7 (E) analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding.

Generic Analysis: Significance of the author’s use of comparisons

23 In paragraph 10, what can the reader tell from the author’s use of comparison?

A Nicholas realized that he had made a mistake.	Plausible statement related to the general theme context of the passage but not supported by the passage
B Nicholas suddenly felt homesick for Greece.	Correct Answer
C Greece was only a dim memory for Nicholas.	Inaccurate/contradictory statement
D America was more dangerous than Nicholas expected.	Inaccurate/contradictory statement

Objective 3

11th Grade, 2006-April Administration, Passage: “My Father Sits in the Dark” and “Going to America”

TAKS Objective: 03 F.7 (E) analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding.

Generic Analysis: Comparison/contrast or two characters

25 What can the reader conclude about both fathers from their behavior?

A They have a hard time understanding themselves.	A statement that is not accurate about <u>either</u> of the characters
B Each has a past identical to that of many immigrants.	A statement that is not accurate about <u>either</u> of the characters
C They probably can't know their sons as well as they want to.	Plausible statement related to the passage but not supported by information in the passage
D They remain deeply affected by the past.	Correct Answer

11th Grade, 2006-July Administration, Passage: “Living an Adventurous Life”

TAKS Objective: 03 F.7 (E) analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding

Generic Analysis: Comparison/Contrast

22 The author uses paragraphs 3 and 5 to —

F reveal the scope of the adventures she experiences	Correct Answer
G describe the difficult lives of twentieth century writers	A statement that is not accurate about <u>either</u> of the paragraphs
H explain the benefits that can be derived from reading	A statement that is accurate for one paragraph (3) passage, but not the other (5)
J chronicle the events of one of her typical Days	A statement that is accurate for one paragraph (5) passage, but not the other (3)

Objective 3

7H Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience] (9)

7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience] (10-11)

TAKS Information Booklet

Items that assess the ability to read and think inferentially will require students to move beyond their basic understanding of a text to demonstrate a deeper, more complete understanding of what they've read. These types of items can take many forms; for example, items may require students to draw a conclusion, make a reasonable prediction, understand the relationship between two parts of a text, understand how a text relates to their own lives, or understand the deeper meanings implied by a text.

(For some items) students must understand how text and graphics work together to convey meaning in a viewing and representing piece.

Implications for Instruction and Evidence of Understanding

Students will benefit from having all teachers use a common vocabulary to teach critical thinking skills. The following definitions are recommended:

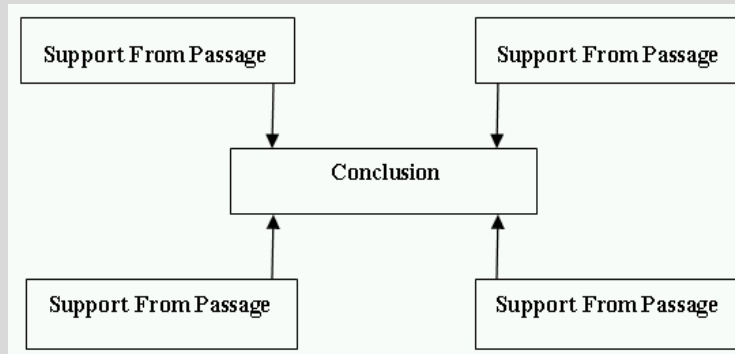
- **Infer:** taking specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; "reading between the lines." [The writer implies; the reader infers.
- **Conclusion:** A statement about an individual person, place, thing, or event that can be supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are "some" or "sometimes" statements. There are many different kinds of conclusions, e.g.:
 - ∞ a straightforward statement about an individual person, place, thing, or event
 - ∞ a statement/conclusion about the future = prediction
 - ∞ a statement/conclusion about why something happened = cause/effect
- **Generalization:** A statement about a group/class of persons, places, things, or events supported by accurate information. [Note: On TAKS, that information must come from the text.] There are many different kinds of generalizations, e.g.:
 - ∞ a straightforward statement about a group/class of persons, places, things, or events
 - ∞ a statement/generalizations about the future = prediction
 - ∞ a statement/generalizations about why something happened = cause/effect
- For inferring to draw conclusions and form generalizations, students need frequent experience reading and responding to quality text.

As students respond to the teacher's complex questions, they should:

- Begin with a conclusion provided by the teacher and then validate/support it with text evidence, primarily direct quotations from the text (deductive process).
- Draw their own conclusion and then validate/ support it with text evidence, primarily direct quotations from the text (inductive process).

As part of on-going instruction, students should use text evidence as well as their own prior experience and prior learning to support their conclusions and generalizations. Remember, however, that TAKS is a "text-dependent test." That means that for purposes of the test, students are limited to information found in the passage to support their answers. The following graphic organizer may be helpful for some students to "see and manipulate" the thinking that this student expectation requires.

Objective 3



Correct Answer

A statement (conclusion or generalization) that can be supported by accurate information found in the passage. Generally, there must be 2-3 items of support from the passage.

Pattern of Questions

All questions are asked in such a way that the question contains a person, place, thing, or event. The correct answer will be a conclusion or generalization about that person, place, thing, or event.

Incorrect Answers/Distracters

- Plausible statement based on student's prior experience/learning, but not supported by information in the passage.
- A plausible statement based on student's prior experience/learning, but not in a cause/effect relationship that is supported by information in the passage (for cause/effect questions)
- An accurate statement about one character/event/passage, but not accurate for both (for comparison/contrast questions)
- A statement that is not accurate about either of the characters/events/passages (for comparison/contrast questions)
- Statement that is inaccurate/contradicts information in the passage
- A partially accurate detail/information but not responsive to the question

Note: "Plausible" means that a student could support the answer using information gained from prior experience or prior learning, i.e., from outside the text. TAKS is a "text dependent test." That means that the support for all correct answers must come from the text.

9th Grade, 2003 TAKS Information Booklet; Passage: "Mama and Her Bank Account"

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion

5 What is the significance of Papa giving up tobacco so Nels can go to school?

A Because tobacco is probably one of the few luxuries Papa allows himself, giving it up shows how much he loves his family.

Correct Answer

B Because Papa looks at his pipe for a long time, he probably realizes that smoking is bad for his health.

Plausible statement based on student's prior experience/ learning, but not supported by information in the passage.

C Although Mama can add and subtract, Papa doesn't want her to have to keep writing down sums

Plausible statement based on student's prior experience/ learning, but not supported by

Objective 3

and differences.	information in the passage.
D When Mama gives Nels a bright smile, Papa decides that he wants to please his wife, too.	Plausible statement based on student's prior experience/ learning, but not supported by information in the passage.

9th Grade, 2003 TAKS Information Booklet; Passage: visual 9-1

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion

14 The reader can conclude from its name that the company that makes this computer game —

A uses everyday situations to teach complex issues	Correct Answer (name of company is <i>Real Life Learning</i>)
B focuses on producing money-management CDs for children	Plausible, based on the advertisement, but contradicts information in the text (i.e., the name of the company)
C believes that humor is an essential teaching tool	Plausible (perhaps even factual), but not supported by information in the advertisement
D has gone through bankruptcy proceedings in the past	Plausible, but not supported by information in the advertisement

9th Grade, 2003 Released Test; Passage: “A Brother in Need”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion about way something happened (cause/effect)

13 In paragraph 19, the friend’s expression changes because he —

A knows that he will not help Gan as he had offered	Correct Answer
B is pleased by Gan’s visit	Plausible, based on student's prior experience/learning, but not a cause/effect relationship supported by information in the passage
C hopes that Gan will be caught by the mandarin	Plausible, based on student's prior experience/learning, but not a cause/effect relationship supported by information in the passage
D is concerned about his sick grandmother	Plausible, based on student's prior experience/learning, but not a cause/effect relationship supported by information in the passage

9th Grade, 2003 Released Test; Passage: “My Bold Brother Carmen”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion about way something happened (cause/effect)

28 By the end of the article, the author and his brother became stronger people because of their —

F competition with each other	Plausible, based on student's prior experience/learning, but not a cause/effect relationship supported by information in the passage
G individual career choices	Plausible, based on student's prior experience/learning, but not a cause/effect relationship supported by information in the passage
H compassion and support for each other	Correct Answer
J international traveling experiences	Accurate statement about one character, but not the other

9th Grade, 2003 Released Test; Passage: “A Brother in Need” and “My Bold Brother Carmen”

Objective 3

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion about way something happened (cause/effect) Note: Could also have been used to assess motivation of characters

29 Both Gan and the author of “My Bold Brother Carmen” mature because —

A they overcome the loss of a parent	Plausible, based on student's prior experience/learning, but not a cause/effect relationship supported by information in the passage.
B they are able to influence those around them	Accurate information about one character, but not both); not a cause/effect relationship supported by information in the passage.
C they eventually attain financial success	Accurate information about one character, but not both); not a cause/effect relationship supported by information in the passage.
D they develop a greater appreciation for family	Correct Answer

9th Grade, 2003 Released Test; Passage: “A Brother in Need” and “My Bold Brother Carmen”

TAKS Objective:3; 7(H)

Generic Analysis: Generalization/Comparison-Contrast

30 What is one idea addressed in both “A Brother in Need” and “My Bold Brother Carmen”?

F The importance of growth in relationships	Correct Answer
G The power of money to change a person	An idea in one passage ("A Brother in Need") but not the other
H The consequences of marrying early in life	An idea in one passage ("My Bold Brother Carmen") but not the other
J The value of manual labor	An idea in one passage ("My Bold Brother Carmen") but not the other

9th Grade, 2006, Passage: “A Horse for Matthew”

Objective: 03 D.7 (H) draw inferences such as conclusions, generalizations, and predictions and support them from text.

Generic Analysis: Conclusion

14 Paragraph 8 suggests that —

F Matthew will soon ride again	Statement that is inaccurate/contradicts information in the passage — the paragraph says “He won’t even go near a horse again.”
G Tommy is ashamed of Matthew’s fear	Plausible statement based on student's prior experience/learning (he <u>might</u> be ashamed of Matthew’s fear), but not supported by information in the passage
H Matthew’s accident was very serious	Correct Answer
J Tommy is also afraid of horses	Statement that is inaccurate/contradicts information in the passage

Note: Eighth most frequently missed question in the state.

Answer Choices were: F—3%; G—16%; H—79%; J—2%

9th Grade, 2006, Passage: “A Horse for Matthew”

Objective: 03 D.7 (H) draw inferences such as conclusions, generalizations, and predictions and support them from text.

Generic Analysis: Conclusion

15 Based on Matthew’s behavior around Sundance, the reader can conclude that Matthew —

A has never trained a horse before	Statement that is inaccurate/contradicts information in the passage
B plans to ride the horse on the trail ride	Statement that is inaccurate/contradicts information in the passage

Objective 3

C does not like horses	Statement that is inaccurate/contradicts information in the passage
D understands the horse's fear	Correct Answer

9th Grade, 2006, Passage: "A Horse for Matthew"	
Objective: 03 D.7 (H) draw inferences such as conclusions, generalizations, and predictions and support them from text.	
<i>Generic Analysis: Conclusion</i>	
16 The reader can infer from paragraph 24 that —	
F Matthew is not a good friend	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.
G Matthew has hurt Tommy's feelings	Correct Answer
H Matthew cannot forgive Tommy	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.
J Matthew is jealous of Tommy	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.

9th Grade, 2006, Passage: "Hello, Old Paint"	
Objective: 03 D.7 (H) draw inferences such as conclusions, generalizations, and predictions and support them from text.	
<i>Generic Analysis: Conclusion</i>	
25 The reader can conclude that the people who bought Cricket and Sassy —	
A were new to the neighborhood	Statement that is inaccurate/contradicts/goes beyond information in the passage
B did not manage money well	Correct Answer
C had other horses of their own	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.
D were not kind to their horses	Statement that is inaccurate/contradicts/goes beyond information in the passage

9th Grade, 2006, Passage: "Hello, Old Paint"	
Objective: 03 D.7 (H) draw inferences such as conclusions, generalizations, and predictions and support them from texts	
<i>Generic Analysis: Conclusion</i>	
26 In paragraph 8, the sentence "I wish she had said more" shows —	
F how much the author missed Cricket and Sassy	Correct Answer
G the rudeness of the buyer toward the author	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.
H that the author feared the animals might have been ill	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.
J that the buyer was too busy to talk with the author	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.

9th Grade, 2006, Passage: "Hello, Old Paint"	
Objective: 03 D.7 (H) draw inferences such as conclusions, generalizations, and predictions and support them from text.	
<i>Generic Analysis: Conclusion</i>	
28 Based on paragraph 18, the reader can conclude that —	
F friends are not very important to the	Plausible statement based on student's prior experience/learning,

Objective 3

author	but not supported by information in the passage.
G the author will resume her friendship with Billy	Correct Answer
H animals are more important to the author than people	Statement that is inaccurate/contradicts/goes beyond information in the passage
J the author will give Cricket and Sassy to Billy	Statement that is inaccurate/contradicts/goes beyond information in the passage

9th Grade, 2006, Passage: “A Horse for Matthew” and “Hello, Old Paint”

Objective: 03 D.7 (H) draw inferences such as conclusions, generalizations, and predictions and support them from text.

Generic Analysis: Conclusion about the similarities between two authors—comparison/contrast

30 The reader can conclude that the authors of “A Horse for Matthew” and “Hello, Old Paint” —

F write only about events that have actually happened	A statement that is not accurate about <u>either</u> of the authors—while both stories appear to be about events that actually happened, there is no indication the authors write <u>only</u> about events that actually happen.
G see similarities between horses and people	Correct Answer
H understand the business of breeding horses	An accurate statement about one passage (“Hello, Old Paint”), but not accurate for both (for comparison/contrast questions)
J have written extensively about animals	A statement that is not accurate about <u>either</u> of the authors—while both stories are about animals, there is no indication that they have written other stories about animals.

Note: Sixth most frequently missed question in the state.

Answer Choices were: F—18%; G—1%; H—6%; J—74%

10th Grade, 2003 Released Test; Passage: “Brian’s Return”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion

11 What can the reader conclude about Brian from his reaction to the bear’s visit in paragraphs 2 through 4?

A His lack of fear shows how comfortable he feels in the wild.	Correct Answer
B He will stop hanging his packs in the trees.	Contradicts information in the passage
C He realizes that sleeping so soundly is dangerous.	Plausible, based on student's prior experience/learning, but not supported by information in the passage
D Being alone in the wild makes him feel depressed.	Plausible, based on student's prior experience/learning, but not supported by information in the passage

10th Grade, 2003 TAKS Information Booklet; Passage: “My Fight with Jack Dempsey”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion about way something happened (cause/effect)

12 Near the end of the fight, why did Dempsey urge Gallico to hang on to him?

A Dempsey had discovered that Gallico was a strong opponent.	Plausible, based on student's prior experience/learning, but contradicts information in the passage
B Dempsey planned to knock Gallico out again by tapping him.	Plausible, based on student's prior experience/learning, but contradicts information in the passage

Objective 3

C Dempsey wanted to let Gallico appear to fight him for a little longer.	Correct Answer
D Dempsey was using Gallico to develop his own speed in the ring.	Plausible, based on student's prior experience/learning, but contradicts information in the passage

10th Grade, 2003 TAKS Information Booklet; Passage: “My Fight with Jack Dempsey”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Generalization

13 What kind of generalization can be made about boxers and their managers?

A Some of them have earned colorful nicknames.	Correct Answer
B Boxers never pay attention to their managers.	Plausible, based on student's prior experience/learning, but not supported by information in the passage.
C They don't like to have sportswriters at their training camp.	Plausible, based on student's prior experience/learning, but not supported by information in the passage.
D Managers try to keep boxers from fighting unknown opponents.	Plausible, based on student's prior experience/learning, but not supported by information in the passage.

10th Grade, 2003 Released Test; Passage: “Brian’s Return”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion about way something happened (cause/effect)--could also have been used to assess motivation of characters

13 In paragraph 38, why does Brian decide to crawl under the canoe?

A The strong wind might blow away the canoe.	Accurate information from the passage, but not a cause/effect relationship supported by information in the passage
B The canoe will protect Brian from lightning strikes.	Plausible statement, based on student's prior experience/ learning, but not a cause/effect relationship supported by information in the passage
C He likes the way the rain sounds when it hits the canoe.	Plausible statement, based on student's prior experience/ learning, but not a cause/effect relationship supported by information in the passage
D The canoe acts as shelter during the storm.	Correct Answer

10th Grade, 2003 Released Test; Passage: “On Willow Creek”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion

20 One of Bass’s concerns is that —

F the forces of nature will destroy the creek’s wildlife	Plausible statement, based on student's prior experience/ learning, but not supported by information in the passage.
G he has become too wild and untamed	Plausible statement, based on student's prior experience/ learning, but not supported by information in the passage.
H others do not appreciate the necessity of the wild	Correct Answer
J the humans in the cabin will frighten away wildlife	Plausible statement, based on student's prior experience/ learning, but not supported by information in the passage.

10th Grade, 2003 Released Test; Passage: “On Willow Creek”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Objective 3

Generic Analysis: Conclusion about way something happened (cause/effect)--could also have been used to assess motivation of characters

22 The reader can conclude that Bass’s father joins his son outside the cabin because —

F it is too smoky inside the cabin	Plausible statement, based on student's prior experience/learning, but not a cause/effect relationship supported by information in the passage
G he is worried about his son	Plausible statement, based on student's prior experience/learning, but not a cause/effect relationship supported by information in the passage
H he hears the honking of the geese	Correct Answer
J the view from the porch is lovely	Plausible statement, based on student's prior experience/learning, but not a cause/effect relationship supported by information in the passage

10th Grade, 2003 Released Test; Passage: “Brian’s Return” and “On Willow Creek”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion--Comparison/Contrast

25 Which element has the greatest impact on the events described in “Brian’s Return” and “On Willow Creek”?

A Weather	Correct Answer
B Animals	A major impact on the events of one text ("On Willow Creek") but not the other
C Plants	A major impact on the events of neither text (the visual chart is all about plants)
D People	A major impact on the events of neither text

10th Grade, 2006-February Administration, Passage: “Set Free”

TAKS Objective: 03 E.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion

9 The boy assumes that the dog —

A will snap the chain	Statement that is inaccurate/contradicts information in the passage (he <u>wishes</u> the dog would snap the chair—he does not assume it)
B dislikes the father	Statement that is inaccurate/contradicts information in the passage (the <u>boy</u> dislikes the way his father treats him)
C is unhappy	Correct Answer
D has no feelings	Statement that is inaccurate/contradicts information in the passage

10th Grade, 2006-February Administration, Passage: “Set Free”

TAKS Objective: 03 E.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion

10 What can the reader conclude about the boy’s feelings toward the children next door?

F He enjoys riding their bicycles and playing on their tire swing.	A partially accurate detail/information—the children next door enjoy playing on <u>his</u> tire swing and bicycle
G He likes them more than he likes his friends in the city.	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.
H He doesn’t approve of the way they treat their cats.	A statement that is inaccurate/contradicts information in the passage
J He dislikes them for using his	Correct Answer

Objective 3

possessions.

Note: Seventh most frequently missed question in the state.

Answer Choices were: F—4%; G—26%; H—3%; J—65%

10th Grade, 2006-February Administration, Passage: “Set Free” and “Summer of the Raccoons”

TAKS Objective: 03 E.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Contrast of conclusions between two texts

24 While the father in “Set Free” wants to keep the dog chained up, the father in “Summer of the Raccoons” feels obligated to —

F free his animals to live in the wild	Correct Answer
G keep the adult raccoons in a cage	An inaccurate statement about the father “Summer of the Raccoons”
H train the animals to live in the house	An inaccurate statement about the father “Summer of the Raccoons”
J give the baby raccoons to a wildlife expert	An inaccurate statement about the father “Summer of the Raccoons”

10th Grade, 2006-Make-up, Passage: “The Girl Who Can”

TAKS Objective: 03 E.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion about why something happened—cause/effect

9 In paragraph 1, why does Adjoa’s appetite cause such a response from Nana?

A Nana is hurt by Adjoa’s lack of appreciation for her cooking.	Plausible statement based on the students prior experience/learning, but not supported by the passage
B Nana has endured droughts and other hardships in her life.	Correct Answer
C Adjoa’s legs are too long and thin because she doesn’t eat all her food.	Plausible statement based on the students prior experience/learning, but not supported by the passage
D Maami did not have a healthy appetite when she was younger.	Plausible statement based on the students prior experience/learning, but not supported by the passage

10th Grade, 2006-Make-up, Passage: “The Girl Who Can”

TAKS Objective: 03 E.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion about why something happened—cause/effect

11 In paragraph 29, Nana carries the cup on her back as if it were a baby because —

A it is precious to her	Correct Answer
B it is too heavy to hold in her arms	Plausible statement based on the students prior experience/learning, but not supported by the passage
C the headmaster told her to	Statement that is inaccurate/contradicts information in the passage
D she always does the unexpected	Plausible statement based on the students prior experience/learning, but not supported by the passage

10th Grade, 2006-Make-up, Passage: “The Girl Who Can”

TAKS Objective: 03 E.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion about a character’s feelings

12 Based on Nana’s words in paragraphs 17 and 18, the reader can infer that she —

F wanted to have more than one daughter	Plausible statement, but not related to/supported by the passage
--	--

Objective 3

G disapproved of her daughter's marriage	Correct Answer
H blames God for Adjoa's long, thin legs	Plausible statement, but not related to/supported by the passage
J is humble and always admits her mistakes	Statement that is inaccurate/contradicts information in the passage

10th Grade, 2006-Make-up, Passage: "My Daughter the Hoopster"

TAKS Objective: 03 E.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion

19 What can the reader conclude from paragraph 7?

A Jamila's grandfather ran a sports camp for many summers.	A partially accurate detail/information—he ran a sports camp but does not say he ran one for many years
B Jamila and Brian would remain good friends in adulthood.	Plausible statement, but not supported by information in the passage
C Most of the campers didn't like competing with Jamila.	Plausible statement, but not supported by information in the passage
D The idea of playing sports with boys did not intimidate Jamila.	Correct Answer

10th Grade, 2006-Make-up, Passage: "My Daughter the Hoopster"

TAKS Objective: 03 E.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Generalization

20 Coaches and recruiters who visited the Widemans —

F needed the approval of Jamila's parents	Plausible statement, but not supported by information in the passage
G helped Jamila become a better basketball player	Plausible statement, but not supported by information in the passage
H liked to watch Jamila make jump shots in the driveway	Plausible statement, but not supported by information in the passage
J wanted Jamila to play basketball for their schools	Correct Answer

10th Grade, 2006-Make-up, Passage: "My Daughter the Hoopster"

TAKS Objective: 03 E.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion about the feelings of a character

21 Which word describes how John Wideman feels about his daughter's career as a basketball player?

A Disappointed	Statement that is inaccurate/contradicts information in the passage
B Delighted	Correct Answer
C Cynical	Statement that is inaccurate/contradicts information in the passage; student may not have know the meaning of the word <i>cynical</i>
D Apathetic	Statement that is inaccurate/contradicts information in the passage; student may not have know the meaning of the word <i>apathetic</i>

10th Grade, 2006-Make-up, Passage: "My Daughter the Hoopster"

TAKS Objective: 03 E.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion

22 It is apparent from the article that —

Objective 3

F boys and girls should not play basketball together	Statement that is inaccurate/contradicts information in the passage; for some students perhaps a plausible statement, but not supported by information in the passage
G Jamila is embarrassed by her father's enthusiasm	Plausible statement, but not supported by information in the passage
H Judy refuses to go to Jamila's games	Statement that is inaccurate/contradicts information in the passage
J the author misses playing basketball	Correct Answer

10th Grade, 2006-Make-up, Passage: "My Daughter the Hoopster"

TAKS Objective: 03 E.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion

23 In paragraph 7, what did the author mean when he gave Kevin a look that said "Things sure have changed since we came up"?

A Neither the author nor Kevin was able to attend summer camp.	Plausible statement, but not supported by information in the passage.
B Neither of the men enjoys playing basketball anymore.	Statement that is inaccurate/contradicts information in the passage
C The number of campers at Takajo has increased.	Plausible statement, but not supported by information in the passage.
D Boys and girls now play basketball together.	Correct Answer

11th Grade, 2003 TAKS Information Booklet; Passage: "Las Papas"

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion/Hypothetical

4 The man might have reacted differently to his own father's cooking if he had understood the —

A expense of the ingredients used to prepare the meal	Plausible, based on student's prior experience/learning, but not supported by information in the passage
B nutritional value of fish	Plausible, based on student's prior experience/learning, but not supported by information in the passage
C love and care involved in the preparation of the meal	Correct Answer
D history behind his father's Chinese recipes	Plausible, based on student's prior experience/learning, but not supported by information in the passage

11th Grade, 2003 Released Test; Passage: "The Miraculous Phonograph Record"

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion about way something happened (cause/effect)--could also have been used to assess motivation of characters

9 Mrs. Saroyan is thankful that her son is not a businessman because —

A there are enough businessmen in the family already	Plausible statement, based on student's prior experience/ learning, but not supported by information in the passage
B she has grown to appreciate Willie's values	Correct Answer
C she wants him to choose a career in music	Plausible statement, based on student's prior experience/ learning, but not supported by information in the passage
D the business community would	Not supported by information in the passage

Objective 3

probably reject him

11th Grade, 2003 Released Test; Passage: “The Miraculous Phonograph Record”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion about way something happened (cause/effect)--could also have been used to assess motivation of characters

12 Willie cherishes the record throughout his life because it —

F reflects the immigrant experience in America	Plausible statement, but not a cause/effect relationship supported by information in the passage
G marks the beginning of his own love for music	Plausible statement, but not a cause/effect relationship supported by information in the passage
H symbolizes his mother’s recognition of what is important to him	Correct Answer
J reminds him of his first job as a Postal Telegraph messenger	Plausible statement, but not a cause/effect relationship supported by information in the passage

11th Grade, 2003 Released Test; Passage: “Letter That Changed My Life”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Generalization

20 Smith believes that his philosophy about writing —

F can be applied to any pursuit	Correct Answer
G comes from his Irish background	Plausible statement, but not supported by information in the passage
H can be replaced by education	Not supported by information in the passage
J helps others appreciate poetry	Plausible statement, but not supported by information in the passage

11th Grade, 2006-February Administration, Passage: “The First Day”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion

10 Based on the evidence in paragraph 3, the reader can conclude that —

F the mother and daughter are lost	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.
G the mother’s church is dirty and run-down	A partially accurate detail
H the daughter’s friends are at a different school	Correct Answer
J the daughter’s friends are avoiding her	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.

11th Grade, 2006-February Administration, Passage: “Unforgettable Miss Bessie”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion

21 Which of the following can the reader conclude from the information in paragraph 27?

A Miss Bessie would have been better	Plausible statement based on student's prior
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as a college teacher.	experience/learning, but not supported by information in the passage.
B Teachers can't handle classrooms without laughter and love.	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.
C The way Miss Bessie taught had more effect than the lessons themselves.	Correct Answer
D A high school education is more important than a college education.	Not supported by information in the passage.

11th Grade, 2006-February Administration, Passage: "Unforgettable Miss Bessie"

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion about why something happened (cause/effect)

22 Miss Bessie probably never talked about her educational background because —

F she had difficulty communicating with her students	Statement that is inaccurate/contradicts information in the passage
G she knew her students were not interested in her childhood	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.
H she didn't believe a college degree was very important	Not supported by information in the passage, probably contradictory to her beliefs/feelings
J she was embarrassed that she never attended Fisk University	Correct Answer

Note: Seventh most frequently missed question in the state.

Answer Choices were: F—5%; G—14%; H—10%; J—71%

11th Grade, 2006-February Administration, Passage: "The First Day" and "Unforgettable Miss Bessie"

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion about how two characters are the same (comparison/contrast)

23 Both the mother in "The First Day" and Miss Bessie show their commitment to education by —

A refusing to tolerate bad language or poor grammar	An accurate statement about one character (Miss Bessie), but not accurate for both
B encouraging children to read as much as possible	An accurate statement about one character (Miss Bessie), but not accurate for both
C doing whatever is necessary to provide an opportunity for others	Correct Answer
D telling children what they should value in their own lives	An accurate statement about one character (Miss Bessie), but not accurate for both

Note: Tenth most frequently missed question in the state.

Answer Choices were: A—5%; B—8%; C—72%; D—14%

11th Grade, 2006-February Administration, Passage: "The First Day" and "Unforgettable Miss Bessie"

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion about how narrators of two texts are the same (comparison/contrast)

25 What is similar about the narrators in the two selections?

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A They grew up without fathers.	An accurate statement about one narrator (“The First Day”), but not accurate for both
B They had several brothers and sisters.	An accurate statement about one narrator (“The First Day”), but not accurate for both
C Their parents did not get a good education.	Correct Answer
D Their childhood homes were very small.	An accurate statement about one narrator (“Unforgettable Miss Bessie”), but not accurate for both

11th Grade, 2006-April Administration, Passage: “My Father Sits in the Dark”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion about why something happened (cause/effect)

10 In paragraph 13, why does the narrator become afraid?

F He worries that his father is not well.	Correct Answer
G He thinks his father might not love him.	A plausible statement based on student's prior experience/learning, but supported by information in the passage
H There is a stranger in the house.	A plausible statement based on student's prior experience/learning, but not supported by information in the passage
J The dark house makes strange noises.	A partially accurate detail/information but not responsive to the question—he is not afraid of the noises in the house

11th Grade, 2006-April Administration, Passage: “My Father Sits in the Dark”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion (about why the author used particular words)

11 In paragraph 58, the narrator says, “Then I remember,” because he —

A is visualizing his father’s childhood in Austria	A partially accurate detail/information but not responsive to the question—not why he says “Then I remember”
B still wonders what his father actually thinks about	Correct Answer
C realizes that he is very similar to his father	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.
D has forgotten to say good night to his father	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.

11th Grade, 2006-April Administration, Passage: “Going to America”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion

20 What can the reader conclude from the description in paragraph 1?

F An important separation was happening.	Correct Answer
G The grandfather was in danger.	Statement that is inaccurate/contradicts information in the passage
H The author had poor eyesight.	Statement that is inaccurate/contradicts information in the passage

Objective 3

J An exciting adventure awaited the author.	Statement that is inaccurate/contradicts information in the passage
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11th Grade, 2006-April Administration, Passage: “Going to America”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion

21 In paragraph 12, why did Nicholas expect his father to “tower over” the people on the dock in New York?

A Most of the crowd was made up of young people.	Statement that is inaccurate/contradicts information in the passage
B He had seen photographs of his father back home.	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.
C He had imagined his father as larger than life.	Correct Answer
D His sisters had described their father to him.	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.

11th Grade, 2006-April Administration, Passage: “Going to America”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion about why something happened (cause/effect)

22 Why did Nicholas’s mother threaten her children with a curse?

F They refused to help her.	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.
G They couldn’t stay out of trouble.	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.
H She was jealous of their father.	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.
J She feared for their safety.	Correct Answer

11th Grade, 2006-April Administration, Passage: “My Father Sits in the Dark” and “Going to America”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Comparison of text structures (for a part of the two texts)

24 How are the structures of both selections similar?

F Both selections are narrated in the present tense.	A accurate statement about “Going to America” but not about “My Father Sits in the Dark”
G The narrators tell their stories from childhood to adulthood.	A accurate statement about “Going to America” but not about “My Father Sits in the Dark”
H Both selections span the fathers’ entire lifetimes.	Inaccurate statement about both passages
J The father’s perspective is given near the end of each selection.	Correct Answer

11th Grade, 2006-July Administration, Passage: “In Search of Eels”

Objective 3

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion

12 Based on the narrator’s memories of the past, the reader can tell that —

F the narrator’s father was in the military when she was a child	Plausible statement, but not supported by information in the passage.
G the narrator has no brothers or sisters	Plausible statement, but not supported by information in the passage.
H the narrator and her father have always shared a close relationship	Correct Answer
J the narrator does not like to go for walks with her father	Statement that is inaccurate/contradicts information in the passage

11th Grade, 2006-July Administration, Passage: “Living an Adventurous Life”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion

21 Paragraph 1 suggests that before her diagnosis Mairs had a —

A love of reading literature	A partially accurate detail (she did love reading) but not responsive to the question about paragraph 1
B fear of pursuing adventures	Statement that is inaccurate/contradicts information in the passage
C conventional understanding of adventure	Correct Answer
D constant dread of medical procedures	Plausible statement based on student's prior experience/learning, but not supported by information in the passage.

11th Grade, 2006-July Administration, Passage: “In Search of Eels” and “Living an Adventurous Life”

TAKS Objective: 03 F.7 (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

Generic Analysis: Conclusion

24 The reader can conclude that the authors of “In Search of Eels” and “Living an Adventurous Life” —

F have not traveled extensively	An accurate statement about one author (“Living an Adventurous Life”), but not accurate for both
G enjoy spending time reading and gardening	An accurate statement about one author (“Living an Adventurous Life”), but not accurate for both
H are willing to try new ways of enriching their lives	Correct Answer
J feel bitter and angry about their current circumstances	A statement that is not accurate about <u>either</u> of the authors

Objective 3

(8D) interpret the possible influences of the historical context on a literary work (9-11)

TAKS Information Booklet

Where appropriate, items may require students to interpret the impact of historical context on a text or visual representation. If the context is important to a student's understanding but is not explicit in the text or visual representation, a short explanatory paragraph establishing such a context will be provided either in the selection or in the item.

Items that require students to support interpretations or conclusions with evidence from the text will include paraphrased ideas or sentences taken verbatim from the text. However, an individual item will never mix these answer-choice options; that is, paraphrased ideas and verbatim quotes will not be combined in the same item. Answer choices using words, phrases, or sentences taken verbatim from the text will be italicized.

Implications for Instruction and Evidence of Understanding

This student expectation was not tested at grade 9, 10, or 11 on the 2003, 2004, or 2006 released test.

There are no sample items for this student expectation in any of the *TAKS Information Booklets*.

Objective 3

(10B) use elements of text to defend his/her own responses and interpretations (9-10)

(10B) use elements of text to defend, clarify, and negotiate responses and interpretations (11)

TAKS Information Booklet

Items that require students to support interpretations or conclusions with evidence from the text will include paraphrased ideas or sentences taken verbatim from the text. However, an individual item will never mix these answer-choice options; that is, paraphrased ideas and verbatim quotes will not be combined in the same item. Answer choices using words, phrases, or sentences taken verbatim from the text will be italicized.

In *(some)* items..., students need not search the text to locate the specific lines quoted in the answer choices. Instead, students need to recognize which piece of textual evidence answers the question.

(Some) items *(are)* a multiple-choice crossover item. In other words, it can be scored in either Objective 1 or Objective 3.

Implications for Instruction and Evidence of Understanding

For the open-ended, constructed response questions, students are asked write a short response using (and limited to) accurate, connected text evidence to support their responses. Most of the questions have asked students to analyze/evaluate characters:

- Motivation of Characters
- Traits of Characters
- Conflict Between
- Changes That Characters Undergo
- Comparison/Contrast of Characters

For the multiple choice questions, the question provides students with the conclusion and then asks them to support that conclusion. That means choosing the answer that supports the conclusion provided in the question.

As students respond to the teacher's complex questions, they should:

- Begin with a conclusion provided by the teacher and then validate/support it with text evidence, primarily direct quotations from the text (deductive process). This is the process that most closely resembles the TAKS multiple-choice questions--selecting an answer and then supporting that answer with text evidence.
- Draw their own conclusion and then validate/ support it with text evidence, primarily direct quotations from the text (inductive process). This is the process that most closely resembles the TAKS open-ended/constructed response questions--writing a short answer that includes information from the text.

For the open-ended, constructed response items, students need practice writing short answers to complex, analytical questions such as those on the released tests. After writing their responses, the teacher should lead students through a self-assessment of their work as they apply the scoring rubric.

Objective 3

Patterns of Questions

Open-ended/constructed response questions have included a broad range of literary concepts/responses. The most common is character analysis.

- **Conflict:**
 - "Which of the following sentences from the article explains the author's primary conflict?"
- **Point of View:**
 - "Which quotation from the selection best summarizes the author's view of her upbringing?"
- **Comparison/Contrast:**
 - **Symbols**—"What is one symbol of cultural heritage used by the authors of "Las Papas" and "Growing Up in the U.S.?" and Who do you think is more 'unforgettable,' Mama or Clarence Mathews?"
 - **Characters**—Who do you think is more "unforgettable," Mama or Clarence Mathews?
 - **Characters**—Which of the siblings from "A Brother in Need" and "My Bold Brother Carmen" would you like to have as a brother?
- **Cause/Effect:**
 - "Which line from the selection best explains the effect that the four-paragraph letter had on Smith's life? And how was the author of 'Unforgettable Clarence Mathews' affected by the trip to Washington, D.C.?"
 - How was the author of "Unforgettable Clarence Mathews" affected by the trip to Washington, D.C.?
- **Themes:**
 - How is the bond between humans and animals important in both "A Horse for Matthew" and "Hello, Old Paint"?
 - How is the power of nature an important theme in both "Brian's Return" and "On Willow Creek"?
 - Why is "Letter That Changed My Life" a good title for this selection?
 - How is education important in "The First Day" and "Unforgettable Miss Bessie"?
- **Analysis of Characters**
 - What did the author of "Hello, Old Paint" learn from her experience?
 - How would you evaluate Gallico's honesty in telling his story?
 - Why are the memories of Willow Creek important to Rick Bass?
 - In "Summer of the Raccoons," what lesson did the author learn from his experience?
 - Do you think that Jamila is courageous in "My Daughter the Hoopster"?
 - Do you think Miss Bessie was a good teacher?
 - Do you think that Nancy Mairs in "Living an Adventurous Life" is adventurous?
- **Comparison/Contrast (cross-over questions)**
 - **Characters**
 - Are Adjoa in "The Girl Who Can" and Jamila in "My Daughter the Hoopster" supported by their family members?
 - In "Growing Up in the U.S.," how have the author's experiences shaped her attitude toward others?
 - What is one characteristic shared by Mrs. Saroyan and Dennis Smith?
 - What do the narrators learn about their fathers in "My Father Sits in the Dark" and "Going to America"?
 - What is one similarity between the narrators in "In Search of Eels" and "Living an Adventurous Life"?
 - What is one similarity between the actions of the boy in "Set Free" and the actions of the father in "Summer of the Raccoons"?

Multiple choice questions typically draw a conclusion/make a statement in the question and then ask students

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to choose an answer from the passage that supports the conclusion/statement:

- Which of the following sentences from the article explains the author's primary conflict?
- Which of the following lines from the selection supports the idea that Daniel identified with the baby raccoons?
- Which line from "Set Free" would the father in "Summer of the Raccoons" empathize with most?
- Which quotation from the story conveys Nana's change in attitude about her granddaughter?
- Which quotation from the selection best summarizes the author's view of her upbringing?
- What is one symbol of cultural heritage used by the authors of "Las Papas" and "Growing Up in the U.S."?
- Which line from the selection best explains the effect that the four-paragraph letter had on Smith's life?
- Which of the following sentences is an example of cause and effect?
- Which line from the selection best expresses the narrator's attitude about her afternoon out with her father?

Correct Answer

- For the short-answer, constructed response items, the official TEA scoring guide for that question is included with the question.
- For the multiple choice questions, the correct answer is a direct, accurate quotation from the passage that supports the conclusion/issue in the question.

Incorrect Answers/Distracters

For Multiple Choice Items

- Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship/connection between the quotation and the issue raised in the question
- Plausible statement, based on student's prior experience/learning, but not supported by information in the passage
- Information found in one passage, but not the other (in a comparison/contrast of two texts)
- Accurate events from the passage, but not in a cause/effect relationship

Note: "Plausible" means that a student could support the answer using information gained from prior experience or prior learning, i.e., from outside the text. TAKS is a "text dependent test." That means that the support for all correct answers must come from the text.

For Open-Ended Items

See rubrics for "Insufficient" and "Partially Sufficient:

TAKS Information Booklet for 9th Grade, "Unforgettable Clarence Mathews"

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Generic Analysis: Cause/Effect

17 How was the author of "Unforgettable Clarence Mathews" affected by the trip to Washington, D.C.? Support your answer with evidence from the selection.

Note: There was no scoring guide for the constructed response items in the *TAKS Information Booklet*.

TAKS Information Booklet for 9th Grade, "Mama and Her Bank Account" and "Unforgettable Clarence Mathews"

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Objective 3

Generic Analysis: Character Analysis

18 Who do you think is more “unforgettable,” Mama or Clarence Mathews? Support your answer with evidence from both selections.

Note: There was no scoring guide for the constructed response items in the *TAKS Information Booklet*.

9th Grade, 2003 Released Test; Passage: “My Bold Brother Carmen”

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Generic Analysis: Conflict-- more complex assessment (must determine the primary conflict and then find evidence from the text to support it)

26 Which of the following sentences from the article explains the author’s primary conflict?

F The farthest I’d been from home, by contrast, was Rhode Island.	Accurate detail from the passage, but is not responsive to the question (the primary conflict)
G Almost in desperation, I turned back to simple things.	Accurate detail from the passage and the explanation for <u>a</u> conflict, but is not the <u>primary</u> conflict
H An internal voice said I lacked guts.	Correct Answer
J “But the sign says to keep out,” I warned.	Accurate detail from the passage and the explanation for <u>a</u> conflict, but is not the <u>primary</u> conflict

9th Grade, 2006, Passage: “Hello, Old Paint”

Objective: 03 D.10 (B) use elements of text to defend his/her own responses and interpretations.

Generic Analysis: Conclusion about Characters

35 What did the author of “Hello, Old Paint” learn from her experience? Explain your answer and support it with evidence from the selection.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

9th Grade, 2006, Passage: “A Horse for Matthew” and “Hello, Old Paint”

Objective: 03 D.10 (B) use elements of text to defend his/her own responses and interpretations.

Generic Analysis: Comparison of Themes

36 How is the bond between humans and animals important in both “A Horse for Matthew” and “Hello, Old Paint”? Support your answer with evidence from **both** selections.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

9th Grade, 2003 Released Test; Passage: “A Brother in Need” and “My Bold Brother Carmen”

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Conclusion: Comparison/Contrast of Characters

36 Which of the siblings from “A Brother in Need” and “My Bold Brother Carmen” would you like to have as a brother? Explain your answer and support it with evidence from both selections

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

TAKS Information Booklet for 10th Grade, “My Fight with Jack Dempsey”

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Conclusion about a character

18 How would you evaluate Gallico’s honesty in telling his story? Support your answer with evidence from the selection.

Note: There was no scoring guide for the constructed response items in the *TAKS Information Booklet*

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10th Grade, 2003 Released Test; Passage: "On Willow Creek"

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Conclusion about a character

30 Why are the memories of Willow Creek important to Rick Bass? Support your answer with evidence from the selection.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

10th Grade, 2003 Released Test; Passage: "Brian's Return" and "On Willow Creek"

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Conclusion (comparison/contrast) about theme

31 How is the power of nature an important theme in both "Brian's Return" and "On Willow Creek"? Support your answer with evidence from both selections.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

10th Grade, 2006-February Administration, Passage: "Summer of the Raccoons"

TAKS Objective: 03 E.10 (B) use elements of text to defend his/her own responses and interpretations.

Generic Analysis: Text evidence to support a conclusion

20 Which of the following lines from the selection supports the idea that Daniel identified with the baby raccoons?

F "Go get a banana for her," I suggested to Daniel.	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship between the quotation and Daniel <u>identifying</u> with the baby raccoons
G Soon the days were getting shorter, and the raccoons were six-pound butterballs.	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship between the quotation and Daniel <u>identifying</u> with the baby raccoons
H "Don't do anything for her that she can do for herself."	Correct Answer
J You don't think the noisy, exuberant procession of kids and their friends will ever end.	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship between the quotation and Daniel <u>identifying</u> with the baby raccoons

Note: Tenth most frequently missed question in the state.

Answer Choices were: F—4%; G—9%; H—81%; J—5%

10th Grade, 2006-February Administration, Passage: "Summer of the Raccoons"

TAKS Objective: 03 E.10 (B) use elements of text to defend his/her own responses and interpretations.

Generic Analysis: Text evidence to support a conclusion

21 Which line from the selection supports the conclusion that the author was interested in his son's safety and well-being?

A "By the way, what time did you get in last night?"	Correct Answer
B "Your mother thought you needed something more to earn your allowance," I cracked.	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship between the quotation and the author's interest in the son's safety
C "You know it's a mistake trying to	Accurate detail/statement from the passage, but not responsive to

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<i>hold on to anything that no longer needs you,” she counseled.</i>	the question; student fails to see the relationship between the quotation and the author’s interest in the son’s safety; quotation may show the <u>mother’s</u> concern for the relationship between the author and their son
D <i>“It’s okay, I’ve got ya, you’re safe,” I said, cuddling them in my arms.</i>	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship between the quotation and the author’s interest in the son’s safety
Note: Fifth most frequently missed question in the state.	
Answer Choices were: A—77%; B—4%; C—14%; D—5%	

10th Grade, 2006-February Administration, Passage: “Set Free” and “Summer of the Raccoons”	
TAKS Objective: 03 E.10 (B) use elements of text to defend his/her own responses	
<i>Generic Analysis: Using text evidence to compare common conclusions</i>	
25 Which line from “Set Free” would the father in “Summer of the Raccoons” empathize with most?	
A <i>Maybe the boy had the right to do with the dog what he wanted.</i>	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship/connection between the quotation and the author of “Summer of the Raccoons”
B <i>His father hated the mess that cats made and they all hated the yowling of the cats fighting under their windows at night.</i>	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship/connection between the quotation and the author of “Summer of the Raccoons”
C <i>He wished that he could feed all the dogs in the neighborhood so that they wouldn’t have to eat someone’s old potato peels and beef gristle.</i>	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship/connection between the quotation and the author of “Summer of the Raccoons”
D <i>And the question that the boy wondered the most, would the dog ever come back?</i>	Correct Answer
Note: Sixth most frequently missed question in the state.	
Answer Choices were: A—5%; B—5%; C—11%; D—79%	

10th Grade, 2006-February Administration, Passage: “Summer of the Raccoons”	
TAKS Objective: 03 E.10 (B) use elements of text to defend his/her own responses	
<i>Generic Analysis: Conclusion about characters</i>	
30 In “Summer of the Raccoons,” what lesson did the author learn from his experience? Explain your answer and support it with evidence from the selection	
*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.	

10th Grade, 2006-February Administration, Passage: “Set Free” and “Summer of the Raccoons”	
TAKS Objective: 03 E.10 (B) use elements of text to defend his/her own responses and interpretations.	
<i>Generic Analysis: Comparison of traits of characters</i>	
31 What is one similarity between the actions of the boy in “Set Free” and the actions of the father in “Summer of the Raccoons”? Explain your answer and support it with evidence from both selections.	
*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.	

10th Grade, 2006-Make-up, Passage: “The Girl Who Can”	
TAKS Objective: 03 E.10 (B) use elements of text to defend his/her own responses and	

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interpretations.	
<i>Generic Analysis: Text evidence to support a conclusion</i>	
10 Which quotation from the story conveys Nana’s change in attitude about her granddaughter?	
F “ <i>But Kaya, I am not sure about her legs.</i> ”	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the <u>relationship/connection</u> between the quotation and Nana’s change in attitude
G “ <i>Mother, why are you always complaining about Adjoa’s legs?</i> ”	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the <u>relationship/connection</u> between the quotation and Nana’s change in attitude
H “ <i>But Adjoa has legs . . . except that they are too thin.</i> ”	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the <u>relationship/connection</u> between the quotation and Nana’s change in attitude
J “ <i>Thin legs can run . . . then who knows?</i> ”	Correct Answer

10th Grade, 2006-Make-up, Passage: “My Daughter the Hoopster”	
TAKS Objective: 03 E.10 (B) use elements of text to defend his/her own responses and interpretations.	
<i>Generic Analysis: Analysis of Characters</i>	
30 Do you think that Jamila is courageous in “My Daughter the Hoopster”? Explain your answer and support it with evidence from the selection.	
*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.	

10th Grade, 2006-Make-up, Passage: “The Girl Who Can” and Jamila in “My Daughter the Hoopster”	
TAKS Objective: 03 E.10 (B) use elements of text to defend his/her own responses and interpretations.	
<i>Generic Analysis: Comparison of Characters</i>	
31 Are Adjoa in “The Girl Who Can” and Jamila in “My Daughter the Hoopster” supported by their family members? Explain your answer and support it with evidence from both selections.	
*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.	

11th Grade, 2003 TAKS Information Booklet; Passage: “Growing Up in the U.S.”	
TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.	
<i>Generic Analysis: Conclusion: Point of View</i>	
6 Which quotation from the selection best summarizes the author’s view of her upbringing?	
A The constant arrival of new immigrants nourishes this diversity, recharging society and inspiring those already here.	Accurate detail/statement from the passage, but not responsive to the question (summary of the author's view of her upbringing)
B Preserving the language of their homelands was also of great importance to my parents.	Accurate detail/statement from the passage, but not responsive to the question (summary of the author's view of her upbringing)
C The early curfews, the chaperons, the conservative manner we dressed—all contributed to the feeling that we were different.	Accurate detail/statement from the passage, but not responsive to the question (summary of the author's view of her upbringing)
D My sister and I were educated in the American school system and the Latin American social system.	Correct Answer

Objective 3

11th Grade, 2003 TAKS Information Booklet; Passage: “Las Papas” and “Growing Up in the U.S.”

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Generic Analysis: Comparison/Contrast of Symbols

13 What is one symbol of cultural heritage used by the authors of “Las Papas” and “Growing Up in the U.S.”?

A Children’s songs	A symbol of cultural heritage found in one passage (<i>Growing Up in the U.S.</i>), but not the other
B Romantic poetry	A symbol of cultural heritage found in one passage (<i>Growing Up in the U.S.</i>), but not the other
C Local landmarks	A symbol of cultural heritage found in one passage (<i>Growing Up in the U.S.</i>), but not the other
D Special foods	Correct Answer

TAKS Information Booklet for 11th Grade, “Growing Up in the U.S.”

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Conclusion about the motivation of a character

17 In “Growing Up in the U.S.,” how have the author’s experiences shaped her attitude toward others? Support your answer with evidence from the selection.

Note: There was no scoring guide for the constructed response items in the *TAKS Information Booklet*.

TAKS Information Booklet for 11th Grade, “Las Papas” and “Growing Up in the U.S.”

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Conclusion about characters

18 How do the parents in “Las Papas” and “Growing Up in the U.S.” attempt to share their cultural heritage with their children? Support your answer with evidence from both selections.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

11th Grade, 2003 Released Test; Passage: “Letter That Changed My Life”

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Generic Analysis: Question gives the conclusion; student must find text evidence to support it

23 Which line from the selection best explains the effect that the four-paragraph letter had on Smith’s life?

A <i>I wrote often to better control my writing skills, to master them.</i>	Accurate detail/statement from the passage, but not responsive to the question (the effect on his life)
B <i>I’d like to think, though, that the editor silently agreed with my thesis.</i>	Accurate detail/statement from the passage, but not responsive to the question (the effect on his life)
C <i>It was as if I was suddenly thrust into being someone whose views mattered.</i>	Correct Answer
D <i>That’s what I learned the day I stood up for Ireland’s greatest poet.</i>	Accurate detail/statement from the passage, but not responsive to the question (the effect on his life)

11th Grade, 2006-February Administration, Passage: “The First Day”

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Generic Analysis: Cause-effect relationship within the same answer choice

11 Which of the following sentences is an example of cause and effect?

A <i>When I say the word in fun to one of my</i>	Correct Answer
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Objective 3

<i>sisters, my mother slaps me across the mouth and the word is lost for years and years.</i>	
B <i>She finishes the form for her daughter and my mother and I step aside to wait for her.</i>	Accurate events from the passage, but not in a cause/effect relationship—she did not step outside <u>because</u> the other person finished the form
C <i>Somewhere in the room a child is crying, a cry that rises above the buzz-talk of so many people</i>	Accurate single event from the passage, but no second event in a cause/effect relationship
D <i>We go into the hall, where my mother kneels down to me.</i>	Accurate events from the passage, but not in a cause/effect relationship—she did not kneel down <u>because</u> they went into the hallway

11th Grade, 2006-July Administration, Passage: “In Search of Eels”

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Generic Analysis: Supporting main idea

10 Which line from the selection best expresses the narrator’s attitude about her afternoon out with her father?

F <i>“Look, Daddy. The fishmonger actually had some smoked eel.”</i>	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship between the quotation and her attitude about her afternoon with her father
G <i>There is a small bench ahead and, abandoning the wheelchair, we sit down together.</i>	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship between the quotation and her attitude about her afternoon with her father
H <i>It is some sort of a miracle, this return to “normalcy,” however brief.</i>	Correct Answer
J <i>He hasn’t walked this far in months, and seems pleased with himself.</i>	Accurate detail/statement from the passage, but not responsive to the question; student fails to see the relationship between the quotation and her attitude about her afternoon with her father

30 * 03 F.10 (B) 11th Grade, 2003 Released Test; Passage: “Letter That Changed My Life”

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Inference/Conclusion

30 Why is “Letter That Changed My Life” a good title for this selection? Explain your answer and support it with evidence from the selection.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

31 * 03 F.10 (B) 11th Grade, 2003 Released Test; Passage: “Letter That Changed My Life” and “The Miraculous Phonograph Record”

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Conclusion about similarities between two characters

31 What is one characteristic shared by Mrs. Saroyan and Dennis Smith? Support your answer with evidence from both selections.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

11th Grade, 2006-February Administration, Passage: “Unforgettable Miss Bessie”?

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and

Objective 3

interpretations.

Generic Analysis: Character Analysis

30 Do you think Miss Bessie was a good teacher? Explain your answer and support it with evidence from the selection.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

11th Grade, 2006-February Administration, Passage: “Unforgettable Miss Bessie”?

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Generic Analysis: Character Analysis

30 Do you think Miss Bessie was a good teacher? Explain your answer and support it with evidence from the selection.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

11th Grade, 2006-February Administration, Passage: “The First Day” and “Unforgettable Miss Bessie”?

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses

Generic Analysis: Inference/Conclusion

31 How is education important in “The First Day” and “Unforgettable Miss Bessie”? Support your answer with evidence from **both** selections.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

11th Grade, 2006-April Administration, Passage: “Going to America”

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses

Generic Analysis: Conclusion about a character—cause/effect

30 In “Going to America,” what is one way Nicholas is affected by moving to America? Support your answer with evidence from the selection.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

11th Grade, 2006-April Administration, Passage: in “My Father Sits in the Dark” and “Going to America”

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Generic Analysis: Comparison of characters

31 What do the narrators learn about their fathers in “My Father Sits in the Dark” and “Going to America”? Explain your answer and support it with evidence from **both** selections.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

11th Grade, 2006-July Administration, Passage: “Living an Adventurous Life”

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Generic Analysis: Conclusion—traits of a character

30 Do you think that Nancy Mairs in “Living an Adventurous Life” is adventurous? Explain your answer and support it with evidence from the selection.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

Objective 3

11th Grade, 2006-July Administration, Passage: “In Search of Eels” and “Living an Adventurous Life”

TAKS Objective: 03 F.10 (B) use elements of text to defend, clarify, and negotiate responses and interpretations.

Generic Analysis: Comparison of narrators of two texts

31 What is one similarity between the narrators in “In Search of Eels” and “Living an Adventurous Life”? Support your answer with evidence from **both** selections.

*A scoring guide is used to determine the scores of the short-answer items. See separate document for official scoring guide and marker papers.

Objective 3

(12A) analyze characteristics of text, including its structure, word choices, and intended audience (9)

(12A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice (10-11)

TAKS Information Booklet

Authors use specific techniques to achieve particular effects. This item tests students' ability to recognize why an author may make certain choices. Students are asked to recognize the ways in which authors may be selective about the information they include in order to achieve their purposes.

In order to determine how **style, tone, and mood** contribute to the effect of a text, students must be able to recognize how an author uses these elements to make a text unique. Students must understand that the way an author uses words, phrases, and sentences to make a text distinctive from others represents his or her style. The author creates a particular tone when his or her attitude toward the content is reflected in the text, affecting the way the student reads and understands it. For example, a text that has an objective tone would be very different from one that has a sentimental tone. Mood is somewhat different from tone: mood is the feeling or atmosphere the writer creates through the details or language he or she uses. Items of this type will be developed only when these elements are clearly present in the text. Items that assess style, tone, and mood will not be too sophisticated for ninth graders or too far beyond their developing understanding of author's craft. **Note: Bolding, above, is the editor's.**

Implications for Instruction and Evidence of Understanding

The student expectation deals with students' ability to analyze characteristics of text, including:

- structure (9),
- word choices (9-11),
- intended audience (9)
- organization (10-11), and
- syntax, i.e., the arrangement and interrelationship of words in their grammatical construction (10-11).

Students need frequent experience analyzing text and evaluating why (and how) an author uses particular words, syntax, and structure.

Since not every text will provide clear examples of the writers use of these characteristics of written text, teachers should evaluate texts that students will read for their potential to analyze and evaluate the author's style. The kinds of questions on the test are good examples of the kinds of questions that teachers may ask as oral questions during a discussion.

Patterns of Questions

Style—Word choice

- *Why does the author capitalize words in the text, such as Bank Account and Strike?*
- *In paragraph 37, the author writes that “Gan’s accusers looked at their feet” to show that the accusers are —*
- *In paragraph 1, the author uses the word allowed to emphasize —*
- *In paragraph 27, the author writes that he was more like a mother hen than a father raccoon to indicate that he was —*
- *In the first sentence of paragraph 8, the author states that Mrs. Saroyan’s look suggested “an eight-ounce day.” The author uses this description to —(Correct Answer: establish the basis for a*

Objective 3

conflict between Willie and his mother)

- *The author includes a question at the end of paragraph 40 to show that — (Correct Answer: the man is beginning to understand his own father’s reaction)*
- *The author uses Mrs. Saroyan’s questions in paragraphs 9th rough 19 to —(Correct Answer: emphasize her displeasure with Willie’s purchase)*
- *The author uses the phrase “glide of faith” in paragraph 12 to indicate that the geese — (correct Answer: would be taking a risk in trying to land in the fog)*
- *The author of “Set Free” builds suspense by —*

Text Structure/Style (effect)

- *The author changes the time frame in paragraphs 21 and 22 in order to —*
- *A turning point in both Gene’s and Gallico’s*

Intended Audience & Message

- *The audience that would probably relate most to the article’s central message would be —*

Tone

- *What sort of tone does the author create in this selection?*
- *What tone does the author establish in paragraph 22?*

Correct Answer

A conclusion or generalization about the writer's style: structure, word choices, patterns of organization, syntax or the intended audience that can be supported by accurate information from the passage. The conclusion is implied by the writer (inferred by the reader); therefore the correct answer will not be directly stated in the passage.

Note: The correct answer approaches being a "best" answer. See question 27 (9th Grade, 2003 Released Test). In this question, some of the answer choices are plausible/logical based on the passage, but they are not the "best answer."

Incorrect Answers/Distracters

- Detail/information from the passage (completely or partially accurate) that does not answer the question asked
- Plausible statement based on the general theme of the text, but not supported by information in the passage or not responsive to the question
- Plausible (perhaps even accurate) statement based on the student's prior experience/learning, but not supported by information in the passage or not responsive to the question
- Inaccurate/contradictory information from the passage
- A “tone word,” but not the tone of the passage

For Comparison/Contract Questions:

- a feeling/characteristic of one character/writer, but not the other
- a feeling/characteristic of neither character/writer

Note: "Plausible" means that a student could support the answer using information gained from prior experience or prior learning, i.e., from outside the text. TAKS is a "text dependent test." That means that the support for all correct answers must come from the text.

9th Grade, 2003 TAKS Information Booklet; Passage: “Mama and Her Bank Account”

TAKS Objective: 3; 12(A) analyze characteristics of text, including its structure, word choices, and intended audience

Objective 3

<i>Generic Analysis: Style-- Word choice</i>	
6 Why does the author capitalize words in the text, such as Bank Account and Strike?	
A To highlight the words with Norwegian origins	Partially accurate detail from the passage (but the words are not Norwegian)
B To emphasize the theme of the story	Plausible style choice (the author might capitalize the theme)
C To show the importance of these words to the family	Correct Answer
D To indicate that Mama and Papa are uneducated	Plausible statement based on the story but does not answer the question (the characters did not <u>write</u> the words)

9th Grade, 2003 TAKS Information Booklet; Passage: “Unforgettable Clarence Mathews”	
TAKS Objective: 3; 12(A) analyze characteristics of text, including its structure, word choices, and intended audience	
<i>Generic Analysis: Text Structure/Style (to change the setting)</i>	
11 The author changes the time frame in paragraphs 21 and 22 in order to —	
A show that Mobile has changed since he was a boy	Accurate detail from the passage, but does not answer the question
B point out that Boy Scouts still raise money for trips	Plausible statement based on the student's prior experience/learning, but not related to the question
C surprise readers with news of his friendship with John Mathews	Accurate detail from the passage, but does not answer the question
D show the impact Mathews had as a teacher and father	Correct Answer

9th Grade, 2003 Released Test; Passage: “A Brother in Need”	
TAKS Objective: 3; 12 (A)	
<i>Generic Analysis: Style: Word choice (also connotative meaning)</i>	
14 In paragraph 37, the author writes that “Gan’s accusers looked at their feet” to show that the accusers are —	
F ashamed of Gan’s behavior	Plausible about the accusers (they were perhaps ashamed, but they were not ashamed of Gan)
G disappointed in the mandarin’s decision	Plausible statement about the accusers (they were perhaps disappointed in their own behavior, but they were not disappointed in the mandarin's behavior)
H embarrassed about their own actions	Correct Answer
J relieved that Gan will avoid jail	Plausible statement about Gan and Duc (Gan and Duc were perhaps relieved, but the accusers were not relieved)

9th Grade, 2003 Released Test; Passage: “A Brother in Need”	
TAKS Objective: 3; 12(A) analyze characteristics of text, including its structure, word choices, and intended audience	
<i>Generic Analysis: Style: Word choice</i>	
12 In paragraph 1, the author uses the word <i>allowed</i> to emphasize —	
F Duc’s lack of knowledge about farming	Inaccurate/contradictory information from the passage
G the abundance of Gan’s wealth	Accurate details from the passage, but not responsive to the question
H Hanh’s insistence that Duc receive something	Accurate details from the passage, but not responsive to the question

Objective 3

J the stinginess of Gan’s gift to his brother	Correct Answer
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9th Grade, 2003 Released Test; Passage: “My Bold Brother Carmen”

TAKS Objective: 3; 12(A) analyze characteristics of text, including its structure, word choices, and intended audience

Generic Analysis: Intended Audience & Message

27 The audience that would probably relate most to the article’s central message would be —

A siblings	Correct Answer
B artists	An accurate detail about one character, but not the intended audience
C teachers	A plausible audience, but not the audience best supported by information in the passage
D parents	A plausible audience, but not the audience best supported by information in the passage

9th Grade, 2006, Passage: “Hello, Old Paint”

Objective: 03 D.12 (A) analyze characteristics of text, including its structure, word choices, and intended audience.

Generic Analysis: Tone

24 What sort of tone does the author create in this selection?

F Reflective	Correct Answer
G Comical	A “tone word,” but not the tone of the passage—while there are some humorous moments, <i>comical</i> is too strong and not the tone of the overall selection.
H Mysterious	A “tone word,” but not the tone of the passage
J Unemotional	A “tone word,” but not the tone of the passage—in fact, the tone is sometimes very emotional; it is possible that some students misread the word <i>emotional</i> instead of <i>unemotional</i> .

Note: Fifth (tie) most frequently missed question in the state.

Answer Choices were: F—74%; G—6%; H—12%; J—18%

10th Grade, 2003 TAKS Information Booklet; Passage: “I Go Along” and “My Fight with Jack Dempsey”

TAKS Objective: 3; 12(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice

Generic Analysis: Pattern of Organization (turning point)

14 A turning point in both Gene’s and Gallico’s lives occurred because they —

A took a trip away from home	Accurate detail about both characters, but a turning point event for only one character (Gallico)
B realized that no one knew who they were	Accurate detail about both characters, but not a turning point for either one
C had experiences that changed their perception of themselves	Correct Answer
D had the chance to make new acquaintances	Accurate detail about both characters, but not a turning point for either one

10th Grade, 2003 TAKS Information Booklet; Passage: “I Go Along”

TAKS Objective: 3; 12(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice

Generic Analysis: Style: Word choice

7 From the tone of the first paragraph of the story, the reader can tell that Gene —

A thinks Mrs. Tibbetts will have her baby before Easter	Inaccurate/contradictory detail from the passage
B doesn’t have a positive attitude about school	Correct Answer

Objective 3

C is concerned about who the substitute teacher will be	Inaccurate/contradictory detail from the passage
D will not attend the poetry reading	Inaccurate/contradictory detail from the passage

10th Grade, 2003 Released Test; Passage: “Brian’s Return”

TAKS Objective: 3; 12(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice

Generic Analysis: Style--syntax

12 The author uses a single sentence in paragraph 13 to —

F describe the violence of the storm	Accurate information from the passage, but does not answer the question
G explain Brian’s choice of a campsite	Accurate information from the passage, but does not answer the question
H change the selection’s point of view	Irrelevant conclusion from the single sentence (student may not know what "point of view is")
J emphasize the suddenness of the storm	Correct Answer

10th Grade, 2003 Released Test; Passage: “On Willow Creek”

TAKS Objective: 3; 12(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice

Generic Analysis: Style: Word choice

21 The author uses the phrase “glide of faith” in paragraph 12 to indicate that the geese —

A would be taking a risk in trying to land in the fog	Correct Answer
B are unaware that the lights are beneath them	Accurate detail from the passage, but not the meaning of the phrase
C are only about a hundred feet above the creek	Accurate detail from the passage, but not the meaning of the phrase
D can use sounds to guide them to a safe landing	Inaccurate information from the passage

10th Grade, 2006-February Administration, Passage: “Set Free”

TAKS Objective: 03 E.12 (A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice.

Generic Analysis: Word choice and syntax to create suspense

11 The author of “Set Free” builds suspense by —

A describing the mother’s actions when she is afraid of the dog	Detail/information from the passage (partially accurate—she thinks the dog is dangerous but does not indicate that she is afraid) that does not answer the question about building suspense
B having the boy think about the consequences of freeing the dog	Correct Answer
C suggesting that the dog is unstable and may turn on the boy	Inaccurate/contradictory information from the passage—she thinks the dog is dangerous but does not indicate that she thinks the dog is unstable and may turn on the boy
D presenting evidence of the father’s temper when the boy misbehaves	Plausible statement based on the student’s prior experience/learning, but not supported by information in the passage—there are no indications of the father’s temper when the boy misbehaves

10th Grade, 2006-February Administration, Passage: “Summer of the Raccoons”

TAKS Objective: 03 E.12 (A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice.

Objective 3

Generic Analysis: Author's word choice

19 In paragraph 27, the author writes that he was more like a mother hen than a father raccoon to indicate that he was —

A overly concerned about the safety of the baby raccoons	Correct Answer
B eager to separate himself from the raccoons	Inaccurate/contradictory information from the passage
C extremely proud of the progress the raccoons had made	Plausible (perhaps even accurate) statement, but not responsive to the question—the paraphrased information in the question is unrelated to his pride in the raccoons' progress
D annoyed about having to accept responsibility for the raccoons	Detail/information from the passage (partially accurate—he was initially annoyed, but not later) and is unrelated to his pride in the raccoons' progress

11th Grade, 2003 TAKS Information Booklet; Passage: “Las Papas”

TAKS Objective: 3; 12(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice

Generic Analysis: Syntax

5 The author includes a question at the end of paragraph 40 to show that —

A the man is beginning to understand his own father's reaction	Correct Answer
B mealtime can be very stressful for some families	Plausible (perhaps even accurate) statement based on the student's prior experience/ learning, but not responsive to the question
C the child will not enjoy the meal that his father has prepared	Accurate information from the passage, but not responsive to the question
D sometimes family members do not like the same kinds of food	Plausible (perhaps even accurate) statement based on the student's prior experience/ learning, but not responsive to the question

11th Grade, 2003 TAKS Information Booklet; Passage: “Growing Up in the U.S.”

TAKS Objective: 3; 12(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice

Generic Analysis: Patterns of organization

7 How does the author support the idea that blending two cultures is beneficial?

A By citing examples from her own experience	Correct Answer
B By writing her essay in both English and Spanish	Plausible but inaccurate conclusion based on information in the passage
C By comparing her experiences to those of her cousins	Accurate details from the passage, but not responsive to the question
D By quoting the famous Cuban poet Jose Martí	Accurate details from the passage, but not responsive to the question

11th Grade, 2003 Released Test; Passage: “The Miraculous Phonograph Record”

TAKS Objective: 3; 12(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice

Generic Analysis: Style: Word Choice

8 In the first sentence of paragraph 8, the author states that Mrs. Saroyan's look suggested “an eight-ounce day.” The author uses this description to —

F foreshadow that the Saroyans will soon experience financial difficulties	Plausible conclusion from the passage, but is not responsive to the question
G establish the basis for a conflict between Willie and his mother	Correct Answer

Objective 3

H imply that Mrs. Saroyan should begin looking for a new job	Plausible statement but inaccurate information from the passage
J expose the unhealthy conditions of Mrs. Saroyan’s workplace	Plausible statement but inaccurate information from the passage

11th Grade, 2003 Released Test; Passage: “The Miraculous Phonograph Record”

TAKS Objective: 3; 12(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice

Generic Analysis: Tone

10 What tone does the author establish in paragraph 22?

F Fearful	Tone of other paragraphs, but not paragraph 22
G Sentimental	Tone of other paragraphs, but not paragraph 22
H Mysterious	Tone of other paragraphs, but not paragraph 22
J Humorous	Correct Answer

11th Grade, 2003 Released Test; Passage: “The Miraculous Phonograph Record”

TAKS Objective: 3; 12(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice

Generic Analysis: Style

11 The author uses Mrs. Saroyan’s questions in paragraphs 9 through 19 to —

A emphasize her displeasure with Willie’s purchase	Correct Answer
B portray her as a hardworking woman	Accurate information from the passage, but unrelated to the questions she asked
C characterize her as a bitter person	Plausible statement, but not supported by information in the passage
D illustrate her confusion about Willie’s actions	Plausible statement, but a misunderstanding of the questions she asked

11th Grade, 2006-February Administration, Passage: “The First Day” and “Unforgettable Miss Bessie”

TAKS Objective: 03 F.12 (A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice.

Generic Analysis: Differences in settings/time frames of two texts

24 What is different about the time covered by each selection?

F “The First Day” is about a single day, but “Unforgettable Miss Bessie” takes place over many years.	Correct Answer
G “The First Day” is about kindergarten, but “Unforgettable Miss Bessie” is about high school.	Similarity about the <u>place</u> setting from both passages, but not responsive to the question (the differences in <u>time</u> settings)
H “Unforgettable Miss Bessie” is set in the past, but “The First Day” is set in the present.	Inaccurate information about “The First Day”—both are set in the past
J “Unforgettable Miss Bessie” is about remembering, but “The First Day” is about forgetting.	Partially accurate information about theme—not about time setting

Note: Most frequently missed question in the state.

Answer choices were: F—62%; G—17%; H—14%; J—6%

11th Grade, 2006-April Administration, Passage: “Going to America”

TAKS Objective: 03 F.12 (A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice.

Generic Analysis: Author’s purpose in using figurative/descriptive language

19 Why does the author choose the words “cruel beauty” to describe the mountains in paragraph 6?

Objective 3

A The mountains were so beautiful that Nicholas often had to look away.	Plausible statement based on the student's prior experience/learning, but not supported by information in the passage
B The landscape was unexpectedly ugly and boring.	Inaccurate/contradictory information from the passage
C Nicholas's memory of his home was inaccurate.	Plausible statement based on the student's prior experience/learning, but not supported by information in the passage
D Nicholas's family suffered hardship in the magnificent setting.	Correct Answer

11th Grade, 2006-July Administration, Passage: "In Search of Eels"

TAKS Objective: 03 F.12 (A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice

Generic Analysis: Author's Purpose/Word Choice

11 The author probably intends for the end of this story to be —

A entertaining	Plausible intent, but not supported by information in the passage
B uplifting	Correct Answer
C depressing	Inaccurate/contradictory statement based on information from the passage
D dramatic	Plausible intent, but not supported by information in the passage

11th Grade, 2006-July Administration, Passage: "Living an Adventurous Life"

TAKS Objective: 03 F.12 (A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice

Generic Analysis: Author's purpose in word choice

20 In paragraph 3, why does the author say that she was with the participants as she was reading about them?

F She is emphasizing the idea that a person can be transported by books.	Correct Answer
G She is feeling embarrassed that her illness confines her to her home.	Plausible statement based on the student's prior experience/learning, but not supported by information in the passage
H She is conveying a feeling of kinship with disabled people around the world.	Inaccurate/contradictory information from the passage
J She is referring to a time in the past when she traveled extensively.	Inaccurate/contradictory information from the passage

11th Grade, 2006-July Administration, Passage: "Living an Adventurous Life"

TAKS Objective: 03 F.12 (A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice

Generic Analysis: Tone

19 The tone of this selection is —

A mysterious	A "tone word," but not the tone of the passage
B optimistic	Correct Answer
C suspenseful	A "tone word," but not the tone of the passage
D detached	A "tone word," but not the tone of the passage; opposite from the writer's attitude

11th Grade, 2006-July Administration, Passage: "In Search of Eels" and "Living an Adventurous Life"

Objective 3

TAKS Objective: 03 F.12 (A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice

Generic Analysis: Character Analysis (based on syntax/word choice)

25 Both Ritchie and Mairs end their selections with a feeling of —

A conceit	A feeling of neither writer
B despair	A plausible feeling of both characters at the beginning but not at the end
C celebration	A feeling of one writer (“In Search of Eels”), but not the other
D satisfaction	Correct Answer

Objective 3

12B Evaluate the credibility of information sources and determine the writer's motives (9)

12B Evaluate the credibility of information sources, including how the writer's motivation may affect that credibility (10-11)

TAKS Information Booklet

To answer questions about how an author's motives or point of view affects the text, students will need to examine the author's attitude toward his or her subject or topic. The author's motivation for writing or the point of view he or she brings to the selection not only affects the tone of the piece but also the way the author shapes and develops his or her ideas. These items will be developed for selections only when the writer's attitude is obvious and clearly has an effect on the text.

(*Some items*) require students to recognize the ways in which authors may be selective about the information they include in order to achieve their purposes.

Implications for Instruction and Evidence of Understanding

Although the full student expectation is "evaluate the credibility of information sources and determine the writer's motives," all of the released test items assess the writer's motives. The items available for analysis generally ask, "Why (or how) did the author do something." There are no examples of items that assess evaluating source credibility.

Students need frequent experience analyzing text and evaluating why (and how) an author accomplishes his purposes, such as how/why the author:

- supports an idea,
- describes a character, event, of scene, or
- chooses a particular allusion or symbol.

Since not every text will provide clear examples of the writer's motives, teachers should evaluate texts that students will read for their potential to analyze and evaluate motivations such as those listed above.

Patterns of Questions

How the author supports an idea (not an analysis of source credibility)

How does the author suggest that Mathews was a powerful influence?

How the Author Supports an Idea

In this essay, Bass supports his thesis with —

Correct Answer

Information from the passage that explains why or how the author did something in writing the passage (or a portion of the passage).

Incorrect Answers/Distracters

- Plausible statement related to the general theme/context of the passage, but not in the passage
- Accurate information/detail from the passage, but does not answer the question
- Inaccurate/contradictory information from the passage

9th Grade, 2003 TAKS Information Booklet; Passage: "Unforgettable Clarence Mathews"

Objective 3

TAKS Objective: 3; 12(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility

Generic Analysis: How the author supports an idea (not an analysis of source credibility)

12 How does the author suggest that Mathews was a powerful influence?

A He mentions that Mathews was a chauffeur with little schooling.	Accurate detail from the passage, but does not answer the question
B He shows that the community always supported Mathews and the boys.	Inaccurate/contradictory information from the passage
C He refers to the success as adults of the boys who took the trip.	Correct Answer
D He writes that three Boy Scout charters were given to the boys.	Accurate detail from the passage, but does not answer the question

10th Grade, 2003 Released Test; Passage: "On Willow Creek"

TAKS Objective: 3; 12(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility

Generic Analysis: How the author supports an idea (not an analysis of source credibility). Like many expository passages the author's "thesis" is found at the beginning of the passage: "It's hard in this day and age to convince people of just how tiny and short-lived we are, and how that makes the wild more, not less important."

23 In this essay, Bass supports his thesis with —

A a comparison of animal and human behaviors	Plausible statement related to the general theme/context of the passage, but not in the passage
B examples from his personal experiences with nature	Correct Answer
C a list of animals that have become extinct	Plausible statement related to the general theme/context of the passage, but not in the passage
D generalizations about civilized life	Plausible statement related to the general theme/context of the passage, but not in the passage

11th Grade, 2003 Released Test; Passage: "Letter That Changed My Life"

TAKS Objective: 3; 12(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility

Generic Analysis: Why the author used a literary allusion (not an analysis of source credibility)

22 The reason the author alludes to the greatness of Homer and Shakespeare in paragraph 9 is to —

F boast about his knowledge of poetry	Inaccurate/contradictory information from the passage
G apologize for Irish writing	Inaccurate/contradictory information from the passage
H protect Yeats's reputation	Accurate information (the purpose of the letter) but not the purpose of the allusion to Homer and Shakespeare
J link Yeats to other famous writers	Correct Answer

Objective 3

12C Analyze text to evaluate the logical argument [and to determine the mode of reasoning used such as induction and deduction] (9)
12C Recognize logical, deceptive, and/or faulty modes of persuasion in texts (10-11)

Implications for Instruction and Evidence of Understanding

Although this student has only been tested one time at any grade level, teachers should provide students with opportunities to evaluate persuasive text for its logic and consistency. Students should evaluate/critique text to identify:

- Emotional appeals that are valid
- Logical appeals (statistics, examples, comparisons/contrasts, etc.) that are valid
- Personality as a valid proof source
- Symbols
- Logical fallacies, such as
 - Glittering generalities/over-generalization
 - False cause/effect relationships
 - False analogies
 - Invalid use/interpretation of statistics
 - Invalid use of emotional proof (“Appeal to the Crowd”)
 - Invalid use of personality proof (“Wise Men Can Be Wrong”)

Expository text will generally be the best vehicle for analyzing bias and the use of persuasive devices:

- Magazine articles
- Newspaper stories
- Editorials
- Pamphlets/brochures
- Advertisements
- Catalogues
- Speeches

Correct Answer

With only one question available for analysis, it is not possible to generalize about the correct answer.

Incorrect Answers/Distracters

- Plausible reason based on students prior experience/learning, but not the reason the passage
- Inaccurate information based on the passage

9th Grade, 2006, Passage: “Hello, Old Paint”

Objective: 03 D.12 (C) analyze text to evaluate the logical argument [and to determine the mode of reasoning used such as induction and deduction].

Generic Analysis: Analyzing use of persuasive devices/arguments

27 How did the author persuade herself that she had made the right decision to sell her animals?

A She recognized that the money from the sale would help her family.	Plausible reason based on students prior experience/learning, but not the reason the passage
B She told herself that the animals were better off with the new owners.	Correct Answer
C She accepted Billy’s opinion that she had made a wise choice.	Inaccurate/contradictory information based on the passage

Objective 3

D She admitted that the buyers were responsible businesspeople.

Inaccurate/contradictory information based on the passage

Objective 3

12D Analyze texts such as editorials,[documentaries,] and advertisements for bias and use of common persuasive techniques (9th only)

This student expectation was not assessed on the 9th Grade 2003, 2004, or 2006 Released Test and there were no sample items in the TAKS Information Booklet.

Implications for Instruction and Evidence of Understanding

Although this student has not been tested, teachers should provide students with opportunities to evaluate persuasive text for its logic and consistency. Students should evaluate/critique text to identify:

- Emotional appeals that are valid
- Logical appeals (statistics, examples, comparisons/contrasts, etc.) that are valid
- Personality as a valid proof source
- Symbols
- Logical fallacies, such as
 - Glittering generalities/over-generalization
 - False cause/effect relationships
 - False analogies
 - Invalid use/interpretation of statistics
 - Invalid use of emotional proof (“Appeal to the Crowd”)
 - Invalid use of personality proof (“Wise Men Can Be Wrong”)

Expository text will generally be the best vehicle for analyzing bias and the use of persuasive devices:

- Magazine articles
- Newspaper stories
- Editorials
- Pamphlets/brochures
- Advertisements
- Catalogues
- Speeches

Objective 3

(19B)

Analyze relationships, ideas, [and cultures] as represented in various media (9-11)

TAKS Information Booklet

Items that address the viewing and representing piece may require students to examine the purpose of various media forms, evaluate the persuasive techniques of media messages, or deconstruct media to determine the central idea of a message and how effectively that message has been conveyed.

Implications for Instruction and Evidence of Understanding

There are only two examples of test items for this student expectation. One item is highly inferential and asks why someone chose to use an item of media. The other is comparatively simple and asks for a comparison of information in the media.

Students need frequent experience analyzing media, for example:

- Photographs from newspapers, magazines, and advertisements
- Cartoons, particularly editorial cartoons
- Advertisements/Flyers/Brochures Posters
- Informational Charts/Graphs/Tables
- Book/Magazine Covers
- Paintings/Drawings
- Signs
- Web Pages

Not all media will be appropriate for applying this student expectation: "analyze relationships, ideas as represented in various media." The media should provide students with opportunities ranging from complex analysis of relationships to simply comparing information found in the media.

Pattern of Questions

Relationship Between Ideas and Creator's Choice of Media

- *The movie's producers chose this photograph because it shows that —*
- *The magazine's publishers probably intend for the cover photograph to illustrate —*
- *The brochure's designer most likely chose the two photographs to illustrate —*

Comparison of Information in Media

- *Which of the edible plants featured in the chart can be used like vegetables?*
- *The viewer can tell that the two children on the cover of the magazine are — (Correct Answer: playing a game)*

Correct Answer

A statement that describes a relationship that is represented in the media or that is found in the media. The statement must be responsive to the question that was asked and be supported by information from the media.

Objective 3

Incorrect Answers/Distracters

- Plausible statement, based on student's prior experience/prior learning, but is not supported by information in the media.
- Plausible statement, based on student's prior experience/prior learning, but does not respond to the question.
- Accurate detail from the media (explicit or implied), but does not respond to the question.

Note: "Plausible" means that a student could support the answer using information gained from prior experience or prior learning, i.e., from outside the text. TAKS is a "text dependent test." That means that the support for all correct answers must come from the text.

9th Grade, 2003 Released Test; Visual Representation: Magazine Cover ("Friends for Life")

TAKS Objective: 03 F.19 (B) analyze relationships, ideas, [and cultures] as represented in various media.

Generic Analysis: Relationship between ideas and creator's choice of media

32 The movie's producers chose this photograph because it shows that —

F the sisters are close despite their differences	Correct Answer
G the rumor has had a devastating effect on the older sister	Accurate detail from the poster, but not why the producer chose the photograph
H the sisters have unique personalities	Plausible, based on student's prior experience/prior learning, but not why the producers chose the photograph
J the kid sister is irritating to the older sister	Plausible, based on student's prior experience/prior learning, but not why the producers chose the photograph

9th Grade, 2006, Visual Representation: Magazine Cover ("Friends for Life")

Objective: 03 D.19 (B) analyze relationships, ideas, [and cultures] as represented in various media.

Generic Analysis: Relationship between ideas and choice of media

31 The magazine's publishers probably intend for the cover photograph to illustrate —

A the importance of telephone communication	Accurate detail from the media, but not what the publisher intended to illustrate with the cover photograph
B the difficulty of apologizing to friends	Plausible, based on student's prior experience/prior learning, but not what the publisher intended to illustrate with the cover photograph
C the positive aspects of friendship	Correct Answer
D the challenges of finding time to spend together	Plausible, based on student's prior experience/prior learning, but not what the publisher intended to illustrate with the cover photograph

10th Grade, 2003 Released Test; Passage: visual 10-2

TAKS Objective: 03 F.19 (B) analyze relationships, ideas, [and cultures] as represented in various media.

Generic Analysis: Comparison of information in the media

27 Which of the edible plants featured in the chart can be used like vegetables?

A Mullein and prickly pear cactus	Accurate for one, but not for both
B Sumac and cattail	Accurate for one, but not for both
C Dandelion and prickly pear cactus	Correct Answer
D Dandelion and mullein	Accurate for one, but not for both

Objective 3

10th Grade, 2006-Make-up, Passage: Visual Representation—Magazine Cover

TAKS Objective: 03 E.19 (B) analyze relationships, ideas, [and cultures] as represented in various media

Generic Analysis: Deconstructing media to gain content/information

26 The viewer can tell that the two children on the cover of the magazine are —

F brother and sister	Plausible statement, but is not supported by information in the media.
G playing a game	Correct Answer
H friends from school	Plausible statement, but is not supported by information in the media.
J beating the other team	Plausible statement, but is not supported by information in the media.

11th Grade, 2006-February Administration, Visual representation: flyer “How To Be An Effective Mentor”

TAKS Objective: 03 F.19 (B) analyze relationships, ideas, [and cultures] as represented in various media.

Generic Analysis: Relationship between ideas and creator’s choice of media

28 The designer of this flyer most likely chose the photograph —

F to show that most mentors are women	Accurate detail from the media but an overgeneralization
G to emphasize the importance of academics	Plausible statement, based on student's prior experience/prior learning, but is not supported by information in the media
H to illustrate the relationships between mentors and children	Correct Answer
J to persuade parents to buy computers for Children	Accurate detail from the media (the computer) but not the reason for choosing the picture

11th Grade, 2006-July Administration, Visual representation: Vision Volunteers brochure

TAKS Objective: 03 F.19 (B) analyze relationships, ideas, [and cultures] as represented in various media

Generic Analysis: Relationship between ideas and creator’s choice of media

28 The brochure’s designer most likely chose the two photographs to illustrate —

F places volunteers might work	Correct Answer
G different modes of transportation	Accurate detail from the media (the llama as transportation), but not the other picture—unrelated to the theme/message of the pictures
H national park trails in Florida	Detail from the narrative, but unrelated to the pictures
J the life cycle of loggerhead turtles	Partially accurate detail from the media (the turtles), but not the other picture—unrelated to the theme/message of the pictures

Objective 3

19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements (9-11)

Student Expectation

(19C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements (9-11)

TAKS Information Booklet

Items that address the viewing and representing piece may require students to examine the purpose of various media forms, evaluate the persuasive techniques of media messages, or deconstruct media to determine the central idea of a message and how effectively that message has been conveyed.

Students will be required to probe beneath the surface level to determine what message the (*editor/artist*) wants to communicate to readers.

Implications for Instruction and Evidence of Understanding

This student expectation is similar to (12B), “evaluate the credibility of information sources and determine the writer’s motives,” except here students are asked to determine the purpose of a visual medium rather than a written text. All four questions available for analysis ask students to determine the purpose of the entire medium, not just a portion of it.

Students need frequent experience analyzing media such as:

- Photographs from newspapers, magazines, and advertisements
- Cartoons, particularly editorial cartoons
- Advertisements/Flyers/Brochures Posters
- Informational Charts/Graphs/Tables
- Book/Magazine Covers
- Paintings/Drawings
- Signs
- Web Pages

As students examine media, they should deconstruct (i.e., analyze) the media to determine the editor's/artist's purpose/intent for creating the media, such as to:

- Persuade/convince
- Entertain
- Inform/teach

Objective 3

Pattern of Questions

Purpose of Media

- *The purpose of this advertisement is to — (Correct Answer: convince parents to buy the game for their children)*
- *The reader can tell that the movie's primary purpose is to — (Correct Answer: entertain the viewer with an amusing story about a helpful kid sister)*
- *Which of these best states the purpose of the flyer? (Correct Answer: To inform readers about different ways to be a good mentor)*
- *The purpose of this brochure is to — (Correct Answer: convince readers to join Vision Volunteers)*
- *The artist of this cartoon probably wants readers to — (Correct Answer: think as well as laugh)*
- *The primary purpose of this chart is to — (Correct Answer: teach readers how to identify and prepare five edible plants)*

Intended Audience

- *Who is the intended audience for this graphic?*
- *This graphic would most likely appear — (Correct Answer: in a magazine)*

Correct Answer

A statement that describes editor's/artist's purpose/intent for creating the media. The statement must be responsive to the question that was asked and be supported by information from the media.

Incorrect Answers/Distracters

- Plausible statement based on the student's prior experience/prior learning but not supported by the media
- An accurate detail from the media, but the detail does not answer the question
- Inaccurate/contradictory information from the media
- A plausible purpose for media, but not the purpose of the media as presented

Note: "Plausible" means that a student could support the answer using information gained from prior experience or prior learning, i.e., from outside the text. TAKS is a "text dependent test." That means that the support for all correct answers must come from the text.

9th Grade, 2003 TAKS Information Booklet; Passage: visual 9-1

TAKS Objective: 03 F.19 (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

Generic Analysis: Purpose--Persuade/Convince

15 The purpose of this advertisement is to —

A persuade children to learn about managing money	Plausible statement based on the student's prior experience/prior learning plus an accurate detail from the advertisement, but not its purpose
B help people solve their money problems	Plausible statement based on the student's prior experience/prior learning plus an accurate detail from the advertisement, but not its purpose
C convince parents to buy the game for their children	Correct Answer
D encourage everyone to invest in the stock market	A detail from the advertisement, but not its purpose

9th Grade, 2003 Released Test; Passage: visual 9-2

TAKS Objective: 03 F.19 (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

Objective 3

<i>Generic Analysis: Purpose--Entertain</i>	
31 The reader can tell that the movie's primary purpose is to —	
A attract the viewer with adventure, action, mystery, and suspense	Contradicts information in the poster
B make the viewer understand the value of movies for the whole family	An accurate detail from the poster, but not the purpose of the movie
C convince the viewer that high school can be difficult	Plausible statement (perhaps even accurate information) based on the student's prior experience/prior learning, but not the purpose of the movie
D entertain the viewer with an amusing story about a helpful kid sister	Correct Answer

10th Grade, 2003 TAKS Information Booklet; Passage: visual 10-1	
TAKS Objective: 03 F.19 (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.	
<i>Generic Analysis: Purpose--Inform & Entertain</i>	
15 The artist of this cartoon probably wants readers to —	
A learn about freshwater clams	An accurate detail from the cartoon, but not the artists intent
B think as well as laugh	Correct Answer
C ignore what happens to the child	An accurate detail inferred from the cartoon, but not the artists intent
D believe that animals can talk	An accurate detail from the cartoon, but not the artists intent

10th Grade, 2003 Released Test; Passage: visual 10-2	
TAKS Objective: 03 F.19 (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.	
<i>Generic Analysis: Purpose-- Inform/Teach</i>	
28 The primary purpose of this chart is to —	
F tell readers how to make a refreshing drink from sumac berries	An accurate detail from the chart, but not the author's intent
G warn readers of the danger of collecting plants in the wild	An accurate detail from the chart, but not the author's intent
H teach readers how to identify and prepare five edible plants	Correct Answer
J encourage readers to gather all their food from the wild	Inaccurate/contradictory details from the chart

10th Grade, 2006-February Administration, Visual Representation: Sending Your Kids to College	
TAKS Objective: 03 E.19 (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.	
<i>Generic Analysis: Purpose/intended audience of media</i>	
27 Who is the intended audience for this graphic?	
A Teachers and principals	A plausible purpose for media, but not the purpose of the media as presented—the media clearly indicates “Sending <u>your child</u> to college....” (emphasis added)
B University administrators	A plausible purpose for media, but not the purpose of the media as presented—the media clearly indicates “Sending <u>your child</u> to college....” (emphasis added)
C Students in small school districts	A plausible purpose for media, but not the purpose of the media as presented—the media clearly indicates “Sending <u>your child</u> to college....” (emphasis added)

Objective 3

D Parents of college-bound teens	Correct Answer
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10th Grade, 2006-February Administration, Visual Representation: Sending Your Kids to College

TAKS Objective: 03 E.19 (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

Generic Analysis: Purpose of media elements

28 This graphic would most likely appear —

F in a magazine	Correct Answer
G on a billboard	The graphic would be unlikely to appear on a billboard because there is too much detailed text information to be read. Graphics with this much detailed text information would be unlikely to appear on a billboard.
H in a movie	The graphic would be unlikely to appear in a movie because there is too much detailed text information to be read. Graphics with this much detailed text information would be unlikely to appear in a movie.
J on television	The graphic would be unlikely to appear on television because there is too much detailed text information to be read. Graphics with this much detailed text information would be unlikely to appear on a television.

Note: Eighth most frequently missed question in the state.

Answer Choices were: F—80%; G—12%; H—1%; J—7%

11th Grade, 2006-February Administration, Visual representation: flyer “How To Be An Effective Mentor”

TAKS Objective: 03 F.19 (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

Generic Analysis: Purpose—To Inform

26 Which of these best states the purpose of the flyer?

F To convince readers that mentor programs need more money	Plausible statement based on the student's prior experience/prior learning but not supported by information/graphics in the media
G To inform readers about different ways to be a good mentor	Correct Answer
H To entertain readers by relating the experiences of one mentor	Inaccurate/contradictory information from the media—there is no story about a specific mentor
J To show readers a variety of ways they can become mentors	Inaccurate/contradictory information from the media—there is no information about different ways to be a mentor

11th Grade, 2006-July Administration, Visual representation: Vision Volunteers brochure

TAKS Objective: 03 F.19 (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

Generic Analysis: Purpose of Media (convince/persuade/influence)

27 The purpose of this brochure is to —

A inform readers about the mountains of Peru	A plausible purpose for media, but not the purpose of the media as presented
B entertain readers with a story about travel	A plausible purpose for media, but not the purpose of the media as presented
C convince readers to join Vision Volunteers	Correct Answer
D show readers how volunteers are recruited	A plausible purpose for media, but not the purpose of the media as presented

Objective 3

(20B) deconstruct media to get the main idea of the message's content (9-11)

TAKS Information Booklet

Items that address the viewing and representing piece may require students to examine the purpose of various media forms, evaluate the persuasive techniques of media messages, or deconstruct media to determine the central idea of a message and how effectively that message has been conveyed.

Implications for Instruction and Evidence of Understanding

Although this student expectation says, "construct media to get the main idea of the message's content," the test items go far beyond "main idea." Note the following questions, followed by their correct answer:

Intended Audience of Media

The reader can conclude that the movie is primarily intended for an audience of — [C* families]

Main Idea of Media

- Why are the drawings of the plants an essential part of the chart? [F* They aid in identifying the plants.]
- What is the primary message of the cartoon? [D* Personal experience can teach lessons in a difficult way.]
- One underlying message of the poster is that — [A* many cultures contribute to our society.]
- What is the poster's slogan? [D* Cultivate Your Roots]

Artist's Purpose in Using Media

- The photographer chooses to photograph a formally dressed man in order to — [H* impart a tone of respect.]
- This photograph is an example of how — [A* a picture can powerfully influence emotion and thought.]

As students examine media, they should deconstruct (i.e., analyze) the media to:

- Determine the intended audience
 - Determine the message(s)/main idea(s), slogans, messages, etc.
 - Determine the editor's/artist's purpose(s)
 - Acquire information
- Determine the effect of the media (or elements of the media) on the audience

Students should have frequent experience deconstructing (analyzing) various forms of media:

- Photographs from newspapers, magazines, and advertisements
- Cartoons, particularly editorial cartoons
- Advertisements/Flyers/Brochures Posters
- Informational Charts/Graphs/Tables
- Book/Magazine Covers
- Paintings/Drawings
- Signs
- Web Pages

Patterns of Questions

Objective 3

Intended Audience/Purpose of Media

- The reader can conclude that the movie is primarily intended for an audience of —
- Which of the following articles would best fit the primary purpose of the magazine?
- This graphic is mainly about how to —
- The photographer chooses to photograph a formally dressed man in order to —
- This photograph is an example of how —
- This flyer appeals to the viewer's —

Main Idea/Message of Media

- The publishers of this magazine want readers to believe that it can —
- What is the primary message of the cartoon?
- Why are the drawings of the plants an essential part of the chart?
- The main idea conveyed by the titles of both the magazine and the stories inside is that —
- What is the poster's slogan?

Deconstructing Media to Gain Content/Information

- A reader turning to page 98 of this magazine would find which of the following?
- Understanding Others is — (Correct Answer: a previous book by Dr. Carl H. Washington)
- People who want to learn more about Vision Volunteers can — (Correct Answer: continue reading the brochure)

Correct Answer

A statement that describes the intended audience, effect on the audience, main idea(s), editor's/artist's purpose(s), or provides accurate information from the media. The statement must be responsive to the question that was asked and be supported by information from the media.

Incorrect Answers/Distracters

- A plausible (perhaps even accurate) statement, based on student's prior experience/prior learning, but not responsive to the question
- Conclusion not supported by information in the media
- A accurate detail from the media, but does not answer the question
- Contradicts information contained in the media
- Misinterpretation of the information in the visual

Note: "Plausible" means that a student could support the answer using information gained from prior experience or prior learning, i.e., from outside the text. TAKS is a "text dependent test." That means that the support for all correct answers must come from the text.

9th Grade, 2003 Released Test; Passage: visual 9-2

TAKS Objective: 03 F.20 (B) deconstruct media to get the main idea of the message's content.

Generic Analysis: Intended Audience/Purpose of Media

33 The reader can conclude that the movie is primarily intended for an audience of —

A movie critics	A detail from the poster (a quotation from a movie critic), not the intended audience
B adults	Contradicts information on the poster (poster says "for all ages")
C families	Correct Answer
D young children	Contradicts information on the poster (poster says "for all ages")

Objective 3

9th Grade, 2006, Visual Representation: Magazine Cover (“Friends for Life”)	
Objective: 03 D.20 (B) deconstruct media to get the main idea of the message's content.	
<i>Generic Analysis: Main Idea/Message of Media</i>	
32 The publishers of this magazine want readers to believe that it can —	
F strengthen reading skills	Conclusion not supported by information in the media
G increase volunteerism	Conclusion not supported by information in the media
H prevent arguments	Conclusion not supported by information in the media
J improve friendships	Correct Answer

9th Grade, 2006, Visual Representation: Magazine Cover (“Friends for Life”)	
Objective: 03 D.20 (B) deconstruct media to get the main idea of the message's content.	
<i>Generic Analysis: Main Idea/Message of Media</i>	
33 Which of the following articles would best fit the primary purpose of the magazine?	
A “Why I Can’t Talk to My Mom”	Contradicts information contained in the media—a magazine “for friends” would be unlikely to contain this article
B “Sisters—The Real Best Friends”	Correct Answer
C “Friendly Relations Between Governments”	Contradicts information contained in the media—a magazine “for friends” would be unlikely to contain this article
D “How to Break Up with Your Boyfriend”	Contradicts information contained in the media—a magazine “for friends” would be unlikely to contain this article

10th Grade, 2003 TAKS Information Booklet; Passage: visual 10-1	
TAKS Objective: 03 F.20 (B) deconstruct media to get the main idea of the message's content.	
<i>Generic Analysis: Main Idea of Media</i>	
16 What is the primary message of the cartoon?	
A Never express curiosity around an animal.	A detail inferred from the cartoon, but not the primary purpose
B Most people don’t like to be pushed into the water.	Plausible, based on student's prior experience/prior learning, but not the primary message
C The figurative expression “happy as a clam” isn’t true.	Plausible, based on student's prior experience/prior learning, but not the primary message
D Personal experience can teach lessons in a difficult way.	Correct Answer

10th Grade, 2003 Released Test; Passage: visual 10-2	
TAKS Objective: 03 F.20 (B) deconstruct media to get the main idea of the message's content.	
<i>Generic Analysis: Main Idea/Message of Media</i>	
26 Why are the drawings of the plants an essential part of the chart?	
F They aid in identifying the plants.	Correct Answer
G They make the chart more appealing.	Plausible statement, but not the best answer to the question: Why are the drawings...an <u>essential</u> part of the chart.
H They show how similar the plants are.	Contradicts the information from the drawings: they are all quite <u>different</u>
J They indicate how the plants can be used.	Accurate information from the text, but not why the drawings are essential

10th Grade, 2006–February Administration, Visual Representation: Sending Your Kids to College	
TAKS Objective: 03 E.20 (B) deconstruct media to get the main idea of the message's content.	
<i>Generic Analysis: Intended Audience/Purpose of Media</i>	
26 This graphic is mainly about how to —	

Objective 3

F send kids to college	Correct Answer
G drop a college class	An accurate detail from the media, but does not answer the question—what the media is mainly about
H pay for college	An accurate detail from the media, but does not answer the question—what the media is mainly about
J read a college catalog	An accurate detail from the media, but does not answer the question—what the media is mainly about

10th Grade, 2006-Make-up; Visual Representation—Magazine Cover: “Any Kid Can Do It”

TAKS Objective: 03 E.20 (B) deconstruct media to get the main idea of the message's content.

Generic Analysis: Deconstructing media to gain content/information

27 A reader turning to page 98 of this magazine would find which of the following?

A An article describing many different sports	Correct Answer
B An analysis of a news event	Misinterpretation of the information in the visual
C A feature article about a golfer	Misinterpretation of the information in the visual
D A quiz about family fitness	Misinterpretation of the information in the visual

10th Grade, 2006-Make-up; Visual Representation—Magazine Cover: “Any Kid Can Do It”

TAKS Objective: 03 E.20 (B) deconstruct media to get the main idea of the message's content

Generic Analysis: Main Idea/Message of Media

28 The main idea conveyed by the titles of both the magazine and the stories inside is that —

F adults should be responsible for teaching sports	A plausible statement, but not supported by the information in the media
G children should stay up-to-date on current athletes	A plausible statement, but not supported by the information in the media
H sports can be enjoyed by all children	Correct Answer
J spaceball and golf are the sports that are the most fun	A plausible statement, but not supported by the information in the media

11th Grade, 2003 TAKS Information Booklet; Passage: “Visual”

TAKS Objective: 03 F.20 (B) deconstruct media to get the main idea of the message's content.

Generic Analysis: Main Idea of Media

14 One underlying message of the poster is that —

A many cultures contribute to our society	Correct Answer
B heritage associations rely on donations from the public	Plausible statement, based on student's prior experience/prior learning, but not the underlying message of the poster
C cultural activities are often ignored	Plausible statement, based on student's prior experience/prior learning, but not the underlying message of the poster
D very few people understand their own heritage	Plausible statement, based on student's prior experience/prior learning, but not the underlying message of the poster

11th Grade, 2003 TAKS Information Booklet; Passage: Visual

TAKS Objective: 03 F.20 (B) deconstruct media to get the main idea of the message's content.

Generic Analysis: Main Idea/Message of Media

15 What is the poster’s slogan?

A Sponsored by the Tri-County Heritage Association	Accurate information from the poster, but not the slogan
B Folklife Festival	Accurate information from the poster, but not the slogan

Objective 3

C Call 555-4350 for more information	Accurate information from the poster, but not the slogan
D* Cultivate Your Roots	Correct Answer

11th Grade, 2003 Released Test; Passage: visual 11-2	
TAKS Objective: 03 F.20 (B) deconstruct media to get the main idea of the message's content.	
<i>Generic Analysis: Intended Audience/Purpose of Media</i>	
26 The photographer chooses to photograph a formally dressed man in order to —	
F instill an objective tone	Did not understand "objective tone"--formal tone and objective tone are not the same
G portray a feeling of patriotism	Plausible feeling/emotion, based on student's prior experience/prior learning, but does not the purpose
H impart a tone of respect	Correct Answer
J symbolize another era	Plausible feeling/emotion, based on student's prior experience/prior learning, but does not the purpose

11th Grade, 2003 Released Test; Passage: visual 11-2	
TAKS Objective: 03 F.20 (B) deconstruct media to get the main idea of the message's content.	
<i>Generic Analysis: Intended Audience/Purpose of Media</i>	
27 This photograph is an example of how —	
A a picture can powerfully influence emotion and thought	Correct Answer
B veterans have a strong understanding of the consequences of war	Plausible statement (perhaps even accurate), but not responsive to the question
C travelers to Washington often visit the memorial	Plausible (perhaps even accurate) statement, but not responsive to the question
D a picture is not effective unless the entire person is visible	Plausible statement (depending on the students own bias), but not responsive to the question

11th Grade, 2006-February Administration, Visual representation: flyer "How To Be An Effective Mentor"	
TAKS Objective: 03 F.20 (B) deconstruct media to get the main idea of the message's content.	
<i>Generic Analysis: Intended Audience/Purpose of Media</i>	
27 This flyer appeals to the viewer's —	
A need for entertainment	A plausible (perhaps even accurate) statement, based on student's prior experience/prior learning, but not responsive to the question
B desire to earn money	A plausible (perhaps even accurate) statement, based on student's prior experience/prior learning, but not responsive to the question
C sense of community responsibility	Correct Answer
D search for personal recognition	Contradicts information contained in the media—the program is about helping other people, not oneself (Editors Comment: This is an interesting, ego-centric answer that 23% of students chose as the correct answer.)
Note: Sixth most frequently missed question in the state.	
Answer Choices were: A—3%; B—2%; C—71%; D—23%	

11th Grade, 2006-April Administration, Visual Representation: Book Cover—Our Fathers, Ourselves	
TAKS Objective: 03 F.20 (B) deconstruct media to get the main idea of the message's content.	

Objective 3

Generic Analysis: Analysis of media elements

27 *Understanding Others* is —

A a previous book by Dr. Carl H. Washington	Correct Answer
B the title of the current book	Misinterpretation of the information in the visual
C a theme of the book	Misinterpretation of the information in the visual
D the book's subtitle	Misinterpretation of the information in the visual

11th Grade, 2006-July Administration, Visual representation: Vision Volunteers brochure

TAKS Objective: 03 F.20 (B) deconstruct media to get the main idea of the message's content

Generic Analysis: Deconstructing media to gain content/information

26 People who want to learn more about Vision Volunteers can —

F continue reading the brochure	Correct Answer
G attend a meeting in Florida	Conclusion not supported by information in the media
H wait for a volunteer to call	Conclusion not supported by information in the media
J ask their local park ranger	Conclusion not supported by information in the media

Objective 3

20C Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols

TAKS Information Booklet

Items that address the viewing and representing piece may require students to examine the purpose of various media forms, evaluate the persuasive techniques of media messages, or deconstruct media to determine the central idea of a message and how effectively that message has been conveyed.

Implications for Instruction and Evidence of Understanding

There is only one example of a test item for this student expectation, and it asked about the use of a symbol/media message and its intended effect on the audience. Teachers should also provide students with opportunities to evaluate persuasive text for its logic and consistency. Students evaluate/critique text to identify:

- Emotional appeals that are valid
- Logical appeals (statistics, examples, comparison/contrast, etc.) that are valid
- Personality as a valid proof source
- Symbols
- Logical fallacies, such as
- Glittering generalities/over-generalization
- False cause/effect relationships
- False analogies
- Invalid use/interpretation of statistics
- Invalid use of emotional proof (“Appeal to the Crowd”)
- Invalid use of personality proof (“Wise Men Can Be Wrong”)

Students need frequent experience analyzing media and the persuasive techniques that are used, for example:

- Photographs from newspapers, magazines, and advertisements
- Cartoons, particularly editorial cartoons
- Advertisements/Flyers/Brochures Posters
- Informational Charts/Graphs/Tables
- Book/Magazine Covers
- Paintings/Drawings
- Signs
- Web Pages

The critical questions students answer should be questions such as:

- Why did the creator of the media do particular things that he/she did?
- Is what the creator or media did reasonable/logical? Why or why not?

Objective 3

Pattern of Questions

Use of Symbols in Media

- *The fact that most of the names on the wall are out of focus suggests that the photographer —*
- *Along the top of the illustration on the book jacket is a series of smaller drawings of a car, two hands, a ball and glove, and a bicycle. These drawings symbolize —*

Identification of Persuasive Elements in Media

- *Why does the designer of the book jacket include quotations from a professor and a newspaper?*

Correct Answer

There are too few test items for this student expectation to generalize about the correct answer.

If enough questions were available for analysis and a generalization about why the correct answer is correct, it would probably be "a statement that accurately describes a persuasive technique or symbol used in the media." The statement must be responsive to the question that was asked and be supported by information from the media.

Incorrect Answers/Distracters

- Plausible, based on the student's prior experience or prior learning, but not the best answer to the question that was asked. Students might have chosen those answers because they considered only one aspect of the media and failed to look at the media as a whole.
- Plausible, based on the student's prior experience or prior learning, but not the best answer to the question. Students might have chosen this answer because they failed to look at the drawing in the context of the book as a whole.
- Plausible explanation, but does not reflect the actual content of the medium element

11th Grade, 2003 Released Test; Passage: visual 11-2

TAKS Objective: 03 F.20 (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.

Generic Analysis: Use of Symbols in Media

28 The fact that most of the names on the wall are out of focus suggests that the photographer —

F wants to keep most of the names private out of respect	Plausible, based on students' prior experience/prior learning, but nor the best answer to the question (some of the names are in focus)
G wants to emphasize the significance of the hand touching a name	Correct Answer
H could not photograph all the names on the wall	Plausible, based on students' prior experience/prior learning, but nor the best answer to the question (some of the names are in focus)
J took this photograph to honor a specific veteran who died in Vietnam	Plausible, based on students' prior experience/prior learning, but nor the best answer to the question (some of the names are in focus)

11th Grade, 2006-April Administration, Visual: Book Cover—Our Fathers, Ourselves

TAKS Objective: 03 F.20 (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.

Generic Analysis: Uses of symbols in media

26 Along the top of the illustration on the book jacket is a series of smaller drawings of a car, two hands, a

Objective 3

ball and glove, and a bicycle. These drawings symbolize —	
F school days	Plausible, based on the student's prior experience or prior learning, but not the best answer to the question. Students might have chosen this answer because they failed to look at the drawing in the context of the book as a whole.
G childhood memories	Correct Answer
H vacation spots	Plausible, based on the student's prior experience or prior learning, but not the best answer to the question. Students might have chosen this answer because they failed to look at the drawing in the context of the book as a whole.
J television shows	Plausible, based on the student's prior experience or prior learning, but not the best answer to the question. Students might have chosen this answer because they failed to look at the drawing in the context of the book as a whole.

11th Grade, 2006-April Administration, Visual: Book Cover—Our Fathers, Ourselves	
TAKS Objective: 03 F.20 (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.	
<i>Generic Analysis: Identification of persuasive elements in media</i>	
28 Why does the designer of the book jacket include quotations from a professor and a newspaper?	
F To explain to potential buyers who the author of the book is	Plausible explanation, but does not reflect the content of the quotations
G To persuade potential buyers that the book is worth reading	Correct Answer
H To prove to potential buyers that the book is a national best-seller	Plausible explanation, but does not reflect the content of the quotations
J To show potential buyers that the book is on sale	Plausible explanation, but does not reflect the content of the quotations