

2012–2013
North Carolina
Measures of Student Learning:
NC's Common Exams

SAMPLE ITEMS



Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Raleigh, North Carolina 27699-6314

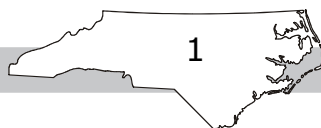
Diary

"Dear Diary," she wrote, her pen poised
pointed and sharp,
thoughts twirling swirling cavorting in the air
risking life and limb and maybe some blood.

5 The ink sat waiting, impatient, annoyed,
for the clarity to settle in, for the words to coalesce
into some form of sanity.

But somewhere in the woven threads of thought
when the next swipe of the pen touched
10 the puritanical canvas that threatened her equilibrium,
there came not a letter formed, not a word whispered,
but another kind of line –
the dancing marks finding their own path, their own mind.
Words protested, "No! It is our turn!" but were ignored
15 in favor of the image spilling forth from within –
a wounded dragon, reared back in a rage,
hissing and spitting flames of pain and fury,
pierced through the heart by a spear of loneliness and neglect.
The pen flew, spatters of ink transforming into blood and tears.
20 Words retreated, knowing they'd lost the battle,
soundly defeated by a power they could not match,
even a thousand strong.

At last, she lay, silent, sated, staring at the open page,
wondering when the next attack would come.



MSL SAMPLE ITEMS

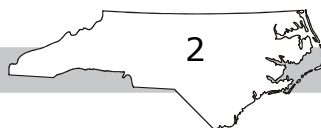
CR – Short

There is a popular idiom that states, “A picture is worth a thousand words.” How does the poem exemplify this idiom? Include at least two details from the poem to support your answer.

MC

In the poem, how are the girl and the dragon related?

- A. The girl wants to write a story about a dragon.
- B. The dragon represents the girl and her situation.
- C. The girl wishes she could turn herself into a dragon.
- D. The dragon illustrates the power the girl wants to have.

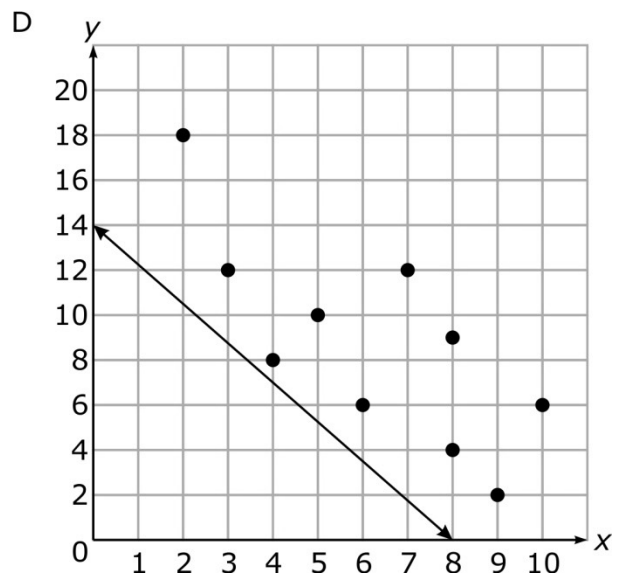
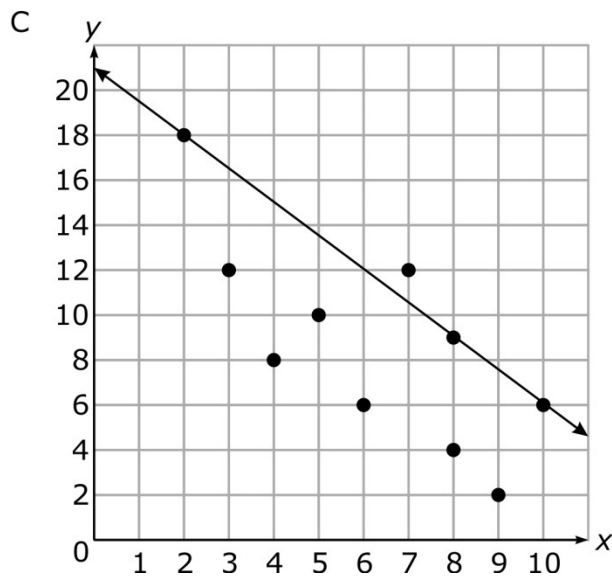
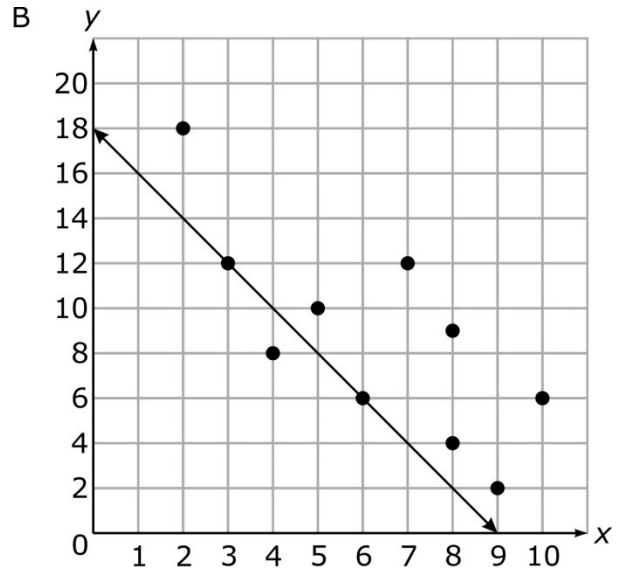
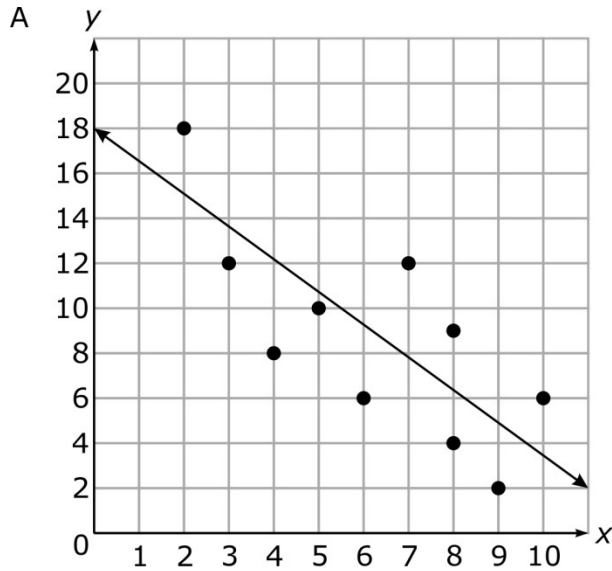


MSL SAMPLE ITEMS

Math Sample Items

MC—

Which graph displays a linear equation that **best** fits the data?



MSL SAMPLE ITEMS

CR—

Suppose that in a given year, taxes are determined by the following function.

$$T(x) = \begin{cases} 0.10x & \text{for } \$0 \leq x < \$12,750 & \text{Step 1} \\ 0.07(x - 12,750) + 765 & \text{for } \$12,750 \leq x < \$60,000 & \text{Step 2} \\ 0.0775(x - 60,000) + 4,072.50 & \text{for } x \geq \$60,000 & \text{Step 3} \end{cases}$$

What is the range for the first step of the function?

In terms of taxes, what does the 0.07 represent in the second step of the function?

In terms of taxes, what does the 4,072.50 represent in the third step of the function?

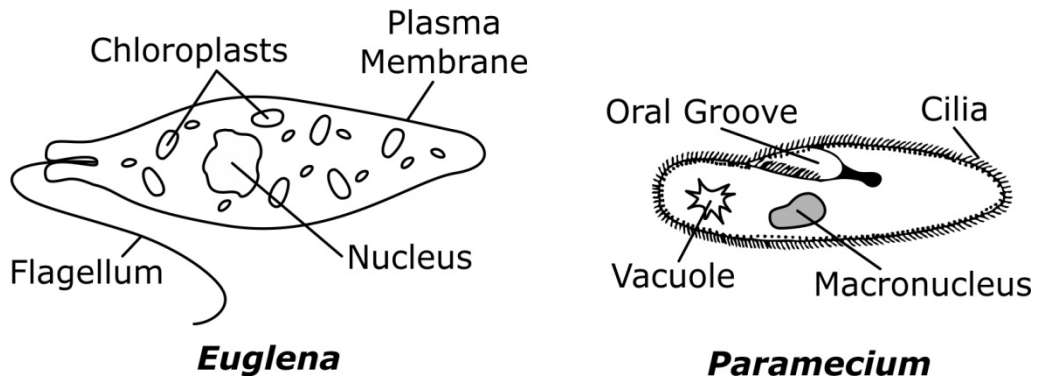


MSL SAMPLE ITEMS

Science Sample Items

MC—

This diagram shows a *Euglena* and *Paramecium*.



How are *Euglena* and *Paramecium* similar?

- A. Both are types of plants.
- B. Both have a cell wall to maintain their structure.
- C. Both have structures that aid them in movement.
- D. Both must produce their own food in order to live.

MSL SAMPLE ITEMS

CR—

The air quality in the atmosphere is very important to the health of humans.

- Give one example of how pollutants enter the atmosphere.
- Describe how humans can remove pollutants in the atmosphere to improve air quality.



MSL SAMPLE ITEMS

Social Studies Sample Items

MC—

TIMELINE OF DEMOCRACY

500 BCE—Democratic principles were found in governments of Greece and Rome

1100s—Democracy is found in Italy

1300s—Democracy is accepted during the Protestant Reformation

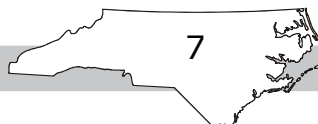
1700s—The English's limited democracy spreads to the American Colonies

1940s—Germany and Japan become democracies

1970s—Portugal, Spain, and Greece become democracies

What does the timeline suggest about the idea of democracy?

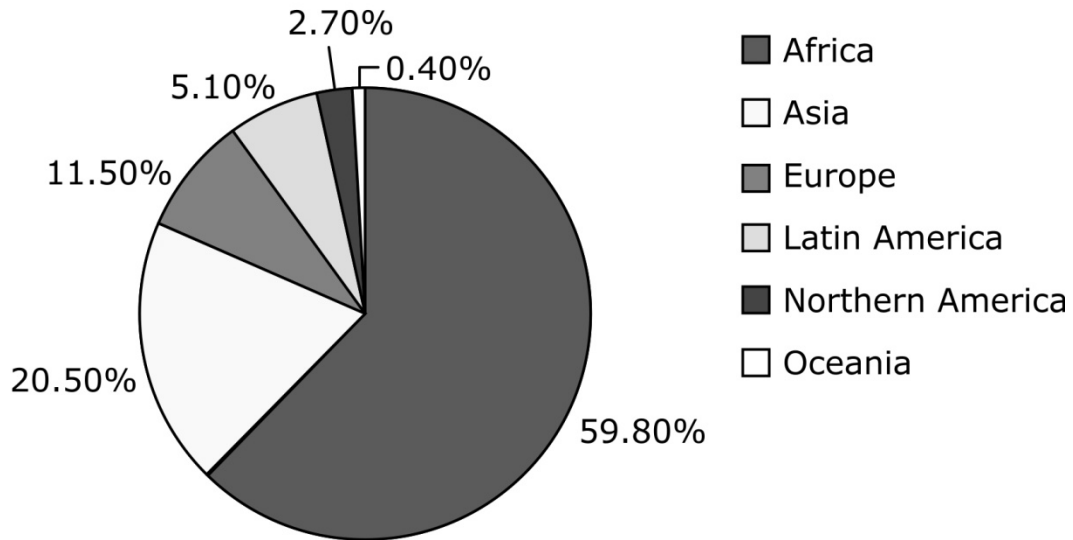
- A. Democratic principles have spread throughout the world.
- B. Democratic principles began in the United States.
- C. Democratic principles have spread through North America.
- D. Democratic principles began in the 1100s.



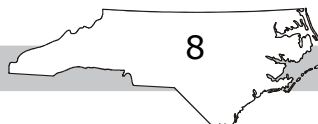
MSL SAMPLE ITEMS

CR-

North Carolina Immigrants by Region of Origin, 2006



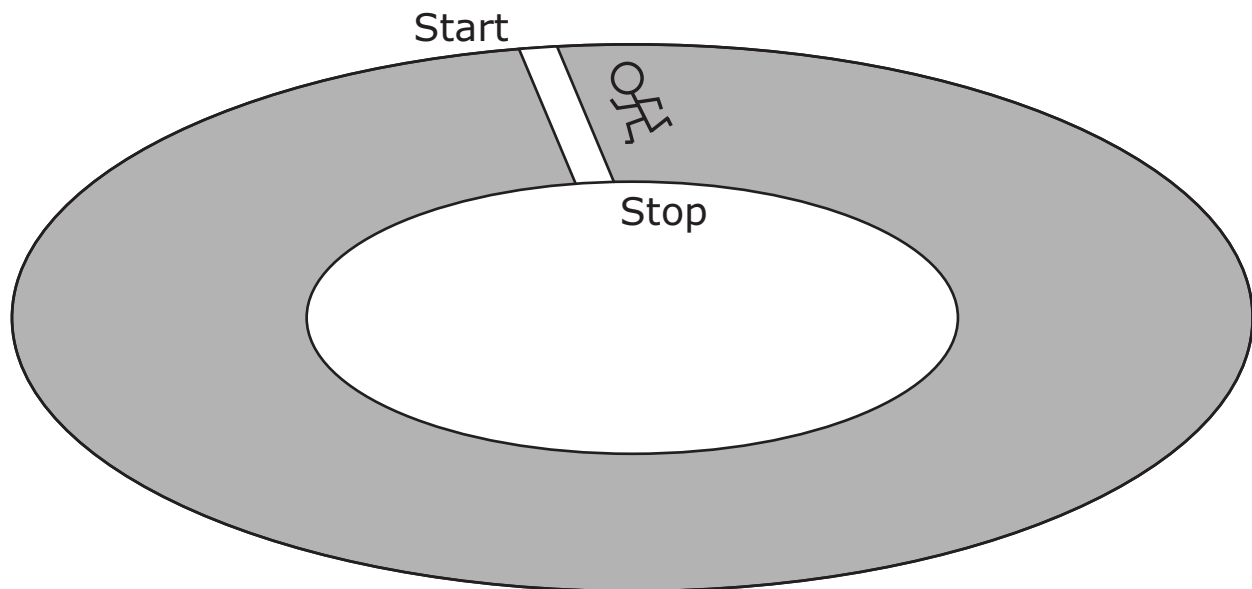
The pie chart shows the immigrant distribution of North Carolina's population in 2006. Explain how three immigrant groups from the chart contributed to the development of North Carolina.



MSL Sample CR Items for High School Science and Social Studies

HS Science CR Item-

A student runs around a 400-meter track five times. She begins and ends in the same location, as shown in this diagram:



She wants to determine the distance and displacement of her five laps around the track.

- Give one comparison showing how distance and displacement are alike and different.
- Determine the student's distance and displacement during her entire run. Include appropriate units of measure.

HS Social Studies CR Item-

In the compound republic of America, the power surrendered by the people is first divided between two distinct governments, and the portion allotted to each subdivided among distinct and separate departments. Hence a double security arises to the rights of the people. The different governments will each control each other, at the same time that each will be controlled by itself.

James Madison, Federalist Paper #51

The Constitution is not an instrument for the government to restrain the people, it is an instrument for the people to restrain the government—lest it come to dominate our lives and interests.

Patrick Henry, Anti-Federalist

Use the excerpts to outline the Federalist and Anti-Federalist perspectives on the Constitution. Describe two compromises that resulted from this conflict.

MSL SAMPLE ITEM RUBRICS:

ELA CR-

Score 0 No response or the response does not address the prompt

Score 1 Fulfills only 1 of 2 requirements of a level 2 performance

Score 2 Explains how the poem exemplifies the idiom; provides 2 examples from the poem in support

MATH CR-

Score 0 No response or the response does not address the prompt

Score 1 Fulfills only 1 of 3 requirements of a level 3 performance

Score 2 Fulfills 2 of 3 requirements of a level 3 performance

Score 3 Identifies the correct range of the first step; provides an accurate description of the coefficient 0.07 in the second step; provides an accurate description of the constant 4072.50 in the third step

SCIENCE CR-

Score 0 No response or the response does not address the prompt

Score 1 Fulfills only 1 of 2 requirements of a level 2 performance

Score 2 Provides one example of how pollutants enter the atmosphere; provides an accurate description of how humans can improve the air quality

SOCIAL STUDIES CR-

Score 0 No response or the response does not address the prompt

Score 1 Fulfills only 1 of 3 requirements of a level 3 performance

Score 2 Fulfills 2 of 3 requirements of a level 3 performance

Score 3 Explains how one immigrant group contributed to NC; explains how a second immigrant group contributed to NC; explains how a third immigrant group contributed to NC

MSL Sample Rubrics for High School Science and Social Studies CR Items

Science CR Item Rubric

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 3 requirements of a level 3 performance
- Score 2 Fulfills 2 of 3 requirements of a level 3 performance
- Score 3 Provides an accurate comparison of the concepts of distance and displacement; determines an accurate value for the student's distance; determines an accurate value for the student's displacement including units of measure

Social Studies CR Item Rubric

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 4 requirements of a level 4 performance
- Score 2 Fulfills 2 of 4 requirements of a level 4 performance
- Score 3 Fulfills 3 of 4 requirements of a level 4 performance
- Score 4 Outlines the Federalist perspective on the Constitution; outlines the Anti-Federalist perspective on the Constitution; describes one compromise that resulted from the conflict; describes a second compromise that resulted from the conflict