



DEPARTMENT OF EDUCATION

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Superintendent of Public Instruction

*Working Together for Student Success*

# ISTEP+ Part 1 Item Sampler for English/Language Arts

## Grade 10

Updated September 2016

# Part 1 ISTEP+

## Sample Items:

The following items are samples, designed for use with

- teachers, as part of professional development, and
- students, to familiarize them with items aligned to the college-and-career-ready 2014 Indiana Academic Standards.

# There are two types of ELA sections found in Part 1 of ISTEP+:

- A nonfiction or literature passage with **constructed-response** questions
- A nonfiction or literature passage or passage pairing with a **writing prompt**

# Item Information

Sample Item Information for Teachers	
<b>Item Type:</b> Constructed-Response	<b>Grade:</b> 10
<b>Scoring:</b> 2-point Constructed-Response Rubric <a href="#">Link to ISTEP+ Rubrics</a>	
<b>Indiana Academic Standard 9-10.RN.2.2-</b> Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another the provide a complex analysis.	
<b>Depth of Knowledge:</b> 3 <a href="#">Link to DOK Wheel</a>	

# Passages

## Excerpt from *Frankenstein*

by Mary Shelley

*from Chapter 12*

*The narrator in this excerpt is the creature created by Victor Frankenstein. He has been abandoned by his creator, and anyone who sees him, fears him. The creature has moved into a hovel to hide. The hovel is next to a cottage where he can observe his neighbors while remaining hidden.*

**1** "I lay on my straw, but I could not sleep. I thought of the occurrences of the day. What chiefly struck me was the gentle manners of these people, and I longed to join them, but dared not. I remembered too well the treatment I had suffered the night before from the barbarous villagers, and resolved, whatever course of conduct I might hereafter think it right to pursue, that for the present I would remain quietly in my hovel, watching and endeavouring to discover the motives which influenced their actions.

**2** "The cottagers arose the next morning before the sun. The young woman arranged the cottage and prepared the food, and the youth departed after the first meal.

# Constructed-Response Item

Explain how the coincidence described in Paragraph 10 contributes to Reagan's purpose of the speech. Support your answer with details from the speech.

# Constructed-Response Item: Example Answer

Both Francis Drake and the crew of the Challenger lost their lives exploring new frontiers. Drake's frontier was the sea, while the crew explored space. This comparison supports the purpose of the speech by recognizing that their sacrifice in the pursuit for knowledge will impact future generations. As Reagan says earlier in the speech, "The Challenger crew was pulling us into the future, and we'll continue to follow them."

# Writing Prompt

You have read an excerpt from *Frankenstein*, in which the reader learns about the creature through his own words. Using details from the excerpt, write an essay explaining how the creature's point of view impacts how the reader understands and relates to him as a character.

Be sure to include

- an explanation of the importance of point of view in this excerpt
- a description of what the reader learns about the creature through his own words, observations, and actions
- an introduction, a body and a conclusion to your essay



# Resources

- Item Sampler
- Released Items and Scoring Notes
- Rubrics
- Guidelines to Applying the Rubrics
- Editing Checklists

# Questions

- Please contact Erin Thompson for questions related to English/Language Arts assessments at [ethompson@doe.in.gov](mailto:ethompson@doe.in.gov).
- For other questions, please contact the Office of Student Assessment by calling (317) 232-9050 or via email at [INassessments@doe.in.gov](mailto:INassessments@doe.in.gov).



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