

Arizona's Instrument to Measure Standards (AIMS HS)

Writing and Reading

Released Items

September 7, 2010

AIMS Reading Released Items for 2010

As part of Superintendent Tom Horne's ongoing efforts to improve the communication of academic expectations, the Arizona Department of Education is releasing High School writing, reading, and mathematics items to the public. This release is intended to provide students, parents, teachers, and the community with specific examples of the types of skills being assessed on the AIMS tests. The release is divided into a writing/reading form and a mathematics form, similar to the AIMS test.

Included in this release is a previous prompt and directions used in the AIMS assessments. Following the writing prompt are two reading passages, directions, and the items associated with each passage in the form of a mini-test. These passages and items are from the 2004, 2005, 2006, and 2009 AIMS administrations. The final section will contain the individual items with the correct answers and statistical information about each item.

The mathematics section consists of a mini-test with thirty items from the 2005 through 2009 AIMS administrations, followed by the individual items and their statistics.

The statistical information includes the:

- 1) Item identification number.
- 2) Correct answer.
- 3) Response probability (P-Value), which represents the percentage of students who answered the question correctly.
- 4) Rasch difficulty, which measures the difficulty of the item on a scale in which -3 indicates a very easy item and +3 indicates an extremely difficult item.
- 5) Point Biserial Correlation, which expresses the relationship between how students score on this item and how they score on the test as a whole. The higher the Point Biserial value, the greater the correlation between the scores for the item and the scores for the rest of the test.
- 6) Performance objective as the item aligns to the 2003 Reading Standard and the 2008 Mathematics Standard.
- 7) Distractor analysis, which shows the percentage of responses for each answer option.

The items are reproductions of the actual items as they appeared on the AIMS tests. If you have any questions, please contact Frank Brashear, Director of Test & Item Development, at (602) 542-5031.

WRITING

Writing

Directions:

Read the writing prompt below. Use the next page for your prewriting and planning. Then write your draft on pages 6 and 7.

Many insurance companies offer lower rates to young drivers who have passed a driver's education class. However, your school does not offer driver's education classes.

Write an editorial for the school newspaper stating and defending your position about a school-sponsored driver's education program.

Your editorial should include:

- An introduction, a body, and a conclusion.
- A clearly stated position.
- Specific, appropriate reasons.
- Persuasive word choice.

Remember to edit for spelling, grammar, punctuation, and capitalization.

Go On 

Writing

Directions:

Use the prewriting and planning space below for notes, lists, webs, outlines, and anything else that might help you plan your writing.

Prewriting and Planning

Go On 

Writing

Final Copy

Directions:

Now you are going to revise your draft. Read your draft, then use the questions in the Writer's Checklist as a guide to make your changes. Check each box if you can answer "yes" to that question.

Writer's Checklist

- Does my paper have a specific audience and a specific purpose?
- Does my paper contain a strong controlling idea?
- Does my paper stay on topic?
- Does my paper include specific and relevant details, reasons, and examples?
- Does my paper have an effective beginning, middle, and end?
- Does my paper progress in a logical order, and do my ideas flow smoothly?
- Does my paper contain interesting, audience-appropriate vocabulary?
- Does my paper contain sentences that are clear and varied in structure?
- Does my paper include effective use of paragraphing?
- Does my paper include correct grammar/usage, punctuation, capitalization, and spelling?

Directions:

For each box you did not check, make a change on your draft. Then write your final version in your answer document.

READING

Directions:

Read the letter. Then answer Numbers 1 through 6.

222 N. 2nd Street
Phoenix, AZ 85021
November 20, 2003

Mr. Bob Martin, Owner
Martin's T-Shirt Shop
2400 S. Dahlia
Denver, Colorado 80222

Dear Mr. Martin:

On August 3, our volleyball club ordered twenty-three shirts, style #3013 at a cost of \$9.17 each. We requested our school name on the front and each girl's name on the back. We also requested immediate shipment. Your catalog guaranteed that all silk screening would be completed within five days of a received order. Even though your pricing structure was slightly higher than other companies', we were impressed by your guarantee, believing it meant we would most certainly have our shirts before our first league home game.

We received confirmation of our order via email on August 10. However, by August 30, we still had not received our shirts. At that time, Coach Allen spoke with Jim Ericks, a representative from your company. Mr. Ericks stated that the shirts had, indeed, been completed in a timely fashion, but shipping problems has caused an unavoidable delay. He assured Coach Allen that the shirts would be sent out that same day.

Two more weeks passed, and we still did not receive our shirts. Coach Allen called again and spoke of terminating our order. Mr. Ericks assured her that the shipping problem had been an aberration, and though it had been difficult to resolve, our shirts would be arriving quickly.

Unfortunately, it is now November, and our season has ended. Thus, we no longer need the shirts. As our team treasurer, I am requesting a full refund.


In addition to reimbursing us, you need to examine the way you treat your customers. Our team was disappointed with the lack of service and continued rhetoric of broken promises. What you promised in your ads was certainly far different from what you did.

We will not order from your company again. Please remit a full refund immediately. We will send a copy of this letter to our district business office for further action if our refund is not received within the next two weeks.


Sincerely,

Sarah Schew

Sarah Schew
Volleyball Club Treasurer

Go On 

- 1** Based on the letter, the reader can determine that a problem that is an aberration is a problem that
- A** does not have a solution.
 - B** does not typically happen.
 - C** is not important.
 - D** occurs frequently.
- 2** What organizational structure does Sarah use **most** in this letter?
- A** chronological order
 - B** comparison and contrast
 - C** cause and effect
 - D** classification
- 3** In the fifth paragraph of the letter, Sarah uses the phrase “rhetoric of broken promises” to suggest that Mr. Ericks has
- A** offered alternatives.
 - B** made excuses rather than solve the problem.
 - C** ignored the problem.
 - D** referred the problem to Coach Allen.
- 4** Why did the volleyball club choose to order from Martin’s T-Shirt Shop?
- A** The company offers speedy delivery.
 - B** The company offers silk screening.
 - C** The company has the lowest price.
 - D** The company personalizes T-shirts.

Go On 

- 5** Why does Sarah tell Mr. Martin that she will send a copy of the letter to the district business office?
- A** to inform about where to send the reimbursement
 - B** to emphasize her importance at the school and on the team
 - C** to suggest that he direct all future questions to them
 - D** to show that the administration will be informed about the problem
- 6** How do the first two paragraphs of the letter strengthen Sarah's argument?
- A** by explaining why the club ordered from the company
 - B** by listing what actions the writer wants taken
 - C** by giving background information about the problem
 - D** by providing the original order data



Directions:

Read the announcement. Then answer Numbers 7 through 12.

**The Jefferson County School District's
Annual Underclassman Opportunities in Education Night
Tuesday, February 21 at 6 P.M.**

This is a unique event in which our students will meet representatives from technical and vocational schools, local community colleges, and public as well as private colleges and universities from around the country. We will host colleges and universities from as far away as New York and as close as our own backyard. Like last year, this year's Opportunities in Education Night brings together more than twelve different universities. Eight technical and vocational schools will be represented as well. So whether your interest is technical or professional certification or a baccalaureate degree, there will be some exciting alternatives for you to explore.

Who should attend?

All freshmen and sophomores in the JCSD are strongly encouraged to attend this special event. This session will provide information on a wide variety of educational options available to every student after high school graduation.

Current eighth-graders are also encouraged to attend this event. Those of you already planning your post-secondary education will benefit from knowing and understanding admission requirements before you select classes for your first year of high school. We can help you plan a high school program that will prepare you for the post-secondary program of your choice.

When and where does this happen?

This year's Opportunities in Education Night will be at 6 P.M., February 21, at Kennedy High School. This evening is comprised of an ongoing Information Fair and two breakout sessions.

Information Fair

6:00 P.M.–9:00 P.M. in the Gymnasium

Over twenty technical schools, colleges, and universities are participating, and this session will be open the entire evening. You will have access to displays, information booths, and representatives who will be ready to answer your questions.

Go On 

Breakout Sessions

Session One: 6:30 P.M.–7:15 P.M. Room B2	Session Two: 7:30 P.M.–8:15 P.M. Room B1
Mr. Roland Wolter JCSD Director of Testing	Ms. Jolene Guzman JCSD Director of Financial Aid
Mr. Wolter will give an overview of entrance-testing requirements and opportunities. He will explain how most institutions generally interpret test scores. A portion of this session is devoted to questions from the floor. Individual appointments can be arranged with Mr. Wolter after his presentation.	Ms. Guzman will draw upon her extensive experience in academic financial aid to discuss tuition and fees at specific schools. She will share information on the wide variety of financial assistance opportunities available to post-secondary applicants. Individual appointments can be arranged with Ms. Guzman after her presentation.

What do I bring?

If you are open to many possibilities, you will be inundated with brochures, pamphlets, and other handouts. Therefore, we suggest bringing at least a **folder with pockets**. You may even want to bring your book bag. Much of the session is hands-on, so you will want to have your hands free to comfortably browse the visiting schools’ information booths and literature.

How can I make the most of this evening?

Bring your friends, siblings, parents, or guardians. Planning, regardless of your goal, is not a simple task. It is to your advantage to have all the help you can get in interpreting the information you will receive. Ask your parents or guardians, your teachers or counselors, or anyone else you know who cares about your plans and your future.

Be on time. The counselors will lay important groundwork in the first session. Having that information will make your individual appointments more productive should you choose to meet with Mr. Wolter and/or Ms. Guzman in the future.

Browse the list of visiting institutions attached to this announcement. Determine ahead of time those schools from which you want more information. This will help you budget and focus your time during the evening. It is unlikely that you will have the time or the interest to visit every single display.

Review the materials you have collected. After attending this event, be sure to discuss the materials with your parents or guardians and friends. Take advantage of the counseling office at your school, look over the wide assortment of school, college, and university catalogs, and stay in close contact with your counselor.

Go On 

Do I need to think about this right now?

Planning for education beyond high school is not only important, it takes time. If you wait until your junior or senior year of high school to determine where you want to attend school, you decrease the number of options available to you. Yes, you do need to think about this right now.

Each school is unique, and admission to the best schools is highly competitive. Working hard in high school, earning good grades, and scoring well on tests does not guarantee that you will be admitted to the school of your choice. Applicants who have succeeded in a well-focused high school program have an advantage, and the goal of Opportunities in Education Night is to give that advantage to each JCSD graduate.

7 Why does the author repeat certain ideas throughout the announcement?

- A** to increase university enrollment
- B** to increase scholarship applications
- C** to encourage students to attend the event
- D** to encourage students to help at the event

8 According to the announcement, how can students decide which information booths to visit at the Information Fair?

- A** Check with their career counselors.
- B** Focus on classes in their senior year.
- C** Review the materials that they collect.
- D** Browse the list attached to the announcement.

Go On 

- 9** According to the announcement, how can students **best** learn about entrance requirements?
- A** collect pamphlets
 - B** listen to Mr. Wolter’s session
 - C** listen to Ms. Guzman
 - D** attend the Information Fair
- 10** The author uses bold print for the phrases **a folder with pockets**, **review the materials**, and **bring your friends** in order to
- A** create a wider variety of information
 - B** make the newsletter more interesting
 - C** enhance the layout of those paragraphs
 - D** emphasize the importance of each item
- 11** It is important for eighth-grade students to attend Opportunities in Education Night in order to
- A** gain early acceptance to a university.
 - B** select appropriate high school classes.
 - C** begin classes early at technical school.
 - D** discover high school counseling options.



Reading Item Data

- 1** Based on the letter, the reader can determine that a problem that is an aberration is a problem that
- A** does not have a solution.
 - B** does not typically happen.
 - C** is not important.
 - D** occurs frequently.

Item Number	Correct Answer	P-Value	Equated Rasch Value	Point Biserial Correlation	Distractor Analysis Percentage			
					Option A	Option B	Option C	Option D
3146928	B	0.78	-0.1354	0.44	9	78	3	10

2003 Reading Standard Alignment is **Strand 1 – Concept 4 – Performance Objective 2**

- 2** What organizational structure does Sarah use **most** in this letter?
- A** chronological order
 - B** comparison and contrast
 - C** cause and effect
 - D** classification

Item Number	Correct Answer	P-Value	Equated Rasch Value	Point Biserial Correlation	Distractor Analysis Percentage			
					Option A	Option B	Option C	Option D
3146930	A	0.49	1.3874	0.41	49	10	33	8

2003 Reading Standard Alignment is **Strand 1 – Concept 6 – Performance Objective 5**

- 3** In the fifth paragraph of the letter, Sarah uses the phrase “rhetoric of broken promises” to suggest that Mr. Ericks has
- A** offered alternatives.
 - B** made excuses rather than solve the problem.
 - C** ignored the problem.
 - D** referred the problem to Coach Allen.

Item Number	Correct Answer	P-Value	Equated Rasch Value	Point Biserial Correlation	Distractor Analysis Percentage			
					Option A	Option B	Option C	Option D
3146929	B	0.84	-0.6373	0.36	3	84	10	2

2003 Reading Standard Alignment is **Strand 1 – Concept 4 – Performance Objective 3**

- 4** Why did the volleyball club choose to order from Martin’s T-Shirt Shop?
- A** The company offers speedy delivery.
 - B** The company offers silk screening.
 - C** The company has the lowest price.
 - D** The company personalizes T-shirts.

Item Number	Correct Answer	P-Value	Equated Rasch Value	Point Biserial Correlation	Distractor Analysis Percentage			
					Option A	Option B	Option C	Option D
3146933	A	0.64	0.3174	0.41	64	23	6	7

2003 Reading Standard Alignment is **Strand 3 – Concept 1 – Performance Objective 3**

- 5** Why does Sarah tell Mr. Martin that she will send a copy of the letter to the district business office?
- A to inform about where to send the reimbursement
 - B to emphasize her importance at the school and on the team
 - C to suggest that he direct all future questions to them
 - D to show that the administration will be informed about the problem

Item Number	Correct Answer	P-Value	Equated Rasch Value	Point Biserial Correlation	Distractor Analysis Percentage			
					Option A	Option B	Option C	Option D
3146941	D	0.90	-1.2080	0.35	3	4	3	90

2003 Reading Standard Alignment is **Strand 3 – Concept 1 – Performance Objective 7**

- 6** How do the first two paragraphs of the letter strengthen Sarah’s argument?
- A by explaining why the club ordered from the company
 - B by listing what actions the writer wants taken
 - C by giving background information about the problem
 - D by providing the original order data

Item Number	Correct Answer	P-Value	Equated Rasch Value	Point Biserial Correlation	Distractor Analysis Percentage			
					Option A	Option B	Option C	Option D
3146940	C	0.55	0.8783	0.26	25	6	55	13

2003 Reading Standard Alignment is **Strand 3 – Concept 3 – Performance Objective 1**

7 Why does the author repeat certain ideas throughout the announcement?

- A to increase university enrollment
- B to increase scholarship applications
- C to encourage students to attend the event
- D to encourage students to help at the event

Item Number	Correct Answer	P-Value	Equated Rasch Value	Point Biserial Correlation	Distractor Analysis Percentage			
					Option A	Option B	Option C	Option D
3267269	C	0.87	-1.2009	0.46	5	5	87	3

2003 Reading Standard Alignment is **Strand 3 – Concept 3 – Performance Objective 2**

8 According to the announcement, how can students decide which information booths to visit at the Information Fair?

- A Check with their career counselors.
- B Focus on classes in their senior year.
- C Review the materials that they collect.
- D Browse the list attached to the announcement.

Item Number	Correct Answer	P-Value	Equated Rasch Value	Point Biserial Correlation	Distractor Analysis Percentage			
					Option A	Option B	Option C	Option D
3267259	D	0.51	0.9776	0.38	25	6	18	51

2003 Reading Standard Alignment is **Strand 3 – Concept 1 – Performance Objective 3**

9 According to the announcement, how can students **best** learn about entrance requirements?

- A collect pamphlets
- B listen to Mr. Wolter’s session
- C listen to Ms. Guzman
- D attend the Information Fair

Item Number	Correct Answer	P-Value	Equated Rasch Value	Point Biserial Correlation	Distractor Analysis Percentage			
					Option A	Option B	Option C	Option D
3267260	B	0.49	1.1629	0.36	11	49	7	33

2003 Reading Standard Alignment is **Strand 3 – Concept 1 – Performance Objective 3**

10 The author uses bold print for the phrases **a folder with pockets, review the materials, and bring your friends in order to**

- A create a wider variety of information
- B make the newsletter more interesting
- C enhance the layout of those paragraphs
- D emphasize the importance of each item

Item Number	Correct Answer	P-Value	Equated Rasch Value	Point Biserial Correlation	Distractor Analysis Percentage			
					Option A	Option B	Option C	Option D
3267270	D	0.81	-0.7547	0.51	8	5	6	81

2003 Reading Standard Alignment is **Strand 3 – Concept 1 – Performance Objective 7**

11 It is important for eighth-grade students to attend Opportunities in Education Night in order to

- A gain early acceptance to a university.
- B select appropriate high school classes.
- C begin classes early at technical school.
- D discover high school counseling options.

Item Number	Correct Answer	P-Value	Equated Rasch Value	Point Biserial Correlation	Distractor Analysis Percentage			
					Option A	Option B	Option C	Option D
3267266	B	0.79	-0.5430	0.42	9	79	5	6

2003 Reading Standard Alignment is **Strand 3 – Concept 1 – Performance Objective 3**