

Wyoming Reading 2011



Grade 8 Report

Item Map and Performance Snapshot

The National Assessment of Educational Progress (NAEP) uses both multiple choice and constructed-response test items to assess eighth graders' skills in two reading areas: Literary Texts and Informational Texts. Scale scores range from 0 to 500, wherein a 243 denotes NAEP's *Basic* achievement benchmark (i.e., approximately a "grade level" performance); 281 reflects *Proficient* results or competency on challenging material, and 323 is considered to be *Advanced*.

Wyoming and the Nation — Performance on Test Items

500

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361 Evaluate effectiveness of descriptive language and support with specific article references

	Extensive Answer	Essential	Partial	Incorrect	Omitted	Off-Task
WY	12	25	36	21	6	#
US	13	23	32	22	10	#

Advanced

326

323

323

315

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310

304

303

301

293

Locate and recognize a relevant fact in a highly detailed informative article

286

285

281

278

276 Recognize the main purpose of an informative article

276

273

263

255

254

243

242

239

230

202

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	Choice A	Choice B	Choice C	Choice D	Omitted
WY	5	54	28	13	#
US	6	59	24	9	#

Proficient

	Choice A	Choice B	Choice C	Choice D	Omitted
WY	65	20	4	10	1
US	64	19	10	7	1

Basic

- ▶ Note: The position of a question on the scale represents the scale score by students who had a 65 percent probability of successfully answering a constructed response question, or a 74 percent probability of correctly answering a four-option multiple-choice question.
- ▶ *Italic* type denotes a multiple-choice question. Regular type denotes a constructed-response question.
- ▶ # Rounds to zero. ‡ Reporting standards not met.
- ▶ SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Results are based on statistical tests which account for standard errors related to NAEP's sampling procedures.

For additional results and more information about Wyoming NAEP, please visit:

http://edu.wyoming.gov/Programs/statewide_assessment_system/naep.aspx

Wyoming Reading 2011



Grade 4 Report

Released Test Item Snapshot

The National Assessment of Educational Progress (NAEP) uses both multiple choice and constructed-response test items to assess fourth graders' skills in two reading areas: Literary Texts and Informational Texts. Scale scores range from 0 to 500, wherein a 208 denotes NAEP's *Basic* achievement benchmark (i.e., approximately a "grade level" performance); 238 reflects *Proficient* results or competency on challenging material, and 268 is considered to be *Advanced*.

Reading Passage: Women's Suffrage and the 19th Amendment *1920: Women Get the Vote*

by Sam Roberts

The 19th Amendment was ratified in 1920, after decades of campaigning by the women's suffrage movement.

When John Adams and his fellow patriots were mulling independence from England in the spring of 1776, Abigail Adams famously urged her husband to "remember the ladies and be more generous and favorable to them than your ancestors." Otherwise, she warned, "we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation."

That summer, the Declaration of Independence proclaimed that all men are created equal but said nothing of women's equality. It would take another 144 years before the U.S. Constitution was amended, giving women the right to vote in every state.

That 19th Amendment says simply: "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex." It took effect after a dramatic ratification battle in Tennessee in which a 24-year-old legislator cast the deciding vote.

The amendment was a long time coming. At various times, women could run for public office in some places, but could rarely vote. (As far back as 1776, New Jersey allowed women property owners to vote, but rescinded that right three decades later.)



Courtesy Library of Congress # LC-USZ62-50393

More than 20,000 marchers took part in this 1915 parade in New York City in support of women's suffrage.

"WOMANIFESTO"

The campaign for women's rights began in earnest in 1848 at a Women's Rights convention in Seneca Falls, N.Y., organized by 32-year-old Elizabeth Cady Stanton and other advocates. Stanton had drafted a "Womanifesto" patterned on the Declaration of Independence, but the one resolution that shocked even some of her supporters was a demand for equal voting rights, also known as universal suffrage. "I saw clearly," Stanton later recalled, "that the power to make the laws was the right through which all other rights could be secured."

Stanton was joined in her campaign by Susan B. Anthony, Sojourner Truth, Lucretia Mott, and other crusaders who would become icons of the women's movement. Some were militant. Many were met with verbal abuse and even violence. Already active in the antislavery movement and temperance campaigns (which urged abstinence from alcohol), women often enlisted in the fight for voting rights too.

WYOMING IS FIRST

They staged demonstrations, engaged in civil disobedience, began legal challenges, and pressed their case state by state. In 1869, the Wyoming Territory gave women the vote, with the first permanent suffrage law in the nation. ("It made sense that a place like Wyoming would embrace women's rights," Gail Collins of *The New York Times* wrote in her book *America's Women*. "With very few women around, there was no danger that they could impose their will on the male majority.")

In 1878, a constitutional amendment was introduced in Congress. The legislation languished for nine years. In 1887, the full Senate considered the amendment for the first time and defeated it by about 2-to-1.

But the suffrage movement was slowly gaining support. With more and more women graduating from high school, going to college, and working outside the home, many Americans began asking: Why couldn't women vote too?

Plenty of opposition existed, according to Collins: Democrats feared women would vote for more socially progressive Republicans. The liquor industry, afraid of prohibition, also opposed women's suffrage, as did many people in the South, where blacks had been largely disenfranchised since Reconstruction.

In 1918, after much cajoling and picketing by suffragists, President Woodrow Wilson changed his mind and backed the amendment. The next year, both houses of Congress voted to amend the Constitution. Suffrage advocates predicted quick ratification by the states. (By 1919, 28 states permitted women to vote, at least for President.) Within a little more than a year, 35 of the required 36 states had voted for ratification.

The last stand for anti-suffragists was in Tennessee in the summer of 1920. Their showdown in the State Legislature became known as the "War of the Roses." (Pro-amendment forces sported yellow roses; the antis wore red.)

After two roll calls, the vote was still tied, 48-48. On the third, Harry T. Burn, a Republican and at 24, the youngest member of the legislature, switched sides. He was wearing a red rose but voted for ratification because he had received a letter from his mother that read, in part: "Hurrah and vote for suffrage! Don't keep them in doubt!"

Burn said later: "I know that a mother's advice is always safest for her boy to follow and my mother wanted me to vote for ratification. I appreciated the fact that an opportunity such as seldom comes to mortal man—to free 17,000,000 women from political slavery—was mine."

GRADUAL CHANGE

In 1920, women across America had the right to vote in a presidential election. (In the South, black women and men would be kept off voter rolls in large numbers until 1965, after passage of the Voting Rights Act.)

But newly enfranchised women voted in much smaller numbers than men. "Women who were adults at that time had been socialized to believe that voting was socially inappropriate for women," says Susan J. Carroll, senior scholar at the Center for American Women and Politics.

The political and social change sought by suffragists came gradually and not without fits and starts. An Equal Rights Amendment, stipulating equal treatment of the sexes under the law, was passed by Congress and sent to the states in 1972, but later failed after being ratified by only 35 of the necessary 38 states.

In 1980, however, women surpassed men for the first time in turnout for a presidential election. Since then, there has also been a substantial rise in the number of women running for and holding political office.

From *THE NEW YORK TIMES UPFRONT* magazine September 5, 2005 issue.
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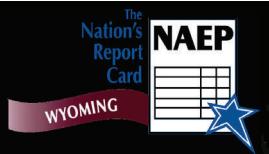
Released items for this passage include an extended constructed response and two multiple-choice (1, 2) questions.

Results are based on statistical tests which account for standard errors related to NAEP's sampling procedures.

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Evaluate effectiveness of descriptive language and support with specific article references

This test item measures eighth-graders' ability to evaluate the author's choice of words in 1920: Women Get the Vote in describing the women's suffrage movement and to support their evaluations with references from the article.

In describing the women's suffrage movement, the author uses such words as "battle," "militant," and "showdown." Do you think this is an effective way to describe the women's suffrage movement? Support your answer with two references to the article.

Extensive:

Yes I do think that it is an effective way to describe the women's Suffrage movement because it was a battle for them. They were having to participate in Civil disobedience to get their point across. Also it was militant because sometimes they were verbally abused and met with violence.

Student responses to this question were rated using four scoring levels—Extensive, Essential, Partial, and Unsatisfactory/Incorrect.

Scoring criteria for Extensive, Essential, and Partial responses are shown below:

Essential:

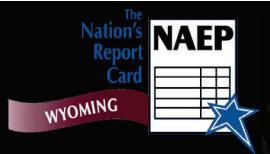
yes because the women were fighting very hard to get equal rights they said "we are determined to forment a rebellion and will not hold ourselves bound by laws in which we have no voice or representation".

Evaluate effectiveness of descriptive language and support with specific article references: Scoring guide

Extensive	Supported an evaluation of the language with two references from the article.
Essential	Supported an evaluation of the language with one reference from the article.
Partial	Either provided a text-based general opinion or explained what the language meant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

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Locate and recognize a relevant fact in a highly detailed informative article

This multiple-choice test item measures eighth-graders' performance in locating specific information about an aspect of the campaign for women's rights in the [1920: Women Get the Vote](#) article.

According to the article, what was most surprising about the "Womanifesto"?

- (A) It was written by Elizabeth Cady Stanton.
- (B) It called for equal voting rights for men and women.
- (C) It was based on the Declaration of Independence.
- (D) It had such a large number of resolutions.

	Choice A	Choice B	Choice C	Choice D	Omitted
WY	5	54	28	13	#
US	6	59	24	9	#

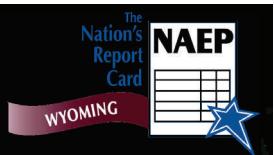
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2011 Reading Assessment.

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Recognize the main purpose of an informative article

This multiple-choice test item measures eighth-graders' performance in integrating and interpreting the information they have read about the campaign for women's rights in the [1920: Women Get the Vote](#) article.

What is the main purpose of the article?

- (A) To describe the events leading to the passage of the 19th Amendment
- (B) To identify the states that first supported women's voting rights
- (C) To discuss the most important leaders of the suffragist movement in the 1800s
- (D) To explain why the Equal Rights Amendment has not been ratified

	Choice A	Choice B	Choice C	Choice D	Omitted
WY	65	20	4	10	1
US	64	19	10	7	1

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2011 Reading Assessment.