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### Wyoming and the Nation — Performance on Test Items

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<th>Item Map and Performance Snapshot</th>
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#### Wyoming and the Nation — Performance on Test Items

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### Note

- **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), 2009 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](http://edu.wyoming.gov/Programs/statewide_assessment_system/naep.aspx).
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**Release Test Item 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.

**Alligator Poem**

_by Mary Oliver_

I knelt down
at the edge of the water,
and if the white birds standing
in the tops of the trees whistled any warning
I didn’t understand,
I drank up to the very moment it came
crashing toward me,
itself flailing
like a bundle of swords,
slashing the grass,
and the inside of its cradle-shaped mouth
gaping,
and rimmed with teeth—
and that’s how I almost died
of foolishness
in beautiful Florida.
But I didn’t.
I leaped aside, and fell,
and it streamed past me, crushing everything in its path
as it swept down to the water
and threw itself in,
and, in the end,
this isn’t a poem about foolishness
but about how I rose from the ground
and saw the world as if for the second time,
the way it really is.
The water, that circle of shattered glass,
healed itself with a slow whisper
and lay back
with the backlit light of polished steel,
and the birds, in the endless waterfalls of the trees,
shook open the snowy pleats of their wings, and drifted away
while, for a keepsake, and to steady myself,
I reached out,
I picked the wild flowers from the grass around me—
blue stars
and blood-red trumpets
on long green stems—
for hours in my trembling hands they glittered
like fire.

**Describe event and explain causal relation in narrative poem**

This test item measures eighth-graders’ performance in interpreting a first-person narrative poem.  

- 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.

**SAMPLE QUESTION:**
Describe what happens to the speaker of the poem and explain what this experience makes the speaker realize.

**Extensive Response:**
The speaker is drinking water from a river, and an alligator comes up behind the speaker at full speed, but the speaker jumps out of the way just in time. She instantly realizes that although nature can be deadly, it is also beautiful.

**Essential Response:**
The speaker is attacked by an alligator and barely survives, so after the speaker starts seeing the world in a better way.

**Describe event and explain causal relation in narrative poem: Scoring guide**

<table>
<thead>
<tr>
<th>Score Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Extensive</td>
<td>Described both what happens to the speaker in the poem and interpreted what the speaker realizes from the experience.</td>
</tr>
<tr>
<td>Essential</td>
<td>Described what happens to the speaker and generalized about what the speaker realizes, or interpreted what the speaker realizes without describing what happen to her.</td>
</tr>
<tr>
<td>Partial</td>
<td>Either described something that happens in the poem, or provided text-based generalizations about the speaker.</td>
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</tbody>
</table>


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Wyoming
Reading 2009

Grade 8 Report

Released Test Item Snapshot

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Recognize that poetic lines indicate a change in what the poem describes

Alligator Poem

by Mary Oliver

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From New and Selected Poems: Volume One
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Sample Question:

On page 3, the speaker says:
“and, in the end,
this isn’t a poem about foolishness”

What is the purpose of these lines in relation to the rest of the poem?

☐ To signal a turning point in the poem
☐ To emphasize the speaker’s confusion
☐ To focus the reader on the first part of the poem
☐ To show the speaker was embarrassed

<table>
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<tr>
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