

**PASSAGE 1**

Read the following editorials about cell phones in schools. Then answer questions 1–9 in your answer booklet.

## Cell Phones in Schools

### Student Editorial

If schools don't want to remain in the Dark Ages, they have to allow students to bring cell phones to our classes. They have become an essential part of our lives, and almost everyone has one or wants one.

If for no other reason, we need to have cell phones with us for safety. Our parents want us to have them so that if anything happens, we can get in touch with them right away. I read that my favorite teen actress, Sara Jackson Milford, carries a cell phone to her school so that she can call her home or her agent whenever she wants. My mom says that she has more peace of mind because she knows that I can call her whenever I need her.

Parents call us on cell phones for little everyday things, too, like reminding us of a dental appointment or a piano lesson, or telling us about a change in plans. Without our cell phones, they would have to call and bother someone in the school office to get a message to us. Or we just wouldn't know and would miss the appointment or lesson, or find out about a change in plans after riding the bus home instead of waiting to be picked up at school. Cell phones simplify things for everyone.

Cell phones that can take pictures are helpful, too. You can use them for class, for photo essays and things like that. They are even being used to help solve crimes. In Australia, neighborhood watch groups are using cell phones in policing their communities. In Japan, people can send pictures directly to the police. Having cell phones in school could help cut down on vandalism or other inappropriate behavior as any student could click a picture of the culprit and share it with the principal or the authorities.

The students at one high school in Florida helped to convince state legislators to change the law that banned cell phones in schools. Now individual school districts set their own policies. At this Florida high school, students can have cell phones at school, but they have to be turned off and kept in their lockers. Still, they get to have them there so that they can use them as soon as school is out. The principal said that most of the 1,700 students there have cell phones.

There's no point in sticking our heads in the sand. The world is changing quickly, and our school policies need to change to keep up with them. Cell phones are just a fact of life. They aren't going away.

## School Representative Editorial

Our school district policy has forbidden cell phones and pagers from the time they first began to appear on our campuses. Originally we feared that they might be used for inappropriate activities. Today the picture has changed, and cell phones are much more commonly used. But that does not mean students can use their cell phones whenever and wherever they like. For their own good, students need to comply with school policy.

Think about the last time you were in a theater and someone's cell phone rang. It is very annoying to have an evening's entertainment interrupted by someone's thoughtlessness. Now, imagine a classroom in which someone's cell phone suddenly rings in the middle of a discussion or a test. It is even more disruptive in such a situation. Students insist that they would remember to turn them off for class, but we know that would not work. Parents need only consider how forgetful young people can be to know that probably more than one cell phone would be ringing during class time. I have children of my own, and I realize that there are both advantages and disadvantages to having cell phones at school. It is my sincere belief that the disadvantages outweigh the advantages.

If a crisis, such as a fire, were to occur at school, cell phones in the hands of hundreds of students would not help the situation. In fact, it would hurt. Rescue workers might be prevented from receiving the call for help as too many calls would flood the available phone lines. Also, parents receiving calls could quickly flood the area, getting in the way of firefighters and rescue workers. Just

having so many calls being made could also overload cell phone systems and interrupt communication among emergency workers.

Unfortunately, cell phones can also be used for less acceptable reasons than communicating with parents. Text messaging allows students to communicate silently during a test, offering a new form of distraction. Also, phones that snap pictures can be used to invade the privacy of others in a number of unpleasant ways. Adults cannot be present in every corner of a school monitoring the students' use of cell phones.

Our policy has been developed with the well-being of the students in mind. Providing a learning environment that is as peaceful and secure as possible is our goal. Cell phones interfere with creating such an environment.

## READING

### MULTIPLE-CHOICE ITEMS

#### A.2.4.1

1. In the student's editorial, what is the main idea of the third paragraph?
- A Cell phones can help students keep appointments.
  - B Cell phones make it easier for parents to contact students.
  - C Students often have appointments like piano lessons after school.
  - D Parents have to call the school office to send messages to students.

#### B.3.2.1

2. What is the main reason information about Sara Jackson Milford is included in the student's editorial?
- A She presents an opposing viewpoint.
  - B She distracts the readers from the issue.
  - C She is a familiar person to teenage readers.
  - D She knows most students agree on the issue.

#### B.3.3.1

3. How is the student's editorial organized?
- A by describing the process of parents getting cell phones for their children
  - B by telling the reasons for and positive effects of cell phone usage
  - C by presenting a problem concerning cell phones and how it can be solved
  - D by including questions about cell phone usage in school followed by answers

#### A.2.2.2

4. In the school representative's editorial, what does the phrase comply with mean?
- A follow
  - B memorize
  - C enjoy
  - D understand

## READING

### B.3.1.1

5. Read the sentence from the school representative's editorial.

"Students insist that they would remember to turn them off for class, but we know that would not work."

What is a weakness of the school representative's opinion?

- A The school representative is too critical of cell phones.
- B The school representative makes an assumption that is not always true.
- C The school representative lacks a clear understanding of students.
- D The school representative thinks that cell phones are unnecessary.

### B.1.2.1

6. What does the use of first person point of view in **each** editorial help convey?

- A individual beliefs about cell phone use in schools
- B how cell phones aid communities
- C why cell phones are disruptive at school
- D facts about using cell phones in schools

### B.1.2.1

7. Which statement from the editorials shows that one of the authors recognizes **both** sides of the argument?

- A The student states, "If for no other reason, we need to have cell phones with us for safety."
- B The school representative states, "Our school district policy has forbidden cell phones and pagers from the time they first began to appear on our campuses."
- C The student states, "If schools don't want to remain in the Dark Ages, they have to allow students to bring cell phones to our classes."
- D The school representative states, "Unfortunately, cell phones can also be used for less acceptable reasons than communicating with parents."

## READING

### B.1.2.1

8. What is the purpose of **both** editorials?
- A to describe how schools handle cell phone use
  - B to explain how cell phones contribute to the learning environment
  - C to tell about the cell phone experiences of the authors
  - D to present a viewpoint about cell phones in school

### B.1.2.1

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[illegible]

## READING

### ITEM-SPECIFIC SCORING GUIDELINE

#### Item #9

This item will be reported under Category B, Interpretation and Analysis of Fictional and Nonfictional Text.

#### Assessment Anchor:

B.1 Understand components within and between texts.

#### Specific Eligible Content addressed by this item:

B.1.2.1 Interpret, compare, describe, analyze, and/or evaluate connections between texts.

#### Scoring Guide:

Score	In response to this item, the student—
3	demonstrates complete knowledge of making connections between texts by giving a word or phrase that describes both the student and the school representative and by using at least one example from each editorial to explain the response.
2	demonstrates complete knowledge of making connections between texts by giving a word or phrase that describes both the student and the school representative. (Example: Student gives one example from each editorial to imply a description of both the student and the school representative without explicitly stating a word or phrase.)
1	demonstrates incomplete knowledge of making connections between texts by giving a word or phrase that describes both the student and the school representative. (Example: Student gives a word or phrase that describes both the student and the school representative without using examples from the editorials.
0	gives a response that provides insufficient material for scoring or is inaccurate in all aspects.
Non-scorable	BLK (blank)... No response or written refusal to respond or response too brief to determine response OT.....Off task/topic LOE..... Response in a language other than English IL..... Illegible

#### Example—Top Scoring Response (3 Points):

Description and Examples
The student and school representative are both thoughtful, but in different ways. The school representative does not want cell phones to interrupt classes and also believes that calls made from cell phones during a crisis would interfere with emergency workers. The student wants to be able to contact parents at any time.

## READING

### OPEN-ENDED ITEM RESPONSES

#### B.1.2.1 Response Score: 3

9. Give a word or phrase that describes **both** the student and the school representative. Use at least one example from **each** editorial to explain your response.

Persuasive, the student because it tells what good use cell phones are. Like if we have a change of plans we don't know about. Our parents can just call us on our cells. Now for the school representative he or she is also persuasive because the article tells how dangerous cell phones and pagers can be. They can disrupt tests, class, and all kinds of stuff. That is the word I picked for the student and the school representative.

The student has given a complete answer to the task by giving a word or phrase that describes both the student and the school representative ("persuasive") and by using at least one example from each editorial ("Like if we have a change of plans we don't know about. Our parents can just call us on our cells" and "They can disrupt tests, class, and all kinds of stuff") to explain the response.



## READING

### B.1.2.1 Response Score: 2

9. Give a word or phrase that describes **both** the student and the school representative. Use at least one example from **each** editorial to explain your response.

A word or phrases that would describe the student and representative would be understanding. The representative is understanding because . . . they know reasons why cellphones can be a distraction, like when taking tests or something. The students know good advantages and disadvantages to having a cellphone at school.

The student has given a partial answer to the task by giving a word or phrase (“understanding”) that describes both the student and the school representative and by using an example from one editorial (“they [the representative] know reasons why cellphones can be a distraction, like when taking tests or something”) to explain the response. In addition, although the first essay does mention advantages of having a cell phone at school, disadvantages are not mentioned. No concrete examples from the first essay are given.

## READING

### B.1.2.1 Response Score: 2

9. Give a word or phrase that describes **both** the student and the school representative. Use at least one example from **each** editorial to explain your response.

The student talking makes a really good point. If kids need to get a hold of their parents they could ~~you~~ use cell phones. But on the other hand if kids have pic. phones they could use them for inapropriate uses. The school Rep. makes a good point too the cell phones should be allowed just put in a locker and turned off. I think that all schools should ~~also~~ allow cell phones. But there are good reasons why they shouldn't. If ppl called a fire department if there was a fire it would be a total mess.

The student has given a partial answer to the task by using at least one example from each editorial ("If kids need to get a hold of their parents they could use cell phones" and "If ppl called a fire department if there was a fire it would be a total mess") to imply a description of both the student and the school representative without explicitly stating a word or phrase.

## READING

**B.1.2.1 Response Score: 1**

9. Give a word or phrase that describes **both** the student and the school representative. Use at least one example from **each** editorial to explain your response.

In one sentence the student stated that cellphones are useful tools for safety. That statement is true.

The student has given an incomplete answer to the task by using an example from one editorial ("the student stated that cellphones are useful tools for safety") to imply a description of the student without explicitly stating a word or phrase.

## READING

### B.1.2.1 Response Score: 1

9. Give a word or phrase that describes **both** the student and the school representative.  
Use at least one example from **each** editorial to explain your response.

I think a word or phrase that describes both the student and the school representative is impossible because They anit going to change there minds so the student can stop fitthng with the school representative.

The student has given an incomplete answer to the task by giving a word or phrase ("impossibble because They anit going to change there minds") that describes both the student and the school representative without using any examples from the editorials to explain the response.

## READING

**B.1.2.1 Response Score: 0**

9. Give a word or phrase that describes **both** the student and the school representative. Use at least one example from **each** editorial to explain your response.

The word I chose was cell phone  
the reason I chose cell phone was the  
passage is about cell phones in school  
so I chose cell phone. I think people  
should be able to have cell phones in school  
But they shouldn't be heard or seen But  
what if your cell phone gets broken  
or stolen is it the school's fault that's  
why I think that students can bring  
cell phones to school - & there is a risk  
For example a student should have  
to have a permission slip signed  
by a parent to get to bring his or her  
cell phone to school

The student's response is irrelevant to the task.