

ALASKA LEGISLATURE COMMITTEE FILES, 2003-2004 8672

11132 SENATE HEALTH, EDUCATION & SOCIAL SERVICES

Subject: RE: CDC link
Date: Fri, 16 Apr 2004 12:10:46 -0800
From: "Santarosa, Michael" <msantarosa@sj-alaska.edu>
To: 'Paula Cadiente' <Paula_Cadiente@legis.state.ak.us>

Thanks Paula,

The information you sent is helpful. I think the easiest way for us to get the word out is to recommend vaccinations on our medical form for residents which we can do voluntarily. The information from the CDC indicates that about 260-390 cases of the disease occur in death each year in our country presumably most of which are people under 1 year of age. To put this in context, there are over 15 million college students in our country.

Would you pass along the concern to Senator Elton that I have for section 2d that suggests that colleges could be liable for civil damages if notice to students cannot be reasonably proved by the institution. College and university administrators are typically doing all they can to help students be healthy and avoid all kinds of disease, injury and death. Fodder for litigation towards people and institutions acting in good faith, in my opinion, does not serve the common good.

Sincerely,

Mike Santarosa
Dean of Student Life
Sheldon Jackson College

-----Original Message-----

From: Paula Cadiente [mailto:Paula_Cadiente@legis.state.ak.us]
Sent: Friday, April 16, 2004 11:36 AM
To: msantarosa@sj-alaska.edu
Subject: CDC link

Mike

Here is the link to the CDC handout on meningococcal meningitis. It doesn't recommend the vaccine, but states that college students may choose to be vaccinated.

<http://www.cdc.gov/nip/publications/VIS/vis-mening.pdf>

Alaska Pacific University sends out an Emergency Medical and Contact Information form strongly encouraging and recommending immunizations for MMR, DPT, Chicken Pox, TB, Hep A and B, and Meningitis Vaccine.

--
Paula Cadiente, Staff
Senator Kim Elton

**SENATE COMMITTEE REPORT
First Committee of Referral**

DATE: 1/12/04

FURTHER:

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED
IN TO OFFICE: 4.16.04

Health, Education and Social Services Committee considered

SENATE BILL NO. 243

SB 243 POSTSECONDARY STUDENT IMMUNIZATION

"An Act relating to immunization of postsecondary students for meningitis; and providing for an effective date."

and recommends:

- be replaced with _____ CS _____ (_____)
- adopt previous _____ CS _____ (_____)
- attached amendment(s)
- adopt Letter of Intent by _____ Committee
- further referral to _____ Committee

| | |
|--------------------------|--------------------------|
| Senate Bill: | |
| <input type="checkbox"/> | Same Title |
| <input type="checkbox"/> | New Title |
| House Bill: | |
| <input type="checkbox"/> | Same Title |
| <input type="checkbox"/> | Technical Title Change |
| <input type="checkbox"/> | New Title w/ SCR # _____ |

NEW FISCAL NOTE(S):

| Department | Date | Fiscal | Indet. | Zero | FN# |
|------------|------|--------|--------|------|-----|
| EED | 4/02 | | | ✓ | |
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PREVIOUS FISCAL NOTE(S):

| Department | Date | Fiscal | Indet. | Zero | FN# |
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APPROPRIATION - no fiscal note

| SIGNATURES AND RECOMMENDATIONS: | DO PASS | DO NOT PASS | NO REC | AMEND |
|---------------------------------|---------|-------------|--------|-------|
| <i>[Signature]</i> | ✓ | | | |
| <i>Betty Davis</i> | ✓ | | | |
| | | | | |
| | | | | |
| CHAIR: <i>[Signature]</i> | ✓ | | | |

SB

248

ALASKA STATE LEGISLATURE



SENATOR GRETCHEN GUESS

Memorandum

Date: January 14, 2004

To: Senator Fred Dyson
Chair Health, Education, and Social Services Committee

From: Senator Gretchen Guess 

Re: Hearing Request

Please consider this a formal request for a hearing of Senate Bill 248, "*An act relating to secondary school competency examinations and diplomas; and providing for an effective date.*" This bill offers an alternative approach to the high stakes testing with the High School Qualifying Exam (HSQE).

If you have any questions regarding SB 248 please feel free to contact me or my aide Wayne Leighty at x2435.

Thank you very much for your consideration.



ALASKA STATE LEGISLATURE
SENATOR GRETCHEN GUESS

Sponsor Statement

SB 248 : "An Act relating to secondary school competency examinations and diplomas; and providing for an effective date."

SB 248 offers an alternative approach to the current statute regarding the High School Qualifying Exam (HSQE). The intent of SB 248 is to preserve the HSQE as a student, school, and district evaluation tool while not making it an initial barrier to high school graduation.

SB 248 keeps the current focus of the HSQE the same.

- SB 248 will continue to mandate HSQE for all students.
- SB 248 will continue to mandate annual retesting of students who don't pass the HSQE.
- SB 248 will continue to mandate the HSQE as part of our state and federal accountability system by being part of school designators and the school report cards.

Where SB 248 differs from the current statute is on the "high stakes" nature of the HSQE. SB 248 will not prohibit students from receiving a diploma if a student does not pass one or more of the HSQE exams (reading, English, and mathematics); rather, it will mandate recording the results (pass/fail) on a student's permanent record (format to be determined in regulation). It is a concept referred to often as a "differential diploma."

SB 248 does recognize, however, the importance of local control and explicitly states a district may require passage of the exams for a diploma as a local requirement.

With this approach, students are recognized for passing their high school classes, which cover not only reading, writing, and mathematics, but also social studies, science, and often more local requirements. Additionally, students are held accountable for passing the HSQE: their HSQE results will be part of their permanent record so future employers and/or higher education institutions can see individual proficiencies and improvement areas as indicated by the HSQE.

The HSQE along with the state and federal accountability systems has refocused our educational system for the better. I believe the questions for the legislature are whether our accountability system must have a high stakes test to ensure quality education and whether we know if a student does not pass the test the student does not know the standards.

Thank you for your consideration.



ALASKA STATE LEGISLATURE
SENATOR GRETCHEN GUESS

SB 248: Sectional

"An Act relating to secondary school competency examinations, graduation requirements, and diplomas; and providing for an effective date."

Section 1: School districts shall implement a High School Qualifying Exam (HSQE) in the areas of reading, English, and mathematics for all students. School districts have the option of making the HSQE a local requirement for graduation.

Section 2: Students are mandated to retake at least annually the sections of the HSQE they previously failed. Students who pass previous portions may not retake those sections of the exam. Students with a disability may not have to retake the HSQE if their individualized education program (IEP) team recommends against it.

[This section is compliant with the Federal No Child Left Behind legislation which mandates every student take all examinations.]

Section 3: Students with disabilities may complete an alternative assessment program rather than the standard HSQE if it is required by the student's IEP or the education plan developed for the student under Federal Law AND either the student does not pass the HSQE, has a severe cognitive disability, OR is found ineligible for the exam by the IEP team.

The alternative assessment program must conform to state performance standards and scores to the maximum extent possible, must be approved by the Department of Education, and may include adjustment of passing scores on the HSQE.

[This section is in accordance with Federal Law and will be enforced to the extent allowed by Federal Law.]

Section 4: The pass-or-fail results of the HSQE will become part of each student's permanent record. The Board of Education will determine the permanent record in regulation.

[Permanent record is defined broadly to allow the Board latitude to adapt implementation to changing Federal Law and to privacy issues without the need to revise statute.]

Section 5: Deletes the waiver information from the mandatory reporting since no waivers will be needed under this bill.

Section 6: Deletes the waiver process from the board's duties since no waivers will be needed under this bill.

Section 7: States an effective date of February 1, 2004 if passed by then because this date is when the current statute goes into effect. States this act will take effect immediately if passed after February 1, 2004.

ALASKA STATE LEGISLATURE



SENATOR GRETCHEN GUESS

Memorandum

Date: February 16, 2004

To: Senator Fred Dyson
Chair Health, Education, and Social Services Committee

From: Senator Gretchen Guess

Re: Hearing Request

Please consider this a formal request for a hearing of the Sponsor Substitute for Senate Bill 248, *"An act relating to secondary school competency examinations, graduation requirements, and diplomas; and providing for an effective date."* This bill augments the High School Qualifying Exam (HSQE) with a portfolio process.

If you have any questions regarding the Sponsor Substitute for SB 248 please feel free to contact me or my aide Wayne Leighty at x2435.

Thank you very much for your consideration.



ALASKA STATE LEGISLATURE
SENATOR GRETCHEN GUESS

Sponsor Statement

Sponsor Substitute SB 248:

"An Act relating to secondary school competency examinations, graduation requirements, and diplomas; and providing for an effective date."

The purpose of the Sponsor Substitute of SB 248 (SS SB248) is two-fold: ensure we have a high stakes exam minimizing the "false negatives" and clarify the legislative intent regarding severe cognitively disabled students.

SS SB 248 requires severe cognitively disabled students (as defined by the state) to be waived from the HSQE; district will set forth these students' graduation requirements.

SS SB 248 puts in place two methods for students (from here on to mean all students without severe cognitive disabilities) to demonstrate they know the material set forth in state standards before they are eligible for a high school diploma.

1. Students pass the Alaska HSQE. Students may retake portions of the test they have failed in perpetuity, even after leaving the public school system.
2. Students demonstrate they know the material through a portfolio process in their senior year. This process will be the same for all students, and is only for sections of the HSQE failed by the student. A student must provide to their principal a portfolio of material demonstrating the following.
 - A 95 percent attendance rate (as defined by the local district and excludes excused absences).
 - A 2.0 GPA in all courses required for graduation.
 - Proof the student will meet the applicable state and district requirements for graduation.
 - Proof the student has attempted and failed the exam in the portfolio area(s).
 - Proof the student completed available remediation in the failed subject area(s).
 - Letter(s) from the student's teacher(s) of record in the subject area(s) failed stating the student knows the material required by the exam.
 - Supporting documentation regarding student's competency in the area(s) failed (e.g., other test results, papers, et al).

The student's school principal reviews the portfolio and signs off certifying the information is valid to their knowledge, and the principal has found the student meets the competency standards on the HSQE.

The principal sends the superintendent the portfolio, and the superintendent signs off certifying the information is valid to their knowledge, and the superintendent believes the documentation proves the student knows the material.

The superintendent sends the portfolio to a state panel of three members (Commissioner, Board Member, at-large member) for their review and final approval.

The only modifications allowed to the portfolio by an Individual Education Plan (IEP) team are those regarding attendance (because of chronically ill students).

Given this year's deadline, a phase-in for the legislation is necessary allowing students in the class of 2004 to have one year to submit their portfolio, and students in the class of 2005 to have up to six months after graduation to submit their portfolio. Starting in 2006, a student must submit their portfolio during their senior year.

This sponsor substitutes attempts to improve, but keep the intent, of the current HSQE system. The appeals systems in this bill follows a similar system in the state of Indiana; their system has been very successful in ensuring an alternative means by which students can demonstrate proficiency.

Thank you for your consideration.



ALASKA STATE LEGISLATURE
SENATOR GRETCHEN GUESS

SSSB 248: Sectional

"An Act relating to secondary school competency examinations, graduation requirements, and diplomas; and providing for an effective date."

- Section 1:** Students must do one of the following three things to be eligible for their high school diploma: (1) pass all three sections of the High School Qualifying Exam (HSQE); (2) demonstrate mastery of the material on the HSQE through a portfolio process; or, (3) receive a waiver from the exam. Students with severe cognitive disability will receive a waiver.
- Section 2:** Students are mandated to retake annually the sections of the HSQE they previously failed. Students who pass previous portions may not retake those sections of the exam. Students with a disability may not have to retake the HSQE if their individualized education program (IEP) team recommends against it. A student in their senior year who initiates the portfolio process may choose to retake failed sections of the HSQE or not.
- Section 3:** Students with disabilities may take the HSQE with the accommodation(s) specified in their Individual Education Plan (IEP) (or approved by the Department) and may receive modifications to the attendance-based requirements of the appeals process if specified in their IEP (or approved by the Department).
- Section 4 (h):** A student who fails part or all of the HSQE may complete a portfolio process described here in lieu of the HSQE. This process requires a student to submit a portfolio between October 1 and February 1 of their senior year with the following information.
- Proof the student has a 95 percent attendance rate in secondary school, excluding excused absences.
 - Proof the student has attempted and failed all or part of the HSQE at least once.
 - Proof the student has completed remedial programs if available to the student in the area(s) of the HSQE that were not passed.
 - A written letter from at least one of the student's teachers of record in the subject area(s) that the student failed stating the student has acquired the necessary skills that are included in the HSQE.

- Proof the student has maintained a "C" average or above in all completed courses required to graduate.
- Proof the student will meet the applicable state and district requirements for graduation;
- Documentation demonstrating the student's competency in the area(s) of the HSQE the student failed to pass.

Section 4(i): The portfolio goes through three approval processes.

- The principal of the student must review the portfolio to ensure compliance and must make a finding that the student does or does not meet the competency standards. If the principal finds the student is in compliance and meets these standards, the principal submits the portfolio to the superintendent.
- The superintendent must review the portfolio to ensure compliance and must make a finding that the student does or does not meet the competency standards. If the superintendent finds the student is in compliance and meets these standards, the superintendent submits the portfolio to the state.
- A state review board will be established in the Department of Education and Early Development. This Board will consist of the Department commissioner, one member of the Board of Education and Early Development appointed by the chair of the board, and one at-large member appointed by the Governor. The review board will issue final approval or rejection of all submitted portfolios before May 1 of each year. These reviews and the findings will be confidential.

Section 5: Adds students with severe cognitive disabilities to the waiver regulations.

Section 6: Repeals the Department responsibility for creation of an alternative assessment since it is no longer necessary with the portfolio process enacted in this legislation.

Section 7: A transitional time frame for students in the classes of 2004 and 2005, given the timing of these changes. It allows the class of 2004 to have one year to submit a portfolio and the class of 2005 to have an extra six months to submit a portfolio. It also requires a final decision from the state review board within six months of submission.

Section 8: Given the time factors involved with the exam, this section requires The Department of Education and Early Development to proceed immediately to adopt regulations to implement this legislation.

Section 9: Immediate effective date since this legislation will affect the graduating class of 2004.

| TEACHER'S USE ONLY | |
|--------------------------------|-------------|
| Fill in <u>all</u> that apply. | |
| <input type="radio"/> 1 | Reading |
| <input type="radio"/> 2 | ① ② ③ ④ ⑤ |
| <input type="radio"/> 3 | |
| <input type="radio"/> 4 | Writing |
| <input type="radio"/> 5 | ① ② ③ ④ ⑤ |
| <input type="radio"/> 6 | |
| <input type="radio"/> 7 | Mathematics |
| <input type="radio"/> 8 | ① ② ③ ④ ⑤ |
| <input type="radio"/> 9 | |
| <input type="radio"/> 10 | |

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Photograph of waffle iron by CTB/McGraw-Hill LLC editors.



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Reading

Directions

Use the passage and the diagram below to do Sample A.

Sample Passage

In both men's and women's basketball competition, a basic defense is the *zone* defense. In this strategy, a defensive player stays in his/her own zone or area and tries to maintain a position between the basket and any offensive player who enters that zone. An offensive player can move all over the court.

Sample A

Look at the diagram. If the players in black uniforms are constantly moving from one zone to another, they are probably

Zone Defense



- offensive players who are leaving the game
- defensive players trying to block their opponents' shots
- offensive players who are maneuvering for a shot at the basket
- defensive players trying to confuse the offensive team

Sample B

Use the passage, the diagram, and Sample A to answer the following questions.

Who are the players in white uniforms? _____

What are the players in white uniforms doing? _____

READING

Directions

This excerpt from *The Dog Who Wouldn't Be* by Farley Mowat is about two boys who help a teacher find owls to photograph. In doing so, the narrator learns a great deal about owls. Read the excerpt. Then do Numbers 1 through 7.

Looking for Owls

Excerpt from *The Dog Who Wouldn't Be* by Farley Mowat

The natural-science teacher at my school was a keen wildlife photographer and it was his great ambition to take a series of pictures of a great horned owl. He enlisted my aid to discover a nest. This was a mission after my own heart, and as soon as the snows passed in the following spring, I began my search, in company with Bruce Billings, a youngster of my own age and inclinations.

Every weekend Bruce and I would pack our haversacks¹ and tramp the poplar bluffs looking for owls. At night we would build a lean-to shelter, or "wickiup," out of branches. Then we would make our supper fire and cook a meal of bacon and eggs and tea. As darkness came down we would lie on the new-greening grass and listen to the prairie sing. From far off would come the yelping of a coyote, answered and echoed by others, and dying away at last into a distance beyond hearing. From the sloughs the frogs would babble, and the shrill piping of night-migrating sandpipers would come on the dark wind. Sometimes we were stirred by the reverberating cry of sandhill cranes so high above us that when they crossed the moon's face, they were no more than midges.²

But our ears were not really tuned to these voices. We were listening for the gruff "hoo-hoo-hoo" of horned owls, and when at last one of them would call, we would lay sticks upon the ground, pointing toward the sound.

With the first pallid dawn we would be awake, damp with the dew, and eager for the warmth of the breakfast fire. Later we would take our bearings from the direction the sticks pointed and, with Mutt romping ahead as an advance guard, would begin searching every poplar bluff along the indicated line of march.

It was always a long search, but never tedious. Every bluff had its occupants and if they were not the ones we sought, they were fascinating in themselves. Along the edges of the copses,³ wood gophers would chuckle fearlessly at us, for they seem to have a liking for man, and do not flee him as do their saffron⁴-colored brothers of the open plains. Within each bluff itself there would usually be at least one large nest high in the poplars. Often it was a crow's home, and the raucous scolding of the owners would follow us for miles. Sometimes it was the immense, roofed nest of a pair of magpies. Sometimes it was an old crow's nest now occupied by long-eared owls whose sly, cat faces would peer at us nervously as we walked by. Sometimes the nest would belong to a pigeon hawk, the trimmest of the little falcons; or to a pair of the great-winged hawks, Swainson's or redtails.

And between the bluffs, in the short new grass, meadowlarks and vesper sparrows would burst from underfoot, their nests hidden from us until Mutt's snuffling nose found them

¹haversack: a bag carried over one shoulder to transport supplies

²midge: a very small fly

³copse: a thicket, grove, or growth of small trees

⁴saffron: a deep yellow color

READING

out. Mutt never disturbed bird's nests. He only found them for us and then stood by while we poked and peered, and occasionally took one of the eggs.

The moment when at last we halted beneath the untidy bulk of a large nest in a high poplar and, staring upward, could identify the home of the greatest of the owls was an intensely thrilling one. It was an emotion to be matched only by the excitement of climbing the tree, with eyes cautiously averted, and yet with many a furtive glance at the huge bird above. Only once was I ever actually struck by a defending owl, and then it was a glancing blow that probably resulted from a miscalculation on the owl's part. But the wind-rushing dive of a bird with a five-foot wingspread, as it swerved to miss my head by a hand's breadth, was as thrilling to a boy as ever the charge of an attacking lion was to a grown man.

Once we had found a nest and had assured ourselves that it was occupied, we would report the news to our teacher friend, and in the days that followed we would help him build his blind. These blinds were rickety affairs of branches and canvas, tied and nailed in the treetops adjacent to the nest. The owls seldom took kindly to the arrival of neighbors and on one occasion an owl attacked the face of a newly built blind, ripping the tough canvas to shreds with its inch-long talons. But eventually the blind would become no more

than another part of the landscape and the birds would ignore it, and its occupants. For long, hot hours, I used to sit hidden from the owls, and watch their lives. I seldom used the camera that I carried, for I was too fascinated by the birds themselves. At first they seemed no more than brute beasts, bloodied with the game they brought back, yellow-eyed and savage to behold. But in time I began to see them differently—as living things whose appetites, and fears, and perhaps pleasures too were not so very different from my own.

I grew more and more enamored of them.



READING

1 This excerpt is mostly about

- a boy who looks for owls
- how to find owls in the wild
- the habits of great horned owls
- how owls and humans get along

2 How did the author view this assignment?

- He found it time-consuming and dull.
- He thought it would impress his teacher.
- He thoroughly enjoyed his time outdoors.
- He considered it to be a dangerous job.

3 Which of the following phrases from the excerpt supports your answer to Number 2?

- This was a mission after my own heart. (paragraph 1)
- It was always a long search. (paragraph 5)
- Only once was I ever actually struck by a defending owl. (paragraph 7)
- We would help him build his blind. (paragraph 8)

4 According to the excerpt, which of the following animals were not occupants of the poplar bluffs?

- crows
- hawks
- gophers
- sparrows

READING

5 The phrase “new-greening grass” (paragraph 2) indicates

- the time of day
- the time of year
- an unusual colored grass
- seeing the grass as if for the first time

6 The author probably believes that

- it is best to leave animals alone
- animals in the wild are playful
- animals have their own form of communication
- there can be a bond between humans and animals

7 Give two reasons why the boy’s feelings about owls changed. Use one example or detail from the excerpt to support your answer. This item is worth 3 points.

Reasons:

1. _____

2. _____

Example or detail:

READING

Directions

Read the recipe below. Then do Numbers 8 through 12.

Wild Blueberry Waffles

recipe makes approximately 10 waffles

Ingredients

- 1 cup sugar
- 1 cup flour
- 1 teaspoon baking soda
- 1 teaspoon baking powder
- $\frac{1}{4}$ teaspoon salt
- 1 cup milk
- 3 egg yolks
- $\frac{1}{2}$ cup butter (1 stick), melted
- 1 teaspoon vanilla (optional)
- 3 egg whites
- 1 cup blueberries



waffle iron

Directions

- Preheat the waffle iron.
- In a large bowl, stir together the sugar, flour, baking soda, baking powder, and salt.
- In a second bowl, beat together the milk, egg yolks, butter, and vanilla. Pour the wet mixture into the dry ingredients and stir until blended. The batter will be slightly lumpy.
- In a separate bowl, beat the egg whites until stiff peaks form. Gently fold the beaten egg whites into the batter.
- Stir the blueberries into the batter. Add $\frac{1}{2}$ cup additional ingredients, such as chocolate chips, chopped strawberries, or sliced bananas, as desired.
- Pour 1 cup of batter onto the waffle iron and close it. Heat until there is no longer any steam coming from the waffle iron, usually about 5 minutes.

Let the waffles sit for a minute to get crisp before serving. Waffles are best served warm with syrup or whipped cream.

READING

8 According to the recipe, which of the following ingredients is essential for making Wild Blueberry Waffles?

- strawberries
- syrup
- butter
- vanilla

9 According to the recipe, how will the egg whites appear when they have been beaten long enough?

- stiff
- lumpy
- smooth
- wet

10 List two ways to tell that the waffles have cooked long enough. This item is worth 2 points.

1. _____
2. _____

11 If the waffles are removed from the waffle iron too early, they will be

- bland
- too thin
- too cool
- undercooked

12 List three different pieces of equipment needed to make Wild Blueberry Waffles. This item is worth 2 points.

1. _____
2. _____
3. _____

READING

Directions

Chocolate is a beverage and a food that many people have enjoyed for centuries. Read this article about chocolate. Then do Numbers 13 through 18.

ABOUT CHOCOLATE

The scientific name of chocolate, *Theobroma cacao*, means the food of the gods. The tree is commonly called the cacao tree, but the bean is called the cocoa bean, and the food made from the bean is called chocolate.

History

Native Central Americans believed that chocolate had been brought from paradise as consolation to man for having to live on Earth. They also believed that it was served in paradise, hence its name, and gave the drinkers wisdom and knowledge. The Mayas and the Aztecs grew the tree and used the beans for centuries before the Spanish discovered this crop in Mexico.

Native Americans considered cocoa beans so valuable that they were used as currency. On his fourth trip to America, Columbus found some cocoa beans in a canoe off Yucatan and picked them up as a curiosity. When Europeans discovered that the beans could be used as money, they began to grow the trees themselves.

The Aztecs and Mayas ground cocoa beans in small bowls hollowed out of lava and mixed the granules with spices to produce a bitter brew. The word chocolate comes from Mayan words that mean "bitter juice." Eventually, the Spanish added sugar, and other countries made further contributions.

Cocoa reached Europe in the late 1500s or early 1600s, before either tea or coffee. It was first used in Spain and Portugal, then in Italy, Austria, France, and finally in the British Isles. As in Mexico, it was used as a beverage, mostly by the wealthy.

In the nineteenth century, the Portuguese took *Theobroma cacao* to some islands off the coast of Africa. It soon became an established crop on the African mainland in the Gold Coast, Cameroon, and Nigeria, where the temperature and humidity are excellent for growing the cacao tree.

In the late 1800s, C. J. van Houten of Holland, who was concerned about the fat content in chocolate, pressed the cocoa butter out of chocolate and added alkali to the remaining powder to produce a different color and taste. It was the Swiss who added milk to create what we know as milk chocolate.

The first chocolate manufactured in the United States was made in 1765 at Dorchester Lower Mills on the outskirts of Boston by John Hannon. The most famous chocolate maker, however, was Milton Hershey, of Pennsylvania, who sold his caramel factory in order to switch to the manufacture of chocolate.

The United States is the number one purchaser of the world's cocoa beans. The

READING

Swiss, Austrians, and Belgians, however, consume more chocolate per person than do Americans.

Horticulture

The cacao tree is an evergreen with extremely large leaves. The tree is unusual because it bears its small flowers, and eventually pods, close to the trunk and branches. Each tree produces a maximum of 30 pods a year, but each pod contains only 20 to 40 beans encased in shells.

Most cacao is grown between 100 and 1,000 feet above sea level and within 20 degrees of the equator. However, a young cacao tree cannot grow in full tropical sun. It must be cultivated along with such trees as banana or rubber. These not only provide shade for the cacao, but also alternate sources of income for the farmers if the cacao crop fails.

Unlike many other tropical plants, the cacao has not developed defenses against disease. Furthermore, growers have not succeeded in breeding pest-resistant strains. Fungi cause the most trouble. Black pod disease, a fungus, is a major problem throughout the world. The most persistent insect pests are capsids, which suck fluid from the plants.



West Africa has replaced tropical areas of the Americas, where diseases have always plagued the trees, as the world's principal producer and now accounts for 75% of the world's production. Cocoa is a great source of income for the African nations of Ivory Coast, Ghana, Nigeria, and Cameroon.

Processing

After being carefully removed from the tree, the pods are cracked open and the beans taken out. Then the beans are fermented. Fermentation breaks down the sugars and proteins in the beans to form compounds critical to the taste of the chocolate. The beans are then dried and shipped to factories.

At the factory, the beans are cleaned and the shells removed. Next, chocolate "liquor," a mixture of cocoa butter and tiny particles of bean, is produced by grinding the beans. Finally, the chocolate is "conched." The thick mixture produced by the grinding is rolled over and over on itself to smooth out the edges of the particles of bean and to thoroughly mix them with the cocoa butter released during grinding. Conching, along with the addition of extra cocoa butter, gives the chocolate its smooth texture.

Cocoa powder is produced by removing most of the fatty oils, which are then used separately as cocoa butter. The majority of candy bars today are actually spread with what confectioners call "compound chocolate," in which cocoa butter and chocolate liquor, the two expensive ingredients, are replaced with cocoa powder and vegetable fats. Each manufacturer has its own special blend.

Food

Chocolate is a rich food, not just a sweet treat. It contains about 30 to 50% oil, 15% starch, and 15% protein, as well as several vitamins and minerals. It has often been used

READING

to provide quick energy and nutrition in emergency situations.

Like all cocoa-based products, chocolate contains theobromine, a natural chemical similar to caffeine, which stimulates the brain and mental processes. Chocolate's stimulating effect, however, is much less than that of coffee or tea.

Chocolate is also a source of phenylethylamine, the chemical released in the brain when people become infatuated or fall in love. However, there is not much of this

chemical in chocolate, no more than in some vegetables. Chocolate does not cause acne, and very few people are allergic to it.

Manufacturers have tried for years to make chocolate synthetically but have had little success. Chocolate contains hundreds of substances, and no one has discovered which ones are responsible for its distinctive flavor. At least forty to fifty compounds are crucial to the taste.

13 Which of the following summarizes how cocoa beans are processed into cocoa powder?

- The cocoa bean pods are fermented and formed into compounds of sugar and protein. These are shipped to the factory, where they are mixed with cocoa butter and conched.
- After the cocoa beans are removed from the pods and fermented, they are shipped to the factory. There they are ground into chocolate liquor and conched, and the oils are pressed out.
- When the pods are picked, their fermented cocoa beans are dried and shipped. Factories mix butter with particles of bean to conch a thick mixture, which removes the oil.
- The cocoa beans are picked and fermented into a liquor. Then the cocoa beans are ground and conched at the factory, where the fatty oils are replaced with vegetable fats.

14 How is chocolate today different from what the native Central Americans consumed?

- It is synthetically made.
- It is usually sweetened.
- It is no longer ground up.
- It contains completely different compounds.

READING

15 Why did Europeans first start to grow cacao?

- A They enjoyed the bitter drink.
- B They felt it would be a good crop for their farmers.
- C They knew they could use the beans as currency in Mexico.
- D They wanted to compete with native Central American agriculture.

16 To get a high yield, cacao growers need to grow a lot of cacao trees

- A so that the cacao trees can shade each other
- B so that the cacao trees can protect each other from pests
- C because the cacao trees produce very few beans at one time
- D because the presence of other types of trees encourages the formation of larger pods

17 Chocolate is sometimes used as an emergency food because it

- A is easy to find
- B does not cost much
- C makes people feel good
- D is a good source of nourishment

18 What are two reasons cacao trees are grown alongside rubber or banana trees?
This item is worth 2 points.

1. _____

2. _____

STOP

Writing

Directions

A student wrote a paragraph about a school game. The paragraph has some mistakes.

¹After school, we checked out the big game. ²Playing the team from across town. ³The game lasted for over three hours, but it was exciting the whole time. ⁴We won in the final minute!

Sample A

Choose the best way to write Sentence 2.

- Our team playing the team from across town.
- Having to play the team from across town.
- Our team was playing the team from across town.
- Best as it is: Playing the team from across town.

Sample B

Where would this sentence best fit in the paragraph?

Now we're the best team in the city.

- after Sentence 1
- after Sentence 2
- after Sentence 3
- after Sentence 4

WRITING

Directions

Look at the underlined part. Choose the answer that shows the best capitalization and punctuation for that part.

Sample C

The huge tractor had blocked the highway it was moving a rock slide off the road.

- Ⓐ Highway. It
- Ⓑ highway, it
- Ⓒ highway. It
- Ⓓ Correct as it is

Directions

A student wrote the following paragraph. There are four corrections needed in grammar, capitalization, and punctuation. Draw a line through each part that has a mistake, and write the correction above it.

Sample D

In the summer, the days are more longer, so there is time to do things I enjoy. I can ride my bike. And go swimming. I can also plays in the park with my friends.

Go On

WRITING

Sample E

Combine the three sentences below into a single sentence.

Annette visited the Alaska SeaLife Center.

She bought a postcard at the gift shop.

She sent the postcard to her cousin.

Sample F

Write the sentences below in a paragraph, putting them in the order that makes the most sense. Add transitional words or phrases as needed to make the paragraph flow.

- They pulled the king crab out of the pots.
- The crew swung the crab pots onto the deck.
- They threw the females and undersized males back into the water and stored the remaining crab in special tanks.
- The crew sorted their catch.

STOP

WRITING

Directions

Read this report that Maria wrote about skyscrapers. The report has some mistakes. Use the report to do Numbers 1 through 4.

¹ Toward the end of the nineteenth century, American cities were growing rapid. ² Because of the high price of land and limited space, building vertically seemed practical. ³ Due to the development of sufficiently strong metal frameworks which were able to support many floors, the giant buildings we know as skyscrapers emerged. ⁴ The first metal-frame skyscraper, The Home Insurance Building, was built in Chicago between the years 1884 and 1885. ⁵ It was torn down about forty-five years later. ⁶ In the motion picture *Godzilla*, the giant beast is perched upon the Empire State Building. ⁷ Some of the world's tallest skyscrapers are found in Chicago and New York City.

1 Choose the correct way to edit Sentence 1.

- Toward the end of the nineteenth century, growing rapidly American cities.
- Toward the end of the nineteenth century, American cities were growing rapidly.
- Toward the end of the nineteenth century, American cities were growing more rapid.
- Sentence 1 is correct as it is.

WRITING

2 Which sentence best combines Sentences 4 and 5?

- The first metal-frame skyscraper, The Home Insurance Building, was built in Chicago between the years 1884 and 1885, but it was torn down about forty-five years later.
- The first metal-frame skyscraper, The Home Insurance Building, was built in Chicago between the years 1884 and 1885, because it was torn down about forty-five years later.
- The first metal-frame skyscraper, The Home Insurance Building, was built in Chicago between the years 1884 and 1885, and therefore it was torn down about forty-five years later.
- The first metal-frame skyscraper, The Home Insurance Building, was built in Chicago between the years 1884 and 1885, moreover it was torn down about forty-five years later.

3 Which sentence does not belong in the paragraph?

- Sentence 2
- Sentence 3
- Sentence 6
- Sentence 7

4 Where would this sentence best fit in the paragraph?

New technology provided the answer.

- after Sentence 1
- after Sentence 2
- after Sentence 4
- after Sentence 7

WRITING

- 5 In the paragraph below, there are six corrections needed in grammar, capitalization, punctuation, and spelling. Draw a line through each mistake and write the correction above it. This item is worth 6 points.

A Person's heart is about the size of his or her fist. It is made up mostly of mussel. The septum, or separating wall, divide's the heart in too. The left side, which delivers blood throughout the body, is larger and strong than the right side. Veins carries blood throughout the body to the right side. The heart contracts automatically about once every second.

WRITING

Directions

For Numbers 6 through 9, read the letter and look at the numbered, underlined parts. Choose the answer that shows the best capitalization and punctuation for each part.

6

October 20 2002

Merchandise Manager
Now Fashion

7

1425 Hollywood Blvd.
Los Angeles, CA 90027

Dear Manager:

8

I recently purchased a pair of socks from your store. after wearing them only once, I found a huge hole. The salesperson at the department store told me to send them to you with a copy of the sales receipt.

Enclosed you will find the socks and a copy of the receipt. I would appreciate it if you would issue me a store credit or refund my money as soon as possible.

9

Yours truly,

Carol Smith

6

- October 20, 2002
- October, 20 2002
- October 20 2002,
- Correct as it is

7

- 1425 Hollywood blvd.
- 1425, Hollywood Blvd.
- 1425 Hollywood blvd
- Correct as it is

8

- store, after
- store. After
- store: after
- Correct as it is

9

- yours Truly,
- yours truly,
- Yours, truly
- Correct as it is

WRITING

Directions

Read the report that David wrote for his English class. Then do Numbers 11 and 12.

_____.¹ Today it is considered one of the ten most popular children's novels of all time, and has been translated into more than thirty different languages.² What many people don't know about Carroll is that he was a keen mathematician, publishing many works on the subject.³ He also taught mathematics and spent most of his life at this occupation.⁴ His other enterprises included serving as an officer for his church and writing poetry.

11 Choose the best topic sentence for the paragraph.

- Other works by Lewis Carroll include "Sylvie and Bruno," a fairy tale in verse.
- Its sequel, *Through the Looking-Glass*, achieved an equal amount of popularity.
- The English author Lewis Carroll is best known for his book *Alice's Adventures in Wonderland*.
- Lewis Carroll wrote the book for children, but that doesn't stop many adults from enjoying it.

12 Choose the best way to write Sentence 3 to clarify meaning.

- He also taught mathematics, that being an occupation he spent most of his life at.
- He also spent most of his life at the occupation of teaching mathematics.
- He also spent most of his life teaching the occupation of mathematics.
- Sentence 3 is best as it is.

WRITING

13 Read the sentences below about orienteering, an old but little-known sport. Write the sentences below in a paragraph, putting them in the order that makes the most sense. Add transitional words or phrases as needed to make the paragraph flow. This item is worth 2 points.

- Each competitor punches his or her checkpoint card and heads for the next checkpoint.
- Using only a compass and a map, orienteering competitors try to navigate across an unfamiliar landscape.
- They must leave the trail and go through the undergrowth to reach each checkpoint on the map.
- They begin by following a trail through a forest.

WRITING

14 Choose the sentences that best support this topic sentence about sleep.

Nightly sleep follows a distinct sequence of cycles.

- A person's hidden feelings may surface in dreams. Just for fun, try keeping a dream journal for a few weeks.
- Without sleep, people cannot function properly. Symptoms range in severity from inability to concentrate to paranoia in extreme cases.
- The stage of sleep in which we dream is called rapid eye movement, or REM, sleep. The brain's activity is demonstrated by small movements of the eyelids.
- Each cycle begins with a period of nonrapid eye movement (NREM) sleep. About 60 to 90 minutes later, the rapid eye movement, or REM, sleep occurs.

15 Choose the sentence that best combines these two sentences.

My first career choice is nursing.

Nursing helps people in important ways.

- As my first career choice, nursing helps people in important ways.
- Nursing helps people in important ways because it is my first career choice.
- My first career choice is nursing because nursing helps people in important ways.
- My first career choice is nursing, therefore nursing helps people in important ways.

WRITING

- 16** Combine the three sentences below into a single sentence. This item is worth 1 point.

Orion is a constellation.

Orion was named after a hunter in Greek mythology.

Orion is visible from both of Earth's hemispheres.

- 17** Choose the sentence that is written correctly and shows the correct capitalization and punctuation.

- The class always seemed to enjoy having a substitute teacher.
- Part of the high school experience, making lasting friendships.
- The class was a rather small close knit outstanding group of students.
- Part of the requirement for the class was reading the novel "Travels With Charley."

WRITING



★ Use the Writing Skills Checklist below to improve your composition.

Make sure you do the following:

- 1** Write a composition with a thesis statement that is supported with details, well-developed paragraphs, transitions, and a conclusion.
- 2** Use appropriate voice.
- 3** Write so that your composition will make sense to the person who reads it.
- 4** Vary the sentence structure.
- 5** Choose your words carefully.
- 6** Use complete sentences.
- 7** Use correct grammar.
- 8** Use correct capitalization and punctuation.
- 9** Spell words correctly.
- 10** Write neatly.

Your composition will be scored using the Alaska Comprehensive System of Student Assessment 4-Point or 6-Point Holistic Rubric.

Mathematics

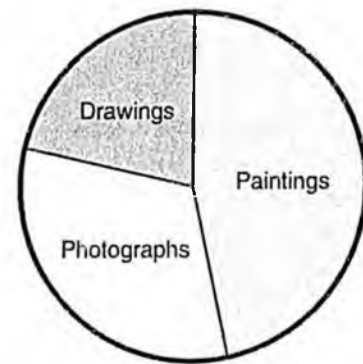
Sample A

The circle graph shows the proportions of different types of art in the city museum. About how many paintings are there in the museum?

- (A) 15
- (B) 30
- (C) 45
- (D) 60

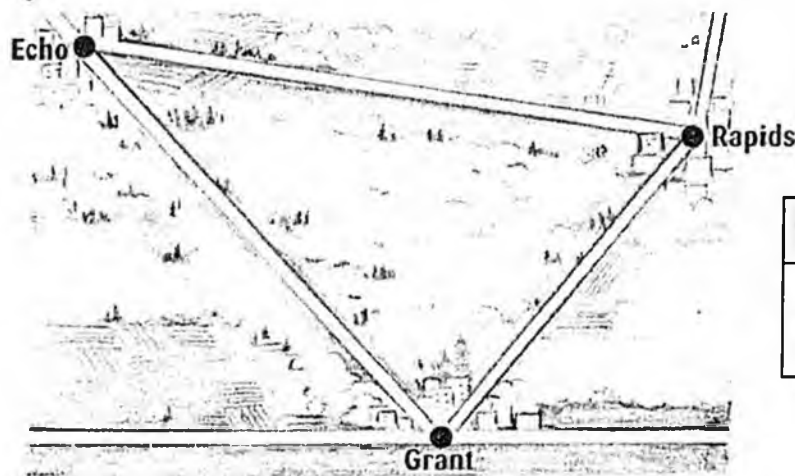
Works of Art in Museum

Total = 100 works of art



Sample B

Use your ruler to help you solve this problem.



NOTE: The dimensions of the art your printer produces may be slightly different from the original art.

| KEY |
|--------------------------------------|
| Scale: 1 centimeter = 1 kilometer |

Janice rode her bicycle from Echo to Rapids, and then from Rapids to Grant. About how far did she ride in all?

- (A) 13 kilometers
- (B) 7 kilometers
- (C) 20 kilometers
- (D) 8 kilometers

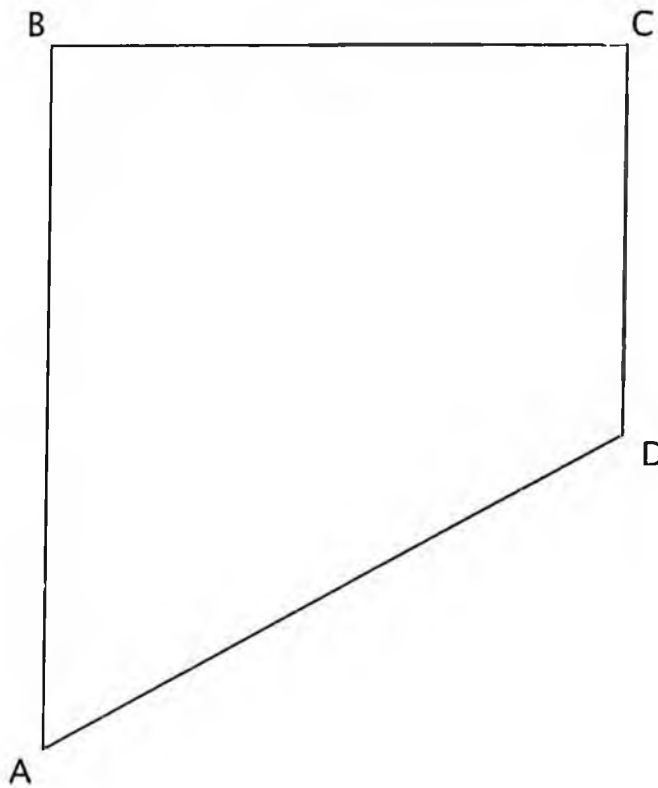
Go On

Sample C



Use your ruler and protractor to help you solve this problem.

NOTE: The dimensions of the art your printer produces may be slightly different from the original art.



Robert measured the sides and angles of the quadrilateral. Here are his results:

- AB = 9.0 cm $m \angle A = 62^\circ$
- BC = 7.5 cm $m \angle B = 90^\circ$
- CD = 6.5 cm $m \angle C = 90^\circ$
- AD = 8.5 cm $m \angle D = 138^\circ$

Robert made two incorrect measurements. On the lines below, write Robert a note giving him the correct measurements.

STOP



You may refer to the Mathematics Reference Sheet located at the end of this test.

- 1** The table below shows the final scores of 2 basketball games at 4 high schools.

BASKETBALL SCORES

| High School | Game 1 | Game 2 |
|-------------|--------|--------|
| Harbor | 63 | 66 |
| Larson | 67 | 65 |
| Central | 65 | 63 |
| Eastside | 71 | 60 |

Which of the following lists the high schools in order from the school with the *highest total* score to the school with the *lowest total* score?

- Harbor, Central, Eastside, Larson
- Larson, Eastside, Harbor, Central
- Harbor, Central, Larson, Eastside
- Larson, Eastside, Central, Harbor

- 2** Which of the following is equivalent to $(2^5 \times 3^2)^3$?

- $2^8 \times 3^5$
- $2^8 \times 3^6$
- $2^{15} \times 3^5$
- $2^{15} \times 3^6$

- 3** The lowest temperature recorded in the United States was -80° Fahrenheit, at Prospect Creek, Alaska. The formula below can be used to convert degrees Fahrenheit ($^{\circ}\text{F}$) to degrees Celsius ($^{\circ}\text{C}$).

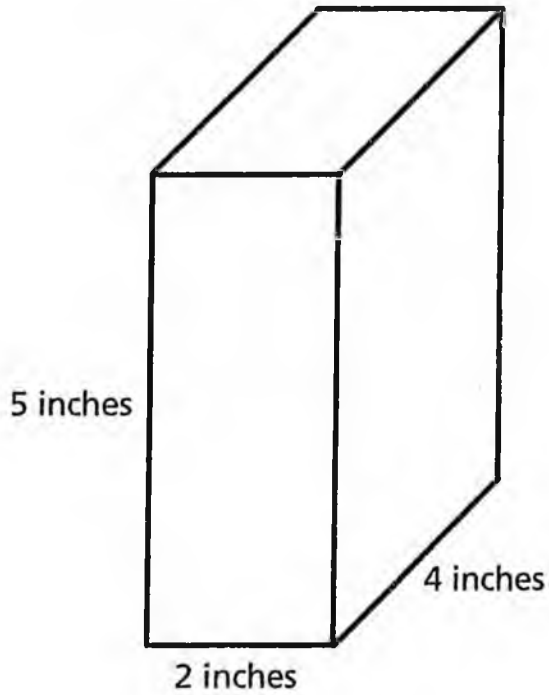
$$^{\circ}\text{C} = \frac{^{\circ}\text{F} - 32}{1.8}$$

What is -80° Fahrenheit converted to the nearest whole degree Celsius?

- A -62° Celsius
 - B -27° Celsius
 - C 27° Celsius
 - D 62° Celsius
- 4** Janice buys 74 packs of gum in a variety of flavors. She chooses twice as many packs of green apple gum as packs of spearmint gum and 6 fewer packs of cinnamon gum than packs of green apple gum. How many packs of spearmint gum does Janice buy?

- A 16
- B 20
- C 26
- D 32

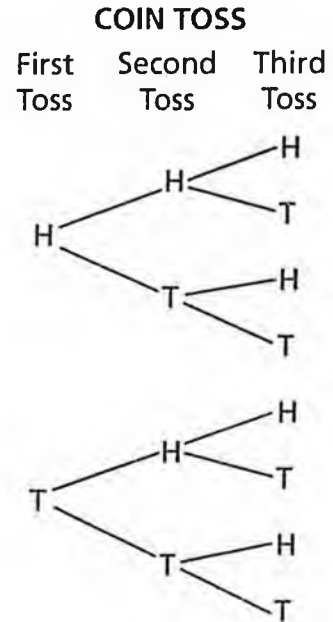
5 Look at the right rectangular prism below.



What is the surface area, in square inches, of the prism?

- 38 square inches
- 40 square inches
- 60 square inches
- 76 square inches

6 Reggie tosses a coin three times in a row. The tree diagram below shows all possible outcomes, where H represents heads and T represents tails.



What is the probability that Reggie will toss two or *more* heads?

- $\frac{1}{8}$
- $\frac{3}{8}$
- $\frac{4}{8}$
- $\frac{7}{8}$

7 Donnie wants to enlarge a photograph that measures 3 inches by 5 inches. If both dimensions are doubled, what happens to the *area* of the photograph?

- A It is doubled.
- B It is multiplied by 4.
- C It remains the same.
- D It is multiplied by 8.

8 When mixing concrete, 3 buckets of sand are used for every 4 buckets of gravel used. How many buckets of sand should be mixed with 24 buckets of gravel?

- A 18 buckets
- B 27 buckets
- C 32 buckets
- D 72 buckets

9 Study the number sequence below.

16, 19, 24, 31, . . .

What is the seventh term in the sequence?

- A 40
- B 51
- C 64
- D 79

10 Which of the following is equivalent to $3(8x + 2)$?

- A $26x$
- B $30x$
- C $24x + 2$
- D $24x + 6$

- 11** Sam is baking 10 pies for a school bake sale. He uses 21 cups of apples for 6 pies. How many cups of apples will he need in all? Show the work necessary to solve the problem, and write the answer on the line below. This item is worth 2 points.

Show the work.

Answer: _____ cups

- 12** One-third of the people at a banquet ordered ice cream for dessert. The rest ordered pie. One-fourth of those requesting pie ordered apple pie. If 180 people attended the banquet, how many ordered apple pie?

- 15
- 30
- 40
- 45

- 13** The total area of Alaska is 591,000 square miles. Which of the following is 591,000 expressed in scientific notation?

- 591×10^4
- 5.91×10^5
- 59.1×10^5
- 5.91×10^6

- 14** The table below shows the number of times a radio station played the popular song, "Nothing New," each day for a week.

Which of these *best* describes the number of times "Nothing New" was played per day?

**NUMBER OF TIMES "NOTHING NEW"
WAS PLAYED**

- A mean
- B median
- C mode
- D range

| Day | Number of Times |
|-----------|-----------------|
| Sunday | 9 |
| Monday | 13 |
| Tuesday | 13 |
| Wednesday | 12 |
| Thursday | 14 |
| Friday | 3 |
| Saturday | 10 |

- 15** Pete boards a flight from Los Angeles to Atlanta. His flight leaves Los Angeles at 1 P.M. and arrives in Atlanta at 10 P.M. The time in Atlanta is 3 hours ahead of the time in Los Angeles. How many hours is the flight from Los Angeles to Atlanta? Show the work necessary to solve the problem, and write the answer on the line below. This item is worth 2 points.

Show the work.

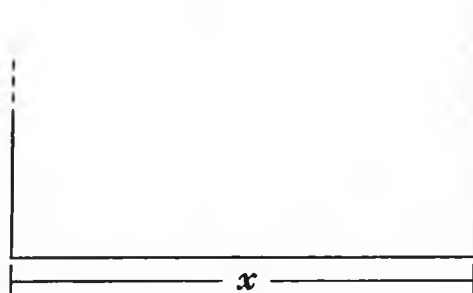
Answer: _____ hours

16



Use your ruler to help you solve this problem.

Rick made a scale drawing of his classroom. Part of his drawing is shown below, with x representing the length of his classroom.



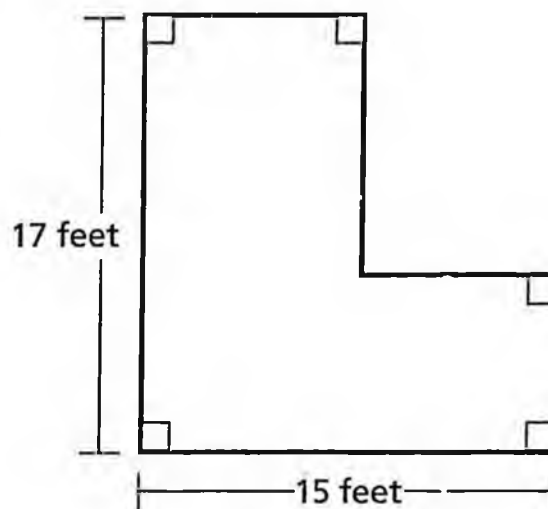
NOTE: The dimensions of the art your printer produces may be slightly different from the original art.

Rick used a scale of 1 centimeter = 5 feet. According to his scale, what is the approximate length (x), in feet, of his classroom?

- 5 feet
- 6 feet
- 11 feet
- 30 feet

17

Look at the figure below.



What is the perimeter, in feet, of the figure?

- 32 feet
- 64 feet
- 96 feet
- 128 feet

- 18** Two phone companies charge different rates for their phone service. Doug's Communication Company charges a monthly fee of \$5, plus \$0.15 per minute. Laura's Phone Company charges a monthly fee of \$23, plus \$0.09 per minute. The equations below represent each company's *total* monthly fees (y), where x is the number of minutes of phone use. This entire item is worth 4 points.

Doug's Communication Company $y = 0.15x + 5$

Laura's Phone Company $y = 0.09x + 23$

For how many minutes of phone use are the total monthly fees the same? Show the work necessary to solve the problem, and write the answer on the line below.

Show the work.

Answer: _____ minutes

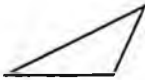









Eric uses his phone for a minimum of 400 minutes per month. How much money would Eric save by using Laura's Phone Company instead of Doug's Communication Company? Show the work necessary to solve the problem, and write the answer on the line below.

Show the work.

Answer: \$ _____

STOP

Alaska Mathematics Standards Reference Sheet

| | | Area | KEY |
|---|-------------------------|-------------------------------|--|
|  | Triangle | $A = \frac{1}{2}bh$ | b = base l = slant height h = height d = diameter l = length r = radius w = width |
|  | Rectangle | $A = lw$ | |
|  | Trapezoid | $A = \frac{1}{2}h(b_1 + b_2)$ | |
|  | Parallelogram | $A = bh$ | Use 3.14 or $\frac{22}{7}$ for π . |
|  | Circle | $A = \pi r^2$ | |
| | | Volume | Total Surface Area |
|  | Right Circular Cone | $V = \frac{1}{3}\pi r^2h$ | $SA = \frac{1}{2}(2\pi r)l + \pi r^2 = \pi r l + \pi r^2$ |
|  | Square Pyramid | $V = \frac{1}{3}lwh$ | $SA = 4(\frac{1}{2}ll) + l^2 = 2ll + l^2$ |
|  | Sphere | $V = \frac{4}{3}\pi r^3$ | $SA = 4\pi r^2$ |
|  | Right Circular Cylinder | $V = \pi r^2h$ | $SA = 2\pi r h + 2\pi r^2$ |
|  | Rectangular Solid | $V = lwh$ | $SA = 2(lw) + 2(hw) + 2(lh)$ |

In the following formulas, n represents the number of sides.

In a polygon, the sum of the measures of the interior angles is equal to $180(n - 2)$.

In a regular polygon, the measure of an interior angle is equal to $180(n - 2) \div n$.

Alaska Mathematics Standards Reference Sheet

Slope-intercept form of an equation of a line, where m = slope and b = the y -intercept:

$$y = mx + b$$

Distance, rate, time formula, where d = distance, r = rate, t = time:

$$d = rt$$

Simple Interest = prt
where p = principal, r = rate, t = time

Distance between two points

$P_1(x_1, y_1)$ and $P_2(x_2, y_2)$:

$$\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

Midpoint between two points

$P_1(x_1, y_1)$ and $P_2(x_2, y_2)$:

$$\left(\frac{x_2 + x_1}{2}, \frac{y_2 + y_1}{2} \right)$$

Conversions

1 yard = 3 feet = 36 inches

1 mile = 1,760 yards = 5,280 feet

1 acre = 43,560 square feet

1 hour = 60 minutes

1 minute = 60 seconds

1 liter = 1000 milliliters = 1000 cubic centimeters

1 meter = 100 centimeters = 1000 millimeters

1 kilometer = 1000 meters

1 gram = 1000 milligrams

1 kilogram = 1000 grams

1 cup = 8 fluid ounces

1 pint = 2 cups

1 quart = 2 pints

1 gallon = 4 quarts

1 pound = 16 ounces

1 ton = 2,000 pounds



Scoring Guide

Reading page 45

Writing page 48

Mathematics page 61

READING

SCORING GUIDE

KEY FOR MULTIPLE-CHOICE ITEMS:

Sample A. C

1. A
2. C
3. A
4. D
5. B
6. D
8. C
9. A
11. D
13. B
14. B
15. C
16. C
17. D

READING

SCORING GUIDE

CONSTRUCTED-RESPONSE QUESTIONS:

Sample B

Who are the players in white uniforms? What are the players in white uniforms doing?

Exemplary Response:

The players in white uniforms are probably defensive players. They are staying in their zones and trying to maintain a position between the offensive players and the basket.

Score Points: 2 points possible

- 1 point for a correct explanation of who the players in white uniforms are
- 1 point for a correct explanation of what these players are doing

Item 7

Give two reasons why the boy's feelings about owls changed. Use one example or detail from the excerpt to support your answer. This item is worth 3 points.

Exemplary Response:

Reasons:

1. He got to know the owls better.
2. He realized they weren't that different from him.

Example or detail:

He watched their lives for long hours.

Score Points: 3 points possible

- 1 point for the idea that he got to know the owls better
- 1 point for the idea that he understood them or that they seemed like him
- 1 point for a supporting example or detail

READING

SCORING GUIDE

Item 10

List two ways to tell that the waffles have cooked long enough. This item is worth 2 points.

Exemplary Response:

1. Wait until there is no more steam coming from the waffle iron.
2. Cook for 5 minutes.

Score Points: 2 points possible

- 1 point for mentioning that the steam stops
- 1 point for indicating 5 minutes cooking time

Item 12

List three different pieces of equipment needed to make Wild Blueberry Waffles. This item is worth 2 points.

Exemplary Response:

Any three of the following pieces of equipment:

- waffle iron
- 3 bowls
- measuring cups/spoons
- spoon/spatula
- egg beater/mixer/fork/wire whip (to beat eggs)

Score Points: 2 points possible

2 points Response includes 3 of the pieces of equipment listed above.

1 point Response includes 2 of the pieces of equipment listed above.

0 points Response includes 1 of the pieces of equipment listed above; other

Item 18

What are two reasons cacao trees are grown alongside rubber or banana trees?
This item is worth 2 points.

Exemplary Response:

1. The rubber and banana trees shade the cacao plant, which does not do very well in full sun.
2. The rubber and banana trees are grown alongside as an alternative source of income in case something happens to the cacao tree.

Score Points: 2 points possible

- 1 point for each reason

WRITING
SCORING GUIDE

KEY FOR MULTIPLE-CHOICE ITEMS:

Sample A. C

Sample B. D

Sample C. C

1. B

2. A

3. C

4. B

6. A

7. D

8. B

9. D

11. C

12. D

14. D

15. C

17. A

WRITING SCORING GUIDE

CONSTRUCTED-RESPONSE QUESTIONS:

Sample D

Exemplary Response:

In the summer, the days are ~~more longer~~ longer, so there is time to do things I enjoy. I can ride bike and my ~~bike~~ And go swimming. I can also play ~~plays~~ in the park with my friends.

Score Points: 4 points possible

- 1 point for changing more longer to longer [grammar]
- 1 point for changing bike. to bike [punctuation]
- 1 point for changing And to and [capitalization]
- 1 point for changing plays to play [grammar]

NOTE: In the first sentence, the student may simply cross out the word "more."

Sample E

Exemplary Responses:

When Annette visited the Alaska SeaLife Center, she bought a postcard at the gift shop and sent it to her cousin.

OR

Annette visited the Alaska SeaLife Center, where she bought a postcard at the gift shop and sent it to her cousin.

OR

While visiting the Alaska SeaLife Center, Annette bought a postcard at the gift shop and sent it to her cousin.

Score Points: 1 point possible

- 1 point** Exemplary response or any sentence that correctly combines the three sentences, maintains the meaning, removes the redundant or repeated words, adds words or phrases as needed, and is syntactically correct.
- 0 points** Other; incorrect sentence or incorrect meaning

WRITING

SCORING GUIDE

Sample F

Exemplary Responses:

After the crew had swung the crab pots onto the deck, they pulled the king crab out of the pots, sorting their catch. They threw the females and undersized males back into the water and stored the remaining crab in special tanks.

OR

The crew swung the crab pots onto the deck and pulled the king crab out of the pots. The crew then sorted their catch. Finally, they threw the females and undersized males back into the water and stored the remaining crab in special tanks.

OR

After the crew had swung the crab pots onto the deck, they pulled the king crab out of the pots. Once the crew sorted their catch, they threw the females and undersized males back into the water and stored the remaining crab in special tanks.

Score Points: 2 points possible

- 2 points** Response lists sentences in the order given in the exemplary responses and includes at least one transitional word or phrase used appropriately.
- 1 point** Response lists sentences in correct order but doesn't include an appropriate transitional word or phrase.
- 0 points** Response lists sentences in a different order.

NOTE: Other transitional words or phrases may be used, as long as they are appropriate. Small variations in the sentences are allowed to accommodate the transitions the student is using. No deduction is made for transcription errors (misspelling a word or making a mistake in punctuation) or for failing to indent the paragraph.

WRITING SCORING GUIDE

Item 5

Exemplary Response:

person's muscle
A ~~Person's~~ heart is about the size of his or her fist. It is made up mostly of ~~mussel~~.
The septum, or separating wall, ~~divide's~~ the heart in ~~too~~ ^{two}. The left side, which delivers
blood throughout the body, is larger and ~~strong~~ ^{stronger} than the right side. Veins ~~carries~~ ^{carry} blood
throughout the body to the right side. The heart contracts automatically about once
every second.

Score Points: 6 points possible

- 1 point for changing Person's to person's [capitalization]
- 1 point for changing mussel to muscle [spelling]
- 1 point for changing divide's to divides [punctuation]
- 1 point for changing too to two [spelling]
- 1 point for changing strong to stronger [grammar]
- 1 point for changing carries to carry [grammar]

WRITING

SCORING GUIDE

Item 10

Write about a time when something that you have learned helped you in some way. Make your response as complete as possible. This item is worth 4 points.

Use the Writing Skills Checklist to check your work.

Rubric

Score Points: 4 points possible

4 points

- the writer defines and stays on topic
- supporting details are relevant, develop the topic, and provide important information
- ideas and/or details are explicitly connected to the topic
- topic is developed in a logical, organized, sequential way
- words are accurate, specific, and appropriate for the purpose and audience
- colorful or figurative language may be attempted
- there is a variety of sentence structures
- sentences are purposeful, with clear transitions
- sentence structures are correct (few, if any, errors)
- grammar and usage are correct (few, if any, errors)
- punctuation and capitalization are correct (few, if any, errors)
- spelling is generally correct, even on more difficult words (few, if any, errors)

3 points

- the writer defines and stays on topic, but does not fully develop it
- supporting details are relevant but may be limited, overly general, or less important; main idea may not be clearly delineated from the details
- writer attempts to develop the topic in a logical, organized, sequential way but may falter
- ideas and/or details are connected with the topic implicitly rather than explicitly
- words are mostly accurate, specific, and appropriate for the purpose and audience
- sentence structures are simple but accurate
- there may be an attempt to vary sentence structures
- transitions between some sentences may be missing or unclear
- grammar and usage are mostly correct and errors do not impede meaning
- punctuation and capitalization are mostly correct and errors do not impede meaning
- spelling errors are limited to more difficult words and do not impede meaning

WRITING

SCORING GUIDE

2 points

- topic may be defined but not developed, or writing may be a collection of ideas from which no central topic emerges, or topic may be defined, but writer digresses from it
- supporting details are minimal or many are irrelevant
- main idea is not clearly delineated from the details
- writer does not attempt to develop the topic in a logical, organized, sequential way; writing may be a list rather than a developed paragraph
- ideas and/or details are not connected with the topic, even implicitly
- some words are not accurate, specific, or appropriate for the purpose and audience
- sentences may be choppy or repetitive; there may be some sentence fragments
- there is no attempt to vary sentence structures
- transitions between sentences are missing or unclear
- errors in grammar and usage may impede meaning in some instances
- errors in punctuation and capitalization may impede meaning in some instances
- spelling errors in common words may be present and may impede meaning in some instances

1 point

- topic, idea, or story line is not defined
- supporting details are absent or irrelevant
- there is no evidence of organization; writing may be a brief list
- many words are not accurate, specific, or appropriate for the purpose and audience
- sentences are simple, repetitive; there may be many fragments
- errors in grammar and usage may severely impede meaning
- errors in punctuation and capitalization may severely impede meaning
- spelling errors are numerous and may severely impede meaning

WRITING

SCORING GUIDE

Item 13

Exemplary Responses:

Using only a compass and a map, orienteering competitors try to navigate across an unfamiliar landscape. They begin by following a trail through a forest. Eventually, they must leave the trail and go through the undergrowth to reach each checkpoint on the map. Once there, each competitor punches his or her checkpoint card and heads for the next checkpoint.

OR

Using only a compass and a map, orienteering competitors try to navigate across an unfamiliar landscape. They begin by following a trail through a forest. At some point, they must leave the trail and go through the undergrowth to reach each checkpoint on the map. After they reach each checkpoint, each competitor punches his or her checkpoint card and heads for the next checkpoint.

Score Points: 2 points possible

- 2 points** Response lists sentences in the order given in the exemplary responses and includes at least one transitional word or phrase used appropriately.
- 1 point** Response lists sentences in correct order but doesn't include an appropriate transitional word or phrase.
- 0 points** Response lists sentences in a different order.

NOTE: Other transitional words or phrases may be used, as long as they are appropriate. Small variations in the sentences are allowed to accommodate the transitions the student is using. No deduction is made for transcription errors (misspelling a word or making a mistake in punctuation) or for failing to indent the paragraph.

Item 16

Exemplary Responses:

Orion, a constellation named after a hunter in Greek mythology, is visible from both of Earth's hemispheres.

OR

Orion, a constellation visible from both of Earth's hemispheres, is named after a hunter in Greek mythology.

OR

Orion is a constellation named after a hunter in Greek mythology and is visible from both of Earth's hemispheres.

Score Points: 1 point possible

- 1 point** Exemplary response or any sentence that correctly combines the three sentences, maintains the meaning, removes the redundant or repeated words, adds words or phrases as needed, and is syntactically correct.
- 0 points** Other; incorrect sentence or incorrect meaning

WRITING

SCORING GUIDE

Item 18

If you could live anywhere in Alaska or anywhere else in the world, where would you choose? Would you rather live where you do now? Explain why you would choose to move or why you would stay. Make your response as complete as possible. This item is worth 6 points.

Use the Writing Skills Checklist to check your work.

Rubric

Score Points: 6 points possible

6 points

Ideas and Content

- ideas are fresh, original, and/or insightful
- ideas are based on the writer's knowledge and/or experience
- details are relevant, telling, and contribute to the whole
- content goes beyond the obvious or predictable
- topic makes a point or tells a story

Organization

- sequencing of ideas and details is logical and effective
- introduction is inviting—draws in the reader
- conclusion is satisfying—leaves reader with a sense of resolution
- transitions are thoughtful; clearly show how ideas connect
- organization flows smoothly, seems effortless

Voice

- language is highly individual
- reader senses the person behind the words; feels an interaction with the writer
- tone gives the writing flavor, adds interest
- language is appropriate for purpose and audience
- narrative writing seems honest, appealing, heartfelt

- expository or persuasive writing reflects a strong commitment to the topic; anticipates reader's questions, shows why the reader should care or want to know more

Word Choice

- words are specific, accurate, striking
- language is natural, not overdone
- verbs are lively
- nouns and modifiers are precise
- clichés and jargon are used sparingly and only for effect

Sentence Fluency

- sentence construction makes meaning clear
- sentences are purposeful and build upon each other

Conventions

- paragraphing reinforces the organizational structure
- grammar and usage are correct (few, if any, errors) and contribute to clarity and style
- punctuation is accurate (few, if any, errors) and guides the reader through the text
- spelling is generally correct, even of more difficult words
- the writer may manipulate conventions for stylistic effect

WRITING

SCORING GUIDE

5 points

Ideas and Content

- ideas are based on the writer's knowledge and/or experience
- details are relevant, telling, and contribute to the whole
- topic makes a point or tells a story
- some ideas are fresh and original

Organization

- sequencing of ideas and details is logical and effective
- introduction is inviting—draws in the reader
- conclusion is satisfying—leaves reader with a sense of resolution
- transitions are thoughtful; clearly show how ideas connect
- organization usually flows smoothly

Voice

- reader senses the person behind the words
- there are occasional moments that surprise, amuse, or move the reader
- tone gives the writing flavor, adds interest
- language is appropriate for purpose and audience
- narrative writing seems honest, appealing, heartfelt
- expository or persuasive writing reflects a strong commitment to the topic

Word Choice

- words are specific and accurate
- lively verbs and picturesque words and phrases are occasionally used
- language is natural, not overdone
- verbs are lively
- nouns and modifiers are precise
- clichés and jargon are used sparingly and only for effect

Sentence Fluency

- sentence construction makes meaning clear
- sentences are purposeful and build upon each other
- sentences vary in length and structure
- fragments are used only for style or effect
- dialogue, if used, sounds natural

Conventions

- paragraphing reinforces the organizational structure
- grammar and usage are correct (few, if any, errors) and contribute to clarity and style
- punctuation is accurate (few, if any, errors)
- spelling is generally correct, even of more difficult words

WRITING

SCORING GUIDE

4 points

Ideas and Content

- topic and direction are evident, but more information is needed to “fill in the blanks”
- ideas draw on knowledge and/or experience but may not move beyond general observations to specifics
- details are reasonably clear but may not be detailed, personalized, or expanded
- supporting details are present but may not “flesh out” the main point or story line
- original ideas may be blended with ones that are more obvious or predictable

Organization

- sequencing is usually logical but may be predictable or distracting
- introduction is recognizable but may not create a strong sense of anticipation
- conclusion is recognizable but may not tie up all loose ends
- transitions often work well but some connections between ideas may be unclear
- pacing is fairly well controlled but there may be some lapses (e.g., moving ahead too quickly or spending too much time on less important details)
- organization mostly supports the main point or story line, with occasional lapses

Voice

- writing communicates in an earnest, pleasing manner
- voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language
- writing hides as much of the writer as it reveals
- writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities

Word Choice

- words are mostly correct and adequate but may lack flair and color
- familiar words and phrases communicate
- attempts at colorful language are made but some may be overdone
- clichés and jargon may be used occasionally in place of fresh language

Sentence Fluency

- sentences are grammatical and hang together
- some variation in sentence length and structure; sentence beginnings are not all alike
- some transitions between sentences are missing or hidden
- parts may be stiff, awkward, choppy, or too long
- dialogue, if used, sounds stiff at times

Conventions

- paragraphing is attempted but some paragraphs run together or begin in the wrong place
- problems with grammar or usage are not serious enough to impede or distort meaning
- terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect
- spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication

WRITING

SCORING GUIDE

3 points

Ideas and Content

- topic and direction are evident, but writer may digress and go in a different direction or introduce a different topic
- ideas may not draw on knowledge and/or experience; may be general observations
- details are reasonably clear but may not be detailed, personalized, or expanded
- supporting details are present but may not "flesh out" the main point or story line or may be irrelevant to it
- original ideas are rare or absent

Organization

- sequencing is usually logical but there may be lapses or digressions
- there may be an attempt to write an introduction or conclusion but it may not be clearly recognizable as such; a conclusion, in particular, may be absent
- transitions may be attempted but not work well; connections between ideas may be unclear
- there are frequent lapses in pacing
- there is an attempt at organization but it may depart from supporting the main point or story line

Voice

- writing communicates but without much style or interest
- writing hides the writer; the reader has little or no sense of the writer behind the words
- writer shows some awareness of audience and/or purpose but is inconsistent
- writer speaks in a monotone

Word Choice

- words are mostly correct and adequate with some lapses
- familiar words and phrases communicate with some lapses
- attempts at colorful language are rare or absent
- clichés and jargon may be used as a crutch

Sentence Fluency

- sentences are usually grammatical and hang together with some lapses
- little variation in sentence length and structure; most sentence beginnings are alike
- many transitions between sentences are missing or hidden
- fragments may be present
- dialogue, if used, sounds stiff and unnatural

Conventions

- paragraphing is attempted but many paragraphs run together or begin in the wrong place
- problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall
- terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances
- spelling errors may impede or distort meaning in some instances but not overall

WRITING

SCORING GUIDE

2 points

Ideas and Content

- topic and direction are not evident; the writer has not defined the topic in a meaningful, personal way
- information is very limited or unclear
- text may be repetitious or read like a collection of disconnected, random thoughts
- the writer does not distinguish the main ideas or critical points from the supporting details or less critical points

Organization

- sequencing needs work
- there is no real lead or introduction to set up what follows
- conclusion is missing or does not wrap things up
- transitions seldom work well, with many connections between ideas unclear
- pacing feels awkward; the writer slows to a crawl when the reader wants to move on, and vice versa
- problems with organization make it hard for the reader to get a grip on the main point or story line

Voice

- it is hard to sense the writer behind the words
- the writer does not seem to reach out to an audience or to anticipate the reader's interests or questions
- writing may communicate on a functional level but does not move or involve the reader
- writer does not seem sufficiently at home with the topic to take risks, share personal insights, or make the topic/story personal and real for the reader

Word Choice

- language is so vague and general that only the most general message comes through (e.g., It was a fun time. We did lots of neat stuff.)
- persistent redundancy distracts the reader
- words are often used incorrectly, making the message hard to decipher
- clichés and jargon frequently serve as a crutch
- problems with language leave the reader wondering what the writer is trying to say

Sentence Fluency

- sentences are choppy, incomplete, rambling, or awkward; there may be many fragments
- phrasing does not sound natural; the reader must sometimes reread to get the meaning
- many sentences begin the same way and follow the same pattern (e.g., subject-verb-object) in a monotonous pattern
- transitions between sentences are missing or hidden, or endless connectives create a massive jumble of language in which clear beginnings and endings are lost

Conventions

- paragraphing is missing, irregular, or so frequent (e.g., every sentence) that it has no relationship to the organizational structure of the text
- errors in grammar or usage are very noticeable and may affect meaning
- punctuation is often missing or incorrect
- spelling errors are frequent, even of common words
- the reader must read once to decode, then again for meaning

WRITING

SCORING GUIDE

1 point

Ideas and Content

- topic and direction are missing
- information is very limited or unclear
- text may be repetitious, or may read like a collection of disconnected, random thoughts

Organization

- sequencing is absent
- there is no introduction or conclusion
- transitions are absent
- organization is absent; writing may be a brief list

Voice

- the writer seems unaware of an audience or reader; writing seems "painful" to the writer
- writing may not communicate on a functional level
- writer seems uncomfortable with the topic

Word Choice

- language is so vague, inaccurate, and/or general that even the most general message does not come through
- words are frequently used incorrectly, making the message hard to decipher
- problems with language leave the reader unable to understand what the writer is trying to say most of the time

Sentence Fluency

- sentences are choppy, incomplete, rambling, or awkward; there may be many fragments
- the reader must frequently pause or reread
- sentences begin the same way and follow the same pattern (e.g., subject-verb-object) in a monotonous pattern

Conventions

- paragraphing is missing, irregular, or so frequent that it has no relationship to the organizational structure of the text
- errors in grammar or usage are frequent and impede meaning
- punctuation is often missing or incorrect
- spelling errors are frequent and impede meaning
- the reader may be unable to decode the writing

KEY FOR MULTIPLE-CHOICE ITEMS:

Sample A. C

Sample B. A

1. B
2. D
3. A
4. A
5. D
6. C
7. B
8. A
9. C
10. D
12. B
13. B
14. B
16. D
17. B

CONSTRUCTED-RESPONSE QUESTIONS:

Sample C

Complete and Correct Response

Explanation equivalent to the following statements:

- The length of line CD should be 5 centimeters.

AND

- The measure of angle D should be 118°

NOTE: Allow ± 0.5 cm for the length measurement and $\pm 2^\circ$ for the angle measurement.

2 Score Points

- 1 point for each correct statement

Item 11

Complete and Correct Response

- $\frac{21}{6} = \frac{x}{10}$
- $10 \times \frac{21}{6} = x$

OR

- Other valid process

AND

- 35 cups

2 Score Points

- 1 point for correct process
- 1 point for correct answer

Item 15

Complete and Correct Response

- 10 P.M. – 1 P.M. = 9 hours
9 – 3 = 6 hours

AND

- 6 hours

OR

- Other valid process

2 Score Points

- 1 point for correct process
- 1 point for correct answer

Item 18

Complete and Correct Response

- $0.15x + 5 = 0.09x + 23$
- $0.06x = 18$
- $x = 18 \div 0.06$

OR

- Other valid process

AND

- 300 minutes

AND

- $0.09(400) + 23 = 59$
 $0.15(400) + 5 = 65$

OR

- Other valid process

AND

- \$6

4 Score Points

- 1 point for correct process of finding when the monthly fees are the same
- 1 point for correct answer of 300 minutes
- 1 point for correct process of solving equations for $x = 400$
- 1 point for correct answer of \$6



Alaska Department
of Education &
Early Development



★
★ ★ ★ ★ ★
Alaska

Comprehensive System of Student Assessment

High School Graduation Qualifying Examination

Practice Test



ALASKA MENTAL HEALTH BOARD

FRANK H. MURKOWSKI, GOVERNOR
STATE OF ALASKA

431 N. Franklin, Suite 200
Juneau, Alaska 99801
Office: (907) 465-3071
Fax: (907) 465-3079

March 30, 2004

The Honorable Gretchen Guess
Alaska State Senate
State Capitol, Room 423
Juneau, AK 99801-1182

Dear Senator Guess:

The Alaska Mental Health Board (AMHB) wishes to convey to you its position concerning the high school competency examination. Several bills have been introduced that impact the exam, including HB 365, HB 371, HB 457, SB 234, SB 248, and SB 372. When the law now on the books was originally debated by the Legislature, the board testified that its principle concern was that meaningful alternative assessments be provided for children with disabilities.

After reconsidering its original stance on the competency examination, the AMHB now believes that, while that original position is fundamental to allowing children with disabilities to achieve success and to avoid stigma, access to alternative assessments should be available to any student willing to pursue the requirements for those established in state law and by local school districts in carrying out state law and regulations.

All these bills address an important issue that the AMHB believes, although dealt with in the original legislation, requires further clarification and direction in its delivery in the schools of Alaska. Thank you for considering our comments.

Respectfully,

Jeri Lanier

Jeri Lanier
Chair

FISCAL NOTE

STATE OF ALASKA
2004 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: SB 248
 () Publish Date: 2/13/2004

Revision Date/Time (Note if correction): _____ Dept. Affected: EED
 Title An Act relating to secondary RDU Teaching & Learning Support
school competency exams Component Quality Schools
 Sponsor Sen. Guess, Elton, and Davis
 Requester HESS, Finance Component No. 2147

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

| OPERATING EXPENDITURES | FY 2005 | FY 2006 | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Personal Services | 240.0 | 240.0 | 240.0 | 240.0 | 240.0 | 240.0 |
| Travel | 51.0 | 51.0 | 51.0 | 51.0 | 51.0 | 51.0 |
| Contractual | 332.0 | 332.0 | 332.0 | 332.0 | 332.0 | 332.0 |
| Supplies | 18.0 | 18.0 | 18.0 | 18.0 | 18.0 | 18.0 |
| Equipment | 8.0 | 8.0 | 8.0 | 8.0 | 8.0 | 8.0 |
| Land & Structures | | | | | | |
| Grants & Claims | | | | | | |
| Miscellaneous | | | | | | |
| TOTAL OPERATING | 649.0 | 649.0 | 649.0 | 649.0 | 649.0 | 649.0 |

| | | | | | | |
|-----------------------------|--|--|--|--|--|--|
| CAPITAL EXPENDITURES | | | | | | |
|-----------------------------|--|--|--|--|--|--|

| | | | | | | |
|-------------------------------|--|--|--|--|--|--|
| CHANGE IN REVENUES () | | | | | | |
|-------------------------------|--|--|--|--|--|--|

FUND SOURCE (Thousands of Dollars)

| | | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|--------------|
| 1002 Federal Receipts | | | | | | |
| 1003 GF Match: | | | | | | |
| 1004 GF | 649.0 | 649.0 | 649.0 | 649.0 | 649.0 | 649.0 |
| 1005 GF/Program Receipts | | | | | | |
| 1037 GF/Mental Health | | | | | | |
| Other (Specify Type--Do not abbreviate) | | | | | | |
| TOTAL | 649.0 | 649.0 | 649.0 | 649.0 | 649.0 | 649.0 |

Estimate of any current year (FY2004) cost: 0.0
 Mark this box (X) if funding for this bill is included in the Governor's FY 2005 budget proposal:

POSITIONS

| | | | | | | |
|-----------|---|---|---|---|---|---|
| Full-time | 2 | 0 | 0 | 0 | 0 | 0 |
| Part-time | | | | | | |
| Temporary | | | | | | |

ANALYSIS: (Attach a separate page if necessary)

See attached 2-page narrative.

Prepared by: Les Morse, Director of Assessment Phone 465-8691
 Division Teaching & Learning Support Date/Time 3/30/04 9:58 AM
 Approved by: _____ Date 3/30/2004
 Agency Education & Early Development

SB 248
Narrative for Fiscal Note

Costs for the districts would represent a significant unfunded mandate.

Considerable district costs are unknown and can't be determined at this time. These costs would include, at a minimum: teacher and administrator time to put portfolios together for each eligible student; support staff costs in generating other student records related to Section 4 portfolio requirements; postage and copying costs; staff time to analyze student documentation to determine if student is competent in the areas tested and failed; review and approval or denial time by school principals; review and approval or denial time by the superintendent; training time to understand the portfolio process and assessment related information required to document and determine student competency.

Section 4.

Costs to establish a new state review board to conduct a confidential review of every approved student portfolio. This board consists of the commissioner, a state board member and a member appointed by the governor. This board has to accept, review, and approve or reject all portfolios, then issue confidential findings and a decision.

Regulations will need to be drafted to create this new board and define how it is to operate; define what goes into the portfolios at the district level; defines any appeal procedures for the student

Two, full-time staff to review all portfolios that are submitted to the department and make recommendations that are forwarded to the new state review board for consideration. Staff will also need to design and deliver training to all districts related to this new portfolio option for all students not passing all three sections of the high school graduation qualifying examination.

Please refer to the following table showing department costs related to SB 248.

SB 248
Narrative for Fiscal Note

| | | Total | |
|-------------------|-------|--------------|--|
| Personal Services | 240.0 | 240.0 | <p>Three new department staff to draft regulations, provide training and review portfolios, and make recommendations to the new state review board:</p> <p>3 Education Specialist II A/B (New PFT) = \$80,000 x 3 = \$240,000</p> |
| Travel | 24.0 | 51.0 | <p>Travel for department staff to deliver district portfolio training:</p> <p>4 regional trainings and 4 technical assistance trips x 2 staff x \$1,500 = \$12,000</p> <p>Travel for the state review board to meet to make their portfolio determinations:</p> <p>6 meetings x 3 board members x \$1,500 = \$27,000</p> |
| Contractual | 14.0 | 332.0 | <p>Postage, phone, copier, and printing costs for department staff and for the state review board: \$14,000</p> <p>Costs for districts to send three representatives to required 2-day portfolio training: One training x 159 staff x \$2,000 (including travel, per diem and substitute costs) = \$318,000</p> |
| Supplies | 18.0 | 18.0 | Regular office supplies for new department staff; training materials for department staff to deliver portfolio training to districts |
| Equipment | 8.0 | 8.0 | Three computers for new department staff |
| Total | | 649.0 | |