Student Name _____

Teacher Name _____

School _____

System _____

# ENGLISH I

# Item Sampler

## Tennessee End of Course Assessment

## English I  Form 4

PEARSON

Developed and published under contract with State of Tennessee Department of Education by the Educational Measurement group of Pearson, a business of NCS Pearson, Inc., 2510 North Dodge Street, Iowa City, Iowa 52245. Copyright © 2012 by State of Tennessee Department of Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of State of Tennessee Department of Education.

# Contents

Introduction to English I .....4
Content of tests .....4
Test development .....4
Test administration .....4
Tips for Taking the Test .....5
Preparing for the test .....5
Before the test .....5
During the test .....5
Directions for Using the Item Sampler .....6
English I Item Sampler .....7
Answer Key with Performance Indicator .....39
Answer Key with Reporting Category and Performance Indicator ..... 45

# Introduction to English I

## Content of tests

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

## Test development

For the *Tennessee End of Course Assessment,* a staff of writers – composed of both teachers and professional test developers experienced in each of the content areas – researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including particular items and test directions in operational tests.

## Test administration

*Tennessee End of Course Assessments* are given to students as they near the end of courses that are included in the program. Tests may be given midyear for block schedules or at the end of the school year.

You will have ample time to read and answer each of the questions. The English I test has been designed to be administered in one session and is not timed.* The first 15 minutes are set aside to complete identifying data on the answer sheet.

I* The English I test formerly featured a 110-minute time limit.

# Tips for Taking the Test

**Preparing for the test**

- Review this Tennessee End of Course Item Sampler for English I carefully and thoroughly.
- Acquire the Tennessee End of Course Practice Test for English I, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet.

**Before the test**

- Get a good night's sleep. To do your best, you need to be rested.

**During the test**

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

# Directions for Using the Item Sampler

This Item Sampler for English I provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given end of course test administration. Performance Indicators have been grouped by Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of courts test to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the end of course tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the End of Course Assessment Practice Test English I should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

An Answer Key is located in Page 39. Use it to check your answers. Review items that you get wrong.

**Read the biography and answer questions 1 through 7.**

### Mwah

Dinah Shore was a singer, actress, and television personality. She reached the height of her popularity during the big-band era of the 1940s and 1950s.

She was born Frances Rose Shore on February 29, 1916, in Winchester, Tennessee. Her parents, Solomon and Anna Stein Shore, were Russian immigrants. They had two daughters: one older daughter named Bessie and Frances, whom they called Fanny. Fanny contracted polio, the dreaded disease of the era, at the age of two. At the time, the disease was not preventable. It often ended in paralysis, and bed rest was the only known treatment. Her parents provided her with excellent care and she recovered, but she continued to walk with a limp for the remainder of her life.

Even as a child, she loved to sing. Her mother, who was also a talented singer, encouraged her daughter. She often took Fanny to her father's dry goods store to sing for customers. In 1924, the Shore family moved to McMinnville, Tennessee, where Solomon opened a department store.

When Fanny Shore was only sixteen, her mother died of a heart attack. Shore grew determined to pursue her dreams and chose to attend Vanderbilt University. She graduated with a degree in sociology in 1938. During her college years, she made her first radio appearance on a popular Nashville radio station. After college, she travelled to New York City to audition for various radio stations. In many auditions, she sang a popular song of the time, "Dinah." Martin Block, a disc jockey, could not remember her name and instead referred to her as the "Dinah" girl. The name stuck, and later Shore used it as her stage name.

Shore continued singing for radio stations and soon became a star. She received her own radio show, *Call to Music*, in 1943. During the same year, she appeared in *Thank Your Lucky Stars*, her first movie. The United States was involved in World War II at this time, and Shore became a favorite with the troops. She participated in United Services Organization (USO) tours to Europe to entertain the troops. She earned the USO Medallion Award as the first entertainer to visit soldiers on the front lines of the war. In 1943, while working to entertain the troops, she met and married George Montgomery, an actor who soon joined the military. When he returned from the war, they moved to San Fernando, California, to pursue their entertainment careers. George and Dinah welcomed their daughter, Melissa Ann, five years later.

Dinah Shore made her television debut on the *Ed Wynn Show* in 1949. Her beauty and charm made her an instant hit with audiences. For the next two years, she continued making appearances on television shows until the network offered her a show of her own. She was the first female star to have her own prime-time television variety show. At the end of every episode of *The Dinah Shore Show*, Shore and her TV guests threw a kiss to the audience and said, "MWAH!"

In the 1950s, Chevrolet® wanted to promote their cars to women as well as men. Dinah Shore had a "girl-next-door" image, and the company selected Shore as its spokeswoman. She began by singing the Chevrolet song on her show in 1951. The following year, she began making television commercials for the company as well. By 1956, the producers renamed her show, calling it the *Dinah Shore Chevy Show*, which aired for seven more years.

In 1954, she and her husband, George, adopted a son, John David, and moved the family to Beverly Hills. Shore divorced George in 1962, but they remained friends for the remainder of her life.

An avid golfer and a supporter of women's professional golf, Shore founded the Dinah Shore Golf Tournament in 1972. The tournament still exists today with a different sponsor and has become one of the four major tournaments on the Ladies Professional Golf Association tour.

On February 24, 1994, Dinah Shore passed away only five days before her seventy-eighth birthday. Her ex-husband, George Montgomery, and her two children were with her when she died.

Dinah Shore had seventy-five hit records between the years of 1940 and 1955 and received ten Emmy awards for her work in television. She has three grandchildren by Melissa: Jennifer, Adam, and Alexander. The city of Winchester, Tennessee, her birthplace, named Dinah Shore Boulevard in her honor. There is also a street bearing her name in Cathedral City, California. Shore will always be remembered for her successful singing career and her many television appearances.

---

Chevrolet® is a registered trademark of General Motors, LLC

## Reporting Category: Logic

**Numbers 1 through 2**

**Performance Indicator:** 3001.5.3 Evaluate text for fact and opinion.

1. **Which sentence from the passage is an <u>opinion</u>?**

- **A** Her parents, Solomon and Anna Stein Shore, were Russian immigrants.
- **B** Dinah Shore made her television debut on the *Ed Wynn Show* in 1949.
- **C** Her beauty and charm made her an instant hit with audiences.
- **D** She was the first female star to have her own prime-time television variety show.

**Performance Indicator:** 3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.

2. **Which sentence <u>best</u> shows an assumption made by the writer?**

- **A** Shore continued singing for radio stations and soon became a star.
- **B** During the same year, she appeared in *Thank Your Lucky Stars*, her first movie.
- **C** Dinah Shore made her television debut on the *Ed Wynn Show* in 1949.
- **D** Dinah Shore had a "girl-next-door" image, and the company selected Shore as its spokeswoman.

Go On ▶

## Reporting Category: Informational Text

**Numbers 3 through 4**

**Performance Indicator:** 3001.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.

3. **Read this excerpt from the passage.**

She was born Frances Rose Shore on February 29, 1916, in Winchester, Tennessee. Her parents, Solomon and Anna Stein Shore, were Russian immigrants. They had two daughters: one older daughter named Bessie and Frances, whom they called Fanny. Fanny contracted polio, the dreaded disease of the era, at the age of two. At the time, the disease was not preventable. It often ended in paralysis, and bed rest was the only known treatment. Her parents provided her with excellent care and she recovered, but she continued to walk with a limp for the remainder of her life.

**What is the main idea of this paragraph?**

- **A** Shore's family called her Fanny, her nickname.
- **B** Shore was originally from Winchester, Tennessee.
- **C** Shore's parents emigrated from another country.
- **D** Shore survived a major illness during childhood.

**Performance Indicator:** 3001.6.2 Use the graphics of informational and technical passages to answer questions.

4. **Which graphic would <u>best</u> support the information in the passage?**

- **A** an illustration of a radio from the 1940s
- **B** a diagram of an older model of a Chevrolet
- **C** a photo of Dinah Shore blowing a kiss to the audience
- **D** a list of participants in the 1972 Dinah Shore Golf Tournament

## Reporting Category: Communication and Media

**Numbers 5 through 5**

**Performance Indicator:** 3001.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

5. **Read this excerpt from a newspaper article.**

McMinnville welcomes home our very own Dinah Shore! Many will remember the familiar voice of Frances Shore from her performances as a young girl at Solomon Shore's dry goods store. After leaving us, Frances, who is now known as Dinah Shore, became a famous radio and television personality. The popular singer and actress will visit next week and plans to perform at the Blue Horseshoe on Saturday night. Be sure to come and welcome Dinah Shore back to Tennessee!

**How is this excerpt <u>most</u> similar to the passage?**

- **A** Both are biographical.
- **B** Both use vivid descriptions.
- **C** Both contain figurative language.
- **D** Both are written in a serious tone.

## Reporting Category: Literature

**Numbers 6 through 6**

**Performance Indicator:** 3001.8.13 Locate words or phrases in a passage that provide historical or cultural cues.

6. **Which sentence <u>best</u> indicates that Dinah Shore was a celebrity from the past?**

- **A** Her parents, Solomon and Anna Stein Shore, were Russian immigrants.
- **B** Her mother, who was also a talented singer, encouraged her daughter.
- **C** The United States was involved in World War II at this time, and Shore became a favorite with the troops.
- **D** For the next two years, she continued making appearances on television shows until the network offered her a show of her own.

*Go On* ▶

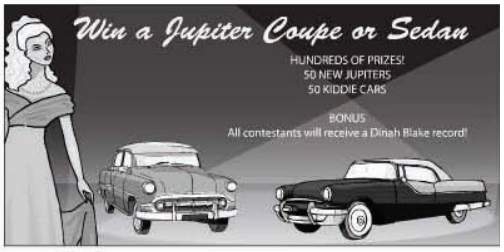
## Reporting Category: Communication and Media

**Numbers 7 through 7**

**Performance Indicator:** 3001.7.1 Draw an inference from a non-print medium.

7.

**Look at the advertisement for another car company.**




**What can be inferred from this advertisement?**

- **A** A Jupiter is a reliable car.
- **B** Dinah Blake is a stage name.
- **C** Jupiter is giving away cars as prizes.
- **D** Dinah Blake is the Jupiter spokesperson.

## Reporting Category: Language

**Numbers 8 through 11**

**Performance Indicator:** 3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.

8.

**Read this sentence.**

Having drived all night to get home, Steven was very tired.

**Which past participle is the correct replacement for the underlined word?**

- **A** drives
- **B** drove
- **C** driven
- **D** driving

**Performance Indicator:** 3001.1.4 Combine a set of simple sentences into a single compound or complex sentence.

9.

**Read these sentences.**

Cassady needs to wake up earlier. Cross-country practice begins at the crack of dawn.

**Which revision of the underlined section best combines the sentences into one complex sentence?**

- **A** earlier; but cross-country
- **B** earlier because cross-country
- **C** earlier, cross-country
- **D** earlier, and cross-country

**Performance Indicator:** 3001.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb- subject complement, subject-action verb-direct object-object complement).

10.

**Read this sentence.**

Sarah gave Coach Gomez her full attention.

**Which sentence pattern does the sentence use?**

- **A** subject, action verb, direct object
- **B** subject, linking verb, subject complement
- **C** subject, action verb, indirect object, direct object
- **D** subject, action verb, direct object, object complement

**Performance Indicator:** 3001.1.11 Recognize the correct usage of quotation marks in direct and indirect quotations.

11.

**Read this sentence.**

Henry David Thoreau said Go confidently in the direction of your dreams! Live the life you have imagined. As you simplify your life, the laws of the universe will be simpler.

**What is the best way to punctuate this sentence?**

- **A** Henry David Thoreau said "Go confidently in the direction of your dreams! Live the life you have imagined. As you simplify your life, the laws of the universe will be simpler".
- **B** Henry David Thoreau said, "Go confidently in the direction of your dreams! Live the life you have imagined. As you simplify your life, the laws of the universe will be simpler."
- **C** "Henry David Thoreau said Go confidently in the direction of your dreams! Live the life you have imagined. As you simplify your life, the laws of the universe will be simpler."
- **D** Henry David Thoreau said: "Go confidently in the direction of your dreams! Live the life you have imagined. As you simplify your life, the laws of the universe will be simpler."

## Reporting Category: Writing and Research

**Numbers 12 through 15**

**Performance Indicator:** 3001.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

12.

**Read this sentence.**

Yesterday I received the worst haircut; _____, I need to find someone to fix my hair before I see my friends.

**Which transition word best completes the sentence?**

- **A** however
- **B** although
- **C** therefore
- **D** subsequently

**Performance Indicator:** 3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

13.

**Read the following excerpt from a student's report.**

This summer, I enjoyed hiking with my family in the mountains. We started early in the morning and spent the day exploring new trails. About midday, Dad unpacked a lunch of sandwiches, crackers, cheese, and water. Protein gives the body plenty of energy to use while exercising. After lunch, we continued until the sun sank in the sky. I had never felt more exhausted or had more fun.

**Which sentence is irrelevant and should be deleted?**

- **A** We started early in the morning and spent the day exploring new trails.
- **B** About midday, Dad unpacked a lunch of sandwiches, crackers, cheese, and water.
- **C** Protein gives the body plenty of energy to use while exercising.
- **D** After lunch, we continued until the sun sank in the sky.

**Read the short story and answer questions 14 through 20.**

### Betsy's Iron

I walked home from school slowly, in no real hurry to start my chores. The sky was hazy with dust and sweat trickled down my back. I passed the time like Pharaoh and the Egyptians, squashing grasshoppers along the road, counting them in my head, forty-one, forty-two, forty-three. The grasshoppers devoured the few plants that managed to sprout from the parched earth. Finally, home was in sight and I meandered up the dirt road that leads to our house. The house we lived in was old, passed down for many generations. It needed numerous repairs, but times were hard lately. Papa had not had a good harvest in many years; he even gave up farming and took a job in town working for the Rural Electrification Administration. Instead of picking meager cotton harvests like many farmers surrounding our farm, he spent his days setting poles and stringing wires, giving electricity to many of our neighbors. Those closest to town and along the main roads already had electricity, but we did not. We lived too far from town.

I threw my books on the table and walked across the creaking floor to the wood stove. Inside, the house was hotter than outside, so the last thing I wanted to do was start a fire. No matter how tight money was though, Mama and I tried to keep a tidy house. I ironed all of the clothes and linens. I loaded the stove with wood and started the fire, feeling the heat radiate through the room and add to the oppressive heat. I placed the flat iron on top of the fire to heat it and flattened the first of Papa's shirts. When the iron was hot, I began smoothing the fabric. I scorched the first shirt; the iron had been too hot. Setting the iron over the fire made it impossible to heat it to exactly the right temperature. Mama would be upset that I ruined another of Papa's work shirts.

After I finished ironing, I began to prepare dinner. Mama returned from visiting an ailing neighbor and got to work as well. We needed to set the table, but first we wanted to wipe away the layer of dust. It did not matter how many sheets we put up over the windows; the dust still came into the house through the floorboards and under doors. Papa arrived just as we finished setting the table.

"We're headin' this way," he stated as he pulled the chair from the table. "I'm makin' decent wages now and I've put some aside, so Mac is going to come help us wire the house," he continued as he sopped up the gravy with a thin slab of bread.

"When?" Mama asked.

"They'll be droppin' the poles off sometime next month, so we had best start soon." I spent the rest of dinner dreaming of how life would change.

"Papa," I asked after dinner, "can I get an electric iron or maybe a radio?"

"No, Muffin," Papa replied sadly. "I have enough to wire one overhead light and an outlet, maybe two, but the appliances will have to wait."

I decided that I needed to find a way to earn money for myself. When Saturday came, I headed out for the nearest neighboring farm. Crops were bad and most people had no money to hire help, but I was willing to work for very little. At the first farm, I received my first no. That was followed by a second no at the second farm. By the fifth farm, I began to lose hope. The sweat that covered my body mixed with the dust in the air, and I looked as if I were covered with mud. On the verge of despair, I knocked on the door. Mrs. McBride answered.

"I'm lookin' for work, Ma'am. I will do anything." I pushed the hair away from my filthy face and waited for the next no, but Mrs. McBride looked thoughtful.

"I can't pay you much, Betsy, and the work is very hard. Mr. McBride is harvesting what cotton we could grow this year."

That would be hard work indeed, but I wanted that iron!

"I'll take it!" I shouted. Mrs. McBride chuckled.

"You don't even know what we'll pay you yet! We can pay fifty cents for every hundred pounds of cotton."

I started immediately and worked well into the evening. I hardly had enough energy to walk home, and I fell into bed too exhausted to eat or wash. I returned the next morning to begin the grueling task again. Mrs. McBride placed one dollar on my sore, scratched hand.

The next weekend, I returned to the difficult task of picking cotton from the sharp, dry stems, determined to earn enough money for an iron. The harvest was almost in by that time. Due to the lack of rain, the bolls of cotton were small and produced very little. Somehow, I managed to earn another fifty cents.

"Well, I guess we won't need any more help, Betsy," Mr. McBride stated at the end of the day.

"That's fine, sir. Thank you," I responded. I earned quite a bit of money, but I did not know whether I had enough to purchase the iron.

When I returned home, the poles lay at the end of the lane, and my Papa was digging the holes to set them. I waved as I passed him and headed toward home. I trudged up the dusty lane with all of my remaining energy and fell into bed.

On Sunday morning, I woke with a surge of excitement and hurried to town with my earnings safely tucked in my pocket. In the window of the hardware store was an advertisement for the Smoothwell electric iron; the cost was $1.49!

**Performance Indicator:** 3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.

14. **Read this sentence.**

Papa had not had a <u>good</u> harvest in many years; he even gave up farming and took a job in town working for the Rural Electrification Administration.

**Which is the <u>most</u> vivid replacement for the underlined word to strengthen the meaning?**

- **A** plentiful
- **B** lovely
- **C** nice
- **D** fine

**Performance Indicator:** 3001.4.2 Differentiate between primary and secondary sources.

15. **Which would be a primary source for this story?**

- **A** a chapter in a history textbook about the Tennessee Valley during the depression
- **B** a personal interview with someone who lived in the Tennessee Valley during the depression
- **C** a book about the people who worked for the Rural Electrification Administration
- **D** a magazine article interpreting results of the effects of the Rural Electrification Administration

Go On ▶

## Reporting Category: Literature

**Numbers 16 through 20**

**Performance Indicator:** 3001.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).

16. **From which point of view is the story written?**

- **A** first person
- **B** third-person limited
- **C** third-person objective
- **D** third-person omniscient

**Performance Indicator:** 3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

17. **The author reveals Betsy's character by telling the reader what**

- **A** other characters say about her.
- **B** the author says about her.
- **C** Betsy says about herself.
- **D** Betsy does.

**Performance Indicator:** 3001.8.5 Determine the significance/meaning of a symbol in poetry or prose.

18. **Read this sentence.**

When I returned home, the poles lay at the end of the lane, and my Papa was digging the holes to set them.

**What do the poles symbolize to Betsy?**

- **A** opportunity
- **B** desperation
- **C** progress
- **D** effort

**Performance Indicator:** 3001.8.14 Identify classical, historical, and literary allusions in context.

19. **Which sentence from the story contains an allusion?**

- **A** I passed the time like Pharaoh and the Egyptians, squashing grasshoppers along the road, counting them in my head, forty-one, forty-two, forty-three.
- **B** The house we lived in was old, passed down for many generations.
- **C** I threw my books on the table and walked across the creaking floor to the wood stove.
- **D** The next weekend, I returned to the difficult task of picking cotton from the sharp, dry stems, determined to earn enough money for an iron.

Go On ▶

**Performance Indicator:** 3001.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).

20. **How would the treatment of the subject change if the short story was instead written as a newspaper article about the Rural Electrification Administration?**

- **A** The article would contain facts about the Rural Electrification Administration.
- **B** The article would describe how life changed with the introduction of electricity to rural areas.
- **C** The article would provide a personal perspective about the introduction of electricity to rural areas.
- **D** The article would give an opinion about the importance of the Rural Electrification Administration.

**Read the letter and answer questions 21 through 28.**

171 S. Marcy Street
Riverbend, Tennessee 55555

July 16, 2011

Brennan Marshall
53 Weber Road
Hungerford, Tennessee 44444

Dear Brennan,

1 I just had the greatest experience of my entire life! I want to tell you all about it. Because you would enjoy and should pursue it as well. I just spent two weeks at a camp program that the state department of forestry introduced this year. The program is called Camp Lumberjack Hey-day and even though the name may sound silly, the activities were anything but ridiculous. Like you, I have always loved the outdoors things like hiking, rock climbing, camping, and fishing have always been our thing. Do you remember how we said we want to spend the summer after we graduate camping and living off the land as people did in the old days? Well, through this camp I learned a lot of the skills that would help me survive in the forest.

2 The idea of Camp Lumberjack Hey-day was to take participants back to a time when timber was a major industry in this country. During the two weeks I spent there with about twenty-five other kids, state forest rangers taught us old-time lumberjack skills such as logrolling, scaling tall trees, ax chopping, starting fires without matches, and even carving a dugout canoe. Believe it or not I am pretty good at doing most of those things now especially tree scaling and logrolling.

3 Unlike some of my friends, I know you will be impressed with the skills I gained through this camp. Many of my friends just cannot understand why I would want to spend so much time in the woods disconnected from the rest of the world, learning such seemingly impractical skills. You might think the experience offers more fun than practicality, but after reading the rest of this letter, you will be convinced otherwise.

4 While I admit that all of the blisters I developed from hours of ax chopping hurt, the strength these activities built in my upper body made the initial pain well worth it. Whether or not I take down many huge trees in my future, I was amazed to discover that just swinging an ax any old way will not bring down every tree. It turns out that lumberjacks apply dozens of different ax angles, depending on the kind of tree and how wet or dry its wood is. Being a lumberjack involves brainpower as well as brawn. The next time we need fire for camping I will be able to choose a viable fallen log and chop it up in no time!

5 Something else I gained (and I think that you would like and benefit from as well) is an opportunity to get into a college forestry program. At colleges with a forestry program, lumberjack teams are like the football teams at other colleges. These teams compete at the intercollegiate level, and the competitions include all of the skills that I mentioned. The rangers who led the camp said many of the best competitors learned their skills in camps like Camp Lumberjack Hey-day. Some schools even offer grants to attract team members. I know you, too, considered majoring in forestry and wanted to find programs to help pay for college. Participating in this camp next summer may provide the help that you need.

6 You are probably saying, What about the camp's expenses, but there are programs to help with that. Many outdoor gear companies provide sponsorships for the camp. I applied for one and it covered more than half of the camp tuition. Since the state uses the camp to recruit future foresters, it also works to make the camp affordable.

7 If everything that I described has not convinced you to try this experience, just wait until our families go camping in a few weeks. Once you see my new skills in action and the confidence I gained in my physical abilities, I bet you will be quick to obtain an application form for Camp Lumberjack Hey-day. I hope so, because I plan to attend again next summer. Maybe we two can even become wilderness experts together!

8 I look forward to seeing you and showing off my new skills soon!

Love,

Tess

## Reporting Category: Language

**Numbers 21 through 25**

**Performance Indicator:** 3001.1.3 Use a variety of techniques to correct sentence fragments.

21. **Read the sentences from the letter.**

I want to tell you all about it. Because you would enjoy and should pursue it as well.

**Which revision of the underlined section corrects the sentence fragment?**

- **A** about it because
- **B** about it, because
- **C** about it; because
- **D** about, it because

**Performance Indicator:** 3001.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.

22. **Read this sentence from the letter.**

Believe it or not I am pretty good at doing most of those things now especially tree scaling and logrolling.

**Which revision shows correct comma usage?**

- **A** Believe it or not, I am pretty good at doing most of those things now, especially tree scaling and logrolling.
- **B** Believe it or not I am pretty good, at doing most of those things now especially tree scaling and logrolling.
- **C** Believe it or not, I am pretty good at doing most of those things now especially tree scaling and logrolling.
- **D** Believe it or not I am pretty good at doing most of those things now, especially tree scaling and logrolling.

Go On ▶

**Performance Indicator:** 3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.

23. **Read this sentence from the letter.**

Like you, I have always loved the outdoors things like hiking, rock climbing, camping, and fishing have always been our thing.

**Which revision of the underlined portion corrects the run-on sentence?**

- **A** the outdoors things: like hiking
- **B** the outdoors; things like hiking
- **C** the outdoors, things like hiking
- **D** the outdoors things—like hiking

**Performance Indicator:** 3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as).

24. **Read this sentence from the letter.**

Maybe we two can even become wilderness experts together!

**Which pronoun is the best replacement for the underlined word?**

- **A** us
- **B** you
- **C** them
- **D** no change

**Performance Indicator:** 3001.1.10 Recognize the correct placement of end marks with quotation marks.

25. **Read this sentence from the letter.**

You are probably saying, What about the camp's expenses, but there are programs to help with that.

**What is the correct way to punctuate this sentence?**

- **A** You are probably saying, "What about the camp's expenses", but there are programs to help with that.
- **B** You are probably saying, "What about the camp's expenses?" but there are programs to help with that.
- **C** You are probably saying, "what about the camp's expenses, but there are programs to help with that."
- **D** You are probably saying, "What about the camp's expenses"? but there are programs to help with that.

Go On ▶

## Reporting Category: Writing and Research

**Numbers 26 through 28**

**Performance Indicator:** 3001.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

26. **Read these sentences from the letter.**

It turns out that lumberjacks apply dozens of different ax angles, depending on the kind of tree and how wet or dry its wood is. Being a lumberjack involves brainpower as well as brawn.

**Which revision provides the <u>best</u> transition between the sentences?**

- **A** It turns out that lumberjacks apply dozens of different ax angles, depending on the kind of tree and how wet or dry its wood is. Clearly, being a lumberjack involves brainpower as well as brawn.
- **B** It turns out that lumberjacks apply dozens of different ax angles, depending on the kind of tree and how wet or dry its wood is. Honestly, being a lumberjack involves brainpower as well as brawn.
- **C** It turns out that lumberjacks apply dozens of different ax angles, depending on the kind of tree and how wet or dry its wood is. However, being a lumberjack involves brainpower as well as brawn.
- **D** It turns out that lumberjacks apply dozens of different ax angles, depending on the kind of tree and how wet or dry its wood is. Regardless, being a lumberjack involves brainpower as well as brawn.

**Performance Indicator:** 3001.3.9 Identify a statement that reveals the writer's attitude.

27. **Which sentence from the letter reveals the author's attitude about the difficulty of the camp activities?**

- **A** Well, through this camp I learned a lot of the skills that would help me survive in the forest.
- **B** Many of my friends just cannot understand why I would want to spend so much time in the woods disconnected from the rest of the world, learning such seemingly impractical skills.
- **C** While I admit that all of the blisters developed from hours of ax chopping hurt, the strength these activities built in my upper body made the initial pain well worth it.
- **D** Once you see my new skills in action and the confidence I gained in my physical abilities, I bet you will be quick to obtain an application form for Camp Lumberjack Hey-day.

**Performance Indicator:** 3001.3.14 Select the most precise word to provide clarity appropriate to audience and purpose.

28. **Read this sentence from the letter.**

Something else I gained (and I think that you would <u>like</u> and benefit from as well) is an opportunity to get into a college forestry program.

**Which word would be a more precise replacement for <u>like</u> in the sentence?**

- **A** appreciate
- **B** respect
- **C** admire
- **D** crave

*Go On* ▶

## Reporting Category: Language

**Numbers 29 through 29**

**Performance Indicator:** 3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.

29.

**Read these sentences.**

When I woke up this morning I knew I had chores to do. I had to go to the grocery store finish the laundry, and organize the closet.

**What is the best way to correct these sentences?**

- **A** When I woke up this morning, I knew had chores to do. I had to go to the grocery store, finish the laundry, and organize the closet.
- **B** When I woke up this morning, I knew I had chores to do; since I had to go to the grocery store, finish the laundry, and organize the closet.
- **C** When I woke up this morning; I knew I had chores to do: I had to go to the grocery store and finish the laundry, and organize the closet.
- **D** When I woke up this morning; I knew I had chores to do, because I had to go to the grocery store, finish the laundry, and organize the closet.

## Reporting Category: Logic

**Numbers 30 through 32**

**Performance Indicator:** 3001.5.1 Make inferences and draw conclusions based on evidence in text.

30.

**Read this paragraph.**

I see the same familiar people that I see every morning as I make my way across town. Each of them is dressed in a similar fashion, ready for success. I find my place and sit down just before I notice the buildings slowly pass in front of the window. We all sit together, but we are each going our own way.

**Based on the paragraph, the reader can infer that the people are**

- **A** leaving on an airplane.
- **B** driving to work in traffic.
- **C** traveling home from work.
- **D** commuting to work on a train.

*Go On* ▶

**Performance Indicator:** 3001.5.2 Choose a logical word to complete an analogy.

31.

**Which word best completes this analogy?**

Sophisticated is to awkward as _____ is to obvious.

- **A** sensitive
- **B** stealthy
- **C** silent
- **D** slow

**Performance Indicator:** 3001.5.4 Analyze cause-effect relationships in text.

32.

**Read the sentences from a newspaper article.**

During the summer, in warm climates, an area of high pressure with little or no rain or clouds can heat the air and ground easily. A static high pressure system can impose an unrelenting heat wave. The position of the jet stream allows air on one side to be considerably warmer than air on the other side.

**According to the article, what is the cause of the heat wave?**

- **A** a high pressure system
- **B** the summer season
- **C** a warm climate
- **D** high humidity

## Reporting Category: Communication and Media

**Numbers 33 through 34**

**Performance Indicator:** 3001.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

33.

**This photo will appear in a newspaper advertisement for the city public transit system.**

**Which element is used to convey the need for utilizing city transportation?**

- **A** layout
- **B** lighting
- **C** camera angle
- **D** special effects

**Performance Indicator:** 3001.7.3 Choose a visual image that best reinforces a viewpoint.

34.

**Read this excerpt from an advertisement.**

Building model airplanes is a timeless hobby that both adults and children enjoy. With one of our many supply kits and our easy-to-follow instruction booklet, anyone can construct a life-like miniature airplane. Because our models are so simple to create, children can work with limited adult supervision.

**Which image would <u>best</u> support the viewpoint in the advertisement?**

- **A** a picture of a completed model airplane
- **B** a page from the instruction manual
- **C** a diagram of an actual airplane
- **D** a list of available supply kits

*Go On* ▶

**Read the poem and answer questions 35 through 40.**

**Apprehension**

The stage, not a showcase, a challenge instead
Combinations of letters swirl in my head.
Behind velvet curtains in the dark stage wings
My palms sweaty, my heart stings.

An announcement is made and we file in rows.
Holding my breath, the stage lights glow.
Judges stare while to stark chairs we come
My stomach a knot, my chest a drum.

The audience claps, a calm tranquil sound
But onstage a blanket of tension surrounds.
Rules and procedures clearly explained
My forehead damp, my mind strained.

The podium home to contestant one
A word given, repeated, spelled correctly, done.
I plod center stage, a lengthy ascent
My knees weak, my feet cement.

The spotlight envelops the challenge I face
I ask to repeat and I fidget in place
*Apprehension* the term, a fitting word
My mouth sandpaper, my letters slurred.

But I muddle through and a chime cuts the air
That my letters aligned, elimination I am spared.
To my seat I return and prepare for round two
My palms still sweaty, but my mind anew.

## Reporting Category: Logic

**Numbers 35 through 35**

**Performance Indicator:** 3001.5.1 Make inferences and draw conclusions based on evidence in text.

35. **Based on the poem, the reader can infer that the narrator is participating in**

- **A** a school play.
- **B** a spelling bee.
- **C** a school debate.
- **D** a musical concert.

## Reporting Category: Literature

**Numbers 36 through 40**

**Performance Indicator:** 3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

36. **Read these lines from the poem.**

I plod center stage, a lengthy ascent
My knees weak, my feet cement.

**Which figure of speech do these lines contain?**

- **A** idiom
- **B** simile
- **C** metaphor
- **D** personification

Go On ▶

**Performance Indicator:** 3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

37. **The poet reveals the speaker's character by**

- **A** showing the speaker's actions.
- **B** expressing the speaker's thoughts.
- **C** describing the speaker's physical appearance.
- **D** presenting the speaker's dialogue with other characters.

**Performance Indicator:** 3001.8.5 Determine the significance/meaning of a symbol in poetry or prose.

38. **What does the "drum" in the second stanza of the poem symbolize?**

- **A** a musical noise on the stage
- **B** a pounding signal to sit down
- **C** a feeling of a racing heartbeat
- **D** a rhythmic echo in the auditorium

**Performance Indicator:** 3001.8.7 Differentiate between mood and tone in poetry or prose.

39. **What is the tone of the poem?**

- **A** confused
- **B** frantic
- **C** solemn
- **D** tense

**Performance Indicator:** 3001.8.11 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.

40. **The poem is an example of which type of poetry?**

- **A** epic
- **B** sonnet
- **C** lyric poetry
- **D** dramatic poetry

*Go On* ▶

**Read the short story and answer questions 41 through 48.**

### Split Decisions

1 The muscles in my legs burn, aching with a fiery protest, as I ferociously pump the pedals of my mountain bike toward the summit of the hill. I have dedicated endless hours of practice to prepare for the Green Mountain Chain Drive Challenge, and I intend to win the coveted championship trophy. However, one person stands between me and that glittering piece of metal—Christopher Murphy. He has always been my toughest rival, and he just managed to slip by me. I can still see his bright crimson jersey flashing through the trees ahead, waving at me like a red flag taunting a bull.

2 Maneuvering through the twisting, tortuous turns, I finally begin descending the slope and pick up speed. I have almost eliminated the gap between Christopher and myself when we both come to a frantic, abrupt halt. The trunk of an enormous, gnarled oak has split, blocking the trail with its tired limbs.

3 "Some of the riders behind us don't have our experience or skills, Christopher states as we both stare at the unexpected barrier. If they're coming downhill at a fast pace, they could hit these branches and get seriously injured." Without hesitating, Christopher leaps from his bike and starts to tackle the obstacle, determined to drag the heavy boughs away.

4 Regretfully, I gaze at an alternate trail it offers a tempting, unobstructed path to victory. Then, with a heavy sigh, I wheel my bike around. "I'll ride to the top of the incline and warn the oncoming racers," I announce.

5 Resolutely, I remain at my post, directing the next competitors toward a safer route. As the seconds turn to minutes, the commanding lead that Christopher and I fought for disappear. Finally, Christopher bellows in a booming voice, "It's all clear, Marcus!"

6 With a sudden rush of energy, I leap on my bike, jouncing down the winding course as if there were a grizzly bear one breath behind me. When I reach the bottom, my eyes suddenly widens with astonishment. Christopher has mounted his bike, but he sits as motionless as a marble statue, patiently waiting for me to join him.

7 As we shoot forward, I volunteer some of my own hard earned information, instructing Christopher to veer to the far left when he reaches the ravine. "That section of the trail is stony and compact," I explain, "and we'll be able to avoid some soft, sandy areas on the right that grip your tires." Christopher nods his head and silently tucks himself behind me so I can lead the way.

8 With an unspoken agreement, Christopher and I form a team, doggedly working to regain the precious ground we lost. Pushing ourselves through a sloppy, muddy area, we ignore the slap of the indifferent muck on our legs and faces. When I momentarily lose heart climbing Maple Ridge, Christopher automatically slows the pace.

9 Despite our concerted effort, Christopher and I cannot overcome our self-imposed handicap. We cross the finish line together, tying for the mediocre honor of twentieth place in our age group. Congratulating each other in breathy gasps, we move and make room for the parade of riders following behind us.

10 Wordlessly, I watch the other competitors glide over the finish line. I recognize my neighbor, a much older gentleman that is still enthusiastic about staying fit. I notice some younger girls, too, who belong to a local bike club; I have occasionally met them out practicing on the trails. As person after person proudly completes the race, I experience my own deep sense of satisfaction; it has nothing to do with my biking talent. I realize that Christopher and I made a split decision that affected every one of the racers, helping them reach the end of the course safely. It does not matter to me whether the racers recognize or appreciate our efforts—I know.

11 "Marcus, would you like to train together sometime?" Christopher suddenly asks as he swipes his sweaty face with the tail of his shirt. "We *do* make a great team," he adds with a weary smile, "and we can motivate each other."

12 "Yeah," I agree immediately, feeling a new bond and respect for my old rival. It is another split decision, but, this time, it is a much more enjoyable one.

## Reporting Category: Language

**Numbers 41 through 47**

**Performance Indicator:** 3001.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb- subject complement, subject-action verb-direct object-object complement).

41. **Read this sentence from Paragraph 2.**

I have almost eliminated the gap between Christopher and myself when we both come to a frantic, abrupt halt.

**Which sentence pattern is used?**

- **A** subject – action verb
- **B** subject – action verb – direct object
- **C** subject – action verb – indirect object – direct object
- **D** subject – action verb – direct object – object complement

**Performance Indicator:** 3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.

42. **Read this sentence from Paragraph 4.**

Regretfully, I gaze at an alternate <u>trail it</u> offers a tempting, unobstructed path to victory.

**How should the underlined portion be revised to correct the run-on sentence?**

- **A** trail and it
- **B** trail; and it
- **C** trail because it
- **D** trail, because it

Go On ▶

**Performance Indicator:** 3001.1.7 Recognize correct subject-verb agreement with intervening elements.

43. **Which sentence shows correct subject–verb agreement?**

- **A** The muscles in my legs burns, aching with a fiery protest, as I ferociously pump the pedals of my mountain bike toward the summit of the hill.
- **B** I can still see his bright crimson jersey flashing through the trees ahead, waving at me like a red flag taunting a bull.
- **C** As the seconds turn to minutes, the commanding lead that Christopher and I fought for disappear.
- **D** When I reach the bottom, my eyes suddenly widens with astonishment.

**Performance Indicator:** 3001.1.11 Recognize the correct usage of quotation marks in direct and indirect quotations.

44. **Read this sentence from Paragraph 3.**

"Some of the riders behind us don't have our experience or skills, Christopher states as we both stare at the unexpected barrier.

**Which revision shows correct punctuation in the sentence?**

- **A** "Some of the riders behind us don't have our experience or skills," Christopher states as we both stare at the unexpected barrier.
- **B** "Some of the riders behind us don't have our experience or skills", Christopher states as we both stare at the unexpected barrier.
- **C** "Some of the riders behind us don't have our experience or skills, Christopher states as we both stare at the unexpected barrier."
- **D** "Some of the riders behind us don't have our experience or skills," Christopher states, "as we both stare at the unexpected barrier."

**Performance Indicator:** 3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).

45. **Read this sentence from Paragraph 10.**

I recognize my neighbor, a much older gentleman <u>that</u> is still enthusiastic about staying fit.

**Which word would <u>best</u> replace <u>that</u> in the sentence?**

- **A** which
- **B** whom
- **C** who
- **D** no change

**Performance Indicator:** 3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.

46. **Read this sentence from Paragraph 7.**

<u>As we shoot forward, I volunteer some of my own hard earned information</u>, instructing Christopher to veer to the far left when he reaches the ravine.

**What is the <u>best</u> way to revise the underlined portion of the sentence?**

- **A** As we shoot forward I volunteer, some of my own hard earned information,
- **B** As we shoot forward, I volunter some of my own hard earned information,
- **C** As we shoot forward, I volunteer some of my own hard-earned information,
- **D** As we shoot forward, I volunteer some of my own, hard-earned information,

Go On ▶

**Performance Indicator:** 3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).

47. **Read this dictionary entry of a word from Paragraph 8.**

> **in•dif•fer•ent** (adjective) **1.** Unbiased **2.** Not mattering one way or the other **3.** Marked by no special liking or dislike **4.** Being neither good nor bad [<Middle English <Anglo-French<Latin indifferent-, indifference, from in- + different-, *differens*, present participle of *differre* to be different]

**From which language did <u>indifferent</u> originate?**

- **A** Latin
- **B** French
- **C** Anglo-French
- **D** Middle English

## Reporting Category: Writing and Research

**Numbers 48 through 48**

**Performance Indicator:** 3001.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

48. **Read these sentences from Paragraph 9.**

Despite our concerted effort, Christopher and I cannot overcome our self-imposed handicap. We cross the finish line together, tying for the mediocre honor of twentieth place in our age group.

**Which revision provides the <u>best</u> transition between the sentences?**

- **A** Despite our concerted effort, Christopher and I cannot overcome our self-imposed handicap. As usual, we cross the finish line together, tying for the mediocre honor of twentieth place in our age group.
- **B** Despite our concerted effort, Christopher and I cannot overcome our self-imposed handicap. On the contrary, we cross the finish line together, tying for the mediocre honor of twentieth place in our age group.
- **C** Despite our concerted effort, Christopher and I cannot overcome our self-imposed handicap. In the end, we cross the finish line together, tying for the mediocre honor of twentieth place in our age group.
- **D** Despite our concerted effort, Christopher and I cannot overcome our self-imposed handicap. On the other hand, we cross the finish line together, tying for the mediocre honor of twentieth place in our age group.

Go On ▶

## Reporting Category: Communication and Media

**Numbers 49 through 49**

**Performance Indicator:** 3001.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

49.

**Look at the photo.**

**The photo will appear in a tourism brochure. Which element conveys a sense of peace and relaxation?**

- **A** light
- **B** layout
- **C** camera angle
- **D** special effects

## Reporting Category: Literature

**Numbers 50 through 51**

**Performance Indicator:** 3001.8.10 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).

50.

**Read this excerpt from a poem.**

The click of the lock
ushered me into
an unfamiliar place
I now call home.

**Which device does the poet use in the excerpt?**

- **A** repetition
- **B** alliteration
- **C** onomatopoeia
- **D** internal rhyme

Go On ▶

**Performance Indicator:** 3001.8.12 Identify the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).

51.

**Which characteristic is unique to drama?**

- **A** mood
- **B** setting
- **C** soliloquy
- **D** dialogue

## Reporting Category: Writing and Research

**Numbers 52 through 52**

**Performance Indicator:** 3001.4.6 Identify information that must be cited or attributed within a writing sample.

52.

**Read this excerpt from an editorial in a local newspaper.**

**(1)** The time has come for us, as a city, to take action. **(2)** We can no longer ignore the sad state of our community center and our public parks. **(3)** As a famous leader once said, "You cannot escape the responsibility of tomorrow by evading it today." **(4)** We have work to do, ladies and gentlemen, and I for one am tired of waiting until tomorrow.

**Which sentence from the excerpt contains information that needs to be attributed to a source?**

- **A** sentence 1
- **B** sentence 2
- **C** sentence 3
- **D** sentence 4

Go On ▶

**Read the speech and answer questions 53 through 59.**

### Learning to Love a Different School Schedule

Education is a hot topic in today's world. Working within current financial restrictions while still maintaining the quality of our education poses a challenge for our leaders. One solution has been given short shrift but deserves serious consideration: the four-day school week.

First attempted in the 1970s in response to the gas crisis, the shortened school week was implemented by many districts. Recent financial stresses on the districts in recent years renewed interest in the idea. By 2011, over 120 districts in 20 states adopted a four-day-week schedule—and almost all the school officials prefer it. By eliminating the need for gas for buses, electricity, and water on the off day, and with an increased teacher attendance rate reducing substitute teacher costs, districts that have tried a four-day schedule have saved a significant amount of money. Oregon's Morrow County School District 1, for example, saves $250,000 in a $14 million budget and has operated on a four-day schedule for over ten years. It works for regular hardworking educators; it could work for the rest of us.

There are always dissenters, though, screaming about the need for students to spend more time in class, not less. After all, they argue, students in the United States already spend three weeks less time in class than students in other industrialized nations. The United States requires 180 days of school; China and Korea demand 220. However, the argument about reduction of school time is actually a fallacy, because districts lengthen the school day in a four-day schedule, making the total number of hours spent in school the same as a five-day week. So unless these critics plan on overhauling the entire U.S. education system to require 220 days, it is irrelevant whether or not a district chooses a four-day system. Students will spend an identical amount of time in the classroom, but schools will save significant money on a four-day schedule. In fact, current research suggests that schools on the four-day system not only save money, but their students also do better academically. The four-day work week allows teachers to focus better and reduces student absenteeism to the point that South Dakota's Custer School District estimated that teachers cover 20 percent more material since moving to the four-day schedule in 1995. It is hard to argue with that.

Some parents have more legitimate concerns, though. A longer school day means less time for sports and hobbies, homework, or time with families in the evenings. The current school day is already long, especially for elementary students. However, one must remember that students gain an entire day off from the traditional school day. Students may spend less time with their families for an hour four days a week, but instead they have an entire extra day together to do errands, trips, or extracurricular lessons. Some school districts have found that high school students with jobs used the extra day to earn more money to help support their families.

The biggest argument from most parents centers on the lack of child care for the off day during the week. However, many parents who work on the weekends must arrange child care for the days they work, and they do. Why should Monday-through-Friday jobs get special consideration? Is it really the schools' job to watch our children, like highly paid babysitters? Or are they, in fact, charged with being financially responsible with our tax dollars while also providing the best education possible? Arranging child care requires an adjustment at first, but the community and child-care industry rose to the challenge in districts on the four-day schedule. In fact, many private employers changed their employees' schedules to match the four-day week and to accommodate the needs of the community.

Let's try it—give the four-day school schedule a chance. If it does not work, schools can always return to the five-day system. But if it does work, then it will be a win-win situation. The school districts will solve their budget problems, and students will learn more than ever, with extended weekends to spend with family and friends. More and more schools have given the four-day schedule a chance. Do not be left behind!

## Reporting Category: Communication and Media

**Number 53 through 55**

**Performance Indicator:** 3001.2.1 Identify the thesis and main points of a challenging speech.

53. **Which sentence is the thesis statement of the speech?**

- **A** Working within current financial restrictions while still maintaining the quality of our education poses a challenge for our leaders.
- **B** One solution has been given short shrift but deserves serious consideration: the four-day school week.
- **C** First attempted in the 1970s in response to the gas crisis, the shortened school week was implemented by many districts.
- **D** So unless these critics plan on overhauling the entire U.S. education system to require 220 days, it is irrelevant whether or not a district chooses a four-day system.

**Performance Indicator:** 3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

54. **Which option <u>best</u> describes the structure of the speech?**

- **A** order of importance
- **B** compare–contrast
- **C** problem–solution
- **D** sequential order

Go On ▶

**Performance Indicator:** 3001.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

55. **During the speech, it is especially important for the speaker to engage the audience by**

- **A** making eye contact.
- **B** using dramatic gestures.
- **C** reading directly from the notes.
- **D** maintaining a constant speaking rate.

## Reporting Category: Logic

**Numbers 56 through 59**

**Performance Indicator:** 3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics).

56. **Read these sentences from the end of the speech.**

More and more schools have given the four-day schedule a chance. Do not be left behind!

**Which persuasive device is used in the sentences?**

- **A** misuse of statistics
- **B** loaded words
- **C** bandwagon
- **D** testimonial

**Performance Indicator:** 3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.

57. **Which sentence from the speech <u>best</u> shows the author's assumption about child care?**

- **A** The biggest argument from most parents centers on the lack of child care for the off day during the week.
- **B** However, many parents who work on the weekends must arrange child care for the days they work, and they do.
- **C** Arranging child care requires an adjustment at first, but the community and child-care industry rose to the challenge in districts on the four-day schedule.
- **D** In fact, many private employers changed their employees' schedules to match the four-day week and to accommodate the needs of the community.

**Performance Indicator:** 3001.5.10 Identify a false premise in text.

58. **Based on the speech, which statement is a false premise?**

- **A** Careful observation reveals that students will learn on either school schedule.
- **B** Four-day school weeks would mean spending less total time in the classroom.
- **C** Parents are able to arrange child care more easily during a traditional school week.
- **D** Four-day school weeks result in significant financial savings in some districts.

*Go On* ▶

**Performance Indicator:** 3001.5.11 Distinguish the strongest or weakest point of an argument within a passage.

59. **Which is the weakest argument for a four-day school week?**

- **A** The four-day schedule could save some school districts a great amount of money.
- **B** Schools trying the four-day schedule have found that students performed better on standardized tests.
- **C** Students on a four-day schedule spend an equal amount of time in school as those on a five-day schedule.
- **D** Some school districts have found that high school students with jobs used the extra day to earn more money to help support their families.

## Reporting Category: Writing and Research

**Numbers 60 through 63**

**Performance Indicator:** 3001.3.2 Choose the most effective order of sentences in a paragraph.

60.

**Read these sentences about shopping online.**

**(1)** Avoid purchasing items from any new sellers. **(2)** Shopping safely online requires a few simple precautions. **(3)** Look for verified sellers with high feedback ratings. **(4)** Most reported fraudulent transactions were associated with sellers registered for fewer than thirty days.

**Choose the <u>best</u> order for these sentences.**

- **A** 1, 3, 4, 2
- **B** 4, 2, 1, 3
- **C** 2, 1, 4, 3
- **D** 3, 2, 4, 1

*Go On* ▶

**Performance Indicator:** 3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.

61.

**Read this sentence.**

After winning her first national award, Stella felt sad because her family could not attend the ceremony.

**Which word is the most vivid replacement for the underlined word?**

- **A** dejected
- **B** unhappy
- **C** upset
- **D** down

**Performance Indicator:** 3001.3.6 Select the thesis statement in a writing sample or passage.

62.

**Read this paragraph.**

**(1)** Sleep issues are a growing problem in our society over the last few decades. **(2)** Sleep is a vital part of our body's ability to rejuvenate itself, and lack of sleep affects our health. **(3)** More and more people struggle to get enough sleep, and effects of this lack of sleep are more profound than just feeling tired. **(4)** Not getting enough sleep can affect not just our energy levels, but it can cause long-lasting damages to our health as a whole.

**Which sentence is the thesis statement?**

- **A** sentence 1
- **B** sentence 2
- **C** sentence 3
- **D** sentence 4

**Performance Indicator:** 3001.3.12 Identify sentences with nonparallel construction.

63.

**Which sentence is an example of nonparallel sentence construction?**

- **A** Mary enjoyed playing soccer for three reasons: spending time with her friends, getting exercise, and competing against other athletes.
- **B** Tyson expected to present his argument to the debate club, to allow time for questions and answers, and to receive a positive response from his teacher.
- **C** Mr. Quincy wanted his yard neatly mowed, weeded, and fertilized before the end of the day.
- **D** Mrs. Martinez assured the class that everyone could pass the exam if they worked hard, concentrated, and if they studied each night.

## Reporting Category: Literature

**Numbers 64 through 64**

**Performance Indicator:** 3001.8.7 Differentiate between mood and tone in poetry or prose.

64.

**Read the excerpt from a short story.**

Talia gazed out of the window, watching as the gray clouds let loose their torrent of rain. She thought that the world outside her window was nearly as dark as her attitude...nearly, but not quite. Sighing, she shuffled away from the window and into the kitchen. She was not hungry, but it was lunchtime and she knew people would take notice if she was absent.

**Which word <u>best</u> describes the mood of the passage?**

- **A** nervous
- **B** annoyed
- **C** melancholy
- **D** suspenseful

*Go On* ▶

**Damon is writing a book review for his school newspaper. It may contain errors. Read the book review and answer questions 65 through 72.**

### Introducing Wilma Rudolph, Determination in Person

1 Have you ever faced a challenging obstacle that seemed impossible to surmount? If you need inspiration, read the biography named *Introducing Wilma Rudolph, Determination in Person.* Wilma's story written by Eleanor Wilton shows how the power and strength of the human spirit can overcome great odds. Beginning with her birth in 1940, the author traces Wilma's remarkable life journey from rural Tennessee to her victory as the first American woman to win three gold medals.

2 Wilma was born in the town of Saint Bethlehem, the twentieth of twenty-two children. From the start, Wilma faced difficulties. She was a premature infant, weighing only four and a half pounds. At the age of four, she contracted both pneumonia and scarlet fever, followed by a mild case of polio. The illnesses leave her left leg paralyzed, and doctors predicted the young girl would never walk again.

3 The situation seemed hopeless, but the author describes how Wilma's family offered invaluable support. First, Wilma's mother Blanche refused to accept the doctor's grim prediction. Weekly, she faithfully made a ninety-mile round-trip to Nashville so Wilma could receive therapy for her leg. At home, Blanche taught Wilma's siblings how to assist their sister with the necessary exercises to strengthen her legs. By the age of eight, Wilma walked with a leg brace and soon replaced the brace with an orthopedic shoe. Several years later, tired of watching her brothers play basketball from the sidelines, the avid Wilma removed her shoe and joined their game in her bare feet.

4 Next, the author carries the reader along as Wilma entered junior high. Attracted to sports Wilma followed, her sister's example and joined the basketball team. Her coach jokingly nicknamed Wilma "Skeeter" because she was "fast, little, and always in his way." Unimpressed with her skills, he didn't put Wilma into a game for the first three years. Instead of giving up, Wilma only dedicated herself to practicing harder. During her sophomore year of high school, she became a starting guard, and later, set a Tennessee state scoring record for women's basketball of 49 points in one game.

5 At the midpoint in the biography, a track and field coach named Ed Temple witnessed Wilma's basketball prowess, but it was her running ability that captivated him. He invited the promising athlete to attend his summer track camp. The experience swiftly led Wilma to her new passion. The girl who fought to walk set her mind on becoming a world-class sprinter.

6 Throughout the next few chapters, the author gives the behind-the-scenes account of Wilma's Olympic experiences. In 1960, Wilma represented the United States in the Olympic Games in Rome, Italy. On the day before her race, Wilma tragically twisted her ankle in a grassy hole in the infield. Her foot became swollen and bruised. Regardless of her injury, Wilma stood poised at the starting line when it was time for her event.

7 Wilma anchored her team as the fourth runner for her final race, the 400-meter relay. The race began smoothly, but, suddenly, the third member bobbled the baton handoff to Wilma. Several competitors flashed by, and the team lost their precious lead. Pouring her tenacious spirit into every step of her lap, Wilma refused to admit defeat. Her willpower and speed closed a two-yard gap and thrilled the audience with a three-yard triumph!

8 In her first contest, Wilma electrified the crowd when she ran a winning, world record time. She lunged forward and flew down the track, completing the 100-meter race in 11.0 seconds. However, because the wind was above the allowable limit, the judges disqualified the time. During the 200-meter race, Wilma won again, effortlessly covering the distance in her fluid style in 24.0 seconds. Thanks to the author's vivid descriptions, the reader is able to squeeze into the cheering crowds and watch Wilma cross that finish line.

9 In the last chapter, the author discusses Wilma's return to the United States as a world-renowned athlete. Unfortunately, the biography ends at this point, leaving the reader wanting to know more about Wilma Rudolph's later life. Despite the oversight, I highly recommend the biography *Introducing Wilma Rudolph, Determination in Person*. This indomitable woman will enrich everyone who meets her in its pages.

## Reporting Category: Language

**Numbers 65 through 69**

**Performance Indicator:** 3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.

65. **Which sentence from Paragraph 2 contains a shift in verb tense?**

- **A** Wilma was born in the town of Saint Bethlehem, the twentieth of twenty-two children.
- **B** She was a premature infant, weighing only four and a half pounds.
- **C** At the age of four, she contracted both pneumonia and scarlet fever, followed by a mild case of polio.
- **D** The illnesses leave her left leg paralyzed, and the doctors predicted Wilma would never walk again.

**Performance Indicator:** 3001.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.

66. **Read the sentence from Paragraph 4.**

Attracted to sports Wilma followed, her sister's example and joined the basketball team.

**Which revision shows correct comma use?**

- **A** Attracted to sports Wilma followed her sister's example, and joined the basketball team.
- **B** Attracted to sports Wilma, followed her sister's example and, joined the basketball team.
- **C** Attracted to sports, Wilma followed her sister's example and joined the basketball team.
- **D** Attracted to sports Wilma followed, her sister's example, and joined the basketball team.

Go On ▶

**Performance Indicator:** 3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.

67. **Read this sentence from Paragraph 7.**

Several competitors flashed by, and the team lost their precious lead.

**Which word is the correct replacement for the underlined word in the sentence?**

- **A** its
- **B** her
- **C** our
- **D** no change

**Performance Indicator:** 3001.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.

68. **Read this sentence from Paragraph 9.**

This indomitable woman will enrich everyone who meets her in its pages.

**Based on the context of the passage, the word indomitable means**

- **A** fascinating.
- **B** humorous.
- **C** invincible.
- **D** generous.

**Performance Indicator:** 3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.

69. **Read this sentence from Paragraph 5.**

At the midpoint in the biography, a track and field coach named Ed Temple witnessed Wilma's basketball prowess, but it was her running ability that captivated him.

**Which option is the best revision of the underlined portion of the sentence?**

- **A** Track-and-Field Coach
- **B** track-and-field coach
- **C** Track and Field coach
- **D** Track and Field Coach

## Reporting Category: Writing and Research

**Number 70 through 72**

**Performance Indicator:** 3001.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

70. **Read this sentence from Paragraph 1.**

Wilma's story written by Eleanor Wilton shows how the power and strength of the human spirit can overcome great odds.

**Which option shows the correct way to revise the underlined portion of the sentence?**

- **A** story, written by Eleanor Wilton shows
- **B** story, written by Eleanor Wilton, shows
- **C** story written by Eleanor Wilton, shows
- **D** story written, by Eleanor Wilton, shows

Go On ▶

**Performance Indicator:** 3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

71. **Which is the best order for Paragraphs 6, 7, and 8 of the book review so that they are in chronological order?**

- **A** 6, 8, 7
- **B** 7, 8, 6
- **C** 7, 6, 8
- **D** no change

**Performance Indicator:** 3001.3.11 Determine the writer's purpose in a writing sample.

72. **What is the author's main purpose for writing this book review?**

- **A** to inform readers about the running events at an Olympic games
- **B** to explain the importance of reading biographies about famous people
- **C** to persuade readers to read an inspiring account of Wilma Rudolph's life
- **D** to entertain readers with a story about Wilma Rudolph's childhood experiences

Go On ▶

## Reporting Category: Logic

**Numbers 73 through 74**

**Performance Indicator:** 3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics).

73.

**Read this advertisement.**

Welcome to Paradise Café, the hottest new spot in town. We have something for everyone on our extensive menu of flavored teas, coffee beverages, and fresh organic juices. Cozy couches and comfy armchairs provide the perfect place to relax, whether you are with friends or enjoying a good book. Listen closely and you will hear the name on everybody's lips—Paradise Café!

**Which persuasive device does the advertisement employ?**

- **A** plain folks
- **B** testimonial
- **C** bandwagon
- **D** snob appeal

**Performance Indicator:** 3001.5.8 Determine whether a given argument employs deductive or inductive reasoning.

74.

**Read the paragraph.**

College has become an expense that many families cannot afford. During college registration, most students and parents quickly become aware of the high cost of attending college. When students review the total bill, it is clear that there are more costs than just tuition. Colleges also include fees for the library, laboratories, recreation center, and student activities. Many parents realize that they could cut costs if colleges allowed them to choose which activities their students might use, but all students pay for the recreation center whether they use it or not.

**The argument employs deductive reasoning because the author**

- **A** opens with an opinion followed by reasonable facts.
- **B** opens with an assumption followed by supporting details.
- **C** opens with a thesis statement followed by supporting evidence.
- **D** opens with supporting evidence followed by a reasonable conclusion.

*Go On* ▶

## Reporting Category: Writing and Research

**Numbers 75 through 76**

**Performance Indicator:** 3001.3.13 Select the proper format to convey a set of work-related information.

75.

**Read this message.**

Please be sure to open your e-mail each morning at the beginning of the workday. Many people are missing important information that is necessary to complete assigned tasks. Your cooperation in this matter is greatly appreciated to improve efficiency in our office.

**Which format best conveys the message to employees of an office?**

- **A** an e-mail
- **B** a text message
- **C** a personal letter
- **D** an interoffice memo

**Performance Indicator:** 3001.3.14 Select the most precise word to provide clarity appropriate to audience and purpose.

76.

**Read this sentence.**

Cleaning my binder turned out to be a bigger chore than I had anticipated because there were so many things to organize.

**Which word would be the most precise replacement for things in the sentence?**

- **A** items
- **B** papers
- **C** elements
- **D** materials

# Form 4: English 1

| Item Number | Correct Answer | Performance Indicator |
|---|---|---|
| 1 | C | 3001.5.3 Evaluate text for fact and opinion. |
| 2 | D | 3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample. |
| 3 | D | 3001.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages. |
| 4 | C | 3001.6.2 Use the graphics of informational and technical passages to answer questions. |
| 5 | A | 3001.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article). |
| 6 | C | 3001.8.13 Locate words or phrases in a passage that provide historical or cultural cues. |
| 7 | D | 3001.7.1 Draw an inference from a non-print medium. |
| 8 | C | 3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs. |
| 9 | B | 3001.1.4 Combine a set of simple sentences into a single compound or complex sentence. |
| 10 | C | 3001.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb- subject complement, subject-action verb-direct object-object complement). |
| 11 | B | 3001.1.11 Recognize the correct usage of quotation marks in direct and indirect quotations. |
| 12 | C | 3001.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample. |
| 13 | C | 3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage. |

| | | |
|---|---|---|
| 14 | A | 3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description. |
| 15 | B | 3001.4.2 Differentiate between primary and secondary sources. |
| 16 | A | 3001.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient). |
| 17 | D | 3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks). |
| 18 | C | 3001.8.5 Determine the significance/meaning of a symbol in poetry or prose. |
| 19 | A | 3001.8.14 Identify classical, historical, and literary allusions in context. |
| 20 | A | 3001.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic). |
| 21 | A | 3001.1.3 Use a variety of techniques to correct sentence fragments. |
| 22 | A | 3001.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses. |
| 23 | B | 3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon. |
| 24 | D | 3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as). |
| 25 | B | 3001.1.10 Recognize the correct placement of end marks with quotation marks. |
| 26 | A | 3001.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample. |
| 27 | C | 3001.3.9 Identify a statement that reveals the writer's attitude.. |
| 28 | A | 3001.3.14 Select the most precise word to provide clarity appropriate to audience and purpose. |

| | | |
|---|---|---|
| 29 | A | 3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling. |
| 30 | D | 3001.5.1 Make inferences and draw conclusions based on evidence in text. |
| 31 | B | 3001.5.2 Choose a logical word to complete an analogy. |
| 32 | A | 3001.5.4 Analyze cause-effect relationships in text.. |
| 33 | C | 3001.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message. |
| 34 | B | 3001.7.3 Choose a visual image that best reinforces a viewpoint. |
| 35 | B | 3001.5.1 Make inferences and draw conclusions based on evidence in text. |
| 36 | C | 3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose. |
| 37 | B | 3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks). |
| 38 | C | 3001.8.5 Determine the significance/meaning of a symbol in poetry or prose. |
| 39 | D | 3001.8.7 Differentiate between mood and tone in poetry or prose. |
| 40 | C | 3001.8.11 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads. |
| 41 | B | 3001.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb- subject complement, subject-action verb-direct object-object complement). |
| 42 | C | 3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon. |
| 43 | B | 3001.1.7 Recognize correct subject-verb agreement with intervening elements. |

| | | |
|---|---|---|
| 44 | A | 3001.1.11 Recognize the correct usage of quotation marks in direct and indirect quotations. |
| 45 | C | 3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less). |
| 46 | C | 3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling. |
| 47 | A | 3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms). |
| 48 | C | 3001.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample. |
| 49 | A | 3001.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message. |
| 50 | C | 3001.8.10 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia). |
| 51 | C | 3001.8.12 Identify the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside). |
| 52 | C | 3001.4.6 Identify information that must be cited or attributed within a writing sample. |
| 53 | B | 3001.2.1 Identify the thesis and main points of a challenging speech. |
| 54 | C | 3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect). |
| 55 | A | 3001.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate). |
| 56 | C | 3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics). |

| | | |
|---|---|---|
| 57 | C | 3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample. |
| 58 | B | 3001.5.10 Identify a false premise in text. |
| 59 | D | 3001.5.11 Distinguish the strongest or weakest point of an argument within a passage. |
| 60 | C | 3001.3.2 Choose the most effective order of sentences in a paragraph. |
| 61 | A | 3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description. |
| 62 | B | 3001.3.6 Select the thesis statement in a writing sample or passage. |
| 63 | D | 3001.3.12 Identify sentences with nonparallel construction. |
| 64 | C | 3001.8.7 Differentiate between mood and tone in poetry or prose. |
| 65 | D | 3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs. |
| 66 | C | 3001.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses |
| 67 | A | 3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns. |
| 68 | C | 3001.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words. |
| 69 | B | 3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling. |
| 70 | B | 3001.3.1 Proofread a passage for correct punctuation, mechanics, and usage. |
| 71 | A | 3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological). |

| | | |
|---|---|---|
| 72 | C | 3001.3.11 Determine the writer’s purpose in a writing sample. |
| 73 | C | 3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics). |
| 74 | C | 3001.5.8 Determine whether a given argument employs deductive or inductive reasoning. |
| 75 | D | 3001.3.13 Select the proper format to convey a set of work-related information. |
| 76 | B | 3001.3.14 Select the most precise word to provide clarity appropriate to audience and purpose. |

| **Reporting Category 1:** Language | | |
|---|---|---|
| **Item Number** | **Correct Answer** | **Performance Indicator** |
| 8 | C | 3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs. |
| 9 | B | 3001.1.4 Combine a set of simple sentences into a single compound or complex sentence. |
| 10 | C | 3001.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb- subject complement, subject-action verb-direct object-object complement). |
| 11 | B | 3001.1.11 Recognize the correct usage of quotation marks in direct and indirect quotations. |
| 21 | A | 3001.1.3 Use a variety of techniques to correct sentence fragments. |
| 22 | A | 3001.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses. |
| 23 | B | 3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon. |
| 24 | D | 3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as). |
| 25 | B | 3001.1.10 Recognize the correct placement of end marks with quotation marks. |
| 29 | A | 3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling. |
| 41 | B | 3001.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb- subject complement, subject-action verb-direct object-object complement). |

| | | |
|---|---|---|
| 42 | C | 3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon. |
| 43 | B | 3001.1.7 Recognize correct subject-verb agreement with intervening elements. |
| 44 | A | 3001.1.11 Recognize the correct usage of quotation marks in direct and indirect quotations. |
| 45 | C | 3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less). |
| 46 | C | 3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling. |
| 47 | A | 3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms). |
| 65 | D | 3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs. |
| 66 | C | 3001.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses |
| 67 | A | 3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns. |
| 68 | C | 3001.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words. |
| 69 | B | 3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling. |

| **Reporting Category 2:** Writing and Research | | |
|---|---|---|
| **Item Number** | **Correct Answer** | **Performance Indicator** |
| 12 | C | 3001.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample. |
| 13 | B | 3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage. |
| 14 | A | 3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description. |
| 15 | B | 3001.4.2 Differentiate between primary and secondary sources. |
| 26 | A | 3001.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample. |
| 27 | C | 3001.3.9 Identify a statement that reveals the writer's attitude.. |
| 28 | A | 3001.3.14 Select the most precise word to provide clarity appropriate to audience and purpose. |
| 48 | C | 3001.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample. |
| 52 | C | 3001.4.6 Identify information that must be cited or attributed within a writing sample. |
| 60 | C | 3001.3.2 Choose the most effective order of sentences in a paragraph. |
| 61 | A | 3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description. |
| 62 | B | 3001.3.6 Select the thesis statement in a writing sample or passage. |
| 63 | D | 3001.3.12 Identify sentences with nonparallel construction. |
| 70 | C | 3001.3.1 Proofread a passage for correct punctuation, mechanics, and usage. |

| | | |
|---|---|---|
| 71 | A | 3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological). |
| 72 | C | 3001.3.11 Determine the writer’s purpose in a writing sample. |
| 75 | D | 3001.3.13 Select the proper format to convey a set of work-related information. |
| 76 | B | 3001.3.14 Select the most precise word to provide clarity appropriate to audience and purpose. |

| **Reporting Category 3:** Communication and Media | | |
|---|---|---|
| **Item Number** | **Correct Answer** | **Performance Indicator** |
| 5 | A | 3001.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article). |
| 7 | D | 3001.7.1 Draw an inference from a non-print medium. |
| 33 | C | 3001.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message. |
| 34 | B | 3001.7.3 Choose a visual image that best reinforces a viewpoint. |
| 49 | A | 3001.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message. |
| 53 | B | 3001.2.1 Identify the thesis and main points of a challenging speech. |
| 54 | C | 3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect). |
| 55 | A | 3001.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate). |

| **Reporting Category 4:** Logic | | |
|---|---|---|
| **Item Number** | **Correct Answer** | **Performance Indicator** |
| 1 | C | 3001.5.3 Evaluate text for fact and opinion. |
| 2 | D | 3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample. |
| 30 | D | 3001.5.1 Make inferences and draw conclusions based on evidence in text. |
| 31 | B | 3001.5.2 Choose a logical word to complete an analogy. |
| 32 | A | 3001.5.4 Analyze cause-effect relationships in text.. |
| 35 | B | 3001.5.1 Make inferences and draw conclusions based on evidence in text. |
| 56 | C | 3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics). |
| 57 | C | 3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample. |
| 58 | B | 3001.5.10 Identify a false premise in text. |
| 59 | D | 3001.5.11 Distinguish the strongest or weakest point of an argument within a passage. |
| 73 | C | 3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics). |
| 74 | C | 3001.5.8 Determine whether a given argument employs deductive or inductive reasoning. |

| **Reporting Category 5:** Informational Text | | |
|---|---|---|
| **Item Number** | **Correct Answer** | **Performance Indicator** |
| 3 | D | 3001.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages. |
| 4 | C | 3001.6.2 Use the graphics of informational and technical passages to answer questions. |

| **Reporting Category 6:** Literature | | |
|---|---|---|
| **Item Number** | **Correct Answer** | **Performance Indicator** |
| 6 | C | 3001.8.13 Locate words or phrases in a passage that provide historical or cultural cues. |
| 16 | A | 3001.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient). |
| 17 | D | 3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks). |
| 18 | C | 3001.8.5 Determine the significance/meaning of a symbol in poetry or prose. |
| 19 | A | 3001.8.14 Identify classical, historical, and literary allusions in context. |
| 20 | A | 3001.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic). |
| 36 | C | 3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose. |
| 37 | B | 3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks). |
| 38 | C | 3001.8.5 Determine the significance/meaning of a symbol in poetry or prose. |
| 39 | D | 3001.8.7 Differentiate between mood and tone in poetry or prose. |
| 40 | C | 3001.8.11 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads. |
| 50 | C | 3001.8.10 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia). |
| 51 | C | 3001.8.12 Identify the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside). |

| | | |
|---|---|---|
| 64 | C | 3001.8.7 Differentiate between mood and tone in poetry or prose. |