Student Name _____

Teacher Name _____

School _____

System _____

ELSA ENGLISH II

ITEM SAMPLER

Tennessee End of Course Assessment
English Linguistically Simplified Assessment
English II

ELSA English II

PEARSON

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Introduction to ELSA English II

TCAP English Linguistically Simplified Assessment (ELSA)

The End of Course English Linguistically Simplified Assessment (ELSA) is the End of Course Assessment in "simplified" English. It is a multiple-choice test designed to measure student achievement in certain skills in two content areas: Algebra I and English II. The questions in this online Item Sampler are examples of items used in the actual test.

ELSA test questions

Questions are written to test student performance in state content standards. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education. These Standards and Performance Indicators are listed on the State Department of Education Web site at http://www.state.tn.us/education/curriculum.shtml.

Test accommodations

The End of Course English Linguistically Simplified Assessment may be administered using various procedures that are used during the student's daily educational program. Certain conditions must be met for students to be eligible for Special and English Language Learner (ELL) accommodations.

Content of End of Course 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 Performance Indicators. Subject areas covered by the testing program 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. Students who are Limited English Proficient (LEP) will be tested using the ELSA test form. Tests may be given midyear for block schedules or near the end of the school year.

This test contains 65 multiple-choice questions.

Students will have ample time to read and answer each of the questions. The ELSA English II test has been designed to be administered in one session and is not timed.

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Tips for Taking the Test

Preparing for the test

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

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. Answer all questions you are sure of first.
- 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.

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Directions for Using the Item Sampler

This Item Sampler for ELSA English II 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 under Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of course tests 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 ELSA End of Course Assessment Practice Test for English II should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

An Answer Key is located on Page 69. Use it to check your answers. Review items that you get wrong.

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Directions **The passage below is a rough draft. It may contain errors. Read the passage and answer questions 1 through 3.**

The New Tent

1 Whenever he took us camping, my Uncle Norbert always used an old, green canvas tent that he had bought in a surplus store. The tent was big and bulky, and it had a wooden frame that made it a real chore to carry. It was musty, too, from years of use and storage, and there were a few places where mice had nibbled a bit of the canvas away for nesting material. That tent would let a little light in and even a little rain now and then. It did work, though, and it was easy to set up—once you had carried it where you were planning to pitch it. My friend Mike and I had lugged that thing around all throughout our grade-school years; we set it up in the backyard and, later, along the river at the state park.

2 Last year, Mike showed up with a new tent. It looked great; the picture on the box showed its gleaming blue dome, stretched and supported by an interlocking web of fiberglass poles. Mike and I looked forward to unpacking it, setting it up, and sleeping in it on our upcoming camping trip. We felt that, finally, camping had come into the twenty-first century as we tossed the unopened box next to Uncle Norbert's old tent in the back of the truck.

3 When we arrived at the river, Uncle Norbert headed up to the park office to register so we could camp. Mike and I stayed behind to pitch the tent, the gleaming blue modern one, not the one from a previous era. While we were waiting for Uncle Norbert, a couple of squirrels came by looking for food. We talked glibly about how much easier it would be to pitch the new tent instead of dragging that heavy old thing out of the truck. "That way," Mike said cheerfully, "we can just pitch the tent and get down to the serious job of catching fish."

4 The new tent included a twenty-four-page direction book that we immediately tossed aside. We began assembling the tent by hooking the fiberglass poles together and trying to put them into the proper places in the top of the tent. After about twenty minutes, we thought that consulting the book might be a good idea after all. Nevertheless, the pieces didn't fit together correctly, and I couldn't help recalling how my uncle's tent just snapped into place. I didn't want to hurt Mike's feelings, but one look at his face told me that he was thinking the same thing. "I'm ready to go fishing," he said, as we put the pieces back into the box. "We'll figure out how to organize it later, when we're at home."

Go On ▶

5 When Uncle Norbert returned, he will see his trusty, musty, green canvas tent standing next to the fire ring. "I thought you were going to pitch Mike's new tent," he said. Mike and I looked at each other ruefully. Mike had grabbed his fishing pole from its spot against a tree and began walking toward the river. "We did pitch it," he said, calling over his shoulder. "We pitched it right back into the truck."

GL200-E

Reporting Category: **Language**
Number 1

Performance Indicator: Recognize a shift in either verb tense or point of view within a writing sample.

1 **Which sentence in Paragraph 5 changes verb tense?**

A When Uncle Norbert returned, he will see his trusty, musty, green canvas tent standing next to the fire ring.

B "I thought you were going to pitch Mike's new tent," he said.

C Mike had grabbed his fishing pole from its spot against a tree and began walking toward the river.

D "We did pitch it," he said, calling over his shoulder.

GL020230.200-E

Go On ▶

Reporting Category: Writing and Research
Number 2

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

2 **Which sentence in Paragraph 3 is not relevant and should be deleted?**

F When we arrived at the river, Uncle Norbert headed up to the park office to register so we could camp.

G Mike and I stayed behind to pitch the tent, the gleaming blue modern one, not the one from a previous era.

H While we were waiting for Uncle Norbert, a couple of squirrels came by looking for food.

J We talked glibly about how much easier it would be to pitch the new tent instead of dragging that heavy old thing out of the truck.

GL020217.200-E

Reporting Category: Literature
Number 3

Performance Indicator: 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).

3 **The author shows the character of Uncle Norbert through**

A appearance.

B thoughts.

C actions.

D descriptions.

GL050007.200-E

Go On ▶

Directions **Wan is preparing for a group oral presentation in her English class on *Letters from the Revolutions*. She is the first speaker and is responsible for describing the plot. The following passage is her rough draft. It may contain errors. Read the passage and answer questions 4 and 5.**

Revolutionary Letters

1 In *Letters from the Revolutions*, two cousins who exchange letters provide a unique perspective on the American and French revolutions. The novel begins with a letter from a girl in Virginia. She introduces herself to her French cousin. She explains that she has met, for the first time, her uncle from France. He has been sent from his French home to America to fight in the Revolutionary War. The two cousins exchange letters with news about the American Revolution and its effects on their lives these letters comprise the format of the novel. After the war ends, the uncle returns home and shares his new ideas. As the letters continue, an uprising begins in France. The novel ends with a short, terse letter from the French cousin providing a terrifying account of the storming of the Bastille.

2 During our presentation, Erin will be discussing the epistolary, or letter, format. Sylvia will discuss history. Then, Joseph will discuss symbolism. First, though, here is Sylvia to talk about the Colonial American setting. Sylvia will also help us understand Revolutionary France.

GL273-E

Reporting Category: Language
Numbers 4 and 5

Performance Indicator: 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.

4 **Read this sentence.**

In *Letters from the Revolutions*, two cousins who exchange letters provide a unique perspective on the American and French revolutions.

Which word would best replace who in this sentence?

F that
G which
H whom
J no change

GL040481.273-E

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

5 **Read this sentence.**

The two cousins exchange letters with news about the American Revolution and its effects on their lives these letters comprise the format of the novel.

How should the underlined part be revised to correct this run-on sentence?

A lives, these
B lives; these
C lives. While these
D lives, and while these

GL040491.273-E

Go On ▶

Directions **Laurel's drama class took a field trip to see a drama. The students in the drama class are reviewing the drama in groups. Laurel is the first speaker and is introducing her group's review. The following passage is her rough draft. It may contain errors. Read the passage and answer questions 6 through 9.**

***Painter's Block* – A Review**

1 Even though the drama, *Painter's Block*, is a comedy, it is also a serious look at the creative process. The main character, a young artist named Rebecca, struggles with her career, her talent, and her identity.

2 Although Rebecca gained success and fame with her first art exhibit, she now finds herself unable to create new projects. She is faced with exploring various, sometimes funny, ways to overcome her "painter's block" and rediscover her creative genius.

3 For our oral presentation, Jonathan will review the actors' performances in the drama. Lupe will discuss the sets, as well as the staging and directing. DeShawn will describe the author's writing style. I will conclude our review with a final analysis of the overall success or failure of the drama *Painter's Block*.

4 At this time, I would like to introduce Jonathan. He will review the acting in the drama.

GL272-E

Reporting Category: Language
Numbers 6 and 7

Performance Indicator: 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).

6 **Read this sentence.**

DeShawn will describe the author's writing style.

Which sentence pattern is used?

F Subject – Verb
G Subject – Action verb – Direct object
H Subject – Action verb – Indirect object – Direct object
J Subject – Action verb – Direct object – Object complement

GL040028.272-E

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

7 **Read these sentences.**

At this time, I would like to introduce Jonathan. He will review the acting in the drama.

Which sentence best combines these two sentences?

A At this time, I will introduce the one, Jonathan, he will review the acting in the drama.
B At this time, so that he can review the acting in the drama, I would like to introduce Jonathan.
C At this time, Jonathan will review the acting in the drama after I introduce him.
D At this time, I would like to introduce Jonathan, who will review the acting in the drama.

GL040030.272-E

Go On ▶

Reporting Category: Communication and Media
Numbers 8 and 9

Performance Indicator: Distinguish between a critique and a summary.

8 **Paragraph 2 is a summary, not a critique, because the author**

F explains the plot without describing the drama's ending.

G describes the main character without giving the name of the actress who plays this character.

H explains the drama's main problem without telling how the character tries to solve the problem.

J describes the plot without giving an opinion on the drama's success.

GL040031.272-E

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

9 **How can group members help Laurel best engage her audience during her oral presentation?**

A quickly prepare their own note cards while she is presenting

B silently listen to her speak to the audience

C make friendly eye contact with audience members

D whisper quietly among themselves while she is presenting

GL040037.272-E

Directions **Read the speech below and answer questions 10 through 12.**

Susan B. Anthony Speech: Women's Right to Vote

During the early 1800s, women were not allowed to vote. This is a speech that Susan B. Anthony gave after being arrested for voting illegally in the presidential election of 1872.

Friends and fellow citizens: I stand before you tonight under indictment[1] for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

The preamble[2] of the Federal Constitution says:

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government—the ballot.

For any state to make gender a qualification that must ever result in the disfranchisement[3] of one entire half of the people, is to pass a bill of attainder, or, an ex post facto[4] law, and is therefore a violation of the supreme law of the land. By it the blessings of liberty are forever withheld from women and their female posterity.

To them this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an odious aristocracy; a hateful oligarchy[5] of gender; the most hateful aristocracy ever established on the face of the globe; an oligarchy of wealth, where the rich govern the poor. An oligarchy of learning, where the educated govern the ignorant, or even an oligarchy of race, where the Saxon[6] rules the African, might be endured; but this oligarchy of gender, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife

[1]**indictment:** the legal process of being charged with a crime
[2]**preamble:** introduction
[3]**disfranchisement:** depriving a person the right of citizenship
[4]**ex post facto:** after the fact
[5]**oligarchy:** a form of government in which all power is vested in a few persons
[6]**Saxon:** a European person

and daughters, of every household—which ordains all men sovereigns, all women subjects, carries dissension, discord, and rebellion into every home of the nation.

Webster, Worcester, and Bouvier[7] all define a citizen to be a person in the United States, entitled to vote and hold office.

The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens; and no state has a right to make any law, or to enforce any old law, that shall abridge their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of the several states is today null and void.

Public Domain

[7]**Webster, Worcester, and Bouvier:** historical figures who worked on developing dictionaries

GL312-E

Reporting Category: **Communication and Media**
Numbers 10 through 12

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

10 **Which sentence is the thesis of the speech?**

F It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

G It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union.

H And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government—the ballot.

J For any state to make gender a qualification that must ever result in the disfranchisement of one entire half of the people, is to pass a bill of attainder, or, an ex post facto law, and is therefore a violation of the supreme law of the land.

GL050008.312-E

Go On ▶

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

11 **Which of these best describes the structure of the speech?**

A cause-effect
B compare-contrast
C proposition-support
D theme-illustration

GL050010.312-E

Performance Indicator: Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).

12 **Read this sentence.**

It is not a republic. It is an odious aristocracy; a hateful oligarchy of gender; the most hateful aristocracy ever established on the face of the globe; an oligarchy of wealth, where the rich govern the poor.

Which device is used in this sentence?

F analogy
G hyperbole
H rhetorical question
J parallelism and repetition

GL050009.312-E

Go On ▶

Directions **Ryan's debate teacher has asked him to take a position and present an argument on the topic of uniting Tennessee in one time zone. The following passage is Ryan's rough draft. It may contain errors. Read the passage and answer questions 13 through 21.**

One Time Zone for All

1 Tennessee currently lies in two time zones. Eastern Tennessee adheres to Eastern standard time, and Middle and Western Tennessee adhere to Central standard time. This split in time zones is inefficient; Eastern Tennessee should have Central standard time and unite the state in one time zone.

2 Banks and other businesses are throughout the state. Coming together in one time zone will make them more productive. They will be more efficient too. This is because they will have the same business hours. For example Knoxville is currently in the Eastern time zone. If an executive in a Nashville office discovers at 4:00 p.m. that she needs to communicate with someone in Knoxville, she will have to wait until the following day because the office in Knoxville is likely closed. If an executive in a Knoxville office wishes to communicate with someone in Nashville in the early morning hours, he will have to wait until 10:00 a.m. to accommodate the time difference. Thus, two hours of productive work time can be lost simply due to the difference in time zones.

3 Another reason to move Eastern Tennessee to the Central time zone is to create early daylight hours. It is true that this part of the state would lose an hour of daylight in the evening. The benefit is that it would gain an hour of daylight in the morning. When children usually are waiting for school buses. Imagine the poor little ones shivering and frightened as they stand in the dark while drivers fly by unaware of the danger. This is an important safety issue, that affects many families.

4 Let's make the best and safest use of everybody's time and join all of Tennessee into the Central time zone.

GL296-E

Reporting Category: Language
Numbers 13 through 15

Performance Indicator: Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.

13 **Read these sentences.**

The benefit is that it would gain an hour of daylight in the morning. When children usually are waiting for school buses.

Choose the correct revision of the underlined words.

A morning when
B morning; when
C morning: and when
D morning; and when

GL040519.296-E

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

14 **Read this sentence.**

For example Knoxville is currently in the Eastern time zone.

Which revision is written correctly?

F For example, Knoxville is currently in the Eastern time zone.
G For example Knoxville, is currently in the Eastern time zone.
H For example Knoxville is, currently, in the Eastern time zone.
J For example Knoxville is currently, in the Eastern time zone.

GL040515.296-E

Go On ▶

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

15 **Read this sentence.**

This is an important safety issue, that affects many families.

Which revision is written correctly?

A This is an important, safety, issue that affects many families.
B This is an important safety issue that, affects many families.
C This is an important, safety issue that affects, many families.
D This is an important safety issue that affects many families.

GL040521.296-E

Reporting Category: Writing and Research
Numbers 16 through 18

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

16 **Read this sentence.**

Another reason to move Eastern Tennessee to the Central time zone is to create early daylight hours.

Which word best replaces the underlined word?

F most early
G earlier
H earliest
J more earliest

GL040517.296-E

Go On ▶

Performance Indicator: Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.

17 **Read these sentences.**

Banks and other businesses are throughout the state. Coming together in one time zone will make them more productive. They will be more efficient too. This is because they will have the same business hours.

Which of these best combines the sentences above?

A Throughout the state, productivity and efficiency will increase because of making one time zone for banks and other businesses coming together with the same business hours.

B Banks and other businesses will be more productive throughout the state, and also more efficient, because of having the same business hours coming together in one time zone.

C By coming together into one time zone, banks and other businesses throughout the state will be more productive and efficient because they will have the same business hours.

D Banks and other businesses are throughout the state and coming together in one time zone will make them more productive, and having the same business hours will be efficient.

GL040514.296-E

Performance Indicator: Identify the targeted audience for a selected passage.

18 **This passage is best for people who are interested in**

F foreign affairs.

G educational policies.

H regional concerns.

J environmental issues.

GL040512.296-E

Reporting Category: Logic
Numbers 19 through 21

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

19 **What is the main persuasive device used in this passage?**

A misuse of statistics
B snob appeal
C name-calling
D loaded words

GL040510.296-E

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

20 **Which statement shows the author's attitude when writing Paragraph 2?**

F Tennesseans act in the best interest of important businesses located in the state.
G Tennesseans are interested in eliminating the state's needless inefficiencies.
H Tennesseans desire to help fellow citizens overcome commercial problems.
J Tennesseans value contributions from citizens all over the state.

GL040509.296-E

Performance Indicator: Distinguish the strongest or weakest point of a given argument.

21 **Which sentence best shows that Tennessee needs to be in one time zone?**

A Tennessee currently lies in two time zones.
B Eastern Tennessee adheres to Eastern standard time, and Middle and Western Tennessee adhere to Central standard time.
C Thus, two hours of productive work time can be lost simply due to the difference in time zones.
D It is true that this part of the state would lose an hour of daylight in the evening.

GL040518.296-E

Go On ▶

Directions **A group of students is preparing for a presentation. The following passage is a rough draft of the group's written report. It may contain errors. Read the report and answer questions 22 through 28.**

Climbing in the Clouds

1 Edmund Percival Hillary was one of the great explorers of the twentieth century. He was born in Auckland, New Zealand, in 1919. He discovered a passion for mountain climbing while he was still in high school and began climbing New Zealand's Southern Alps.

2 In January 2008, Sir Edmund Hillary died at the age of 88. Although the physically imposing but personally unassuming Hillary was best known as the young man who climbed to the summit of Mt. Everest in the 1950s, he continued his journeys to far-off places into his senior years. For instance, in his mid-sixties Hillary flew to the North Pole with Neil Armstrong, the first man on the moon. Additionally, Hillary authored many books. However, his most lasting gift, perhaps, was the Sir Edmund Hillary Himalayan Trust. It raised millions of dollars and contributed to schools, hospitals, and many other civic improvements in the Sherpa villages of Nepal.

3 Hillary's spirit of exploration was not satisfied. He joined an expedition to Antarctica and reached the South Pole in 1958. His list of activities also included an expedition up the Ganges River to its source in the Himalayas. Sir Edmund Hillary was a fearless adventurer. He went where no man or woman had gone before.

4 Like his father Hillary earned his living as a beekeeper. However, he continued to climb mountains. His goal was to climb Mt. Everest, which is the highest mountain in the world. By the early 1950s, several expeditions had attempted to reach the summit of Everest, but all had failed. Then, in 1953, Hillary and a Nepalese climber named Tenzing Norgay became the first two people to reach the top of the world.

5 Despite being among the highest echelon of adventurers and known for the legacies he left, Sir Edmund Hillary always modestly referred to himself as a simple beekeeper from New Zealand.

GL278-E

Reporting Category: Communication and Media
Number 22

Performance Indicator: Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).

22 **Which task would be most important for a group to consider to prepare for this presentation?**

F assigning all the research to the team member who most likes to read

G taking each member's ideas into consideration before making major decisions

H deciding who is the best speaker so that person can practice giving the presentation

J having each member prepare a section of the speech and then combining them before the presentation

GL040183.278-E

Reporting Category: Writing and Research
Numbers 23 through 27

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

23 **Read these sentences.**

Hillary's spirit of exploration was not satisfied. _____, he joined an expedition to Antarctica and reached the South Pole in 1958.

Which transitional word correctly joins these sentences?

A Instead

B Consequently

C Furthermore

D Similarly

GL040196.278-E

Go On ▶

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

24 **Read this sentence.**

By the early 1950s, several expeditions had attempted to reach the summit of Everest, but all had failed.

Which word could be added before expeditions to make the description stronger?

F worthwhile
G interesting
H valiant
J routine

GL040197.278-E

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

25 **What is the best order for Paragraphs 2, 3, and 4?**

A 3, 4, 2
B 4, 3, 2
C 2, 4, 3
D no change

GL040180.278-E

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

26 **Read this sentence.**

His list of activities also included an expedition up the Ganges River to its source in the Himalayas.

Which word is the best replacement for the underlined word?

F deeds
G occupations
H accomplishments
J experiences

GL040190.278-E

Go On ▶

Performance Indicator: Evaluate the validity of Web pages as sources of information.

27 **Choose the best Web site to find more information about Sir Edmund Hillary's contributions to society.**

A www.everestexpeditions.net
B www.siredmundhillary.org
C www.edmundhillarybiography.com
D www.sherpavillages.edu

GL040185.278-E

Reporting Category: Logic
Number 28

Performance Indicator: Differentiate between the stated and implied evidence of a given argument.

28 **Which sentence implies that Hillary was a man who had lifelong goals?**

F Edmund Percival Hillary was one of the great explorers of the twentieth century.
G For instance, in his mid-sixties Hillary flew to the North Pole with Neil Armstrong, the first man on the moon.
H He joined an expedition to Antarctica and reached the South Pole in 1958.
J Then, in 1953, Hillary and a Nepalese climber named Tenzing Norgay became the first two people to reach the top of the world.

GL040186.278-E

Go On ▶

Directions **The passage below is a rough draft. It may contain errors. Read the passage and answer questions 29 and 30.**

More Than Just a Road

1 When was the last time you stopped to consider the road you were driving on? Roads simultaneously connect our past, our present, and our future. Have you ever wondered where a road name came from or why it goes where it does? What secrets does a road know? Sometimes, if you dig just a little, you will find an amazing story behind the road you travel. In fact, nearly every one of the major roads in America has its own story.

2 Believe it or not, some scientists believe the path where a road now lies may have been created by wild animals more than 8,000 years ago! A perfect example of a road with such history is the Natchez Trace Parkway. The history of this road actually began long before the road even existed.

3 Native Americans originally began using the trail thousands of years ago because it passed through parts of several Indian nations. By the 1700s, traders also began utilizing the route to travel through the wilderness. Much of the growth of the Natchez Trace was due to boatmen and traders who traveled down the Mississippi River. They sold their trade goods and their boats in New Orleans and then headed east using the Natchez Trace to return home, trading with those they met along the way.

4 Passing through an area that was largely wilderness, the road was often dangerous to travel. Settlements were few and far between. Travelers frequently had to defend themselves against wild animals and bandits. Travelers often traveled in large groups accompanying postal workers on their mail delivery routes. Because of this, the postal worker later became the symbol of the Natchez Trace Parkway.

5 People were eager for an alternative to traveling on the road. Before long, technology offered another way to traverse great distances. When steamboat travel became popular in the 1800s, travel up and down the river became more common, and the Natchez Trace faded from use. In 1938 work began to construct a parkway that traveled the entire route of the Natchez Trace, and in 2005 work was completed. The road stretches 444 miles from Nashville, Tennessee, to Natchez, Mississippi. Today, you can travel the length of the trail, revisiting the steps of travelers and settlers from hundreds of years ago.

GL245-E

Reporting Category: Writing and Research
Numbers 29 and 30

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

29 **Read these sentences from Paragraph 2.**

(1) Believe it or not, some scientists believe the path where a road now lies may have been created by wild animals more than 8,000 years ago! **(2)** A perfect example of a road with such history is the Natchez Trace Parkway. **(3)** The history of this road actually began long before the road even existed.

Choose the correct order for these sentences.

A 1, 3, 2
B 2, 3, 1
C 3, 2, 1
D 3, 1, 2

GL030238.245-E

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

30 **The author's purpose in this passage is to inform. Which sentence from the passage best shows this purpose?**

F When was the last time you stopped to consider the road you were driving on?
G What secrets does a road know?
H By the 1700s, traders also began utilizing the route to travel through the wilderness.
J Today, you can travel the length of the trail, revisiting the steps of travelers and settlers from hundreds of years ago.

GL030246.245-E

Go On ▶

Directions **Read this Web page and answer questions 31 and 32.**

ReGreenEarth.org

ReGreenEarth is a non-profit organization dedicated to making the planet a better place to live through reusing, repairing, and recycling. ReGreenEarth was established in 1995 by five neighbors who wanted to make their community a better place to live. Since then, membership in ReGreenEarth has grown to over 2,000, and 25 chapters have been established across eight states. This Web page is designed to offer people helpful hints and ideas on simple ways to make their homes and communities eco-friendly. Feel free to browse the site for ideas on reusing, repairing, and recycling.

Click here for ideas on "**Reusing**"

Click here for ideas on "**Repairing**"

Click here for ideas on "**Recycling**"

GL313-E

Reporting Category: Writing and Research
Number 31

Performance Indicator: Determine which statement presents an opposing view from those stated on a Web page.

31 **Which statement presents an inference that is not correct?**

A Becoming eco-friendly can be done with a little effort.

B Recycling is easier to do than some people believe.

C It is better to replace than to repair household items.

D Reusing containers is a cost-effective practice.

GL050002.313-E

Reporting Category: Informational Text
Number 32

Performance Indicator: Synthesize information across two or more informational or technical texts.

32 **Read these sentences from a newspaper article.**

Reuse, repair, recycle—all of that and more happened yesterday at Stanley Park when the local chapter of ReGreenEarth sponsored its twelfth annual "Old Bikes for New Rides." The event encourages people in the community to bring their old, damaged bikes to the park, where a crew of volunteers works to repair the bikes with recycled parts. Then the almost-like-new bikes are given to people who need them but cannot afford them. "It's a wonderful way to protect Earth and help people at the same time," stated Angela Fielder, one of this year's "repair" volunteers.

The information in the Web site and this article both make the point that members of ReGreenEarth

F understand that community involvement is essential to protecting the environment.

G believe that repairing bikes is the easiest way to help protect Earth.

H have a great desire to increase the number of local chapters throughout the country.

J can offer a variety of ways to reuse household items so as not to damage the ecosystem in a community.

GL050003.313-E

Go On ▶

Directions **Read this memo and answer questions 33 through 41.**

M E M O R A N D U M

To: Management, Office World Super Store
From: Legal Department
Re: Computer Use by Company Employees

The Legal Department was asked to provide a computer-usage policy for company employees. It is requested that management review the policy and provide feedback and/or suggestions before said policy is enforced company-wide.

History
Supervisors have reported widespread personal usage of company computers. The following concerns were addressed:

- security of the company's computer network
- privacy of company records
- legal issues that can result from breaches of both security and privacy
- customer complaints related to employee neglect
- controlling time and place of employee access to computers

Recommendations
The computer-usage policy was created to initiate control of the above issues. In addition, the Legal Department recommends the following:

Employee Training
It is suggested that during initial employee training, employees receive the specific guidelines suggested in the computer-usage policy. New employees should

- be instructed in appropriate computer usage
- be required to sign an agreement stating that they understand company policy and promise to adhere to it
- be given a clear outline of disciplinary action as a result of inappropriate computer usage

Supervisory Presence
It is suggested that during each shift, a supervisory presence be established to monitor store computers. This can be done through

- nonscheduled checks of the computer areas
- data control of all computers through a centralized computer station

Go On ▶

Updates and Ongoing Issues

It is suggested that the company remind employees to follow company policy. This can be done with one or more of the following:

- an employee newsletter
- continued employee training
- employee incentives

Conclusion

Computer abuse is an increasingly bothersome issue in the business community. It affects the productivity of employees. It is resulting in problems for both Office World Super Store and for the individuals involved. Clearly, the current situation is unacceptable. Computer misuse could easily lead to a decline in the company's profits and require substantial layoffs of employees. In order to gain and maintain control of this problem, the company is encouraged to take steps now to educate its employees and remind them of their duties while on the job. Personal computer use is a privilege, not a right of employment.

GL281-E

Reporting Category: Writing and Research
Number 33

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

33 **What is the best way for a company to inform its employees about the computer-usage policy?**

A a work order
B a project plan
C an oral presentation
D a phone message

GL040313.281-E

Go On ▶

Reporting Category: Logic
Numbers 34 through 38

Performance Indicator: Identify the logical fallacy (i.e., appeal to fear, personal attack {*ad hominem*}, false dilemma, false analogy, slippery slope, *non sequitur*, false authority) within a given argument.

34 **Which logical fallacy is in the "Conclusion" of the memo?**

F false dilemma
G false authority
H personal attack
J slippery slope

GL040316.281-E

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

35 **Which of these best shows deductive reasoning?**

A One time an employee used store computers to download a harmful virus, so employee computer use is a security threat.
B Many customers complained about employees using computers rather than working, so computer misuse was harming the company's sales.
C An employee on a break distracted other employees by using a computer in a public area for private business, so that employee was given a warning.
D Several employees left customer sales information visible on computer screens, so those employees were instructed to always close windows with personal information.

GL040317.281-E

Performance Indicator: Identify the main claim, premise(s), evidence, or conclusion of a given argument.

36 **The main premise of the memo is that**

F employees who sign a computer-usage agreement will follow it.
G employees require extensive computer training and management supervision.
H a computer-usage policy will reduce employee misuse of computers.
J all of the store's computers can be controlled by a centralized station.

GL040318.281-E

Go On ▶

Performance Indicator: Select an additional sentence to add to an argument within a persuasive text.

37 **"Updates and Ongoing Issues" presents the argument that employee notification would help end the misuse of computers. Which statement would make this argument stronger?**

A Most office-supply companies distribute an employee newsletter.

B The current employees will need to be informed of the new policy.

C Employee e-mails are one way to communicate.

D Employees kept busy with tasks will have less time for personal computer usage.

GL040319.281-E

Performance Indicator: Select a rebuttal statement that best refutes the writer's viewpoint.

38 **Which argument contrasts with those in the memo?**

F Many companies set limits on their employees' use of computers at work.

G Some companies involve their employees in the development of computer-usage policies.

H Employees allowed freedom of computer use at work are happier and more productive.

J Prospective employees should inquire about a company's computer-usage policies during the hiring process.

GL040320.281-E

Reporting Category: Informational Text
Numbers 39 and 40

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

39 **The implied main idea of this memo is that Office World Super Store employees**

A receive an employee newsletter.
B deserve better benefits.
C need further training.
D deal with company records on computers.

GL040321.281-E

Performance Indicator: Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

40 **How is the memo organized?**

F cause-effect
G chronological-sequential
H problem-solution
J comparison-contrast

GL040322.281-E

Go On ▶

Reporting Category: Communication and Media
Number 41

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

41 **Adding cartoons to this memo would make it more**

A casual.
B serious.
C humorous.
D important.

GL040324.281-E

Directions **Read the passage and poem and answer questions 42 through 60.**

The Encounter

from *Even Mountains Vanish*

by SueEllen Campbell

Sometime close to midnight, I go canoeing with Audrey, Jim, and Steve. The sun shines low in the northwest, and I can't stop thinking that we'd better hurry back before dark, though I know that dark won't be arriving. The boat Audrey and I share is oddly bent and hard to manage, the current and light breeze are against us, the mosquitoes buzz fiercely around our heads, and we drop slowly behind.

"Caribou!"[1] Audrey exclaims, "Over there, ahead of us, on the right bank."

I balance my paddle and fish for my binoculars, juggle with my glasses, start scanning the area she is pointing to.

"No, not a caribou, wrong shape. Got it. It's a *wolf*! See it?"

To my surprise, I do, my aim and focus suddenly perfect. It is unmistakably a wolf. White and long-legged, it stands right on the edge of the bank some eight feet above the water, not backlit, exactly, but sidelit, and it is looking straight at us. It could have been watching us for a long time, and we might never have known. Its fur glows as if illuminated from within by a thousand candles, as if it stored within itself all the light of the summer for the dark months ahead.

After a long moment, we decide on the risk of generosity, call to Jim and Steve—too quietly for human ears, yet not quietly enough—and watch the wolf turn and disappear.

Lying awake in bed, I think about all the animals I've seen here: caribou and musk oxen, swans and loons, Barren Ground grizzlies and arctic wolves. They're the icons of the Far North, the glamour species. I suppose they might seem to me like clichés, the too familiar emblems of postcards and calendars. But they don't. Each of these animals seems to be what each one truly is, nothing more and nothing less than *real*. However magical they look, their bodies are as material as mine, as strong and as vulnerable. Like me, they live rounded and complex lives.

These creatures, I think, must live their lives almost entirely without regard to us. In this unbounded landscape, they are where they want to be, and nowhere else. And so each appearance represents a momentary encounter between worlds, not a complete communication but an opening for the imagination, a recognition of life on a shared planet, a brief chance to see beyond my own ordinary limits.

It was the purity of their solitude that first captured my attention, I suppose, this and the way these animals seem to inhabit the summer with such intensity. And yet in glimpses so brief, I know I can only

[1]**caribou:** reindeer

be seeing tiny slivers of their lives, a few seconds out of years. What will fill the rest of their days? I muse about this question, going over what I know from reading, trying to imagine some of the rest. After this flash of summer, what then?

The musk oxen will stay on the tundra, gathered into larger groups for warmth and safety, perfectly adapted to the harshest weather. The wolf will remain, too, to hunt alone or with its pack. With a small handful of other creatures—willow and rock ptarmigan,[2] foxes, wolverines—these arctic creatures will continue their lives uninterrupted, right here.

Slowly my glimpses of these wild animals are taking on weight for me. They are becoming emblems of what they reveal and what they do not show, what in fact they hide from view—the months spent not alone but in families, packs, flocks, herds; the long migratory journeys; the winters much longer than summers, endless nights of cold wind, snow, and darkness, when the full moon might circle the sky while the sun appears only to rise and set again in the same spot.

They hint at the depth and complexity of living in this place. In my imagination these fleeting visions are becoming more and more resonant and suggestive, cryptic[3] images of balance and poise, courage and joy. They trace for me stories about how life might be lived with a steady intensity, summer without dread of winter, winter without yearning for summer, a sure and delicate balance of solitude and connection, darkness and brilliance spinning around each other like a pair of caribou, one light and the other dark, in the tight circle of a single whole.

"The Encounter" from *Even Mountains Vanish* by SueEllen Campbell, copyright © 2003 by The University of Utah Press. Used by permission.

GL256-1-E

[2]**ptarmigan:** a medium-sized bird
[3]**cryptic:** mysterious or obscure

Childhood

by Sharan Strange

Summer brought fireflies in swarms.
They lit our evenings like dreams
we thought we couldn't have.
We caught them in jars, punched
holes, carried them around for days.

Luminous abdomens that when charged
with air turned bright. Imagine!
Mere insects carrying such cargo,
magical caravans flickering beneath
low July skies. We chased them, amazed.

The idea! Those tiny bodies
pulsing phosphorescence.[1]
They made reckless traffic,
signaling, neon flashes forever
into the deepening dusk.

They gave us new faith
in the nasty tonics[2] of childhood,
pungent, murky liquids promising
shining eyes, strong teeth, glowing skin,
and we silently vowed to swallow ever after.

What was the secret of light?
We wanted their brilliance:
small fires hovering,
each tiny explosion
the birth of a new world.

"Childhood" by Sharan Strange, from *Callaloo* 16:1 (1993), p. 15, copyright © 1993 by Charles H. Roswell. Used by permission of The Johns Hopkins University Press.

GL256-2-E

[1]**phosphorescence:** an enduring light
[2]**tonics:** medicines

Reporting Category: Language
Numbers 42 through 44

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

42 **Read these sentences from "The Encounter."**

Lying awake in bed, I think about all the animals I've seen here: caribou and musk oxen, swans and loons, Barren Ground grizzlies and arctic wolves. They're the icons of the Far North, the glamour species.

What does icons mean?

F pictures
G beasts
H population
J symbols

GL040244.256-E

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

43 **Read this definition of a word in the fourth stanza of "Childhood."**

> **pun • gent** (adjective) A sharp, stinging, or biting quality, especially of odors [L **pungent-**, **pungens**, prp. of **pungere** to sting; akin to L **pugnus** fist, **pugnare** to fight]

The word pungent comes from which language?

A Latin
B French
C English
D Greek

GL040246.256-E

Go On ▶

Performance Indicator: Identify commonly used foreign words and phrases (i.e., RSVP, *déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps,* verbatim, *E pluribus unum, prima donna, avant-garde,* status quo, *joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi*).

44 **In Paragraph 10 of "The Encounter," the narrator informs the reader that many animals will stay on the tundra after summer ends. By doing so, what have these animals maintained?**

F vox populi

G hoi polloi

H savoir faire

J status quo

GL040247.256-E

Reporting Category: Communication and Media
Number 45

Performance Indicator: Distinguish between a summary and a paraphrase.

45 **Read these sentences from "The Encounter."**

The boat Audrey and I share is oddly bent and hard to manage, the current and light breeze are against us, the mosquitoes buzz fiercely around our heads, and we drop slowly behind.

Which of these is a paraphrase, not a summary, of the sentences?

A The narrator and Audrey trail behind because their boat has a strange shape, making it difficult to steer, especially with the wind and current pushing the boat back and the millions of insects all around them.

B The boat Audrey and the narrator share is oddly bent and hard to manage, the mosquitoes buzz fiercely around their heads, the current and light breeze are against them, and they drop slowly behind.

C Between the current and the mosquitoes, there is no way Audrey can steer properly, so she and the narrator eventually drop behind the other boat.

D The boat that Audrey and the narrator share is strangely bent and tough to manage, the current and breeze are against them, the mosquitoes buzz intensely around their heads, and they drop slowly behind.

GL040243.256-E

Reporting Category: Writing and Research
Numbers 46 and 47

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

46 **Which line from "Childhood" best shows the speaker's attitude about the bugs?**

F Summer brought fireflies in swarms.

G They made reckless traffic,

H What was the secret of light?

J We wanted their brilliance:

GL040248.256-E

Performance Indicator: Identify the mode in which a writing sample is written.

47 **What is the mode of "The Encounter"?**

A persuasion
B informative
C narrative
D exposition

GL040251.256-E

Reporting Category: Logic
Numbers 48 through 50

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

48 **The reader can infer that the narrator of the passage and the speaker of the poem**

F do not fully understand the mysteries of nature.
G do not appreciate the beauty of nature.
H would not enjoy living in the country.
J would not like camping trips.

GL040252.256-E

Performance Indicator: Evaluate text for fact and opinion.

49 **Which statement from "The Encounter" is a fact?**

A I balance my paddle and fish for my binoculars, juggle with my glasses, start scanning the area she is pointing to.
B Like me, they live rounded and complex lives.
C These creatures, I think, must live their lives almost entirely without regard to us.
D In my imagination these fleeting visions are becoming more and more resonant and suggestive, cryptic images of balance and poise, courage and joy.

GL040253.256-E

Go On ▶

Performance Indicator: Analyze cause-effect relationships in text.

50 **In "The Encounter," what happens when the narrator and Audrey call to Jim and Steve?**

F Jim and Steve see the wolf.
G Audrey spots a wolf.
H The wolf stares at them.
J The wolf runs away.

GL040254.256-E

Reporting Category: Literature
Numbers 51 through 60

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

51 **Read this excerpt from "The Encounter."**

. . . darkness and brilliance spinning around each other like a pair of caribou . . .

This excerpt contains an example of

A personification.
B an idiom.
C a simile.
D alliteration.

GL040237.256-E

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

52 **"Childhood" is written from which point of view?**

F first person
G third-person objective
H third-person limited
J third-person omniscient

GL040240.256-E

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

53 **What do the fireflies symbolize to the speaker in "Childhood"?**

A kindness
B hope
C indifference
D friendship

GL040242.256-E

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

54 **What mood is in both the passage and the poem?**

F relaxed
G wondrous
H sorrowful
J concerned

GL040228.256-E

Go On ▶

Performance Indicator: Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).

55 **Which aspect of the plot would be different if "The Encounter" took place at a zoo?**

A the viewing of animals
B the interest in the unfamiliar
C the element of danger
D the human interaction

GL040229.256-E

Performance Indicator: Identify and analyze the common theme in a series of passages.

56 **Which theme is shared by both the passage and the poem?**

F Watching animals in their habitats is a boring experience.
G It is more enjoyable to experience the outdoors with friends.
H Humans have a deep connection with animals and nature.
J Children appreciate the simple beauty of nature.

GL040230.256-E

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

57 **Which line from "Childhood" contains alliteration?**

A They lit our evenings like dreams
B low July skies. We chased them, amazed.
C into the deepening dusk.
D small fires hovering,

GL040232.256-E

Go On ▶

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

58 **Which sentence from "The Encounter" best shows that the narrator is experiencing a new cultural lifestyle?**

F Sometime close to midnight, I go canoeing with Audrey, Jim, and Steve.

G The sun shines low in the northwest, and I can't stop thinking that we'd better hurry back before dark, though I know that dark won't be arriving.

H I muse about this question, going over what I know from reading, trying to imagine some of the rest.

J Slowly my glimpses of these wild animals are taking on weight for me.

GL040233.256-E

Performance Indicator: Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).

59 **Read this excerpt from "The Encounter."**

. . . a sure and delicate balance of solitude and connection, darkness and brilliance . . .

Which literary element is contained in the excerpt?

A paradox

B allegory

C parody

D satire

GL040234.256-E

Performance Indicator: Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

60 **In "The Encounter," during what part of the plot does the reader realize that the story takes place in the Northwest?**

F exposition

G rising action

H climax

J resolution/denouement

GL040235.256-E

Go On ▶

Directions **Read the screenplay and answer questions 61 through 63.**

The House of Doors: A Screenplay

Note to the reader: Screenplay format is used in the television and film industries, and includes camera directions, shifts in scene, and the characters' unspoken thoughts in addition to dialogue.

EXTERIOR – FOREST – LATE AFTERNOON

[*The camera drifts down from a gray sky through leaves that are ninety shades of brown. WYNN, 17, stocky body and shaggy hair, anxiously treks through wet forest; his restlessness wrestles with the fact that he's not sure where he's going. He stops to get his bearings.*]

WYNN: Left? Was it left? [*He shakes his head and goes right. The camera stays in place as WYNN walks away.*]

LATER – DEEPER IN THE FOREST

[*WYNN finds what he's seeking: a dilapidated CLUBHOUSE made entirely of old doors, abandoned for years. The forest and the elements have claimed it. No longer a man-made structure, it now has become part of the landscape. WYNN knows he should be happy that he found it again. Instead, he angrily flings rocks at trees. His heart's not in it, and even his aim progressively worsens with his mood.*]

GIRL'S VOICE: [*from the forest*] Stop that! Whoa! Hey, whoever you are, stop throwing those rocks!

WYNN: Oh, uh . . . Sorry?

GIRL'S VOICE: [*getting closer*] Not as sorry as you'd be if you had hit me!

WYNN: [*Embarrassment blooms across WYNN's cheeks.*] Jeri? Is that you?

[*Camera shifts to a grove of trees, where there is visible movement. JERI comes into the camera angle. JERI is 17, tall, lanky, with long brown hair tucked behind her ears. Camera moves in close on WYNN, who is visibly surprised to see her.*]

JERI: Hey, Wynn, how ya been?

[*Her rhymed greeting hits WYNN like a ton of bricks, and he slouches his shoulders. JERI ignores the effect her greeting has and walks past him to the clubhouse. She clears away brush, trying to find the way in.*]

Go On ▶

JERI: The house of doors. The whole door thing. So cool. Such a good idea. Doors for walls.

WYNN: One of my better inspirations.

JERI: Yours? Nuh-uh. I thought of the doors.

WYNN: No, I did. You helped build, but the doors . . . [*He lets the topic go, realizing it isn't worth arguing about childhood things.*] What are you doing here, anyway? Not to be rude, but it's weird.

JERI: [*tries turning various doorknobs*] I saw you cutting through the backyards and wondered where you were going. Then I remembered this place. [*The door opens.*] There we go. [*Ducking low, she goes inside.*]

INTERIOR – THE CLUBHOUSE

[*Light pours through a hole in the roof. Remnants of old homemade furniture are dusty and scattered about. JERI crouches to fit inside*.]

JERI: [*notices that WYNN is now crouching behind her, so she moves to let him in*] Wow, this place shrank. I used to barely touch the ceiling on tiptoe.

WYNN: [*coldly*] Yeah, now it feels like we've fallen down the rabbit hole along with Alice, but this is no Wonderland. Anyway, I came out here to be alone, if you don't mind. [*He leaves abruptly. JERI rushes after him.*]

BACK IN THE CLEARING

JERI: [*grabbing WYNN's arm to stop him*] It's not such a big deal, Wynn.

WYNN: Like you'd know.

JERI: I was there.

WYNN: Yeah, the whole school was there. And half the town! They're not gonna forget who missed that kick.

JERI: Hello? It was forty yards in the rain! Everyone's amazed that the coach even tried it. Besides, you almost made it!

WYNN: *Almost* doesn't count.

JERI: They were state champs last year. They were supposed to beat us, but the game came down to the last play. That's amazing. People are proud.

WYNN: But we still lost because of me. That makes it even worse, Jeri. We should have won! [*He picks up rocks and begins throwing them at the trees again.*]

Go On ▶

JERI: It's the third game of the season. There are eight more. It sounds like you have a choice to make—are you going to mope or prepare for the next game? [*She chews her lip, thinking for a moment.*] You know, I feel horrible.

WYNN: Welcome to my world.

JERI: No, not the game. I just feel horrible because you're out here having this nice little pity party for yourself and there aren't even any cookies or punch. [*He looks at her quizzically, then she smiles and he smiles back. Soon they're both laughing out loud.*]

SUNSET

[*The dull gray sky has turned to a glorious palette of reds and oranges, the last rays of the sun casting long shadows across the clearing.*]

WYNN: We'd better get going before it's too dark.

JERI: [*smiles as they start off, then with a quick turn she rushes back to close the door on the clubhouse*] Better to keep it closed up. We might need this place again sometime. [*Their conversation slowly fades as they walk into the darkening forest, away from the camera.*]

WYNN: How come we don't hang out anymore like when we were kids?

JERI: We've got different crowds. You like sports and I like math.

WYNN: I need math help. You could tutor me.

JERI: And what would I get out of this deal?

WYNN: Cookies and punch! [*They both laugh.*]

FADE TO BLACK

GL237-E

Reporting Category: Communication and Media
Number 61

Performance Indicator: Match a focused message to an appropriate medium.

61 **What is one advantage of reading this screenplay, rather than viewing the on-screen performance?**

A The reader is better able to know which characters are speaking at various points throughout the scene.

B The reader is able to pay more deliberate attention to how camera angles and movements are used during the scene.

C The reader is able to more clearly see the gestures and motions of the characters throughout the scene.

D The reader is able to get a better idea of how sound and lighting are used throughout the scene.

GL040416.237-E

Reporting Category: Literature
Numbers 62 and 63

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

62 **Read this excerpt from the screenplay.**

JERI: They were state champs last year. They were supposed to beat us, but the game came down to the last play. That's amazing. People are proud.

WYNN: But we still lost because of me. That makes it even worse, Jeri. We should have won!

This excerpt is an example of

F aside.
G dialogue.
H soliloquy.
J stage directions.

GL040413.237-E

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

63 **Which sentence contains an allusion?**

A *Her rhymed greeting hits WYNN like a ton of bricks, and he slouches his shoulders.*
B *He lets the topic go, realizing it isn't worth arguing about childhood things.*
C Yeah, now it feels like we've fallen down the rabbit hole along with Alice, but this is no Wonderland.
D I just feel horrible because you're out here having this nice little pity party for yourself and there aren't even any cookies or punch.

GL040407.237-E

Go On ▶

Directions **Now answer questions 64 through 88.**

Reporting Category: Language
Numbers 64 through 69

Performance Indicator: Use commas to set off nonessential elements in a sentence.

64 **Which sentence shows the correct use of a comma?**

F The CD, that I borrowed from you last week, is so good I think I'll buy my own.
G Chris, although, tired and soaked bicycled two miles to make it home on time.
H Our kitten watching, flies through windows, was focused on her prey.
J Pecans, which I prefer over all other kinds of nuts, are in this recipe.

GL030379.OSA-E

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

65 **Which sentence shows correct subject/verb agreement?**

A The governor, as well as her advisors, is going to speak.
B An elephant with long tusks pose for the picture.
C The judge, along with the jury members, are somber.
D An apple with peanut butter make a tasty snack.

GL030108.OSA-E

Go On ▶

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

66 **Which sentence uses pronouns correctly?**

F The look shared between we and her goes unnoticed by the teacher.

G Between you and me, the debate is sure to be interesting.

H The feelings between him and they are very complex.

J She decided to tell her coach the truth, just between she and him.

GL030113.OSA-E

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

67 **Read this sentence.**

The jury thinks _____ too much information to get through to reach a verdict.

Which of these best completes the sentence?

A it has

B it have

C they has

D they have

GL030374.OSA-E

Performance Indicator: Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.

68 **Which sentence punctuates the quotation correctly?**

F I said, "Well, what can we possibly do about this"?

G "This tree is an absolute hazard" she pointed out.

H I wondered aloud, "Who will be there to help me?"

J "I will be happy to help, but I can't do it alone", Jack said.

GL040372.OSA-E

Go On ▶

Performance Indicator: 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, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).

69 **Which sentence uses principle or principal correctly?**

A The principal of courtesy seemed lost when traffic became congested.

B The supporting melodies truly enhanced the principal melody.

C The principle topic of the discussion was who caused the conflict.

D The high school principle flew out of state for the conference.

GL030099.OSA-E

Reporting Category: Writing and Research
Numbers 70 through 76

Performance Indicator: Identify sentences that use effective parallelism within a writing sample.

70 **Which sentence shows correct parallelism?**

F She plans to attend art school next semester to study painting and how to sculpt.

G The animal shelter needs workers who are friendly, motivate themselves, and are exhibiting dedication.

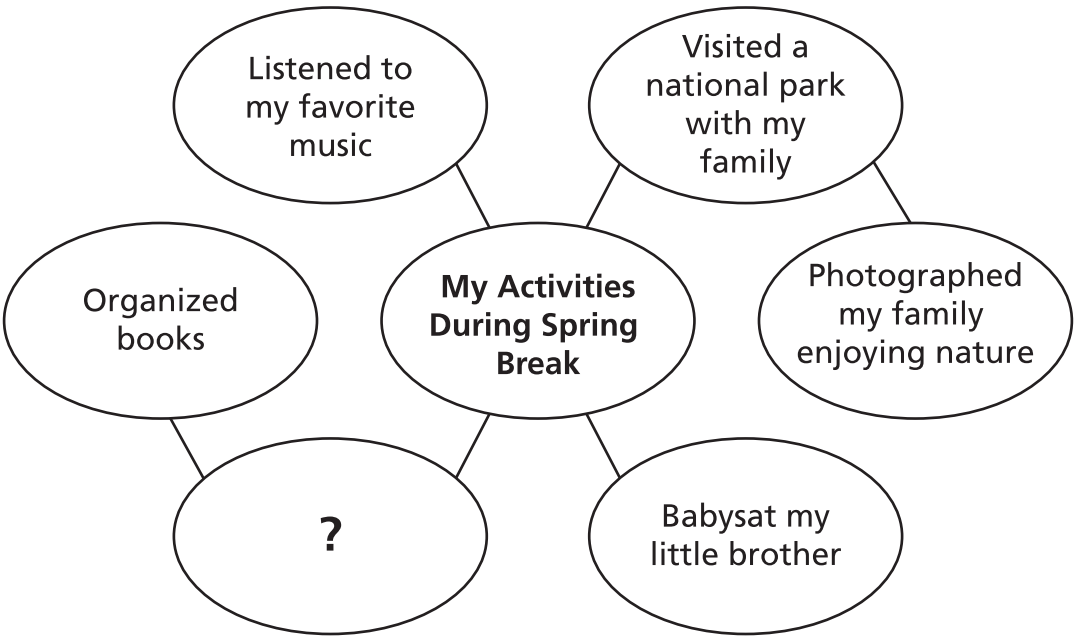
H He received a warning from his boss because he neither ironed his clothes nor polished his boots.

J The tutor helped the student to understand, recall, and in applying new concepts.

GL030118.OSA-E

Performance Indicator: Determine the most effective placement of information using a prewriting graphic organizer.

71 **Look at the prewriting graphic organizer below.**



Which of these completes the graphic?

A Taught my little brother how to draw

B Volunteered at the library charity auction

C Used the babysitting money to buy clothes

D Learned camping skills at the national park

GL030104.OSA-E

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

72 **Read the first paragraph of a student's report.**

(1) Are you not exercising like you should? **(2)** Developing an exercise program is not as difficult as it seems, but it does take planning and research. **(3)** The most important thing to do is reserve time for yourself for regular exercise. **(4)** The amount of time needed varies depending on age and physical condition. **(5)** There are many sources that you can check to get you into a regular routine.

Which sentence is the thesis statement?

F Sentence 1
G Sentence 2
H Sentence 3
J Sentence 4

GL030377.OSA-E

Performance Indicator: Select the research topic with the highest degree of focus.

73 **Which of these is the most focused research topic?**

A technology and its effects on the global economy
B the preservation of historical artifacts found internationally
C why ocelots are the most unique members of the feline animal family
D how zoo animals differ from animals that live in their natural habitats

GL040336.OSA-E

Performance Indicator: Differentiate between primary and secondary sources.

74 **Which of these is a primary source for a report on dolphin behavior?**

F a magazine article on sea life
G a journal written by a marine biologist
H a newspaper article about the local aquarium
J a book report written by a student in a science class

GL050001.OSA-E

Go On ▶

Performance Indicator: Evaluate the reliability and credibility of sources for use in research.

75 **Ana must write a research paper about the Lost City of Atlantis. Which Web site should give her the most valid information?**

A www.famousmythicalplaces.com
B www.geographicaltruthsandmyths.org
C www.writeyourownmyth.net
D www.mythicalhistory.gov

GL050012.OSA-E

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

76 **Read this excerpt.**

Utility officials are making special efforts to address the increasing water demand in the greater Los Angeles area. By 2030, it is expected that "demand for water will have increased by 15 percent."

Which information should be included in the excerpt above?

F an introduction that tells who stated the information in quotes
G the company that published the information and where the information was shared
H the source of information for the data with parentheses around it
J a page number with parentheses around it

GL040331.OSA-E

Reporting Category: Logic
Numbers 77 and 78

Performance Indicator: Identify a false premise in text.

77 **Read this paragraph.**

The tree in front of my house does not have any leaves on it, so I have asked the city to cut it down. Unfortunately, the city's tree experts are reluctant to do so. I am very tired of looking at the barren branches of a dead tree. I just wish that the city's experts would do what we hired them to do. They are obviously wasting taxpayers' hard-earned money.

Which false premise is used in this paragraph?

A A tree without leaves is dead.
B The tree experts are inattentive.
C Public officials seldom do what citizens request.
D Citizens work hard for the money they pay in taxes.

GL040392.OSA-E

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

78 **Choose the correct word to complete the analogy.**

Labor is to exertion as leisure is to _____.

F relaxation
G independence
H success
J imagination

GL030122.OSA-E

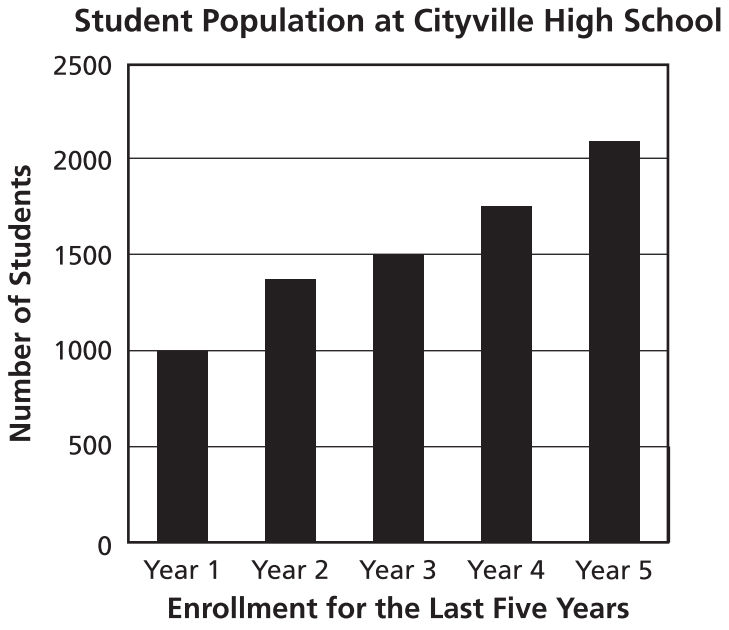
Go On ▶

Reporting Category: Informational Text
Numbers 79 and 80

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

79 **Read this information.**

Over the past few years, the Cityville High School has seen an increase in student enrollment. The school district has decided to build a new high school to accommodate the increasing population in the northern sector of the city.



What does the bar graph explain?

A the neighborhoods into which most new families are moving
B how areas experiencing rapid growth compare to the rest of the city
C which grades saw the greatest number of arriving students
D the rate of increase in student population during a specific range

GL040332.OSA-E

Performance Indicator: Determine the appropriateness of a graphic used to support an informational or technical passage.

80 **A grocery store displays advertisements showing a picture of a child's face covered in spaghetti sauce. An advertising company hired by the grocery store has decided to remove this picture. What was most likely the motivation for that decision?**

F Picturing children is unnecessary because adults control the purchases.

G Pictures are ineffective in grocery store advertisements.

H The spaghetti sauce is not likely to be something adults feed their children.

J The situation in the ad is not desirable to buyers of spaghetti sauce.

GL040333.OSA-E

Reporting Category: Communication and Media
Numbers 81 through 85

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

81 **Look at this photo.**

What can be inferred from this photo?

A The girl is spending time with her pet.

B The girl is unhappy about the weather.

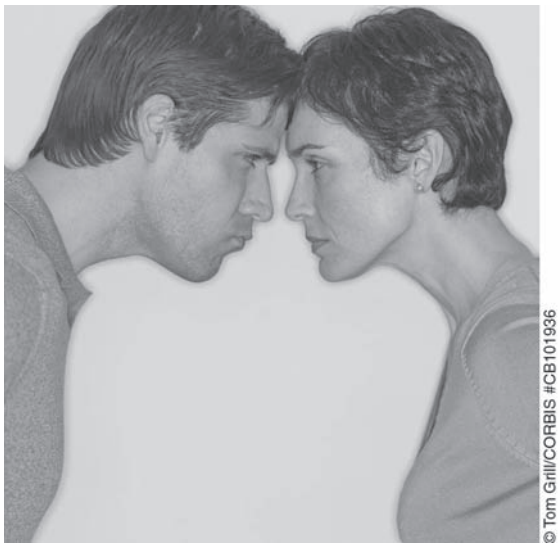
C The girl is in a park near her home.

D The girl is feeding her new pet.

GL050011.OSA-E

Performance Indicator: Select the type of conflict represented in a non-print medium.

82 **Look at this photo.**



What type of conflict is represented in this photo?

F person vs. person
G person vs. self
H person vs. technology
J person vs. environment

GL005111.OSA-E

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

83 **Read this script for a television advertisement.**

Voice: Come to the zoo! Our animal nursery is full of babies that were born this spring. Each day, we show one or two of the new animals in a special viewing area. Clubs and school groups are welcome to call for group rates.

Which image would be the <u>best</u> addition to the advertisement?

A a map of the zoo
B a photo of the zookeepers
C pictures of baby animals
D lists of admission prices

GL040394.OSA-E

Go On ▶

Performance Indicator: Infer the mood represented in a non-print medium.

84 **Look at this photo.**

Copyright © Bill Varie/CORBIS

Which word best describes the mood in this photo?

F sad

G fearful

H hopeful

J frustrated

GL005027.OSA-E

Go On ▶

Performance Indicator: 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).

85 **Look at the photo.**

What information in the photo is similar to the information that would be given in a television commercial?

A the event

B the time

C the location

D the business

GL050004.OSA-E

Reporting Category: Literature
Numbers 86 through 88

Performance Indicator: Differentiate among verbal, situational, and dramatic irony.

86 **Read this text.**

Kelvin and Melvin waited anxiously as the bus pulled into the parking lot of the amusement park. The twins had been thinking about riding the HeartStopper Supercoaster. Kelvin and Melvin loved amusement parks, but what they loved most was riding roller coasters.

Earning trips to amusement parks was not easy. Their parents considered outings, such as going to amusement parks, a privilege worthy of hard work. Both Kelvin and Melvin had been working hard around the house and in the yard as well as working for neighbors by mowing lawns, walking dogs, and anything else they thought would earn a little money and prove that they were responsible.

The boys could hardly stand still as they waited in line to enter the park with other kids from the local youth center. As they began the long trek to the largest roller coaster in the state, Kelvin and Melvin could see the HeartStopper in the distance. When they finally reached the roller coaster, their hearts stopped as they read the sign posted on the entrance of the ride—"The HeartStopper is closed for maintenance. Sorry for any inconvenience, Park Management."

This text is an example of which type of irony?

F verbal
G situational
H dramatic
J no irony

GL050006.OSA-E

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

87 **Which type of poetry is usually a long narrative that includes heroic actions?**

A sonnets
B epics
C lyric poetry
D dramatic poetry

GL050005.OSA-E

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

88 **How would a magazine article about an aquarium differ from a diary entry about a visit to the same aquarium?**

F The magazine article would be shorter than the diary entry.
G The magazine article would have fewer illustrations than the diary entry.
H The diary entry would be more personal than the magazine article.
J The diary entry would be read by more people than the magazine article.

GL040402.OSA-E

STOP

Answer Key with Performance Indicator

Item Number	Correct Answer	Performance Indicator
1	A	3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.
2	H	3002.3.8 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
3	C	3002.8.4 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).
4	J	3002.1.1 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.
5	B	3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
6	G	3002.1.2 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).
7	D	3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.
8	J	3002.2.3 Distinguish between a critique and a summary.
9	B	3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
10	F	3002.2.1 Identify the thesis and main points of a challenging speech.
11	C	3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
12	J	3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).
13	A	3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.
14	F	3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
15	D	3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
16	G	3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
17	C	3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.

18	**H**	3002.3.11 Identify the targeted audience for a selected passage.
19	**D**	3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).
20	**G**	3002.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
21	**C**	3002.5.14 Distinguish the strongest or weakest point of a given argument.
22	**G**	3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
23	**B**	3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
24	**H**	3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
25	**B**	3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
26	**H**	3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.
27	**B**	3002.4.4 Evaluate the validity of Web pages as sources of information.
28	**G**	3002.5.7 Differentiate between the stated and implied evidence of a given argument.
29	**B**	3002.3.2 Choose the most effective order of sentences in a paragraph.
30	**H**	3002.3.12 Determine the writer's purpose in a writing sample.
31	**C**	3002.4.5 Determine which statement presents an opposing view from those stated on a Web page.
32	**F**	3002.6.5 Synthesize information across two or more informational or technical texts.
33	**C**	3002.3.14 Select the proper format to convey a set of work-related information.
34	**J**	3002.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack {*ad hominem*}, false dilemma, false analogy, slippery slope, *non sequitur*, false authority) within a given argument.
35	**B**	3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.

36	**H**	3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
37	**B**	3002.5.12 Select an additional sentence to add to an argument within a persuasive text.
38	**H**	3002.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
39	**C**	3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
40	**H**	3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
41	**A**	3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
42	**J**	3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
43	**A**	3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
44	**J**	3002.1.17 Identify commonly used foreign words and phrases (i.e., RSVP, *déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps,* verbatim, *E pluribus unum, prima donna, avant-garde,* status quo, *joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi*).
45	**A**	3002.2.2 Distinguish between a summary and a paraphrase.
46	**J**	3002.3.10 Identify a statement that reveals the writer's attitude.
47	**C**	3002.3.16 Identify the mode in which a writing sample is written.
48	**F**	3002.5.1 Make inferences and draw conclusions based on evidence in text.
49	**A**	3002.5.3 Evaluate text for fact and opinion.
50	**J**	3002.5.4 Analyze cause-effect relationships in text.
51	**C**	3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
52	**F**	3002.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).
53	**B**	3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.

54	**G**	3002.8.6 Differentiate between mood and tone in poetry or prose.
55	**C**	3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
56	**H**	3002.8.8 Identify and analyze the common theme in a series of passages.
57	**C**	3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
58	**G**	3002.8.12 Locate words or phrases in a passage that provide historical or cultural cues.
59	**A**	3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).
60	**F**	3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
61	**B**	3002.7.5 Match a focused message to an appropriate medium.
62	**G**	3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
63	**C**	3002.8.14 Identify classical, historical, and literary allusions in context.
64	**J**	3002.1.6 Use commas to set off nonessential elements in a sentence.
65	**A**	3002.1.8 Recognize correct subject-verb agreement with intervening elements.
66	**G**	3002.1.10 Select correct pronoun usage in a sentence (e.g., with compound elements such as *between you and me*, or following *than* or *as*).
67	**A**	3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
68	**H**	3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.
69	**B**	3002.1.13 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, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).
70	**H**	3002.3.13 Identify sentences that use effective parallelism within a writing sample.
71	**B**	3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.

72	**G**	3002.3.7 Select the thesis statement in a writing sample or passage.
73	**C**	3002.4.1 Select the research topic with the highest degree of focus.
74	**G**	3002.4.2 Differentiate between primary and secondary sources.
75	**B**	3002.4.3 Evaluate the reliability and credibility of sources for use in research.
76	**H**	3002.4.6 Identify information that must be cited or attributed within a writing sample.
77	**A**	3002.5.10 Identify a false premise in text.
78	**F**	3002.5.2 Choose a logical word to complete an analogy.
79	**D**	3002.6.2 Use the graphics of informational and technical passages to answer questions.
80	**J**	3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
81	**A**	3002.7.1 Draw an inference from a non-print medium.
82	**F**	3002.7.2 Select the type of conflict represented in a non-print medium.
83	**C**	3002.7.3 Choose a visual image that best reinforces a viewpoint.
84	**J**	3002.7.6 Infer the mood represented in a non-print medium.
85	**A**	3002.7.7 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).
86	**G**	3002.8.2 Differentiate among verbal, situational, and dramatic irony.
87	**B**	3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
88	**H**	3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).

Reporting Category 1: Language

Item Number	Correct Answer	Performance Indicator
1	A	3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.
4	J	3002.1.1 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.
5	B	3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
6	G	3002.1.2 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).
7	D	3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.
13	A	3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.
14	F	3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
15	D	3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
42	J	3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
43	A	3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
44	J	3002.1.17 Identify commonly used foreign words and phrases (i.e., RSVP, *déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps,* verbatim, *E pluribus unum, prima donna, avant-garde,* status quo, *joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi*).
64	J	3002.1.6 Use commas to set off nonessential elements in a sentence.
65	A	3002.1.8 Recognize correct subject-verb agreement with intervening elements.
66	G	3002.1.10 Select correct pronoun usage in a sentence (e.g., with compound elements such as *between you and me*, or following *than* or *as*).

67	**A**	3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
68	**H**	3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.
69	**B**	3002.1.13 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, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).

Reporting Category 2: Writing and Research		
Item Number	**Correct Answer**	**Performance Indicator**
2	H	3002.3.8 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
16	G	3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
17	C	3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
18	H	3002.3.11 Identify the targeted audience for a selected passage.
23	B	3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
24	H	3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
25	B	3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
26	H	3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.
27	B	3002.4.4 Evaluate the validity of Web pages as sources of information.
29	B	3002.3.2 Choose the most effective order of sentences in a paragraph.
30	H	3002.3.12 Determine the writer's purpose in a writing sample.
31	C	3002.4.5 Determine which statement presents an opposing view from those stated on a Web page.
33	C	3002.3.14 Select the proper format to convey a set of work-related information.
46	J	3002.3.10 Identify a statement that reveals the writer's attitude.
47	C	3002.3.16 Identify the mode in which a writing sample is written.
70	H	3002.3.13 Identify sentences that use effective parallelism within a writing sample.
71	B	3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.

72	**G**	3002.3.7 Select the thesis statement in a writing sample or passage.
73	**C**	3002.4.1 Select the research topic with the highest degree of focus.
74	**G**	3002.4.2 Differentiate between primary and secondary sources.
75	**B**	3002.4.3 Evaluate the reliability and credibility of sources for use in research.
76	**H**	3002.4.6 Identify information that must be cited or attributed within a writing sample.

Reporting Category 3: Communication and Media		
Item Number	**Correct Answer**	**Performance Indicator**
8	**J**	3002.2.3 Distinguish between a critique and a summary.
9	**B**	3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
10	**F**	3002.2.1 Identify the thesis and main points of a challenging speech.
11	**C**	3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
12	**J**	3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).
22	**G**	3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
41	**A**	3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
45	**A**	3002.2.2 Distinguish between a summary and a paraphrase.
61	**B**	3002.7.5 Match a focused message to an appropriate medium.
81	**A**	3002.7.1 Draw an inference from a non-print medium.
82	**F**	3002.7.2 Select the type of conflict represented in a non-print medium.
83	**C**	3002.7.3 Choose a visual image that best reinforces a viewpoint.
84	**J**	3002.7.6 Infer the mood represented in a non-print medium.
85	**A**	3002.7.7 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).

Reporting Category 4: Logic

Item Number	Correct Answer	Performance Indicator
19	D	3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).
20	G	3002.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
21	C	3002.5.14 Distinguish the strongest or weakest point of a given argument.
28	G	3002.5.7 Differentiate between the stated and implied evidence of a given argument.
34	J	3002.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack {*ad hominem*}, false dilemma, false analogy, slippery slope, *non sequitur*, false authority) within a given argument.
35	B	3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.
36	H	3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
37	B	3002.5.12 Select an additional sentence to add to an argument within a persuasive text.
38	H	3002.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
48	F	3002.5.1 Make inferences and draw conclusions based on evidence in text.
49	A	3002.5.3 Evaluate text for fact and opinion.
50	J	3002.5.4 Analyze cause-effect relationships in text.
77	A	3002.5.10 Identify a false premise in text.
78	F	3002.5.2 Choose a logical word to complete an analogy.

Reporting Category 5: Informational Text		
Item Number	**Correct Answer**	**Performance Indicator**
32	**F**	3002.6.5 Synthesize information across two or more informational or technical texts.
39	**C**	3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
40	**H**	3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
79	**D**	3002.6.2 Use the graphics of informational and technical passages to answer questions.
80	**J**	3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.

Reporting Category 6: Literature

Item Number	Correct Answer	Performance Indicator
3	C	3002.8.4 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).
51	C	3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
52	F	3002.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).
53	B	3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.
54	G	3002.8.6 Differentiate between mood and tone in poetry or prose.
55	C	3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
56	H	3002.8.8 Identify and analyze the common theme in a series of passages.
57	C	3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
58	G	3002.8.12 Locate words or phrases in a passage that provide historical or cultural cues.
59	A	3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).
60	F	3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
62	G	3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
63	C	3002.8.14 Identify classical, historical, and literary allusions in context.
86	G	3002.8.2 Differentiate among verbal, situational, and dramatic irony.
87	B	3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
88	H	3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).