Student Name _____

Teacher Name _____

School _____

System _____

ELSA
ENGLISH II

Item Sampler

Tennessee End of Course Assessment

English Linguistically Simplified Assessment

English II Form 4

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 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 ELSA 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 Learner (EL) 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 State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

Test development

For the *Tennessee End of Course Assessment,* a staff of writers – composed both of 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 certain 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 at the end of the school year.

You 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.

Tips for Taking the Test

Preparing for the test

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

Before the test

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

During the test

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

Directions for Using the Item Sampler

This Item Sampler for 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 by Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of courts test to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the end of course tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the 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 in Page 45. Use it to check your answers. Review items that you get wrong.

Read the memoir and answer questions 1 through 9.

The King's Influence

1 I first heard about Elvis Presley® from my older sister, Barbara. Typically a studious and somewhat timid girl, Barbara seemed to burst from her cocoon once she discovered Elvis. "You've got to see this guy," she exclaimed one day while thrusting a rolled-up flier in my hand. "He's a modern-day Adonis!"

2 Rolling my eyes, I began to unfurl the flyer. There, in black-and-white, stood a young man striking a dance pose while holding an acoustic guitar. I had to agree with my sister; the guy had charisma. There was something different about him that I had not seen in previous musicians. He slicked his dark hair back and wore his sideburns longer than what was fashionable for the day. Looking straight into the camera, he wore a lopsided grin that curled up on the left side of his face. In spite of myself, I had to admit that something intrigued me about this Elvis character.

3 "Yeah, so the girls like him," I said, "but is he any good?"

4 My sister smiled. "He's The King," she answered softly.

5 Elvis was coming to town in ten days. Barbara wanted tickets so we could both see him. She knew I would appreciate his style and music skills. I had played the guitar and sung at school functions for several years. Music was one of the few things I loved, and I harbored a secret dream of becoming a professional musician. Our family lived on a modest income. The likelihood of becoming a successful musician was quite slim.

Resigned to work at the factory when I graduated, I consoled myself with the idea that I could play my guitar and sing as a hobby on the side. Barbara, however, always encouraged me to pursue my dream.

6 "You can do anything you want to do, Luke," she said. "This is America. You work hard and stick with it, and you can be a musician!"

7 I wanted to believe her, but I also knew it was more practical to get a job and let go of my foolish fantasy.

8 On the day of his arrival, our local radio station interviewed Elvis Presley. He surprised me with his candid answers and his humble charm. When the interviewer asked about his formative years, Elvis replied that he was born in a two-room house in Tupelo, Mississippi. His parents worked hard but were very poor. He began playing music by the age of ten. He wanted a bicycle, but his parents could not afford it. Instead, they purchased a guitar that cost only $12.95. In order to help his parents, Elvis worked various jobs; when he won his high school talent show by singing and playing his guitar, Elvis knew he had to pursue his dream.

9 I walked down to the creek that day and thinked about the interview for a long time. Elvis's popularity had increased quickly. Our local radio station had begun playing "Milk Cow Blues Boogie" and "Heartbreak Hotel" in constant rotation. I had a feeling the guy was going to make it. And if someone like him could make it, wasn't it possible . . . ?

10 That evening, Barbara put on her prettiest dress and applied her lipstick carefully. She turned to me, her eyes sparkling, and a wide grin spread across her lips. "We're going to see The King!" she exclaimed.

11 Just as we headed out the door, she grabbed my wrist. "Bring your guitar!" she insisted. "Maybe we can get him to sign it!"

12 "Barbara, I'm *not* bringing my guitar, I replied," but then she gave me the *look*. I knew right then that if I did not bring my guitar, I would pay for it later; so I reluctantly grabbed my guitar and held it close as we fought the crowds waiting to see Elvis Presley.

13 What can I say about the performance that people do not already know today? Elvis Presley was an amazing performer. He sang flawlessly. He played each song as though it was his last, and he dazzled the audience with humor and graciousness. In return, the audience responded enthusiastically.

14 As we exited the theater, Barbara grabbed my arm and jerked me in the opposite direction. "Look, there's his tour bus," she said. "Let's see if we can see him up close."

15 I didn't even bother resisting. We rushed to the back entrance, and there, amid the glow of flashbulbs and the crowd of people, walked The King himself. He smiled and waved as he made his way over to his bus. Barbara waved frantically, and Elvis, catching her eye, gave her a quick wink. In that same instant, he looked at me clutching my guitar and standing silently next to my sister.

16 "Hey, kid," he said. "Take care of that guitar. It will be your friend for life if you let it. Good luck." Immediately, the crowd closed in, and Elvis disappeared as he boarded his bus.

Elvis® is a registered trademark of Elvis Presley Enterprises, Inc.

Reporting Category: Language

Numbers 1 through 3

Performance Indicator: 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.

1.

Read this sentence from the memoir.

I walked down to the creek that day and thinked about the interview for a long time.

Which word best replaces the underlined word in the sentence?

- **A** thinks
- **B** thought
- **C** thinking
- **D** had thought

Performance Indicator: 3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.

2.

Read this excerpt from the memoir.

Our family lived on a modest income. The likelihood of becoming a successful musician was quite slim.

Which sentence best combines the two sentences?

- **A** Becoming a successful musician, since our family lived on a modest income, was quite slim.
- **B** Our family lived on a modest income, the likelihood of becoming a successful musician was quite slim.
- **C** The likelihood of becoming a successful musician was quite slim being that our family lived on a modest income.
- **D** Our family lived on a modest income, however; and the likelihood of becoming a successful musician was quite slim.

Go On ▶

Performance Indicator: 3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.

3. **Which sentence from the memoir shows incorrect punctuation?**

- **A** "You've got to see this guy," she exclaimed one day while thrusting a rolled-up flier in my hand.
- **B** My sister smiled. "He's the King," she answered softly.
- **C** "You can do anything you want to do, Luke," she said.
- **D** "Barbara, I'm *not* bringing my guitar, I replied," but then she gave me the *look.*

Reporting Category: Writing and Research

Numbers 4 through 5

Performance Indicator: 3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.

4. **Read this sentence.**

Elvis's popularity had increased quickly.

Based on the memoir, which word is more precise than increased and should replace it for clarity of meaning?

- **A** amplified
- **B** blossomed
- **C** spread
- **D** tripled

Performance Indicator: 3002.3.12 Determine the writer's purpose in a writing sample.

5. **The author's purpose for writing this memoir is to**

- **A** persuade.
- **B** entertain.
- **C** compare.
- **D** inform.

Reporting Category: Literature

Numbers 6 through 8

Performance Indicator: 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).

6. **"The King's Influence" is written from which point of view?**

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

Go On ▶

Performance Indicator: 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).

7. **The narrator reveals Barbara's character by telling the reader**

- **A** what she says.
- **B** what she wants.
- **C** how she dresses.
- **D** how she behaves.

Performance Indicator: 3002.8.14 Identify classical, historical, and literary allusions in context.

8. **Which sentence from the memoir contains an allusion?**

- **A** "He's a modern-day Adonis!"
- **B** He slicked his dark hair back and wore his sideburns longer than what was fashionable for the day.
- **C** Instead, they purchased a guitar that cost only $12.95.
- **D** Our local radio station had begun playing "Milk Cow Blues Boogie" and "Heartbreak Hotel" in constant rotation.

Reporting Category: Logic

Numbers 9 through 9

Performance Indicator: 3002.5.1 Make inferences and draw conclusions based on evidence in text.

9. **Based on evidence in the memoir, which statement can the reader <u>best</u> infer about the narrator?**

- **A** Luke allowed his sister to bully him into doing things he did not really want to do.
- **B** Until he heard Elvis's interview on the radio, Luke was jealous of Elvis's rapid success.
- **C** Before seeing Elvis, Luke was not confident about his chances of becoming a musician.
- **D** Luke's primary reason for wanting to become a musician was so he could become wealthy and famous.

Go On ▶

Read the passage and answer questions 10 through 17.

Summer Internships for High School Students

When some high school students think about summer vacation, they think of leisure activities or of sleeping late and then hanging out with friends. For other students, summer means work rather than play. They anticipate mowing lawns and doing yard work, serving food at a local restaurant, or providing child care for a neighbor. There is another option, however, if you are a high school student planning your summer. You can be an intern, someone who works as an assistant or trainee in an occupation. You can seek an internship with a business or professional office, a cultural institution, or a service organization. Although summer internships for high school students are often unpaid positions, they offer many rewards.

Spending a summer as an intern allows students to see firsthand the day-to-day operations of a challenging workplace. Working as an intern often helps students develop better organization and communication skills. These skills will serve them well in the future when they attend college, join the military, or assume a full-time job. If interns are at the ready, unique opportunities sometimes come along and take them out from behind a desk. They can find themselves working alongside professionals in the laboratory, courtroom or newsroom, and on the field or onstage. Working in a professional environment often allows students to train on and use more sophisticated tools and equipment. They are likely to have access to a wider array of technology and resources than those available at their local high school.

A summer internship can help students learn what really goes on behind the scene in the everyday performance of a job. A job that might seem fascinating to the uninformed can prove to be less so in the eyes of the intern. He or she sees firsthand the daily routine for someone who holds that job.

Conversely, a job that outsiders might consider boring can end up providing the intern with a worthwhile challenge. High school students who have participated in a summer internship tend to make more informed decisions about college or the workplace than their peers do. The experience can confirm that a particular field is right for them. Or, it can lead them to consider a different option instead of investing valuable time going down a blind alley.

Having real-life experience in a field of interest gives students a "leg up" on future job prospects or college admissions. A person conducting an interview or reviewing a job or college application is likely to take special note of a student's internship experience. That experience sets one applicant apart from the others and demonstrates that the applicant is likely to be a curious, committed, and confident individual. A former intern can document not just an interest in a particular field but evidence of hands-on, real-world experience that makes future success in the workplace or college classroom more likely. Ivy League colleges such as Harvard and Yale boast lots of former interns.

Certainly, for some students an unpaid internship is not an option, no matter how appealing. They must earn money over the summer or meet family responsibilities. Even then, they should not rule out the idea, however, since some internship programs offer scholarships for students who need financial aid. Other programs offer mini-internships, providing students with an authentic work experience in a mere week or two.

No matter what the nature of the work required during an internship, it is bound to be more interesting and worthwhile than flipping hamburgers at a fast-food restaurant or watching reruns of SpongeBob SquarePants™ with a half dozen overactive preschoolers. The more you think about it, the more you'll agree that you too should seek an internship for this summer or next. Your investment of time and energy will pay huge dividends throughout your life.

SpongeBob SquarePants™ is a registered trademark, owned by Viacom International, Incorporated. New York.

Reporting Category: Communication and Media

Numbers 10 through 10

Performance Indicator: 3002.2.1 Identify the thesis and main points of a challenging speech.

10. **Which statement best conveys the main idea of the speech?**

- **A** Summer internship opportunities exist in many fields.
- **B** Internships build skills and prepare students for the future.
- **C** An internship experience enhances college entrance prospects.
- **D** Summer internships can be profitable for high school students.

Reporting Category: Logic

Numbers 11 through 11

Performance Indicator: 3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.

11. **The premise that most clearly underlies this passage is that high school students generally**

- **A** look forward to vacations from school.
- **B** need to earn money over the summer months.
- **C** can access information about summer job options.
- **D** express deep concern about their future after graduation.

Go On ▶

Reporting Category: Communication and Media

Numbers 12 through 13

Performance Indicator: 3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

12. **Read this paragraph from the speech.**

A summer internship can help students learn what really goes on behind the scene in the everyday performance of a job. A job that might seem fascinating to the uninformed can prove to be less so in the eyes of the intern. He or she sees firsthand the daily routine for someone who holds that job. Conversely, a job that outsiders might consider boring can end up providing the intern with a worthwhile challenge. High school students who have participated in a summer internship tend to make more informed decisions about college or the workplace than their peers do. The experience can confirm that a particular field is right for them. Or, it can lead them to consider a different option instead of investing valuable time going down a blind alley.

Which structure is used to organize ideas in the paragraph?

- **A** cause–effect
- **B** problem–solution
- **C** proposition–support
- **D** comparison–contrast

Performance Indicator: 3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).

13. **Read this sentence from Paragraph 3 of the passage.**

The experience can confirm that a particular field is right for them. Or, it can lead them to consider a different option instead of investing valuable time going down a blind alley.

What rhetorical device appears in this sentence?

- **A** simile
- **B** metaphor
- **C** hyperbole
- **D** parallelism

Reporting Category: Logic

Numbers 14 through 16

Performance Indicator: 3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).

14. **Read this sentence from the speech.**

Ivy League colleges such as Harvard and Yale boast lots of former interns.

What persuasive device is used in the sentence?

- **A** transfer
- **B** snob appeal
- **C** bandwagon
- **D** loaded words

Performance Indicator: 3002.5.12 Select an additional sentence to add to an argument within a persuasive text.

15. **Read this paragraph from the speech.**

Certainly, for some students an unpaid internship is not an option, no matter how appealing. They must earn money over the summer or meet family responsibilities. Even then, they should not rule out the idea, however, since some internship programs offer scholarships for students who need financial aid. Other programs offer mini-internships, providing students with an authentic work experience in a mere week or two.

Which sentence if added at the end of the paragraph <u>best</u> strengthens the case that finances need not deter students from seeking an internship experience?

- **A** Interested students can apply for a stipend to cover expenses during the mini-internship.
- **B** Even a short-term internship is likely to increase a student's earning potential in the future.
- **C** Most families can manage without a student's contribution to the household budget for a few weeks.
- **D** Students can reap the benefits of an internship and earn money in a paying job during the same summer.

Go On ▶

Performance Indicator: 3002.5.7 Differentiate between the stated and implied evidence of a given argument.

16. **Which sentence from the speech provides implied evidence that a summer intern may get the chance to meet and even interact with famous people?**

- **A** Spending a summer as an intern allows students to see firsthand the day-to-day operations of a challenging workplace.
- **B** These skills will serve them well in the future when they attend college, join the military, or assume a full-time job.
- **C** If interns are at the ready, unique opportunities sometimes come along which take them out from behind a desk.
- **D** They can find themselves working alongside professionals in the laboratory, courtroom or newsroom, and on the field or onstage.

Reporting Category: Communication and Media

Numbers 17 through 18

Performance Indicator: 3002.7.3 Choose a visual image that best reinforces a viewpoint.

17. **Read this excerpt from the speech.**

Working in a professional environment often allows students to train on and use more sophisticated tools and equipment. They are likely to have access to a wider array of technology and resources than those available at their local high school.

Which image on a flier advertising summer internships best conveys the ideas expressed in the excerpt?

- **A** a teenage girl working alone at a computer
- **B** an adult male in uniform talking to two teenage boys
- **C** a teenage boy and girl using a centrifuge and microscope
- **D** a teenage boy looking over the shoulder of a woman seated at a desk

Go On ▶

Performance Indicator: 3002.7.5 Match a focused message to an appropriate medium.

18.

The most effective medium to persuade teens to read more is to put

- **A** an ad in a travel magazine.
- **B** a poster in the public library.
- **C** a commercial on a television news show.
- **D** an ad online for electronic books.

Reporting Category: Literature

Numbers 19 through 19

Performance Indicator: 3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).

19.

Read this excerpt from a poem.

(7) She could not save from rolling waves
(8) the castle she had built.
(9) Made from the sand, the structure grand,
(10) but feeble was the silt
(11) Beneath their power, lie crumbled towers
(12) and young girl's spirits wilt

What metric device is used in lines 7, 9, and 11?

- **A** blank verse
- **B** internal rhyme
- **C** onomatopoeia
- **D** repetition

Go On ▶

Reporting Category: Writing and Research

Numbers 20 through 20

Performance Indicator: 3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

20.

Which sentence shows correct punctuation?

- **A** One of the effects of the Industrial Revolution, was that people relinquished their rural lifestyles and opted to work and live in cities.
- **B** One of the effects of the Industrial Revolution was that people relinquished their rural lifestyles, and opting to work and live in cities.
- **C** One of the effects of the Industrial Revolution was that people relinquished their rural lifestyles, opting to work and live in cities.
- **D** One of the effects of the Industrial Revolution was that people, relinquished their rural lifestyles opted to work and live in cities.

Reporting Category: Logic

Numbers 21 through 21

Performance Indicator: 3002.5.14 Distinguish the strongest or weakest point of a given argument.

21.

Read this paragraph.

There are numerous reasons why people should begin practicing water conservation.

• Water rates have gone up significantly in the past few years. Being careful with water will help keep water utility costs down.
• It saves energy to conserve water. Much of our available energy goes toward pumping and treating water.
• Conserving water also helps the environment. When we waste water, we take it away from plants and animals; this puts a strain on the local ecosystem.
• We need to conserve water so we will always have plenty of water for everyone to drink. Our bodies cannot live without water.

We need to recognize that water is a precious resource and make certain it will always be there when we need it.

Which point from the paragraph is the <u>strongest</u> argument for conserving water?

- **A** Conserving water saves money.
- **B** Conserving water saves energy.
- **C** Conserving water helps the environment.
- **D** Conserving water is necessary for life.

Go On ▶

Reporting Category: Writing and Research

Numbers 22 through 22

Performance Indicator: 3002.3.7 Select the thesis statement in a writing sample or passage.

22.

Read this paragraph.

(1) Sound-blocking headphones are a great tool for students who need to get work done. **(2)** If students need quiet to study, they can use the headphones to block out external noises. **(3)** Students who prefer to read while listening to music can use the headphones too. **(4)** Some parents don't want their kids to use headphones. **(5)** The headphones place the student in a work zone by keeping out distractions.

Which sentence in the paragraph is irrelevant and should be deleted?

- **A** Sentence 2
- **B** Sentence 3
- **C** Sentence 4
- **D** Sentence 5

Reporting Category: Informational Text

Numbers 23 through 23

Performance Indicator: 3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.

23.

Read this memo to the employees of a clothing store.

Starting next month, we will have a "Deal of the Week Discount" program. • Shoppers will receive a discount of 5% on the "Deal of the Week" item if they purchase only one "Deal of the Week" item. • Shoppers can increase their discount up to a maximum of 25% if they buy multiple items. • Employees may purchase the "Deal of the Week" item using their 10% employee discount plus the 5% customer discount, for a total 15% discount. • Employees may not earn any other increased discount.

"Deal of the Week" items will be announced to employees in advance. This is to be considered special information and should not be shared with friends and family.

The implied main idea of the memo is that employees should

- **A** keep the "Deal of the Week" items secret.
- **B** encourage their families to buy the "Deal of the Week."
- **C** understand how the new "Deal of the Week" plan will work.
- **D** take advantage of the discount program by buying the "Deal of the Week."

Go On ▶

Reporting Category: Writing and Research

Numbers 24 through 24

Performance Indicator: 3002.4.1 Select the research topic with the highest degree of focus.

24.

Which is a highly focused research topic?

- **A** the growth of sports in America
- **B** stadiums built during the last century
- **C** similarities of soccer, football, and rugby
- **D** how baseball saved downtown Brookfield

Reporting Category: Communication and Media

Numbers 25 through 25

Performance Indicator: 3002.7.6 Infer the mood represented in a non-print medium.

25.

Look at this photo.

Which word best describes the mood in this photo?

- **A** amused
- **B** fearless
- **C** encouraged
- **D** adventurous

Go On ▶

Read the memoir and answer questions 26 through 34. The memoir may contain errors.

The Family Meeting

1 My father called a meeting at the kitchen table and we all sat down—my mother; my twelve-year-old brother, who was one year older; and I. Family meetings usually dealt with such common matters as whether my brother or I would care to explain why old Colonel Johnston, our next-door neighbor, could find no oranges on one of his hybrid orange trees, when only a week before the tree had held several nearly ripe oranges. One or the other of us would offer that he had seen Cindy Trimble or her brother Harvey eyeing those juicy-sweet oranges a day or two before, but that it would be unfair to accuse anyone of taking them without proof. After an hour or so of unpaid labor on Colonel Johnston's property, that would be that. This meeting really was different, though. I could see it in the almost apologetic half smile on my father's face.

2 My brother and I sat still, as usual, during the proceedings. My father explained that our family was a democracy and that no one, not even he, had ultimate control over major decisions that would affect the entire family. We were one unit, and we moved together. Now, I had heard the democracy speech before, and I thought I knew what would come next. Dad would simply tell us how we would all do things differently from this point forward, and a unanimous vote in favor would follow.

3 My mother had remained silent so far. Every time I looked at her face for a cue about what was going on, her eyes were slightly downturned and offered no information. Even so, her unspeaking eyes communicated to me that this meeting would veer away from the *status quo*.

4 My father asked my brother and I if we had ever thought about moving someplace new. We both assented that we had. My brother said he had thought about moving to Hollywood but that it would be a long drive from our home in Charleston, South Carolina. He would need to find a car first, too, he said. My father then said that if the whole family agreed, we would move to a place called Boston, way up north. A big newspaper had offered him a job there, and he would make more money in Boston than at the small Charleston paper.

5 I screamed, "Yes!" and my father smiled, adding that I should give it a little thought first. But what was there to think about? I wanted to see the world, travel to distant places. I had never ventured farther from Charleston than Myrtle Beach, a couple of hours away. I looked over at my mom, and she was smiling, too. She said she had worried that I would not want to leave my friends and relatives behind in Charleston.

6 An invisible hand moved my enthusiasm handle a half turn down and to the left, to somewhere in the melancholy range; and I experienced a curious insight. You can appreciate something more because of a loss, even before you lose that something. Charleston was all I knew. Maybe it was better or worse than this place or that, in this way or that, but it answered every need I had.

7 After the meeting, my brother and I walked outside together. We mostly talked about Boston, the place where all those people held that giant tea party, and how far it was from Charleston. At some point, my brother began talking about snow cones, my favorite food in the world. Snow cones were a rare treat in Charleston, mainly found at happy events like carnivals. My brother said that in Boston, we would be able to walk outside, grab some snow, put it into a cup, pour some cherry soda on top, and have an instant snow cone. My brother was always good at saying things I needed to hear.

Reporting Category: Language

Numbers 26 through 27

Performance Indicator: 3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.

26. **Which sentence from the memoir shows a shift in the verb tense in which the story is narrated?**

- **A** My father called a meeting at the kitchen table and we all sat down —my mother; my twelve-year-old brother, who was one year older; and I.
- **B** We were one unit, and we moved together.
- **C** Every time I looked at her face for a cue about what was going on, her eyes were slightly downturned and offered no information.
- **D** You can appreciate something more because of a loss, even before you lose that something.

Performance Indicator: 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).

27. **Read this sentence from the memoir.**

My father asked <u>my brother and I</u> if we had ever thought about moving someplace new.

Which revision of the underlined words shows correct pronoun usage?

- **A** us and my brother
- **B** my brother and me
- **C** I and my brother
- **D** no change

Go On ▶

Reporting Category: Writing and Research

Numbers 28 through 28

Performance Indicator: 3002.3.10 Identify a statement that reveals the writer's attitude.

28. **Which statement from the memoir reveals the writer's attitude that outcomes of previous family meetings were predictable?**

- **A** I could see it in the almost apologetic half smile on my father's face.
- **B** My brother and I sat still, as usual, during the proceedings.
- **C** My father explained that our family was a democracy and that no one, not even he, had ultimate control over major decisions that would affect the entire family.
- **D** Dad would simply tell us how we would all do things differently from this point forward, and a unanimous vote in favor would follow.

Reporting Category: Literature

Numbers 29 through 33

Performance Indicator: 3002.8.6 Differentiate between mood and tone in poetry or prose.

29. **Read the excerpt from Paragraph 4 of the memoir.**

My father asked my brother and I if we had ever thought about moving someplace new. We both assented that we had. My brother said he had thought about moving to Hollywood but that it would be a long drive from our home in Charleston, South Carolina. He would need to find a car first, too, he said.

Which word best describes the mood created by the humorous tone in the excerpt?

- **A** sad
- **B** cheerful
- **C** curious
- **D** serious

Performance Indicator: 3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).

30. **Read this excerpt from Paragraph 1 of the memoir.**

Family meetings usually dealt with such common matters as whether my brother or I would care to explain why old Colonel Johnston, our next-door neighbor, could find no oranges on one of his hybrid orange trees, when only a week before the tree had held several nearly ripe oranges. One or the other of us would offer that he had seen Cindy Trimble or her brother Harvey eyeing those juicy-sweet oranges a day or two before, but that it would be unfair to accuse anyone of taking them without proof. After an hour or so of unpaid labor on Colonel Johnston's property, that would be that.

Which literary element is evident in the excerpt?

- **A** parody
- **B** allegory
- **C** paradox
- **D** flashback

Performance Indicator: 3002.8.2 Differentiate among verbal, situational, and dramatic irony.

31. **Read this excerpt from Paragraph 5 of the memoir.**

I looked over at my mom, and she was smiling, too. She said she had worried that I would not want to leave my friends and relatives behind in Charleston.

The mother's worry for the narrator is an example of which type of irony, if any?

- **A** verbal
- **B** dramatic
- **C** situational
- **D** no irony

Go On ▶

Performance Indicator: 3002.8.14 Identify classical, historical, and literary allusions in context.

32. **Which sentence from the memoir contains a historical allusion?**

- **A** I had never ventured farther from Charleston than Myrtle Beach, a couple of hours away.
- **B** We mostly talked about Boston, the place where all those people held that giant tea party, and how far it was from Charleston.
- **C** Snow cones were a rare treat in Charleston, mainly found at happy events like carnivals.
- **D** My brother said that in Boston, we would be able to walk outside, grab some snow, put it into a cup, pour some cherry soda on top, and have an instant snow cone.

Performance Indicator: 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).

33. **The author reveals the father's character primarily through**

- **A** what the mother says about him.
- **B** the father's actions.
- **C** what the narrator says about him.
- **D** the father's thoughts.

Reporting Category: Language

Numbers 34 through 34

Performance Indicator: 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).

34. **Read this excerpt from the memoir.**

Every time I looked at her face for a cue about what was going on, her eyes were slightly downturned and offered no information. Even so, her unspeaking eyes communicated to me that this meeting would veer away from the *status quo*.

What does the phrase *status quo* mean?

- **A** new course
- **B** usual order
- **C** different situation
- **D** ideal arrangement

Go On ▶

Reporting Category: Communication and Media

Numbers 35 through 35

Performance Indicator: 3002.2.1 Identify the thesis and main points of a challenging speech.

35.

Read the first paragraph of a student-generated speech.

(1) Have you ever had a miserable camping experience and then vowed *never to* go camping again? **(2)** People who claim to hate camping attribute it to a bad camping experience. **(3)** This may include mishaps such as having a leak in their tents on a rainy night or animals invading their food. **(4)** Others do not like contending with pesky insects, and many simply do not want to go without the modern conveniences of their homes. **(5)** However, if you remember to bring the right supplies and gear, camping can be both comfortable and fun. **(6)** It only takes a little organization on your part.

Which sentence is the thesis of this paragraph?

- **A** Sentence 1
- **B** Sentence 2
- **C** Sentence 5
- **D** Sentence 6

Reporting Category: Logic

Numbers 36 through 36

Performance Indicator: 3002.5.12 Select an additional sentence to add to an argument within a persuasive text.

36.

Read this excerpt from a letter to the editor.

I am a high school sophomore, and I work after school and on weekends at a local grocery store. I am saving the money I earn for college. According to state law, I cannot work between the hours of 10:00 p.m. and 6:00 a.m. on school days. With a parent's permission, I may work as late as midnight three nights per week, but there is no provision for a teen under 18 to work earlier than 6:00 in the morning. This law does not make sense to me.

Which statement would strengthen the argument that teens should be allowed to work earlier than 6:00 a.m. on school days?

- **A** Most part-time employees in grocery stores are under the age of 18.
- **B** If teens have homework to do, they can do it in the evenings.
- **C** Working more hours per week means teens could save more money for college.
- **D** If teens can work two hours later, they should be allowed to work two hours earlier.

Go On ▶

Reporting Category: Writing and Research

Numbers 37 through 38

Performance Indicator: 3002.3.2 Choose the most effective order of sentences in a paragraph.

37.

Read these sentences from a student essay.

(1) The name "sea urchin" often puzzles people. **(2)** Urchin is an Old English word for hedgehog, the woodland creature with the cute nose and long, sharp quills. **(3)** Why is a spiky, round sea creature named after an untidy, mischievous child? **(4)** A look at the origins of the word "urchin" explains it all.

Choose the correct order for these sentences.

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

Performance Indicator: 3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

38.

Read the titles of subheadings from a short biography.

(1) Writing a Novel in Thailand
(2) Peaceful Childhood in Vermont
(3) Retirement in Arizona
(4) Early New York Freelance Writing Career

Arrange the subheadings in chronological order.

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

Reporting Category: Communication and Media

Numbers 39 through 40

Performance Indicator: 3002.7.3 Choose a visual image that best reinforces a viewpoint.

39.

Read this billboard advertisement encouraging people to participate in a new recycling program that pays ten cents per recycled can.

Get cash for your trash!

The best addition to the billboard advertisement would be an image of

- **A** cans turning into coins.
- **B** cans littering a park.
- **C** cans floating on a river.
- **D** cans filling up a garbage bin.

Read the speech and answer questions 40 through 45.

Talking Trash

Let's talk trash. Trash is not a subject that excites most people, but we all should be concerned about this topic. Why should we care? Trash, like water and air, affects all our lives.

For thousands of years, cities disposed of their trash, or solid waste, by burying it in landfills. In most cities nowadays, residents place their trash cans on the curb once a week, and a trash truck picks up the trash and takes it to a local landfill. Some landfills are city owned, but more often a private company owns the landfill and the city pays to use it. In recent years, leaders in many cities have begun looking for ways to decrease their use of landfills for two reasons. One reason is that landfills are filling up; in fact, many have closed. The second reason is that city officials are looking to cut the cost of trash removal and disposal.

Some cities may have found a bucket to help bail out the leaking boat of trash disposal. To encourage residents to recycle, some cites have begun a "pay-as-you-throw" fee scale. Typically, in this kind of program, customers who dispose of more trash pay a higher monthly collection fee than residents who dispose of less trash. For example, if your family sets out one trash can and a large recycle bin each week, you will pay less than your neighbor who sets out two trash cans and no recycle bin. Several cities in Tennessee, including Nashville and Memphis, have begun "pay-as-you-throw" programs.

More cities should adopt the "pay-as-you-throw" model. It makes sense for several reasons. First, as with electricity and water rates, residents pay only for trash collection services they need.

We would not expect a resident who uses 10,000 gallons of water per month to be charged the same as a resident who uses 5,000 gallons. Furthermore, we would not expect a resident who uses half the amount of electricity as his neighbor to be charged the same amount. Therefore, why shouldn't someone who generates more trash than his or her neighbors pay for the extra services used? Variable-rate fees for trash collection are fairer to residents than flat-rate fees.

Second, many municipalities encourage residents to increase recycling and composting as a way to limit trash, thereby avoiding higher fees. If residents recycle and compost more, they throw away less. Many cities now provide residents with recycle bins and pick up recyclables as well as trash once a week. The city can deliver the recyclables to a recycle sorting center, where it receives money for these materials. Not only does the city avoid paying to deposit those materials in the landfill, but it actually *earns* money from the sale of recycled materials.

Third, by recycling and composting more and throwing away less, residents can help save precious landfill space. In 1988, it is estimated that there were almost 8,000 landfills in the United States; by 2006, only about 1,700 remained. By 2008, the entire northeast section of the country had only 134 landfills. However, attempts to encourage recycling, composting, and reducing trash sent to landfills seem to be working. According to the Environmental Protection Agency (EPA), in 1980, 89 percent of our nation's trash went to landfills; in 2008, the percentage was down to 54 percent. Pay-as-you-throw programs can support this positive trend.

Pay-as-you-throw trash disposal rate plans may not be the best solution to the problem of municipal trash disposal, but they certainly are an appropriate strategy to allow cities to begin keeping up with their increasing space and cost issues. No city wants to end up buried in trash.

Performance Indicator: 3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

40. **The speaker made a visual aid of a bar graph showing the number of landfill closings nationwide. To best engage the audience during the presentation, the speaker should**

- **A** pass the visual aid among the audience members before beginning the presentation.
- **B** ask another student to hold up the visual aid at the beginning of the presentation.
- **C** hold up the visual aid while speaking about landfill closings during the presentation.
- **D** display the visual aid after the presentation, explaining that it graphs landfill closings.

Reporting Category: Logic

Numbers 41 through 41

Performance Indicator: 3002.5.7 Differentiate between the stated and implied evidence of a given argument.

41. **Which sentence indicates that cities gain financial help from recycling?**

- **A** In most cities nowadays, residents place their trash cans on the curb once a week, and a trash truck picks up the trash and takes it to a local landfill.
- **B** To encourage residents to recycle, some cities have begun a "pay-as-you-throw" fee scale.
- **C** Many cities now provide residents with recycle bins and pick up recyclables as well as trash once a week.
- **D** Not only does the city avoid paying to deposit those materials in the landfill, but it actually *earns* money from the sale of recycled materials.

Go On ▶

Reporting Category: Communication and Media

Numbers 42 through 44

Performance Indicator: 3002.2.1 Identify the thesis and main points of a challenging speech.

42. **Which sentence states the thesis of the speech?**

- **A** Trash, like water and air, affects all our lives.
- **B** For thousands of years, cities disposed of their trash, or solid waste, by burying it in landfills.
- **C** In recent years, leaders in many cities have begun looking for ways to decrease their use of landfills for two reasons.
- **D** More cities should adopt the "pay-as-you-throw" model.

Performance Indicator: 3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

43. **Which term best describes the overall structure of the speech?**

- **A** proposition with support
- **B** sequence of events
- **C** compare–contrast
- **D** theme–illustration

Performance Indicator: 3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).

44. **Read this excerpt from the speech.**

Some cities may have found a bucket to help bail out the leaking boat of trash disposal.

Which rhetorical device is used in this excerpt?

- **A** humor
- **B** metaphor
- **C** information
- **D** exaggeration

Reporting Category: Logic

Numbers 45 through 45

Performance Indicator: 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.

45. **Read the last paragraph of the speech.**

"Pay-as-you-throw" trash disposal rate plans may not be the best solution to the problem of municipal trash disposal, but they certainly are an appropriate strategy to allow cities to begin keeping up with their increasing space and cost issues. No city wants to end up buried in trash.

Which logical fallacy is used in the paragraph?

- **A** appeal to fear
- **B** false authority
- **C** false dilemma
- **D** personal attack

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Reporting Category: Language

Numbers 46 through 47

Performance Indicator: 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.

46.

Read this sentence.

The clouds gathered over Brian and _____, so he and _____ decided to go home.

Which words correctly complete this sentence?

- **A** me, I
- **B** I, me
- **C** I, I
- **D** me, me

Performance Indicator: 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).

47.

Read this sentence.

Gertrude Stein's poetry was experimental, which established her as a _____ poet.

Which phrase <u>best</u> completes this sentence?

- **A** radical
- **B** graceful
- **C** confident
- **D** mysterious

Go On ▶

Reporting Category: Literature

Numbers 48 through 49

Performance Indicator: 3002.8.2 Differentiate among verbal, situational, and dramatic irony.

48.

Read this excerpt.

Eduardo led us into his family's kitchen, where dishes of shrimp pasta with roasted tomatoes, romaine lettuce salad with crumbled cheese and croutons, and roasted eggplant and zucchini covered the table. A loaf of crusty garlic bread peeked out from its blue-napkin cradle, and a chocolate-glazed layer cake beckoned from a china plate.

"Did you make all this yourself?" I asked him, amazed.

"Well, yes," he answered. "I thought we might need a snack while we work on our science project."

This excerpt is an example of which type of irony?

- **A** verbal
- **B** situational
- **C** dramatic
- **D** no irony

Performance Indicator: 3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.

49.

Which type of poem or song is typically written in stanzas, often with the second and fourth lines rhyming?

- **A** sonnet
- **B** lyric poem
- **C** ballad
- **D** dramatic poem

Go On ▶

Reporting Category: Communication and Media

Numbers 50 through 50

Performance Indicator: 3002.7.1 Draw an inference from a non-print medium.

50.

Look at this photo.

From the photo, how can viewers infer that the boy is a member of a sports team?

- **A** He is catching a ball.
- **B** He is wearing a uniform.
- **C** He appears to be athletic.
- **D** He appears to be practicing.

Read the debate pros and cons and answer questions 51 through 56.

Hang It Up and Drive

Many of us boast about our ability to accomplish several tasks at once—to listen to music while we do homework, for example. Scientists have shown that humans actually have limited ability to multitask, to do more than one task at a time. In some situations this distracted attention may do little damage; it may merely take us longer to accomplish each of the tasks or may result in a poorer-quality product. However, there are situations in which multitasking can be dangerous, even life threatening. One of these situations is driving.

Many countries, from France to Australia to Russia, ban cell phone use while driving. More than thirty U.S. states now ban text messaging while driving. Some states also outlaw the use of cell phones by inexperienced drivers or bus drivers. Many experts, however, believe that state laws do not go far enough. These experts conclude that states should enact laws banning the use of cell phones while driving for all drivers.

Pro

Research findings have consistently shown that use of cell phones while driving is a distraction that increases the risk of accidents. One 2006 study showed dialing or talking on a hand-held cell phone while driving tripled the odds of having an auto accident or a near-accident. A 2008 report by the Automobile Association of America (AAA) states that studies show cell phone use while driving is associated with a fourfold increase in auto crashes. The National Highway Traffic Safety Administration (NHTSA) estimates that a person's chances of being in an auto accident increase by 300 percent if the driver is talking on a cell phone.

How common is cell phone use while driving? It may be more common than you think. A 2008 AAA survey found that just over half of all drivers reported talking on their cell phones while driving. A 2010 survey conducted by the Pew Research Center found 75 percent of adult drivers talk on the phone while driving. Many drivers talk on their cell phones while driving, and the number of drivers who do so is increasing rapidly every year.

Some people may protest that hands-free cell phones eliminate many of the distractions associated with hand-held cell phones. However, research has found no basic difference between the risk of accidents with hands-free or with hand-held cell phones. Whether hand-held or hands-free, cell phones divert drivers' attention from the complex task of driving. The human brain is amazing, but research shows it does not do a very good job of handling multiple tasks at once. When it comes to driving, our lives depend on undistracted attention to the task at hand. About half the drivers in America agree that it is time for states to enact legislation to ban the use of all cell phones while driving for all drivers.

Con

We all are concerned about highway safety. We all want laws that protect us from unsafe driving practices. However, we also want laws that make sense and are enforceable.

As of 2011, thirty-four states and the District of Columbia ban texting for all drivers, and thirty states ban the use of cell phones by inexperienced drivers and bus drivers. However, many agree that the anti-texting laws are difficult to enforce.

For example, Tennessee banned texting while driving in July 2009; however, according to one Nashville television station's report, as of July 2011, Nashville's Metro police had issued only sixty citations for texting while driving. Wouldn't a law banning cell phone use while driving be just as unenforceable?

Many people feel that our governments already place too many restrictions on our day-to-day lives. Cell phone use may be a potential distraction while driving; however, is it any more distracting than listening to the radio, talking with another passenger, tuning a car radio, or inserting a CD into a player? One 2001 study by the AAA Foundation found the potential distractions in which the largest percentage of drivers were engaged were manipulating auto controls (100 percent), talking to passengers (77 percent), and eating or drinking (71 percent). Only 34 percent of the drivers talked on cell phones. In fact, more drivers spent time grooming (46 percent) than talking on cell phones. If states ban cell phone use while driving, will they also ban talking to passengers, eating, and hair brushing? Are there data to support the idea that cell phone use while driving caused more accidents than any of these other activities?

We do not need a state law to ban cell phone use while driving. If residents of individual counties, cities, or other municipalities want to ban cell phone use while driving, then they can do so. However, polls have shown that most people do not favor banning cell phone use while driving. A 2009 AAA national telephone survey found that fewer than half the people surveyed favored a ban on the use of cell phones while driving. The majority of people surveyed obviously believe that states control enough of our daily activities. They believe we do not need states to ban cell phone use while driving.

Reporting Category: Writing and Research

Numbers 51 through 51

Performance Indicator: 3002.3.7 Select the thesis statement in a writing sample or passage.

51. **Read Paragraph 2 of the debate.**

(1) Many countries, from France to Australia to Russia, ban cell phone use while driving. **(2)** More than thirty U.S. states now ban text messaging while driving. **(3)** Some states also outlaw the use of cell phones by inexperienced drivers or bus drivers. **(4)** Many experts, however, believe that state laws do not go far enough. **(5)** These experts conclude that states should enact laws banning the use of cell phones while driving for all drivers.

Which sentence in the paragraph states the thesis of the "Pro" side of the debate?

- **A** Sentence 1
- **B** Sentence 2
- **C** Sentence 3
- **D** Sentence 5

Reporting Category: Logic

Numbers 52 through 54

Performance Indicator: 3002.5.4 Analyze cause-effect relationships in text.

52. **What does the author of the "Con" section of the debate think will happen if driving with cell phones is banned?**

- **A** The ban will include eating while driving.
- **B** Police will not be able to enforce the ban.
- **C** People will elect new state legislators.
- **D** Automobile accidents will decrease.

Performance Indicator: 3002.5.10 Identify a false premise in text.

53. **Read this paragraph from the debate.**

We do not need a state law to ban cell phone use while driving. If residents of individual counties, cities, or other municipalities want to ban cell phone use while driving, then they can do so. However, polls have shown that most people do not favor banning cell phone use while driving. A 2009 AAA national telephone survey found that fewer than half the people surveyed favored a ban on the use of cell phones while driving. The majority of people surveyed obviously believe that states control enough of our daily activities. They believe we do not need states to ban cell phone use while driving.

On which false premise is the paragraph based?

- **A** Existing laws banning texting while driving are illegal.
- **B** States do not have the legal right to ban cell phone use while driving.
- **C** Most people do not believe the state should make laws governing driving.
- **D** Laws governing cell phone use while driving are an example of too much government.

Performance Indicator: 3002.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.

54. **Which statement from the "Con" section of the debate offers a rebuttal to the argument presented in the "Pro" section that half or more of surveyed drivers use their cell phones while driving?**

- **A** We all want laws that protect us from unsafe driving practices.
- **B** However, we also want laws that make sense and are enforceable.
- **C** Only 34 percent of the drivers talked on cell phones.
- **D** However, polls have shown that most people do not favor banning cell phone use while driving.

Reporting Category: Writing and Research

Numbers 55 through 55

Performance Indicator: 3002.4.5 Determine which statement presents an opposing view from those stated on a Web page.

55. **Read this excerpt from a Web page that sells headphones.**

All-Star Headphones make your life easier!

Make the most of every precious minute in the day—you can listen to music while exercising, use your cell phone while searching the Internet, or conference call while working on your laptop. The tool busy people need to multitask efficiently!

Which statement from the debate expresses an opposing view from those stated in the Web page excerpt?

- **A** Many of us boast about our ability to accomplish several tasks at once—to listen to music while we do homework, for example.
- **B** Scientists have shown that humans actually have limited ability to multitask, to do more than one task at a time.
- **C** In some situations this distracted attention may do little damage; it may merely take us longer to accomplish each of the tasks or may result in a poorer-quality product.
- **D** However, there are situations in which multitasking can be dangerous, even life threatening.

Go On ▶

Reporting Category: Communication and Media

Numbers 56 through 56

Performance Indicator: 3002.2.3 Distinguish between a critique and a summary.

56. **Read Paragraph 3 from the debate.**

Research findings have consistently shown that use of cell phones while driving is a distraction that increases the risk of accidents. One 2006 study showed dialing or talking on a hand-held cell phone while driving tripled the odds of having an auto accident or a near-accident. A 2008 report by the Automobile Association of America (AAA) states that studies show cell phone use while driving is associated with a fourfold increase in auto crashes. The National Highway Traffic Safety Administration (NHTSA) estimates that a person's chances of being in an auto accident increase by 300 percent if the driver is talking on a cell phone.

The paragraph is a summary, not a critique, because the author

- **A** outlines recent research studies without including earlier studies.
- **B** describes research studies without giving an opinion about their validity.
- **C** explains several research studies without revealing their findings.
- **D** names some research studies' sponsors without explaining the studies' goals.

Reporting Category: Language

Numbers 57 through 57

Performance Indicator: 3002.1.8 Recognize correct subject-verb agreement with intervening elements.

57.

Which sentence shows correct subject–verb agreement?

- **A** The senior class are going to attend the assembly.
- **B** Herbal tea taste very refreshing on a summer afternoon.
- **C** My pay stub shows that state tax is deducted from my paycheck.
- **D** The city streets seems more crowded than they used to be.

Reporting Category: Communication and Media

Numbers 58 through 58

Performance Indicator: 3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

58.

Read this excerpt from a speech given at a business conference.

Without the efforts of our senior salespeople, we would not be here today. Their creative approaches to marketing led to the most successful sales figures in our history, a result that we all enjoy. It is important that we recognize their great contribution to our industry.

Which best describes the structure of the excerpt?

- **A** cause–effect
- **B** problem–solution
- **C** compare–contrast
- **D** proposition–support

Go On ▶

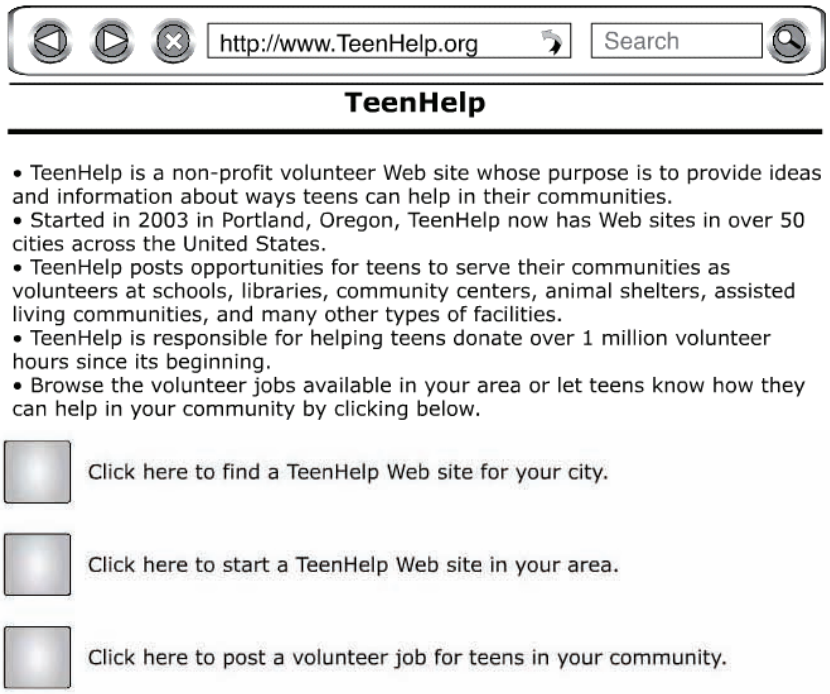
Reporting Category: Writing and Research

Numbers 59 through 60

Performance Indicator: 3002.4.5 Determine which statement presents an opposing view from those stated on a Web page.

59.

Read this Web page.



Which statement presents an incorrect inference based on this Web page message?

- **A** TeenHelp has been successful in meeting its goals.
- **B** Teens can set up TeenHelp Web sites in their cities.
- **C** Many organizations can benefit from TeenHelp volunteers.
- **D** TeenHelp Web sites collect money for worthwhile projects.

Performance Indicator: 3002.3.2 Choose the most effective order of sentences in a paragraph.

60.

Read the paragraph.

(1) This feature shared by all owl species allows them to soar through the night without a sound.
(2) The fact that owls are silent when they fly lends an air of mystery to these nighttime creatures.
(3) Air flowing over the wings of most birds in flight creates noise.
(4) Owls are unique because the foremost flight feathers are serrated rather than smooth, which reduces the sound of air moving over the wing.

Which option lists the most effective order for the sentences?

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

Reporting Category: Communication and Media

Numbers 61 through 61

Performance Indicator: 3002.7.3 Choose a visual image that best reinforces a viewpoint.

61.

Read this script for a television commercial.

Speaker's Voice: Your public library is offering a new service—homework help! Every afternoon between four and seven o'clock, retired teachers will be available to help students of all ages with science, math, social studies, and language arts homework. Students may call ahead for an appointment or drop in to the library on the days they need help.

Which image would be the best addition to the advertisement?

- **A** a photo of the library building
- **B** a picture of textbooks for several subjects
- **C** a message for parents to read
- **D** a drawing of a tutor with a student

Go On ▶

Read the short story and answer questions 62 through 69. The story many contain errors.

Talk to Mom

1 "So are you still getting butterflies in your stomach thinking about it"? Kirstin raised her eyebrows expectantly at her best friend, Doug, willing him to answer "no." She hoped he would say that overnight he had somehow reconciled himself to giving a speech at the school banquet honoring his mother's volunteerism.

2 Doug snorted, "I don't have butterflies—elephants, maybe rhinos. Butterflies would be fabulous; they're weightless, insubstantial creatures—in fact, I'll send them engraved invitations right now."

3 Kirstin tried to keep her frustration from showing. "I got the tips I said I would from my dad's public speaking club, so let's tackle them: First, try picturing the audience in his or her pajamas."

4 Doug gaped at her as if she had suddenly sprouted horns. "You think giving a speech at some weird pajama banquet would be any less frightening than giving one at a formal banquet? And how am I supposed to picture that anyway? I don't know what kinds of pajamas our teachers wear, and I'm pretty sure I don't want to know."

5 Kirstin puffed out an irritated breath. "It's not about knowing the details; it's so you'll remember that they're just people who sleep in pajamas, like everybody else."

6 "It's weird," Doug said, "so forget it."

7 Kirstin gritted her teeth and wondered why she was helping him. "Next idea: rehearse in front of a mirror to prove to yourself how well you're doing."

8 "That's more like it." Doug collected his index cards, and the two of them went into his front hallway, where a large, ornate mirror hung on the wall over a delicate antique cabinet. Doug halted directly in front of the mirror, cleared his throat, and looked down at his cards. His hands began shaking, as if on cue, so hard that the cards spilled all over the floor. He squatted to gather them and muttered, "This isn't working. Nothing is going to work".

9 "Set the cards on the cabinet" Kirstin suggested. "There will be a lectern at the banquet, and you won't have to worry about your hands if you're not holding anything."

10 Doug sighed. "One more time," he agreed. He set the cards down and consulted the one on top, then regarded his reflection. He opened his mouth, closed it, and opened it again.

11 Kirstin prodded, "Start talking."

12 His expression was even more frustrated than she. "I can't. I look in the mirror, and I can't talk at all."

13 Kirstin, glad that her father had provided an extensive catalog of techniques, squinted her way down the page. "You're supposed to try speaking in front of a supportive audience, so I'll call Tanner and Melissa; their soccer clinic should be almost over."

14 Tanner and Melissa were a disaster on par with the mirror: Melissa kept interrupting Doug's halting speech, leading Kirstin to clarify more than once, with escalating volume and annoyance, that "support" and "heckling" were not the same. Doug objected that the banquet would not have a speech cop to tell audience members to quiet down if they became rowdy. Tanner just laughed and kept egging Melissa on, so Doug pitched his cards at them. They did not take it personally. To their credit, they realized that they had not been much help. Kirstin saw Doug glance at the mirror on his way back from the front door, where he had uttered a sarcastic "thanks, guys" while showing Tanner and Melissa toward the front door. Then he started shaking again.

15 Doug moaned, "I have to stop this catastrophe before it starts."

16 Later, Kirstin watched as Doug began, "Mom, I have something to tell you," then paused.

17 Kirstin thought, That's a decent use of a pause for effect. She had been the audience for her father's practice speeches often enough to recognize that if Doug could perform like this in public, he would be unstoppable.

18 Doug continued, "The speech at the banquet is presenting a problem because I'm having some trouble with . . . well, with nerves."

19 As Kirstin listened to Doug's eloquent explanation of their efforts, she began formulating an idea, which she later conveyed to Doug: "The point is to thank your mom for what she's done, both for you and for the school, so talk to your mom, not to anyone else in the room. Think about it: You talk to her every single day, and you don't get laryngitis or drop anything. Your mom's not in her pajamas, she's not a mirror, and, thank goodness, she's not Tanner and Melissa."

20 Doug shuffled his index cards back and forth, then flung them away, as if their heaviness had been what had weighed him down all along. "You're right," he pronounced; in his decisive tone, Kirstin finally, finally heard evidence that he believed in himself.

21 When she met Doug at the library the day after the banquet, she did not even have to ask: The way he barreled through the door, as if he owned the world, told her everything.

Reporting Category: Language

Numbers 62 through 64

Performance Indicator: 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).

62. **Read this sentence from the story.**

His expression was even more frustrated than <u>she</u>.

What is the correct replacement for the underlined pronoun in the sentence?

- **A** her
- **B** hers
- **C** she's
- **D** their's

Go On ▶

Performance Indicator: 3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.

63. **Read this sentence from the story.**

"I got the tips I said I would from my dad's public-speaking club, so let's tackle them: First, try picturing the audience in his or her pajamas."

What is the correct replacement for the underlined pronouns in this sentence?

- **A** its
- **B** it's
- **C** their
- **D** one's

Performance Indicator: 3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.

64. **Which sentence from the story has the correct punctuation?**

- **A** "So are you still getting butterflies in your stomach thinking about it"?
- **B** "It's weird," Doug said, "so forget it."
- **C** He squatted to gather them and muttered, "This isn't working. Nothing is going to work".
- **D** "Set the cards on the cabinet" Kirstin suggested.

Reporting Category: Writing and Research

Numbers 65 through 65

Performance Indicator: 3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.

65. **Read this sentence from the story.**

Doug collected his index cards, and the two of them went into his front hallway, where a large, ornate mirror hung on the wall over a delicate antique cabinet.

Which word could replace hung on to best strengthen the description?

- **A** filled
- **B** draped
- **C** covered
- **D** dominated

Reporting Category: Literature

Numbers 66 through 67

Performance Indicator: 3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

66. **Which incident serves as the climax of the story?**

- **A** Doug rushes through the library door.
- **B** Doug sarcastically thanks his friends for their help.
- **C** Doug throws away his index cards and agrees with Kirstin.
- **D** Doug takes Kirstin's advice and practices his speech in front of the mirror.

Go On ▶

Performance Indicator: 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).

67. **From which point of view is "Talk to Mom" written?**

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

Reporting Category: Logic

Numbers 68 through 69

Performance Indicator: 3002.5.4 Analyze cause-effect relationships in text.

68. **In the story, what causes Kirstin to discover a solution to Doug's problem?**

- **A** She hears Doug explain the situation to his mother.
- **B** She asks her father for advice about what to tell Doug.
- **C** She grows frustrated with Doug for dismissing her suggestions.
- **D** She realizes that the banquet will be smaller than Doug thinks it will be.

Performance Indicator: 3002.5.1 Make inferences and draw conclusions based on evidence in text.

69. **Based on evidence in the story, which inference can the reader make about Tanner and Melissa?**

- **A** They did not understand Doug's problem.
- **B** They are planning to attend the banquet for Doug's mother.
- **C** They asked Kirstin for ideas about how to help Doug.
- **D** They have known Doug and Kirstin for only a short while.

Go On ▶

Read the journal and the letter, then answer questions 70 through 78.

Hot Springs

June 28

Today was our first real day of vacation; the drive up here yesterday doesn't count since we were in the car the whole time. Playing games and listening to the radio with my family wasn't bad, I guess, but it is hard being cooped up so long. The road to Grandma's house seemed to stretch on forever, but it sure was scenic! I had no idea the Ozark Mountains have so many pine trees! They are taller than trees at home. It made me feel closed in, driving down these narrow roads with trees towering above on both sides, and at the same time it was really green and peaceful.

I was a little worried about what we would do here. Most of the things my grandma writes about, like water aerobics and her puzzle club, aren't anything I find too exciting. I learned today that she has many more interests than that, and we actually share some. She showed us that there are plenty of things to do in Hot Springs. First, we ate breakfast. I tried grits for the first time! I wasn't sure if I would like them, but they are actually really good. Then she drove us to an alligator farm. We observed the alligators in every stage of their life span, from hatchlings to extremely old alligators. The hatchlings are just a few inches long, but they come out biting! We felt their scaly skin, which was slipperier than I had imagined; it is important to wash your hands after you touch them because they could have salmonella[1] on their skin.

[1]**salmonella:** a bacterium that can cause food poisoning, intestinal inflammation, or death in humans

The animal trainer fed the alligators pieces of raw chicken. The seemingly docile reptiles sprang to life at feeding time. They were the most aggressive eaters that I've ever seen!

After lunch, we hiked in the national forest. We followed a winding trail up to the top of a hill to see the spectacular view! Golden rays of sunshine filtered down through the trees. Even though it was hot and humid, the trees kept us shaded most of the way up, and a breeze blew at the summit. We could see all of downtown, and Grandma pointed out Hot Springs landmarks like the famous old bath houses, theaters, concert halls, and even the stately hospital where she worked as a nurse for over 30 years. The huge, gray stone building (even though it looked tiny from where we stood) reminded me of a castle. After we climbed down, she drove past the hospital to give us a closer look. It did not seem as much like a castle from up close, but I could imagine it as the setting of a spooky movie if it were nighttime and stormy, with flashes of lightning illuminating it every few seconds. Grandma shared some of her favorite memories of the place, and after that it was harder to picture the place as scary. It gave more of a comforting feeling somehow.

Grandma promised to take us swimming at her favorite lake in the morning and then digging for Arkansas diamonds. I think I can safely say this vacation is going to be much more fun than I expected!

Letter to Grandma

Dear Grandma,

Thank you for a wonderful visit! After all the times you have come to visit us, it was nice to see you in your home. I never knew how beautiful Hot Springs is. I think I mentioned that I am amazed by the tall pine trees there, and it's especially relaxing to watch them swaying in the breeze from your porch!

Just yesterday I ran into my biology teacher, and I told him about the alligators we saw in Hot Springs. We had a nice chat about their life cycles, and I think he was impressed that I still remember so much about alligators from the trip. I told him the whole experience was pretty vivid and I remembered a lot; he said, "Maybe I just need to bring some live alligators into the classroom so my students will remember everything I say!" It would probably work, too!

I polished my Arkansas "diamond" just the way you told me, and now it sparkles from my windowsill. Even though I know it is not a real diamond, I keep it nestled in the soil of my friendship plant. I imagine it is a real diamond when the sun shines on it! The patterns of light it throws around my room are so pretty, too. Randy was jealous when he saw how it looked, so I helped him clean up his "diamond" too. Now my little brother has big plans to attach it to the walking stick he found on our hike. I told him he is on his own with that project!

Thanks so much for showing us around your home and your town and for sharing what life was like for you growing up. I enjoy thinking about how things were when you were my age. I hope we can come back soon so you can tell me more!

Love,
Cheryl

Reporting Category: Writing and Research

Numbers 70 through 70

Performance Indicator: 3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.

70. **Read this excerpt from the journal.**

It did not seem as much like a castle from up close, but I could imagine it as the setting of a spooky movie if it were nighttime and stormy, with flashes of lightning illuminating it every few seconds. Grandma shared some of her favorite memories of the place, and after that it was harder to picture the place as scary.

Which word would best replace scary to strengthen the description?

- **A** ugly
- **B** fearful
- **C** unusual
- **D** weird

Reporting Category: Literature

Numbers 71 through 71

Performance Indicator: 3002.8.12 Locate words or phrases in a passage that provide historical or cultural cues.

71. **Which excerpt from the journal best provides clues about the culture of the city?**

- **A** The road to Grandma's house seemed to stretch on forever, but it sure was scenic! I had no idea the Ozark Mountains have so many pine trees!
- **B** Then she drove us to an alligator farm. We observed the alligators in every stage of their life span, from hatchlings to extremely old alligators.
- **C** We could see all of downtown, and Grandma pointed out Hot Springs landmarks like the famous old bath houses, theaters, concert halls, and even the stately hospital where she worked as a nurse for over 30 years.
- **D** The huge, gray stone building (even though it looked tiny from where we stood) reminded me of a castle. After we climbed down, she drove past the hospital to give us a closer look.

Go On ▶

Reporting Category: Writing and Research

Numbers 72 through 74

Performance Indicator: 3002.4.2 Differentiate between primary and secondary sources.

72. **If the writer of "Hot Springs" wants to research the geology of the Ozark Mountains, which resource would be a primary source?**

- **A** an online tourism article
- **B** a story from a local geologist
- **C** a government geology report
- **D** photos of the mountains taken from space

Performance Indicator: 3002.3.12 Determine the writer's purpose in a writing sample.

73. **What is the writer's purpose for writing the letter?**

- **A** to help a sibling with his difficult project
- **B** to inform a teacher about an interesting trip
- **C** to invite a friend to come for a visit
- **D** to tell a relative her friendliness was appreciated

Performance Indicator: 3002.3.10 Identify a statement that reveals the writer's attitude.

74. **Which sentence from the letter <u>best</u> reveals the author's attitude toward her Arkansas "diamond"?**

- **A** I polished my Arkansas "diamond" just the way you told me, and now it sparkles from my windowsill.
- **B** Even though I know it is not a real diamond, I keep it nestled in the soil of my friendship plant.
- **C** I imagine it is a real diamond when the sun shines on it!
- **D** Randy was jealous when he saw how it looked, so I helped him clean up his "diamond" too.

Reporting Category: Logic

Numbers 75 through 75

Performance Indicator: 3002.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.

75. **Which statement from the passage <u>best</u> reveals the writer's values?**

- **A** I never knew how beautiful Hot Springs is.
- **B** Just yesterday I ran into my biology teacher, and I told him about the alligators we saw in Hot Springs.
- **C** The patterns of light it throws around my room are so pretty, too.
- **D** I enjoy thinking about how things were when you were my age.

Go On ▶

Reporting Category: Literature

Numbers 76 through 76

Performance Indicator: 3002.8.8 Identify and analyze the common theme in a series of passages.

76. **Which is a common theme in these passages?**

- **A** camaraderie between brother and sister
- **B** resourcefulness in finding diamonds
- **C** admiration for a family member
- **D** love of visiting new places

Reporting Category: Writing and Research

Numbers 77 through 78

Performance Indicator: 3002.4.1 Select the research topic with the highest degree of focus.

77. **Which research topic would most help the writer gain further understanding of her grandmother's work experiences?**

- **A** the history of the hospital in Hot Springs
- **B** the origin of alligators in Hot Springs
- **C** the geology of Arkansas diamonds
- **D** the geography of the Ozark Mountains

Performance Indicator: 3002.4.3 Evaluate the reliability and credibility of sources for use in research.

78. **Which resource would provide the most reliable information for an oral presentation about diamond mining in Arkansas?**

- **A** a report from a U.S. Geological Survey conference on natural resources in the United States
- **B** a guide book for Crater of Diamonds State Park in Arkansas
- **C** an encyclopedia article about Arkansas state history
- **D** a Web site titled www.travelarkansas.com

Go On ▶

Reporting Category: Language

Numbers 79 through 81

Performance Indicator: 3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.

79.

Read the sentences.

I would like to go with Cheyenne to the mall. She understands fashion and is good at coordinating her wardrobe.

Which sentence best combines these two sentences?

- **A** I would like to go with Cheyenne to the mall, she understands fashion and is good at coordinating her wardrobe.
- **B** I would like to go with Cheyenne to the mall because she understands fashion and is good at coordinating her wardrobe.
- **C** I would like to go with Cheyenne to the mall; however, she understands fashion and is good at coordinating her wardrobe.
- **D** I would like to go with Cheyenne to the mall and she understands fashion and is good at coordinating her wardrobe.

Performance Indicator: 3002.1.8 Recognize correct subject-verb agreement with intervening elements.

80.

Which sentence shows correct subject–verb agreement?

- **A** One of the kittens in the litter are pure white.
- **B** Both Melissa and Markus has run in a marathon.
- **C** Each of the three boxes contains a clue to the riddle.
- **D** Everyone showing their dogs are professional trainers.

Go On ▶

Performance Indicator: 3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.

81.

Read this sentence.

Though Malia loves learning history, she has to focus on french class because she has a test on Friday.

What is the correct way to capitalize the underlined words in this sentence?

- **A** History, French
- **B** history, French
- **C** History, french
- **D** no change

Reporting Category: Literature

Numbers 82 through 82

Performance Indicator: 3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.

82.

Read this excerpt from a novel.

Alice stood on the dock, rocking gently. The river in front of her sparkled in the late summer sunlight, beckoning her to dive in. She turned and looked back toward her friends. They had gathered here at the river every summer since she was twelve. That spot under the trees was their spot, claimed each June. She felt safe there, and accepted. It was familiar and reassuring.

"Alice, come back," called one of her friends. But the river, curving out of sight around the bend, called to her too.

"It's time," said the river. "Come see what's around the bend."

What does the river curving out of sight around the bend symbolize in the excerpt?

- **A** security
- **B** restraint
- **C** friendship
- **D** adventure

Go On ▶

Reporting Category: Informational Text

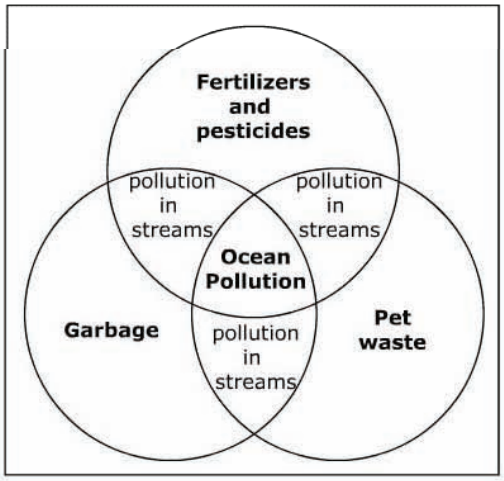
Numbers 83 through 83

Performance Indicator: 3002.6.2 Use the graphics of informational and technical passages to answer questions.

83.

Read this information.

The pollution in our oceans begins at home in our neighborhoods. It is essential that people realize the impact they have on water that seems far away when they put certain fertilizers and pesticides on their lawns and gardens. The chemicals from these products seep into groundwater and into our streams, where they not only impact the health of fish in that water but ultimately end up in the ocean and impact all the animals that live in the sea. The same effect happens when owners do not pick up their pets' waste and dispose of it in the trash. Pet waste left on the ground seeps into groundwater that eventually becomes our drinking water and into the streams and oceans as well. The wind can blow a plastic bag left at the park into an area stream and carry it to the ocean, where it looks just like a jellyfish to a passing seal. Remember, what you do at home today affects the ocean tomorrow.



What does the Venn diagram help to clarify?

- **A** how one pollution source affects the other two
- **B** how each pollutant impacts the quality of water in streams
- **C** how these three pollutants most affect water quality
- **D** how all three pollution sources come together to impact the ocean

Reporting Category: Communication and Media

Numbers 84 through 85

Performance Indicator: 3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).

84.

Read this excerpt from a speech given by a citizen who wants to stop a construction project on a 100-year-old local farm.

Swan Farm has been on this site for 100 years. It is a window into our past. This project will forever close the shutters on our connection to the people who first settled in this area and worked hard so we can enjoy the lives we live today.

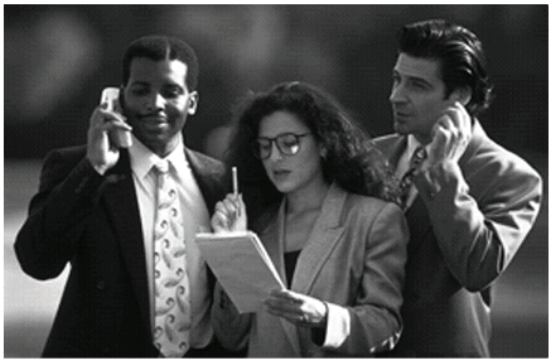
Which rhetorical device does the speaker use?

- **A** hyperbole
- **B** metaphor
- **C** repetition
- **D** information

Performance Indicator: 3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

85.

Look at this photo.



A law firm plans to use this photo in an advertisement. Which element suggests that employees of the law firm are hard workers?

- **A** background
- **B** lighting effects
- **C** layout of the image
- **D** poses of the subjects

Form 4: English II ELSA		
Item Number	**Correct Answer**	**Performance Indicator**
1	B	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.
2	D	3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.
3	D	3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.
4	C	3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.
5	B	3002.3.12 Determine the writer's purpose in a writing sample.
6	A	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).
7	A	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).
8	A	3002.8.14 Identify classical, historical, and literary allusions in context.
9	C	3002.5.1 Make inferences and draw conclusions based on evidence in text.
10	B	3002.2.1 Identify the thesis and main points of a challenging speech.
11	C	3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
12	D	3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
13	B	3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).

14	B	3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).
15	D	3002.5.12 Select an additional sentence to add to an argument within a persuasive text.
16	D	3002.5.7 Differentiate between the stated and implied evidence of a given argument.
17	C	3002.7.3 Choose a visual image that best reinforces a viewpoint.
18	D	3002.7.5 Match a focused message to an appropriate medium.
19	B	3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
20	C	3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
21	D	3002.5.14 Distinguish the strongest or weakest point of a given argument.
22	C	3002.3.7 Select the thesis statement in a writing sample or passage.
23	C	3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
24	D	3002.4.1 Select the research topic with the highest degree of focus.
25	D	3002.7.6 Infer the mood represented in a non-print medium.
26	D	3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.
27	B	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).
28	D	3002.3.10 Identify a statement that reveals the writer's attitude.
29	B	3002.8.6 Differentiate between mood and tone in poetry or prose.

30	D	3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).
31	B	3002.8.2 Differentiate among verbal, situational, and dramatic irony.
32	B	3002.8.14 Identify classical, historical, and literary allusions in context.
33	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).
34	B	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).
35	C	3002.2.1 Identify the thesis and main points of a challenging speech.
36	D	3002.5.12 Select an additional sentence to add to an argument within a persuasive text.
37	B	3002.3.2 Choose the most effective order of sentences in a paragraph.
38	A	3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
39	A	3002.7.3 Choose a visual image that best reinforces a viewpoint.
40	C	3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
41	D	3002.5.7 Differentiate between the stated and implied evidence of a given argument.
42	D	3002.2.1 Identify the thesis and main points of a challenging speech.
43	A	3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

44	B	3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).
45	A	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.
46	A	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.
47	A	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).
48	A	3002.8.2 Differentiate among verbal, situational, and dramatic irony.
49	C	3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
50	B	3002.7.1 Draw an inference from a non-print medium.
51	D	3002.3.7 Select the thesis statement in a writing sample or passage.
52	B	3002.5.4 Analyze cause-effect relationships in text.
53	D	3002.5.10 Identify a false premise in text.
54	C	3002.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
55	B	3002.4.5 Determine which statement presents an opposing view from those stated on a Web page.
56	B	3002.2.3 Distinguish between a critique and a summary.
57	C	3002.1.8 Recognize correct subject-verb agreement with intervening elements.

58	A	3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
59	D	3002.4.5 Determine which statement presents an opposing view from those stated on a Web page.
60	C	3002.3.2 Choose the most effective order of sentences in a paragraph.
61	D	3002.7.3 Choose a visual image that best reinforces a viewpoint.
62	B	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).
63	A	3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
64	B	3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.
65	D	3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
66	C	3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
67	B	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).
68	A	3002.5.4 Analyze cause-effect relationships in text.
69	A	3002.5.1 Make inferences and draw conclusions based on evidence in text.
70	B	3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
71	C	3002.8.12 Locate words or phrases in a passage that provide historical or cultural cues.
72	C	3002.4.2 Differentiate between primary and secondary sources.

73	D	3002.3.12 Determine the writer's purpose in a writing sample.
74	B	3002.3.10 Identify a statement that reveals the writer's attitude.
75	D	3002.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
76	C	3002.8.8 Identify and analyze the common theme in a series of passages.
77	A	3002.4.1 Select the research topic with the highest degree of focus.
78	B	3002.4.3 Evaluate the reliability and credibility of sources for use in research.
79	B	3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.
80	C	3002.1.8 Recognize correct subject-verb agreement with intervening elements.
81	B	3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
82	D	3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.
83	D	3002.6.2 Use the graphics of informational and technical passages to answer questions.
84	B	3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).
85	D	3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

Reporting Category 1: Language		
Item Number	**Correct Answer**	**Performance Indicator**
1	B	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.
2	D	3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.
3	D	3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.
26	D	3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.
27	B	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).
34	B	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).
46	A	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.
47	A	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).
57	C	3002.1.8 Recognize correct subject-verb agreement with intervening elements.
62	B	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).

63	A	3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
64	B	3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.
79	B	3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.
80	C	3002.1.8 Recognize correct subject-verb agreement with intervening elements.
81	B	3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.

Reporting Category 2: Writing and Research		
Item Number	**Correct Answer**	**Performance Indicator**
4	C	3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.
5	B	3002.3.12 Determine the writer's purpose in a writing sample.
20	C	3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
22	C	3002.3.7 Select the thesis statement in a writing sample or passage.
24	D	3002.4.1 Select the research topic with the highest degree of focus.
28	D	3002.3.10 Identify a statement that reveals the writer's attitude.
37	B	3002.3.2 Choose the most effective order of sentences in a paragraph.
38	A	3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
51	D	3002.3.7 Select the thesis statement in a writing sample or passage.
55	B	3002.4.5 Determine which statement presents an opposing view from those stated on a Web page.
59	D	3002.4.5 Determine which statement presents an opposing view from those stated on a Web page.
60	C	3002.3.2 Choose the most effective order of sentences in a paragraph.
65	D	3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
70	B	3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
72	C	3002.4.2 Differentiate between primary and secondary sources.

73	D	3002.3.12 Determine the writer's purpose in a writing sample.
74	B	3002.3.10 Identify a statement that reveals the writer's attitude.
77	A	3002.4.1 Select the research topic with the highest degree of focus.
78	B	3002.4.3 Evaluate the reliability and credibility of sources for use in research.

Reporting Category 3: Communication and Media		
Item Number	**Correct Answer**	**Performance Indicator**
10	B	3002.2.1 Identify the thesis and main points of a challenging speech.
12	D	3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
13	B	3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).
17	C	3002.7.3 Choose a visual image that best reinforces a viewpoint.
18	D	3002.7.5 Match a focused message to an appropriate medium.
25	D	3002.7.6 Infer the mood represented in a non-print medium.
35	C	3002.2.1 Identify the thesis and main points of a challenging speech.
39	A	3002.7.3 Choose a visual image that best reinforces a viewpoint.
40	C	3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
42	D	3002.2.1 Identify the thesis and main points of a challenging speech.
43	A	3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
44	B	3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).
50	B	3002.7.1 Draw an inference from a non-print medium.
56	B	3002.2.3 Distinguish between a critique and a summary.

58	A	3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
61	D	3002.7.3 Choose a visual image that best reinforces a viewpoint.
84	B	3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).
85	D	3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

Reporting Category 4: Logic		
Item Number	**Correct Answer**	**Performance Indicator**
9	C	3002.5.1 Make inferences and draw conclusions based on evidence in text.
11	C	3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
14	B	3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).
15	D	3002.5.12 Select an additional sentence to add to an argument within a persuasive text.
16	D	3002.5.7 Differentiate between the stated and implied evidence of a given argument.
21	D	3002.5.14 Distinguish the strongest or weakest point of a given argument.
36	D	3002.5.12 Select an additional sentence to add to an argument within a persuasive text.
41	D	3002.5.7 Differentiate between the stated and implied evidence of a given argument.
45	A	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.
52	B	3002.5.4 Analyze cause-effect relationships in text.
53	D	3002.5.10 Identify a false premise in text.
54	C	3002.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
68	A	3002.5.4 Analyze cause-effect relationships in text.
69	A	3002.5.1 Make inferences and draw conclusions based on evidence in text.
75	D	3002.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.

Reporting Category 5: Informational Text		
Item Number	**Correct Answer**	**Performance Indicator**
23	C	3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
83	D	3002.6.2 Use the graphics of informational and technical passages to answer questions.

Reporting Category 6: Literature		
Item Number	**Correct Answer**	**Performance Indicator**
6	A	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).
7	A	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).
8	A	3002.8.14 Identify classical, historical, and literary allusions in context.
19	B	3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
29	B	3002.8.6 Differentiate between mood and tone in poetry or prose.
30	D	3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).
31	B	3002.8.2 Differentiate among verbal, situational, and dramatic irony.
32	B	3002.8.14 Identify classical, historical, and literary allusions in context.
33	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).
48	A	3002.8.2 Differentiate among verbal, situational, and dramatic irony.
49	C	3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
66	C	3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

67	B	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).
71	C	3002.8.12 Locate words or phrases in a passage that provide historical or cultural cues.
76	C	3002.8.8 Identify and analyze the common theme in a series of passages.
82	D	3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.