Student Name _____

Teacher Name _____

School _____

System _____

ENGLISH II

Item Sampler

Tennessee End of Course Assessment

English II Form 1

PEARSON

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Introduction to English II

Content of tests

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

Test development

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

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

Test administration

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

You will have ample time to read and answer each of the questions. The English 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 carefully and thoroughly.
- Acquire the Tennessee End of Course Practice Test for English II, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet.

Before the test

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

During the test

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

Directions for Using the Item Sampler

This Item Sampler for English 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 End of Course Assessment Practice Test 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 short story and answer questions 1 through 8.

The Road Trip

1 The trip was going badly. We were in the middle of nowhere, disappointed and bored. To make things worse, nobody was speaking to me. As I miserably contemplated how I could ever manage to rectify this phenomenal mess, my thoughts wandered back to earlier that day. It had begun well enough, with Mom, my friend Eric, and me heading to a band competition in another town. The other band members had gone ahead by bus, but Eric and I had music recitals earlier that morning and missed the departure.

2 Eric was much less nervous about the competition than myself, and his reassuring company made the long drive enjoyable. Then, more than halfway to our destination, disaster struck. My mom grimly announced that the car was overheating and we needed to pull over at the nearest rest stop. After parking the car, she called a towing company, and then she called my aunt to come pick us up.

3 I calculated how far we were from our destination—considerably more than an hour—and then I panicked when I realized that if it took my aunt at least two more hours to reach us, the competition would be ending while we would still be on the road. I called my friend Sophie, who was riding with the others on the bus, and asked her to tell the band director about our mechanical challenges. Sophie replied that several people had the flu and were not able to make the trip.
She sounded desperate as she told me that everyone was counting on us. If we couldn't make it, the band had no chance of winning.

4 After this distressing conversation, I looked up to see Eric standing before the open car hood, looking at the engine. "Hey, Rosa," he called, "it looks hopeless."

5 "Apparently now you're an expert mechanic," I snapped.

6 He looked startled and then hurt. "No," he said tersely, lifting something out of the engine—a long black piece of rubber that appeared frayed on the sides and ends. "But I think the car needs this thing to run."

7 Mom gave me an annoyed look, clearly communicating that she did not want any more of my obnoxious comments. Eric shot me a withering look too and then despondently shuffled off to lean against the car. Great, now both of them were upset with me . . . along with everyone in the band!

8 Eric and I sat under the blazing sun as the incessant wind coated he and I with dust. Both of us were silently aware of the awkwardness between us. After about an hour of this, I became mind-numbingly bored, though I remained panicked about the competition, irritated that the tow truck still had not come, and horrified by the thought that the three of us would still have to wait over an hour before my aunt came to rescue us. Oh, and there was absolutely nothing that I could do about any of it.

9 So there I was, holding that thought for a moment or two longer, and strangely I started to feel less demoralized. I was powerless, incapable of changing much of anything. Whatever happened would happen; I had no choice but to sit and wait. Just then, I felt a huge wave of relief.

10 "Eric," I said, "I'm sorry".

11 "I know," he replied.

12 Having reconciled with Eric, the single act within my power to ease the tension, I finally took a deep, liberating breath, reveled in my new feeling of peace, and waited to see how it all would end.

Reporting Category: Language

Numbers 1 through 3

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*).

1. **Read this sentence from Paragraph 2 of the passage.**

Eric was much less nervous about the competition than myself, and his reassuring company made the long drive enjoyable.

Which revision, if any, of the underlined words in the sentence ensures correct pronoun usage?

- **A** Eric was much less nervous about the competition than mine, and his reassuring company made the long drive enjoyable.
- **B** Eric was much less nervous about the competition than I, and his reassuring company made the long drive enjoyable.
- **C** Eric was much less nervous about the competition than me, and his reassuring company made the long drive enjoyable.
- **D** No change.

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

2. **Read the sentence from Paragraph 8 of the passage.**

Eric and I sat under the blazing sun as the incessant wind coated he and I with dust.

Which revision to the underlined portion of the sentence uses pronouns correctly?

- **A** Eric and I sat under the blazing sun as the incessant wind coated us with dust.
- **B** Eric and I sat under the blazing sun as the incessant wind coated we with dust.
- **C** Eric and I sat under the blazing sun as the incessant wind coated me and him with dust.
- **D** Eric and I sat under the blazing sun as the incessant wind coated myself and he with dust.

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. **Read this quotation from Paragraph 10 of the passage.**

"Eric," I said, "I'm sorry".

Which revision corrects the punctuation in the quotation?

- **A** "Eric, I said, I'm sorry".
- **B** "Eric," I said, "I'm sorry."
- **C** "Eric," I said. I'm sorry."
- **D** "Eric," I said "I'm sorry".

Reporting Category: Writing and Research

Numbers 4 through 4

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

4. **Read this sentence from Paragraph 4 of the passage.**

After this distressing conversation, I looked up to see Eric standing before the open car hood, looking at the engine.

Which more vivid replacement for looking at would strengthen the sentence?

- **A** scanning
- **B** watching
- **C** considering
- **D** scrutinizing

Reporting Category: Literature

Numbers 5 through 6

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).

5. **If the passage was written from the third-person omniscient point of view, which new information would readers most likely learn?**

- **A** how the narrator's mom felt when the car broke down
- **B** why the narrator was nervous about the competition
- **C** whether Sophie's disappointment was justified
- **D** how Eric knew that they could not fix the car

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

6. **What happens during the climax of the passage?**

- **A** Eric's feelings are hurt when the narrator snaps at him.
- **B** The narrator's mom stops the car because it overheats.
- **C** Sophie upsets the narrator during their phone conversation.
- **D** The narrator realizes she is powerless to change her situation.

Go On ▶

Reporting Category: Logic

Numbers 7 through 8

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

7. **Readers can infer from the story that the narrator often**

- **A** thinks Eric is annoying.
- **B** has disagreements with Eric.
- **C** enjoys spending time with Eric.
- **D** prefers Eric to her other friends.

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

8. **In Paragraph 3, why does the narrator panic when she calculates that it will take her aunt at least two hours to arrive?**

- **A** She will become extremely bored waiting several hours.
- **B** She will be uncomfortable outdoors under the hot sun.
- **C** She and Eric will be late to the band competition.
- **D** She and Eric will endure a long awkward silence.

Go On ▶

Read the speech and answer questions 9 through 14.

Term Limits for All

Term limits have been a common practice for thousands of years. They have existed from the time of the ancient Greeks to the modern era. A term limit is a restriction on the number of years someone is allowed to serve in a particular office. Here in the United States, for example, the Twenty-second Amendment to the Constitution, approved in 1951, places a limit of two terms on the presidency. Although currently term limits do not exist for the vice presidency or positions in the U.S. House of Representatives and Senate, this has been a topic of debate in recent years. I think that leadership positions in high schools should also have term limits.

One reason for having term limits for high school has to do with opportunity for all. High school students who seek positions in student government or as captains of sports teams, chairs of committees, or editors of publications often do so to document their leadership skills on their college applications. Limiting the number of years that a student may hold a top-level position would allow more students the opportunity to develop and display their ability to lead others. Keep the same students in office, and it will be harder for the rest of us to get into the college of our choice.

Often those already in office have an easier time winning reelection. This discourages other students from running for office. Having a one- or two-year term limit for key positions would help overcome the advantage that current officeholders often have. Student elections can sometimes be popularity contests. Term limits would help new students and those who have not previously held office compete for leadership positions.

Also, having to be reelected sometimes makes leaders choose to do what is popular and buckle under peer pressure. If student leaders knew that their actions or recommendations were not going to prevent reelection, they would be more likely to make the right choices and not the popular ones.

Some students may argue that talent should be rewarded and that leadership positions should go to those students whom their peers deem to be the best—whether on the field, or in the office of the school newspaper, or on the student council. It is almost impossible, however, for talent and leadership skills to be recognized if the same students always win reelection. Many new and innovative ideas will never become known because the same students serve year after year as captains, chairs, and officers. Without term limits, even smart and talented student leaders can become lazy and offer only stale ideas.

Finally, running for office and seeking the votes of other students is a time-consuming process. It can take away from the job at hand. If a student knows ahead of time that he or she will serve as a student government officer, captain, or editor for only one year, let's say, then that student can fully concentrate on doing the best possible job he or she can do for that year.

Therefore, if term limits are good enough for the U.S. president, I say they should be good enough for student leaders in high school. Students should shake off the chains of precedent. Let's have a vote on this issue at the time of the next student council elections and all vote for high school office term limits.

Reporting Category: Communication and Media

Numbers 9 through 10

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

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

- **A** Term limits have been a common practice for thousands of years.
- **B** I think that leadership positions in high schools should also have term limits.
- **C** Limiting the number of years that a student may hold a top-level position would allow more students the opportunity to develop and display their ability to lead others.
- **D** Having a one- or two-year term limit for key positions would help overcome the advantage that current officeholders often have.

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

10. **Which organizational pattern does this speech use?**

- **A** cause and effect
- **B** sequence of events
- **C** proposition-support
- **D** comparison-contrast

Go On ▶

Reporting Category: Logic

Numbers 11 through 11

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

11. **Read the paragraph from the speech.**

Finally, running for office and seeking the votes of other students is a time-consuming process. It can take away from the job at hand. If a student knows ahead of time that he or she will serve as a student government officer, captain, or editor for only one year, let's say, then that student can fully concentrate on doing the best possible job he or she can do for that year.

The evidence provided by the speaker in the paragraph is

- **A** implied.
- **B** exaggerated.
- **C** contradictory.
- **D** directly stated.

Reporting Category: Communication and Media

Numbers 12 through 12

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).

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

Therefore, if term limits are good enough for the U.S. president, I say they should be good enough for student leaders in high school. Students should shake off the chains of precedent. Let's have a vote on this issue at the time of the next student council elections and all vote for high school office term limits.

Which rhetorical device is used in this paragraph?

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

Reporting Category: Logic

Numbers 13 through 13

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.

13. **Read the sentence from the speech.**

Keep the same students in office, and it will be harder for the rest of us to get into the college of our choice.

Which logical fallacy is evident in the sentence?

- **A** slippery slope
- **B** *non sequitur*
- **C** *ad hominem*
- **D** false analogy

Reporting Category: Communication and Media

Numbers 14 through 14

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).

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

Also, having to be reelected sometimes makes leaders choose to do what is popular and buckle under peer pressure.

To <u>most</u> effectively get the attention of the listening audience, which word should the speaker follow with a pause?

- **A** reelected
- **B** leaders
- **C** choose
- **D** popular

Go On ▶

Reporting Category: Writing and Research

Numbers 15 through 15

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

15.

Read this paragraph about yogurt.

(1) Many Americans are only familiar with yogurt in its frozen form or as a custard-like substance sweet enough to eat for dessert. **(2)** In its natural state, yogurt is simply milk that has thickened due to harmless bacteria. **(3)** In other parts of the world, though, people eat yogurt in its naturally tangy form, either plain or with chopped herbs or spices sprinkled on top.

What is the correct order for these sentences?

- **A** 1, 3, 2
- **B** 2, 3, 1
- **C** 2, 1, 3
- **D** no change

Reporting Category: Language

Numbers 16 through 17

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.

16.

Read this sentence.

Carl Sandburg had wrote several volumes of poems by the time he published his famous poem "Chicago."

Which phrase should replace had wrote in the sentence?

- **A** has wrote
- **B** had written
- **C** have written
- **D** no change

Go On ▶

Performance Indicator: 3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.

17.

Read this sentence.

My little sister is not a big fan of vegetables she will eat all kinds of fruit.

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

- **A** vegetables; and she
- **B** vegetables, but
- **C** vegetables, she
- **D** vegetables; also she

Reporting Category: Writing and Research

Numbers 18 through 18

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

18.

Read the paragraph.

(1) Meg and her mom gazed at the pile of clothing on Meg's bed. **(2)** They were selecting items to donate for the upcoming secondhand sale at school. **(3)** Meg's mom reached for one tattered pink T-shirt imprinted with "BFF" and stuffed it into the large plastic bag full of cast-off clothing. **(4)** The phone rang, and Meg's mom chatted for a few minutes with a neighbor. **(5)** "Not that one," Meg thought; and she removed the memento and slipped it back into a dresser drawer.

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

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

Go On ▶

Reporting Category: Logic

Numbers 19 through 19

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

19.

Read this paragraph.

I have decided to take the girls' athletic class this year instead of P.E. I believe I have several good reasons for arriving at this decision. For one thing, I will be playing softball in late spring. Taking athletics will help me stay in shape all year long. I will therefore be fit and ready to perform when spring arrives. Additionally, after my knee surgery last year, the doctor said I should work to keep the muscles surrounding my knee strong and flexible so that my knee will not give me problems in the future. Taking this class will help me achieve that. I also have a new pair of sneakers that match my gym shorts. Finally, I really like the coach who teaches the class. She is extremely nice, but she also knows how to challenge me.

Which point is the weakest argument in the paragraph for taking the girls' athletic class?

- **A** Taking athletics will help me stay in shape.
- **B** Athletics will strengthen my knee.
- **C** My sneakers match my gym shorts.
- **D** The coach knows how to challenge me.

Reporting Category: Literature

Numbers 20 through 21

Performance Indicator: 3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).

20.

Read these lines from a play.

(Music begins. Lights fade up.)
HENRY: Where are you, Dobson? Come out and show yourself immediately! I'm tired of waiting.
(Dobson enters abruptly stage right.)
DOBSON: Fine, I'm here. *(turning his back to Henry)* I sure don't appreciate your attitude, though.
HENRY: Oh, give it a break. The agreement made it clear that I was left in charge and that you have to accept your new position. *(shaking his phone at Dobson)* I sent you three texts over an hour ago asking you to meet me here. Don't make me wait again.
DOBSON: *(keeping his back to Henry, but waving his hand over his head)* Send as many as you want, I'll do what I think is best.

The stage directions in the lines help to

- **A** enhance the plot.
- **B** intensify the mood.
- **C** establish the setting.
- **D** develop the characters.

Go On ▶

Performance Indicator: 3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

21.

Read these sentences.

As evening came, the fingers of shadow stretched across the sand, reaching for the rocks.
Reluctantly, we rolled up our blanket and pedaled toward home.

The sentences contain an example of

- **A** simile.
- **B** idiom.
- **C** hyperbole.
- **D** personification.

Reporting Category: Logic

Numbers 22 through 22

Performance Indicator: 3002.5.3 Evaluate text for fact and opinion.

22.

Which statement is an opinion?

- **A** Dogs were domesticated from wolves over 14,000 years ago.
- **B** Dogs chew on bones because it strengthens and cleans their teeth.
- **C** People in the United States and Great Britain typically spoil their dogs.
- **D** The first school to train guide dogs for the visually impaired was in Germany.

Reporting Category: Communication and Media

Numbers 23 through 24

Performance Indicator: 3002.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

23.

Read the lines from a poem.

I've been searching for an answer
But I don't know where to find one.
I've been looking for a friend,
But she needs to be a kind one.

Which medium would be most appropriate to represent the lines from the poem?

- **A** an editorial
- **B** a TV comedy
- **C** a popular song
- **D** a political advertisement

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

24.

Look at this photo.

A reasonable inference that can be drawn from this photo is that the child

- **A** wants to go higher on the swing.
- **B** is anxious to get off of the swing.
- **C** wants a friend to be on the swing.
- **D** is happy to be playing on the swing.

Read the memoir and answer questions 25 through 32.

Grandfather's Kitchen

1 My grandmother was an artist at heart. When she was not teaching kindergarten, she was constantly drawing, doing needlework, and making piñatas for the grandchildren. She loved to create, except when it came to creating in the kitchen. Let's just say that Abuela was no Julia Child. No, that is putting it too mildly. Abuela *hated* to cook.

2 That was a job my grandfather, Abuelo, gladly assumed. He loved to cook as much as Abuela hated it. It is no wonder the family always liked to gather when he cooked!

3 To this day, no one ever has made a better pot of pinto beans. The broth was just thick enough to keep the beans from becoming watery, but not so thick that the beans turned mushy, like Aunt Clarissa's always did. He added just the right amount of garlic, chili powder, and salt pork so that eating a simple bowl of beans was like dining out at a four-star restaurant. Abuelo took great pride in those beans. He gave out his recipe countless times. He made it sound so simple, yet no one could ever recreate the aroma, texture, and taste of Abuelo's beans.

4 "What do you do differently?" Aunt Clarissa always demanded.

5 Abuelo simply smiled and shook his head. "Nothing," he said. "I just put them in a pot and cook them."

6 Abuelo did not say, but I knew what made his beans taste better than anyone else's. Abuelo made his beans with love.
He knew everyone appreciated his food — especially his beans; and so he fussed over them, adding scalding hot water to the pot rather than cold water out of the faucet. He peeled and crushed fresh garlic rather than use garlic salt. He stayed in the kitchen and watched his food. He did not go into the den and watch television while the beans were on the stove; he did not go and tend to the garden. He waited and watched, and added love when the beans needed love.

7 All the young grandchildren loved Abuelo. When they came to visit, his eyes would light up, and he would immediately take their hands and lead them into the kitchen. He knew he won their hearts when he warmed their stomachs. After the grandchildren sat at the table, Abuelo cut corn tortillas into fourths and fried them until they turned golden brown. When they were done, he layed them on a brown paper bag to soak up the grease. Then he salted them. Next, he poured a big pot of hot queso into a large bowl. The grandchildren would dip their tostada chips into the melted cheese mixture and laugh excitedly. Invariably, the adults would file into the kitchen; and before we knew it, everyone was sitting at the table or leaning on the counter waiting to get a taste of Abuelo's queso.

8 Not only did the grandchildren love to eat his food, but they also loved to help him cook. For anyone who does not know about the process of making tamales, I can attest that it is a slow, labor intensive, and tedious process. You must cook pork until you can shred it; masa harina, a flour made from dried corn and lime, must be mixed with lard and then spread across dried cornhusks. Then you combine the pork with various seasonings and spread it over the masa mixture. You roll the cornhusks so that the masa wraps around the pork mixture.
Then the whole tamale, cornhusk and all, must be steamed in a giant steamer. The process usually takes up a large part of the day. Abuelo managed this process on his own and usually had fresh tamales waiting for us; but on one occasion, Nina, a three-year-old imp of a girl, shyly asked if she could help. Abuelo happily agreed to let her; and when that happened, four other young grandkids wanted to join in. I walked in on them on a late afternoon and could not believe the mess. Masa dripped down the edges of the counters and stove. Cornhusks littered the floor, and a cloud of steam covered the room. Abuelo and the youngsters were laughing, their faces dusted with masa flour.

9 I remember these times when I walk into a Mexican restaurant and the queso is too thick or the beans are watery. I want to send my food back and tell them it is not good enough. Make it like Abuelo did, I want to say. I think about his love for cooking and his love for his family. Like other family members, I have copies of his recipes. I want to start making those dishes for my own new family. I hope my meals can be even half as good as his were. I must not forget to add the love.

Reporting Category: Language

Numbers 25 through 26

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.

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

When they were done, he layed them on a brown paper bag to soak up the grease.

Which word, if any, correctly replaces layed in the sentence?

- **A** lay
- **B** lies
- **C** laid
- **D** no change

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

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

He peeled and crushed fresh garlic rather than use garlic salt. He stayed in the kitchen and watched his food.

Which revision best combines the two sentences?

- **A** He peeled and crushed fresh garlic rather than use garlic salt, but he stayed in the kitchen and watched his food.
- **B** He peeled and crushed fresh garlic rather than use garlic salt, and he stayed in the kitchen and watched his food.
- **C** He peeled and crushed fresh garlic rather than use garlic salt; therefore, he stayed in the kitchen and watched the food.
- **D** He peeled and crushed fresh garlic rather than use garlic salt, although he stayed in the kitchen and watched the food.

Go On ▶

Reporting Category: Writing and Research

Numbers 27 through 28

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

27. **Read this sentence from Paragraph 8.**

Cornhusks littered the floor, and a cloud of steam covered the room.

Which word should replace covered to make the sentence clearer?

- **A** sprayed
- **B** circulated
- **C** enveloped
- **D** suspended

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

28. **The author's purpose is to entertain readers with a personal memory. Which sentence from this memoir best shows what is important to the author?**

- **A** He waited and watched, and added love when the beans needed love.
- **B** For anyone who does not know about the process of making tamales, I can attest that it is a slow, labor intensive, and tedious process.
- **C** Then you combine the pork with various seasonings and spread it over the masa mixture.
- **D** I want to send my food back and tell them it is not good enough.

Reporting Category: Literature

Numbers 29 through 30

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).

29. **From which point of view is the memoir written?**

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

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

30. **Which sentence from the passage contains an allusion?**

- **A** Let's just say that Abuela was no Julia Child.
- **B** He added just the right amount of garlic, chili powder, and salt pork so that eating a simple bowl of beans was like dining out at a four-star restaurant.
- **C** He did not go into the den and watch television while the beans were on the stove; he did not go and tend to the garden.
- **D** Make it like Abuelo did, I want to say.

Go On ▶

Reporting Category: Logic

Numbers 31 through 31

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

31. **In this memoir, there is evidence that the author**

- **A** envies Grandfather's cooking abilities and wants to learn from him.
- **B** feels distant from Grandfather and has more affection for Grandmother.
- **C** appreciates Grandfather's efforts to please the family through his cooking.
- **D** longs for a connection with Grandfather, who prefers time in the kitchen over time with his family.

Reporting Category: Literature

Numbers 32 through 32

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).character says, what the character thinks).

32. **The author reveals the character of Grandfather in the passage by telling**

- **A** what other characters say about Grandfather.
- **B** how Grandfather looks.
- **C** what the narrator thinks of Grandfather.
- **D** how Grandfather acts.

Reporting Category: Language

Numbers 33 through 35

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)*.

33.

Which sentence below uses the pattern of subject—linking verb—subject complement?

- **A** Gloria appeared nervous on stage.
- **B** Gloria nervously appeared on stage.
- **C** Nervously, Gloria stepped on stage.
- **D** Appearing nervous, Gloria stepped on stage.

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*).

34.

Read the note from a student to another student.

(1) I hope you are as excited as me about the upcoming party. **(2)** Between you and I, I wasn't sure I would be invited. **(3)** Jeff is far more popular than me, and he usually ignores everyone in my crowd. **(4)** I just know that you and I are going to have a great time.

Which sentence in the note uses pronouns correctly?

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

Performance Indicator: 3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).

35.

Read this sentence and dictionary entry.

The politician agreed to a public debate, but reminded reporters as a final caveat that she would not answer questions about her personal life.

ka-vE-ät (n) 1. law, a formal notice requesting the court or officer to refrain from taking some specified action without giving prior notice to the person lodging the caveat 2. a warning [from **Latin** "let him beware"]

Which word is the best synonym for caveat in the sentence?

- **A** rule
- **B** caution
- **C** legality
- **D** punishment

Reporting Category: Writing and Research

Numbers 36 through 37

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

36.

Read the paragraph.

(1) Many high schools have begun to offer courses that prepare students for new jobs in green technology. **(2)** After a record number of students signed up, the school's administrators promised to offer similar classes in the next school year. **(3)** For example, Lamont High School now offers classes on solar panel installation.

What is the most effective order for the sentences in the paragraph?

- **A** 1, 3, 2
- **B** 2, 1, 3
- **C** 3, 2, 1
- **D** 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).

37.

Read these paragraphs.

(1) If there is no nest, place the baby bird in a shallow container and set it close to where it was found. If the mother does not return, call the nearest wildlife rescue service for further directions.

(2) First, try to determine the baby bird's age. If it is mostly bald and pink with only a bit of fluff, it is in need of help. If it has feathers and is hopping around and attempting to fly, it is probably a fledgling and should be left alone unless cats or other predators are nearby.

(3) If you happen to come across a baby bird that has fallen from its nest, it is important to follow these procedures. If you make a mistake, the mother bird will not only reject the baby bird, but she will also reject the other babies in the nest.

(4) If it is a young baby, look and see if you can find the nest. If you find the nest, you can gently place the baby bird back in the nest. Allow 4–6 hours for the mother to return. Stay away from the area and watch from a distance. The mother will not return if she sees people or animals nearby.

What is the best order for the paragraphs?

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

Reporting Category: Logic

Numbers 38 through 38

Performance Indicator: 3002.5.10 Identify a false premise in text.

38.

Read this letter to the editor.

Dear Editor:

I have been calling the city's animal control facility for three weeks, requesting that they remove a stray cat from my neighborhood. As of this date, the facility has not responded to my request. The cat is a terrible nuisance, digging in yards and howling at night. As far as I can tell, no one is feeding it, so I have no idea why it is still here. Just exactly what does the animal control facility do?

Alma Hepple

On which faulty premise is this letter based?

- **A** The cat is a stray.
- **B** The cat is not being fed.
- **C** The animal control facility is not responding to the writer's requests.
- **D** The animal control facility is responsible for removing stray animals.

Go On ▶

Reporting Category: Literature

Numbers 39 through 40

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

39.

Read this excerpt from a play.

[*Street outside a house*]
MRS. GARZA: [*to taxi driver*] Just pull up here, please. It's so good to be home! My children are going to be surprised that I am returning a day earlier than I planned.

[*Interior of same house*]
LETTY: [*picking up dirty dishes and magazines from living room furniture*]: Come on, Carlos! We need to get started cleaning up this house. Mom will be home in less than 24 hours. Do you want her to find the place looking like this?

Which type of irony, if any, does this excerpt represent?

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

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

40.

Read this sentence.

Mr. Oswald had not always been a grouch. Once he had loved children, allowing them to play in his vineyards and climb his apple trees.

Which literary element is used in the sentence?

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

Reporting Category: Communication and Media

Numbers 41 through 42

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

41.

The clearest advantage of an online newspaper over a traditional print edition of that same paper is that online newspapers

- **A** can report events in real time.
- **B** usually make it easier to locate articles of interest.
- **C** often have lower subscription costs than print versions.
- **D** frequently feature different journalists than print newspapers.

Performance Indicator: 3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).

42.

Several students are assigned a group project that includes a multimedia presentation. One group member does not have access to a computer at home.

Select the best strategy for the students to complete this group project.

- **A** A student who has a home computer creates the multimedia presentation for the group.
- **B** The group asks the teacher to excuse them from including a multimedia presentation in their project.
- **C** The student who does not have a home computer works on the multimedia presentation in the school computer lab.
- **D** The students plan at home and then work together after school in the computer lab on the multimedia presentation.

Read the debate and answer questions 43 through 48.

The Promise of Wind Power

The Promise of Wind Power: Energy for the Future or Just a Lot of Hot Air?

For centuries, people have used the power of the wind to do work. People probably first used the wind to power sailboats. In 200 BC, windmills in China pumped water from underground for farming. About the same time, windmills in Persia turned large stones to grind grain into flour, thus the name "windmill." Much later, windmills produced electricity for farms without access to urban electrical grids.

Today, very large windmills, or wind turbines, produce electricity on a large scale. People construct groups of wind turbines, called wind farms, on uninhabited land such as prairies or deserts. Wind farms can produce enough electricity for an entire town. Although the United States now generates most of its electricity with nuclear energy, natural gas, and coal, people have strong reasons to use wind power for an increasing percentage of our nation's energy. Wind energy is a natural energy source with no risks and only minor disadvantages.

First, wind is abundant. It is an endlessly renewable resource that cannot be depleted, unlike coal, oil, and other fossil fuels. For example, when people construct wind farms in places with high wind frequency and strength, such as the U.S. coasts, they are efficient and cost-effective. Electricity generated at these windy sites can be transmitted to other locations far away. In addition, wind power can generate an increasing portion of our nation's energy needs, even if it cannot provide 100 percent of them.

Every 1 percent increase in power that wind provides results in a 1 percent decrease in power that fossil fuels or nuclear energy must provide.

Second, wind energy is clean and safe for people and the environment. Fossil-fueled power stations are major emitters of carbon dioxide, the greenhouse gas largely responsible for the hole in the Earth's ozone layer. Because no fossil fuels are burned in producing electricity from wind energy, no greenhouse gases are released into the air. The U.S. Department of Energy estimates that if America's wind energy capacity were increased from the current level of about 1.3–20 percent, our nation would reduce greenhouse gas emissions by 7.6 billion tons by 2030. Wind energy is Earth friendly.

Finally, new technologies can make wind power efficient and cost-effective. Energy efficiency means getting the most energy possible from a fuel source. Once the wind turbines are erected, the only remaining costs are for maintenance and transmission of the electricity. The U.S. Department of Energy estimates that electricity generated from wind energy costs 4–6 cents per kilowatt-hour. Eventually, the cost of wind energy will be low enough to compete with the costs of fossil fuels.

There also are arguments against wind power. Some opposing arguments are cautions rather than true arguments against wind power.

First, the wind does not always blow. When it does blow, it does not blow at a constant strength, so wind power needs to be stored. When the turbines produce no energy, people must supplement wind energy with solar, geothermal, or other energy sources.

A wind farm needs a great deal of space. One wind turbine can produce enough electricity for 475 homes when running at full capacity. It would take about 105 wind turbines spread over several acres and running at full capacity to provide enough electricity for a town of 50,000 people.

Many people feel wind farms spoil the look of the countryside or the seashore. Many areas that the Department of Energy has identified as primary wind generating locations are on U.S. coasts, and people inhabit most of the areas. Wind turbines are dangerous to birds flying near them.

Noise can also be a big problem. Although modern wind turbines are quieter than turbines once were, noise from a commercial wind turbine is about as loud as a small jet engine or a car traveling 70 miles per hour. Because wind turbines are usually built in groups, the noise level is similar to sitting next to a freeway crowded with cars traveling 70 mph. This may be no problem if you live several miles away, but what if you live nearby? The noise may also have a negative effect on domesticated animals such as cows that graze beneath the turbines.

Construction of wind farms is expensive. The technology requires more up-front costs than other power-generating plants. In addition, people must build transmission lines to carry the electricity from rural wind farms to distribution centers. The amount of energy a wind farm generates determines whether its costs are competitive with those of other energy sources.

The wind is abundant, safe, and renewable. It can reduce U.S. dependence on fossil fuels. The U.S. government is encouraging further development of wind energy as a source of electrical power. Only more research and discussion can help determine the benefits and challenges of wind energy for our nation's future.

Reporting Category: Writing and Research

Numbers 43 through 44

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

43. **Which sentence is the thesis statement of the debate?**

- **A** For centuries, people have used the power of the wind to do work.
- **B** Today, very large windmills, or wind turbines, produce electricity on a large scale.
- **C** Although the United States now generates most of its electricity with nuclear energy, natural gas, and coal, people have strong reasons to use wind power for an increasing percentage of our nation's energy.
- **D** It is an endlessly renewable resource that cannot be depleted, unlike like coal, oil, and other fossil fuels.

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

44. **Based on information in the debate, which statement contains an incorrect inference?**

- **A** The U.S. is the first country to use wind turbines to produce electricity.
- **B** In the U.S., the electricity produced with fossil fuels costs less than the electricity produced from wind.
- **C** The U.S produces more electricity from nuclear power and fossil fuels than from wind.
- **D** The more wind energy the U.S. uses for electricity, the less dependent it will be on fossil fuels.

Go On ▶

Reporting Category: Logic

Numbers 45 through 46

Performance Indicator: 3002.5.10 Identify a false premise in text.

45. **Based on the debate, which statement presents a false premise?**

- **A** Wind turbines can be dangerous to animals.
- **B** Noise produced by a wind farm is a minor problem.
- **C** Wind energy is environmentally cleaner than fossil fuel energy.
- **D** A wind farm is more expensive to build than a fossil fuel power plant.

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

46. **Read this sentence from Paragraph 5 in the debate.**

Once the wind turbines are erected, the only remaining costs are for maintenance and transmission of the electricity.

Which statement from the debate refutes this sentence by identifying other costs?

- **A** Energy efficiency means getting the most energy possible from a fuel source.
- **B** When it does blow, it does not blow at a constant strength, so wind power needs to be stored.
- **C** It would take about 105 wind turbines spread over several acres and running at full capacity to provide enough electricity for a town of 50,000 people.
- **D** The technology requires more up-front costs than other power-generating plants.

Reporting Category: Communication and Media

Numbers 47 through 47

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

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

The wind is abundant, safe, and renewable. It can reduce U.S. dependence on fossil fuels. The U.S. government is encouraging further development of wind energy as a source of electrical power. Only more research and discussion can help determine the benefits and challenges of wind energy for our nation's future.

The paragraph is a summary, not a critique, because it

- **A** outlines the main points without providing an opinion.
- **B** describes the issue without providing supporting ideas.
- **C** describes the main problem without providing a solution.
- **D** outlines both sides of the issue without providing details.

Reporting Category: Informational Text

Numbers 48 through 48

Performance Indicator: 3002.6.5 Synthesize information across two or more informational or technical texts.

48. **According to the passage, those on both sides of the debate over wind power emphasize that**

- **A** wind farms are of little use in rural areas.
- **B** wind turbines are not cost effective at this time.
- **C** wind power poses no physical or environmental risks.
- **D** wind energy cannot be our nation's sole source of electricity.

Go On ▶

Read the essay and answer questions 49 through 52.

Reasons to Vote

Another election year! Political signs spring up in neighbors' yards like tenacious weeds. In grocery stores, post offices, and at bus stops, I hear people arguing over candidates. The evening news focuses on the blurbs and blunders of one particular candidate, either boosting or destroying his or her chances for success.

Sometimes it is enough to make me want to hop on a plane and travel to another country until the election is over. However, that feeling usually lasts for only a minute. After that, I realize how fortunate I am to live in a country that allows its citizens to vote for their leaders.

Even in the United States, women were not able to vote until 1920. Women like Elizabeth Cady Stanton and Susan B. Anthony made women's suffrage their lives' ambitions and lead a militia of women to fight for women's right to vote. In spite of all their efforts, the Nineteenth Amendment, which granted women the right to vote, did not pass until fourteen years after Susan B. Anthony's death.

African Americans were also considered second-class citizens. The Thirteenth Amendment had freed them from slavery in 1865, but they still had very few rights. Former slave Frederick Douglass worked tirelessly with the suffrage movement for African Americans. Consequently, in 1870 the ratification of the Fifteenth Amendment allowed African American men to vote. They were granted this right almost 50 years earlier than women.

In many countries around the world, the election process is often corrupt, making it very difficult for the average person to vote. Some nations still do not allow women to vote. Even though their suffrage movement is making progress, and they are optimistic about going to the polls by 2015, women in Saudi Arabia can currently neither vote nor run for public office.

In both cases, people had to fight valiantly for their right to vote. Many were arrested for protesting the existing system, but their determination was unflagging. They were willing to fight and to struggle and to be thrown in jails so that you and I could vote today. Certainly, we owe them our gratitude. But we owe them something more. We owe them our time and our energy.

Many people admit that they do not take the time to learn about issues facing our nation. Further, they do not take the time to learn where our candidates stand on those issues. In many ways, they feel inept and unqualified to vote. More often than that, they say they do not have the time or the energy to register to vote and then go to the polls, wait in line, and make a choice.

Complacency is a disease that has spread throughout America. People are mostly content to live their lives and allow elected officials to make important decisions for them. We often forget how certain issues may have a huge impact upon our future and the future of America. It is our job to put the right person in office. We must not be so content with the status quo that we do nothing to make changes. Whether it is our local city council members deciding whether to vote for mandatory recycling in our neighborhoods or our national leaders voting to regulate our economy, all have an impact on our lives.

This is America! We are the "land of the free and the home of the brave." If we are to remain free, then we must be brave. We may not hold a high elected office ourselves. We may not be movie stars with the power to persuade our fans to action. We are simply Americans, and as Americans we must have the courage to learn about current events and then discuss them with our peers. Maybe they will think we are geeky. Maybe it is not the fashionable thing to do, but it is the right thing to do. It is our future. Let's have some say in it. Let's remember to vote.

Reporting Category: Writing and Research

Numbers 49 through 49

Performance Indicator: 3002.3.11 Identify the targeted audience for a selected passage.

49. **This essay would appeal most to people interested in**

- **A** local elections.
- **B** social progress.
- **C** world economics.
- **D** civic responsibility.

Reporting Category: Logic

Numbers 50 through 51

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

50. **Read the paragraph from the essay.**

In both cases, people had to fight valiantly for their right to vote. Many were arrested for protesting the existing system, but their determination was unflagging. They were willing to fight and to struggle and to be thrown in jails so that you and I could vote today. Certainly, we owe them our gratitude. But we owe them something more. We owe them our time and our energy.

What is the main idea of the paragraph?

- **A** It is important to give back to one's country.
- **B** It is necessary to understand the political process.
- **C** People should be more willing to fight for their rights.
- **D** Racism and sexism have no place in American politics.

Go On ▶

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

51. **The main premise of the essay is that**

- **A** people consider the American political process complicated and confusing.
- **B** many people do not take advantage of the opportunity to vote.
- **C** some people are not qualified to vote in federal elections.
- **D** people are usually willing to fight to gain equal rights.

Reporting Category: Writing and Research

Numbers 52 through 52

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).

52. **What is the best order for Paragraphs 3, 4, and 5 in the essay?**

- **A** 4, 3, 5
- **B** 5, 3, 4
- **C** 3, 5, 4
- **D** 5, 4, 3

Reporting Category: Logic

Numbers 53 through 54

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).

53. **What is the main persuasive device used in this essay?**

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

Performance Indicator: 3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.

54. **Which sentence shows evidence of deductive reasoning?**

- **A** Laws eventually granted women the right to vote after many women fought tirelessly to earn that right.
- **B** Often people do not bother to vote, nor do they take the time to learn about issues and candidates.
- **C** Women and African Americans showed great courage by attending protests, even though they knew they might be arrested.
- **D** Many people believed African Americans were second-class citizens, and so voting laws prevented African Americans from voting.

Go On ▶

Read the poem and answer questions 55 through 61.

Rain Dance

The rain tapping on the window pane,
the sound of your footsteps as you dance away,

but never notice me standing here,
without your smile, without your tears.

I'm lost in puddles, filled with memories
of two friends whirling, our feet in sync,

when we danced together, through highs and lows
lost in laughter, despite bruised toes.

I watch you spin now, your face to the sky,
without looking back, without a good-bye.

New smiles surround you, a fresh new beat.
They all clap to your rhythm and tap their feet.

Rain falls like a curtain, between you and me.
Our dance is over; I should take a seat.

But I straighten my posture, breathe out and in,
listening closely to the tempo within.

And sure as my heart thumps its own unique beat,
there will be other partners, new friends still to meet.

So I leap through the puddles, let the water splash high,
and do my own rain dance 'til the storm clouds roll by.

Reporting Category: Literature

Numbers 55 through 56

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).

55. **"Rain Dance" is written from which point of view?**

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

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

56. **Read this stanza from the poem.**

New smiles surround you, a fresh new beat.
They all clap to your rhythm and tap their feet.

The mood of the stanza is energetic. Which word <u>best</u> describes the tone?

- **A** somber
- **B** approving
- **C** mocking
- **D** enthusiastic

Go On ▶

Reporting Category: Writing and Research

Numbers 57 through 57

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

57. **Read this line from Stanza 3 of the poem.**

I'm lost in puddles, filled with memories

What is the most vivid replacement for the underlined word?

- **A** drowning
- **B** jumping
- **C** standing
- **D** lying

Reporting Category: Literature

Numbers 58 through 61

Performance Indicator: 3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

58. **Read this line from the poem.**

Rain falls like a curtain, between you and me.

Which literary device does this line contain?

- **A** pun
- **B** simile
- **C** hyperbole
- **D** personification

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).

59. **Which device is used in both Stanza 2 and Stanza 5?**

- **A** repetition
- **B** free verse
- **C** slant rhyme
- **D** onomatopoeia

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

60. **What does the rain symbolize to the speaker in "Rain Dance"?**

- **A** growing up
- **B** self discovery
- **C** the beauty of a dance
- **D** the loss of a friendship

Go On ▶

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

61. **"Rain Dance" is a lyric poem because it**

- **A** describes a serious subject.
- **B** is about dancing and rhythm.
- **C** expresses the emotions of the poet.
- **D** is composed of ten rhyming couplets.

Reporting Category: Language

Numbers 62 through 64

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

62. **Read this sentence.**

The species of zebra called Grevy's zebra lives in the samburu national reserve of Kenya.

Which revision demonstrates correct capitalization?

- **A** The species of zebra called Grevy's zebra lives in the Samburu National Reserve of kenya.
- **B** The species of zebra called Grevy's Zebra lives in the Samburu national Reserve of Kenya.
- **C** The species of zebra called Grevy's zebra lives in the Samburu National reserve of kenya.
- **D** The species of zebra called Grevy's zebra lives in the Samburu National Reserve of Kenya.

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)*.

63.

Which sentence uses a subject, an action verb, and a direct object?

- **A** Lindsey is married to John Hammerstein.
- **B** Maria prepared a can of tuna for her cat.
- **C** The duck waddled to the edge of the pond.
- **D** The horse performed quickly and flawlessly.

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*).

64.

Which sentence uses pronouns correctly?

- **A** Will wants to ride on the bus so that me and him can sit together.
- **B** Lucas wants to partner with Tara so that him and her can work together.
- **C** Natasha was mad, so she told Coach no one worked out except her and I.
- **D** Jeremy's partner was absent, so the teacher grouped him and me together.

Reporting Category: Logic

Numbers 65 through 65

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

65.

Read this paragraph from a short story.

Gliffon flew up to a high branch. He took a moment and looked around him. He saw his friends and family and the homes they had worked so hard to make. He hesitated before lifting his wings. He imagined his village of owls destroyed by the evil band of hawks and knew something had to be done, but he did not like the idea of entering battle. Keeping his eyes closed, Gliffon took a deep breath and soared into the air. As long as his home was in serious danger, he would have to push his personal fears aside.

What effect did the image of his destroyed village have on Gliffon?

- **A** It provoked his anger.
- **B** It made him reluctant.
- **C** It caused him to worry.
- **D** It strengthened his courage.

Reporting Category: Informational Text

Numbers 66 through 66

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

66.

Read this paragraph from the instruction manual for a microwave oven.

Correct installation and careful adherence to operation guidelines are required to maintain the warranty. Failure to follow installation instructions or use of the microwave in ways not recommended in this manual may result in damage or injury. It is important to remember that food cooked in the microwave can achieve temperatures up to 212°F. Cover food with wax paper or paper towels while cooking to prevent splattering and possible burns.

Which heading fits the paragraph best?

- **A** Warranty Coverage
- **B** Cooking Methods
- **C** Safety Warnings
- **D** Cleaning Tips

Go On ▶

Reporting Category: Logic

Numbers 67 through 67

Performance Indicator: 3002.5.2 Choose a logical word to complete an analogy.

67.

Which word completes the analogy?

Study is to graduate as sow is to _____.

- **A** grow
- **B** harvest
- **C** fertilize
- **D** cultivate

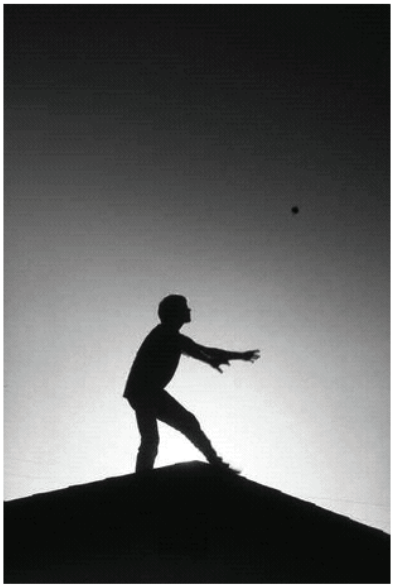
Reporting Category: Communication and Media

Numbers 68 through 68

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

68.

Look at this photo.



The contrast of light and dark in this photo makes the person seem

- **A** sad.
- **B** foolish.
- **C** isolated.
- **D** confused.

Go On ▶

Reporting Category: Literature

Numbers 69 through 70

Performance Indicator: 3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).

69.

Read the lines from a play.

SHELLY: (*stepping backwards two paces*) What? Why are you saying this? I…I don't know who stole the money!
CLAIRE: (*stepping toward Shelly*) Oh, we both know that's not true. I saw you stashing something under your bed the night the money went missing. I looked and now nothing is there. Unless you count the gum wrappers and dust. Between you and me, I'm not sure one person should chew that much gum and, really, sweeping under a bed every once in awhile is not the worst idea ever, is it? What do you have against bad breath or a broom?
SHELLY: What were you doing in my room? You know you have to have the head mistress's permission to be in another student's room! I should turn you in for that!
CLAIRE: (*grinning*) Feel free to call her. I'm sure she would love to hear all about the missing money, since I haven't told her yet.

Which dramatic element helps the audience understand Claire?

- **A** aside
- **B** monologue
- **C** soliloquy
- **D** stage directions

Performance Indicator: 3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).

70.

Read the paragraph.

After taking one timid step across the threshold, Rachel heard the monstrous door slam shut and a lock click into place. She looked around the unfamiliar room. The curtains were torn and dingy, covered in dust and cobwebs. Other than a narrow and barren bed, there was one piece of furniture. A flickering candle stood alone on a table and cast shapeless shadows across the dark walls. Not a single sound could be heard in the night.

Which tone does the paragraph's setting create?

- **A** calm
- **B** dignified
- **C** ominous
- **D** peaceful

Go On ▶

Reporting Category: Writing and Research

Numbers 71 through 71

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

71.

Read this sentence.

The musician that played at the concert last night is a world famous pianist.

What is the correct replacement for that in the sentence?

- **A** who
- **B** which
- **C** whom
- **D** whoever

Reporting Category: Communication and Media

Numbers 72 through 72

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

72.

Read these directions for making hot cocoa.

In a saucepan, combine $^1/_3$ cup unsweetened cocoa powder, $^3/_4$ cup granulated sugar, $^1/_4$ teaspoon salt, and $^1/_3$ cup of water. Blend as you bring to a boil. Add 3 $^1/_2$ cups of milk and lower the temperature so that the mixture becomes hot but does not boil. Remove from heat and add ½ teaspoon vanilla extract. Divide among four mugs and top each with a marshmallow or some whipped cream.

The best image for encouraging people to follow these directions is a

- **A** snowman in a yard.
- **B** bag of marshmallows.
- **C** pan on a stove burner.
- **D** mug topped with whipped cream.

Read the research report and answer questions 73 through 80.

An Introduction to Weather Satellites

1 Until weather satellites came along, there was no "big picture" of Earth's weather and no way of evaluating the local effects of weather events in distant places. Now satellite images have made a global view of weather available to everyone with access to a television or the Internet. These amazing capabilities all began with an experiment.

The First Satellite

2 The first weather satellite, TIROS-1, was launched in 1960. No one knew what its capabilities would be. Although the satellite had a lifespan of only 78 days, the information it provided was startling. For the first time, scientists could observe storm systems as they developed. Images from TIROS-1 were inspiring, but satellite technology has made many strides since 1960.

Types of Weather Satellites

3 The weather satellites currently in use come in two varieties: geostationary and polar. Both types of satellite have their own unique strengths and weaknesses, but together they provide a composite picture of weather patterns all over the world.

4 Geostationary satellites stay in the same spot above Earth. They move, but they move along the equator at the same speed that Earth rotates. Their position relative to Earth never changes.

These satellites overlook the world from a much higher vantage point (about 23,000 miles) than polar satellites. The advantage of placement so far above Earth is that scientists can observe huge sections of land and sea at once. Anyone can view much of any of Earth's hemispheres from a single spot.

5 In contrast, polar satellites travel about 500 miles above Earth's surface in their north-south course over the two poles. Because 500 miles is not very high for a satellite, they would have limited use if they stayed in one position above Earth. However, polar satellites orbit the globe about once every 100 minutes. They receive and transmit data from around the world during the entire orbit.

What Weather Satellites Measure

6 Satellites provide data about ground and cloud temperatures as well as precipitation in the air. Satellites also supply data related to climate changes reflected in changing ocean temperatures. These changes can affect weather over the long term (Choi 43). Satellite technology creates images from the collected data, including images of weather patterns moving across vast distances. The satellites also monitor three different kinds of radiation visible, infrared, and microwave.

7 Visible radiation is the same radiation cameras capture in photographs. Weather satellites can detect infrared radiation. Infrared radiation is heat that is absorbed by water and Earth surfaces. Different surfaces absorb different amounts of heat. Satellite weather maps show these variations as different colors. Infrared radiation also allows satellites to record data at night. Microwave radiation provides information about the speed and direction of wind, among other things.

A Network of Satellites

8 Although the United States was the first to launch a weather satellite more than a half century ago, forecasting weather has become a global endeavor. The European Space Agency has its' own satellites. Russia, Japan, India, and other countries also have satellites. Satellite imagery has enabled people to understand that weather is not just a local event it has connections throughout the world. Because of this understanding, all nations with satellite capabilities share their information to create a more complete view of weather patterns across the globe.

Reporting Category: Writing and Research

Numbers 73 through 73

Performance Indicator: 3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.

73. **Read these sentences from the report.**

Weather satellites can detect infrared radiation Infrared radiation is heat that is absorbed by water and Earth surfaces. Different surfaces absorb different amounts of heat. Satellite weather maps show these variations as different colors.

Which revision <u>best</u> combines the sentences in the excerpt?

- **A** Infrared radiation, detected by weather satellites, is heat shown on satellite weather maps as different colors absorbed in varying amounts by water and Earth surfaces.
- **B** Weather satellites can detect variations in infrared radiation, or heat, absorbed by water and Earth surfaces and show the variations as different colors on satellite weather maps.
- **C** Weather satellites can detect infrared radiation, which is heat that water and Earth surfaces absorb in various amounts, and can show it on satellite weather maps as different colors.
- **D** Infrared radiation is heat detected by weather satellites that shows up as variations in colors on satellite weather maps since it is absorbed in different amounts by water and Earth surfaces.

Reporting Category: Language

Numbers 74 through 76

Performance Indicator: 3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.

74. **Read the sentence from the report.**

Satellite imagery has enabled people to understand that weather is not just a local <u>event it</u> has connections throughout the world.

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

- **A** event; it
- **B** event, it
- **C** event. Since it
- **D** event, and since it

Go On ▶

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

75. **Read this sentence.**

The satellites also monitor three different kinds of radiation visible, infrared, and microwave.

What is the correct way to punctuate this sentence?

- **A** The satellites also monitor three different kinds of radiation; visible, infrared, and microwave.
- **B** The satellites also monitor three different kinds of radiation, visible, infrared, and microwave.
- **C** The satellites also monitor three different kinds of radiation: visible, infrared, and microwave.
- **D** The satellites also monitor three different kinds, of radiation, visible, infrared, and microwave.

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.

76. **Read the sentence from the report.**

The European Space Agency has its' own satellites.

Which word best replaces the underlined word in the sentence?

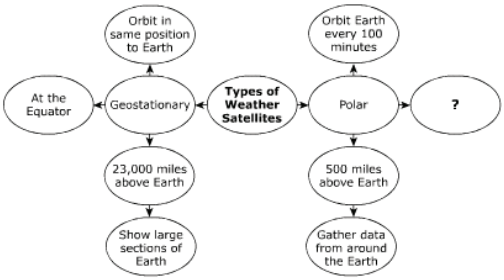
- **A** its
- **B** it's
- **C** their
- **D** their's

Reporting Category: Writing and Research

Numbers 77 through 80

Performance Indicator: 3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.

77. **Look at the prewriting graphic organizer.**



Which information belongs in the empty oval?

- **A** A higher vantage point
- **B** Circle Earth from pole to pole
- **C** Unique strengths and weaknesses
- **D** Moves at the same speed as Earth

Performance Indicator: 3002.4.6 Identify information that must be cited or attributed within a writing sample.

78. **Which sentence from the report should cite a source?**

- **A** Now satellite images have made a global view of weather available to everyone with access to a television or the Internet.
- **B** These amazing capabilities all began with an experiment.
- **C** Although the satellite had a lifespan of only 78 days, the information it provided was startling.
- **D** Geostationary satellites stay in the same spot above Earth.

Go On ▶

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

79. **The author wants to add information to the report about how data from the weather satellite is used.**

Which Web site would provide the most reliable information on this topic?

- **A** www.trackingweatherevents.gov
- **B** www.buildyourownweatherstation.net
- **C** www.futureweathersatelliteprojects.org
- **D** www.weathersatellitesaroundtheworld.com

Performance Indicator: 3002.4.4 Evaluate the validity of Web pages as sources of information.

80. **Which Web site would be the best choice for further information about TIROS-1?**

- **A** www.theusinspace.org
- **B** www.ussatelliteupdates.com
- **C** www.nationalsatellitehistory.edu
- **D** www.nationalspaceandweather.gov

Reporting Category: Informational Text

Numbers 81 through 81

Performance Indicator: 3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.

81.

Which graphic would best help a reader understand an article about the world's largest cave?

- **A** a list of the cave's explorers
- **B** a photo of the cave's interior
- **C** a drawing of the cave explorers' equipment
- **D** a chart of the dimensions of the world's largest caves

Reporting Category: Logic

Numbers 82 through 82

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

82.

Read a paragraph from a community newspaper editorial.

The county council is considering imposing term limits on members. Some current members have served on the council for over twenty-five years. They dominate discussion. It seems advisable for council members to serve for only two three-year terms and then make way for someone else.

Which statement best supports the idea of term limits for council members?

- **A** New members would bring new ideas.
- **B** The current members have acted with integrity.
- **C** New members would balance the board in terms of gender.
- **D** The current members have resided in the community for many years.

Reporting Category: Writing and Research

Numbers 83 through 84

Performance Indicator: 3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

83.

Read these sentences.

Some countries are making progress in the battle against deforestation. _____, the people of the Philippines recently planted over 64,000 trees in one day.

Which transition correctly fills the blank?

- **A** As a result
- **B** Meanwhile
- **C** For example
- **D** Nevertheless

Performance Indicator: 3002.3.13 Identify sentences that use effective parallelism within a writing sample.

84.

Which sentence uses correct parallelism?

- **A** Coach Myers always reminds us to hydrate, play hard, and at practice listen to her.
- **B** Elise learned that on her trip she could visit the outer islands either by small plane or by cruise ship.
- **C** The event staff at the International Day Festival worked hard before, during, and when the event was finished.
- **D** Students at the Technical College must indicate whether they want to study construction, technology, or how they can learn automobile maintenance.

Reporting Category: Language

Numbers 85 through 86

Performance Indicator: 3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.

85.

Read this excerpt from a passage.

A volcano that erupted in Iceland created a six-mile-high cloud of ash. Polluting skies all over Europe.

Which sentence correctly combines the two ideas to avoid the sentence fragment?

- **A** A volcano that erupted in Iceland created a six-mile-high cloud of ash; polluting skies all over Europe.
- **B** A volcano that erupted in Iceland created a six-mile-high cloud of ash that polluted skies all over Europe.
- **C** A volcano that erupted in Iceland created a six-mile-high cloud of ash, and polluted skies all over Europe.
- **D** A volcano that erupted in Iceland created a six-mile-high cloud of ash which polluting skies all over Europe.

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

86.

Information about a company's employee attendance policy is <u>best</u> presented in

- **A** an e-mail.
- **B** a personal letter.
- **C** an employee handbook.
- **D** a project process document.

Reporting Category: Literature

Numbers 87 through 87

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

87.

Read the closing sentences from a passage about a mystery at a school.

Mitch gazed at the empty showcase in the hallway next to the Main Office at Boriston High. He guessed they would never find out what happened to the tall, glistening trophy it once displayed. "That's alright," he thought to himself. "We don't need to see it to remember what it stands for."

What does the trophy most likely symbolize to students at Boriston High?

- **A** support from the community
- **B** an end to their sense of security
- **C** athletic scholarships won by students
- **D** an accomplishment they are proud of

Reporting Category: Writing and Research

Numbers 88 through 88

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

88.

Read this information from a Web page on public speaking.

Tips for Speaking in Public

1. Try to remain confident. Understanding your subject is especially crucial.
2. Rehearse your speech numerous times. Allow someone you trust to listen to and critique your delivery.
3. Know your audience. Is it classmates or school board members? Your tone and language will vary according to your audience.
4. Use techniques to relax. Give yourself positive messages such as, "I can accomplish this." Remember to breathe. Often people unconsciously hold their breath when they are nervous.
5. Visualize yourself giving the speech. Imagine your hand and facial gestures, and your pauses at appropriate moments. Imagine yourself successfully delivering the speech.
6. Believe in your message and focus on its importance. This will help you focus less on yourself and more on what you are attempting to say.

Which statement conflicts with the information from the Web page?

- **A** Try not to think about the speech until you give it.
- **B** Practice the speech to help you feel more confident.
- **C** Remain optimistic when you think about your speech.
- **D** Understand what your audience needs from you.

Go On ▶

Reporting Category: Communication and Media

Numbers 89 through 89

Performance Indicator: 3002.7.2 Select the type of conflict represented in a non-print medium.

89.

Look at this photo.

Which conflict does this photo represent?

- **A** person vs. self
- **B** person vs. person
- **C** person vs. society
- **D** person vs. environment

Form 1: English II		
Item Number	**Correct Answer**	**Performance Indicator**
1	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*).
2	A	3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
3	B	3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.
4	D	3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
5	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).
6	D	3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
7	C	3002.5.1 Make inferences and draw conclusions based on evidence in text.
8	C	3002.5.4 Analyze cause-effect relationships in text.
9	B	3002.2.1 Identify the thesis and main points of a challenging speech.
10	C	3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
11	A	3002.5.7 Differentiate between the stated and implied evidence of a given argument.
12	C	3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).
13	A	3002.5.6 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.

14	D	3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
15	C	3002.3.2 Choose the most effective order of sentences in a paragraph.
16	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.
17	B	3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
18	C	3002.3.7 Select the thesis statement in a writing sample or passage.
19	C	3002.5.14 Distinguish the strongest or weakest point of a given argument.
20	D	3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
21	D	3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
22	C	3002.5.3 Evaluate text for fact and opinion.
23	C	3002.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
24	D	3002.7.1 Draw an inference from a non-print medium.
25	C	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.
26	B	3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.
27	C	3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.
28	A	3002.3.12 Determine the writer’s purpose in a writing sample.

29	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).
30	A	3002.8.14 Identify classical, historical, and literary allusions in context.
31	C	3002.5.1 Make inferences and draw conclusions based on evidence in text.
32	D	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	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*).
34	D	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*).
35	B	3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
36	A	3002.3.2 Choose the most effective order of sentences in a paragraph.
37	C	3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
38	A	3002.5.10 Identify a false premise in text.
39	B	3002.8.2 Differentiate among verbal, situational, and dramatic irony.
40	D	3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).
41	A	3002.7.5 Match a focused message to an appropriate medium.

42	D	3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
43	C	3002.3.7 Select the thesis statement in a writing sample or passage.
44	A	3002.4.5 Determine which statement presents an opposing view from those stated on a Web page.
45	B	3002.5.10 Identify a false premise in text.
46	B	3002.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
47	A	3002.2.3 Distinguish between a critique and a summary.
48	D	3002.6.5 Synthesize information across two or more informational or technical texts.
49	D	3002.3.11 Identify the targeted audience for a selected passage.
50	A	3002.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
51	B	3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
52	B	3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
53	A	3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).
54	D	3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.
55	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).
56	C	3002.8.6 Differentiate between mood and tone in poetry or prose.

57	A	3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
58	B	3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
59	A	3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
60	D	3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.
61	C	3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
62	D	3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
63	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*).
64	D	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*).
65	D	3002.5.4 Analyze cause-effect relationships in text.
66	C	3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
67	B	3002.5.2 Choose a logical word to complete an analogy.
68	C	3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
69	D	3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).

70	C	3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
71	A	3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
72	D	3002.7.3 Choose a visual image that best reinforces a viewpoint.
73	B	3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
74	A	3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
75	C	3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
76	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.
77	B	3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.
78	C	3002.4.6 Identify information that must be cited or attributed within a writing sample.
79	A	3002.4.3 Evaluate the reliability and credibility of sources for use in research.
80	C	3002.4.4 Evaluate the validity of Web pages as sources of information.
81	B	3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
82	A	3002.5.12 Select an additional sentence to add to an argument within a persuasive text.
83	C	3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
84	B	3002.3.13 Identify sentences that use effective parallelism within a writing sample.

85	B	3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.
86	C	3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
87	D	3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.
88	A	3002.4.5 Determine which statement presents an opposing view from those stated on a Web page.
89	D	3002.7.2 Select the type of conflict represented in a non-print medium.

Reporting Category 1: Language		
Item Number	**Correct Answer**	**Performance Indicator**
1	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*).
2	A	3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
3	B	3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.
16	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.
17	B	3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
25	C	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.
26	B	3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.
33	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*).
34	D	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*).
35	B	3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
62	D	3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.

63	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*).
64	D	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*).
74	A	3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
75	C	3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
76	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.
85	B	3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.
86	C	3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.

Reporting Category 2: Writing and Research		
Item Number	**Correct Answer**	**Performance Indicator**
4	D	3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
15	C	3002.3.2 Choose the most effective order of sentences in a paragraph.
18	C	3002.3.7 Select the thesis statement in a writing sample or passage.
27	C	3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.
28	A	3002.3.12 Determine the writer's purpose in a writing sample.
36	A	3002.3.2 Choose the most effective order of sentences in a paragraph.
37	C	3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
43	C	3002.3.7 Select the thesis statement in a writing sample or passage.
44	A	3002.4.5 Determine which statement presents an opposing view from those stated on a Web page.
49	D	3002.3.11 Identify the targeted audience for a selected passage.
52	B	3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
57	A	3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
71	A	3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
73	B	3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.

77	B	3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.
78	C	3002.4.6 Identify information that must be cited or attributed within a writing sample.
79	A	3002.4.3 Evaluate the reliability and credibility of sources for use in research.
80	C	3002.4.4 Evaluate the validity of Web pages as sources of information.
83	C	3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
84	B	3002.3.13 Identify sentences that use effective parallelism within a writing sample.
88	A	3002.4.5 Determine which statement presents an opposing view from those stated on a Web page.

Reporting Category 3: Communication and Media		
Item Number	**Correct Answer**	**Performance Indicator**
9	B	3002.2.1 Identify the thesis and main points of a challenging speech.
10	C	3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
12	C	3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).
14	D	3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
23	C	3002.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
24	D	3002.7.1 Draw an inference from a non-print medium.
41	A	3002.7.5 Match a focused message to an appropriate medium.
42	D	3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
47	A	3002.2.3 Distinguish between a critique and a summary.
68	C	3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
72	D	3002.7.3 Choose a visual image that best reinforces a viewpoint.
89	D	3002.7.2 Select the type of conflict represented in a non-print medium.

Reporting Category 4: Logic		
Item Number	**Correct Answer**	**Performance Indicator**
7	C	3002.5.1 Make inferences and draw conclusions based on evidence in text.
8	C	3002.5.4 Analyze cause-effect relationships in text.
11	A	3002.5.7 Differentiate between the stated and implied evidence of a given argument.
13	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.
19	C	3002.5.14 Distinguish the strongest or weakest point of a given argument.
22	C	3002.5.3 Evaluate text for fact and opinion.
31	C	3002.5.1 Make inferences and draw conclusions based on evidence in text.
38	A	3002.5.10 Identify a false premise in text.
45	B	3002.5.10 Identify a false premise in text.
46	B	3002.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
50	A	3002.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
51	B	3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
53	A	3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).
54	D	3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.
65	D	3002.5.4 Analyze cause-effect relationships in text.

67	B	3002.5.2 Choose a logical word to complete an analogy.
82	A	3002.5.12 Select an additional sentence to add to an argument within a persuasive text.

Reporting Category 5: Informational Text		
Item Number	**Correct Answer**	**Performance Indicator**
48	D	3002.6.5 Synthesize information across two or more informational or technical texts.
66	C	3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
81	B	3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.

Reporting Category 6: Literature		
Item Number	**Correct Answer**	**Performance Indicator**
5	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).
6	D	3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
20	D	3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
21	D	3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
29	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).
30	A	3002.8.14 Identify classical, historical, and literary allusions in context.
32	D	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).
39	B	3002.8.2 Differentiate among verbal, situational, and dramatic irony.
40	D	3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).
55	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).
56	C	3002.8.6 Differentiate between mood and tone in poetry or prose.
58	B	3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
59	A	3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).

60	D	3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.
61	C	3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
69	D	3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
70	C	3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
87	D	3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.