Student Name _____

Teacher Name _____

School _____

System _____

ENGLISH I

ITEM SAMPLER

Tennessee End of Course Assessment
English I

English I

PEARSON

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Introduction to English I

Content of tests

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

Test development

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

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

Test administration

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

Each test contains 65 multiple-choice questions.

You will have ample time to read and answer each of the questions. The English I test has been designed to be administered in one session. You will be given 110 minutes to complete each test, with the first 15 minutes set aside to complete identifying data on the answer sheet.

Tips for Taking the Test

Preparing for the test

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

Before the test

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

During the test

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

Directions for Using the Item Sampler

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

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

An Answer Key is located on Page 62. Use it to check your answers. Review items that you get wrong.

Directions **The following is the rough draft of a book review for a school newspaper. It may contain errors. Read the passage and answer questions 1 through 6.**

The Next Step

1 Have you ever had a difficult time determine what to take on a lengthy journey? Put yourself in the shoes of the main characters in *The Next Step*, the latest work of fiction by Kimberly Schroeder, and you will find that job absurdly easy the next time you plan for a long trip. In this, the third and final installment in the series surrounding the adventures of Dr. Sylvania Wallace of the International Space Agency, the cast of characters sets off on a one-way trip to colonize the distant planet Nebulus.

2 The author warns, "The trip is expected to take more than ten years, and the energy-carrying capacity of the *Magellan* will not allow for a return trip to Earth". The mission is to set up a colony on Nebulus and to send back to Earth scientific reports on the suitability of the planet for long term human settlement. It is essential for humankind to find another home. The population in the year 2134 has reached Earth's threshold of sustainability.

EE266

Reporting Category: Language
Numbers 1 through 4

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

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

It is essential for humankind to find another home. The population in the year 2134 has reached Earth's threshold of sustainability.

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

A home; as long as the
B home, the
C home because the
D home, but the

EE040075.266

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

2 **Read this sentence.**

The author warns, "The trip is expected to take more than ten years, and the energy-carrying capacity of the *Magellan* will not allow for a return trip to Earth".

What is the correct way to punctuate this sentence?

F "The author warns, the trip is expected to take more than ten years, and the energy-carrying capacity of the *Magellan* will not allow for a return trip to Earth".
G "The author warns. The trip is expected to take more than ten years, and the energy-carrying capacity of the *Magellan* will not allow for a return trip to Earth."
H The author warns. "The trip is expected to take more than ten years, and the energy-carrying capacity of the *Magellan* will not allow for a return trip to Earth".
J The author warns, "The trip is expected to take more than ten years, and the energy-carrying capacity of the *Magellan* will not allow for a return trip to Earth."

EE040073.266

Go On ▶

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

3 **Read this sentence.**

The mission is to set up a colony on Nebulus and to send back to Earth scientific reports on the suitability of the planet for long term human settlement.

What is the best way to write the underlined portions of the sentence above?

A The mission, is to set up a colony on Nebulus and to send back to Earth scientific reports on the suitability of the planet for long-term human settlement.

B The mission is, to set up a colony on Nebulus and to send back to Earth scientific reports on the suitability of the planet for long term human settlement.

C The mission is to set up a colony on Nebulus and to send back to Earth scientific reports on the suitability of the planet for long-term human settlement.

D no change

EE040074.266

Performance Indicator: Identify commonly used foreign words and phrases (i.e., RSVP, *déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps,* verbatim, *E pluribus unum, prima donna, avant-garde,* status quo, *joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam*).

4 **Which of these would be useful for the *Magellan's* crew, heading on a ten-year journey with no hope of return?**

F avant-garde

G du jour

H esprit de corps

J faux pas

EE040080.266

Reporting Category: Writing and Research
Numbers 5 and 6

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

5 **Read this sentence.**

Have you ever had a difficult time determine what to take on a lengthy journey?

How should the underlined word be revised to correct this sentence?

A determined
B determining
C to determine
D is determining

EE040070.266

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

6 **Read this sentence.**

Put yourself in the shoes of the main characters in *The Next Step*, the latest work of fiction by Kimberly Schroeder, and you will find that job absurdly easy the next time you plan for a long trip.

Which word would be a more precise replacement for job in the sentence above?

F career
G task
H homework
J position

EE040071.266

Go On ▶

Directions **The passage below is a draft of a letter. It may contain errors. Read the letter and answer questions 7 through 12.**

11765 Waterford Dr.
Nashville, TN 37211

January 11, 2009

Mrs. Kim Schmidt
21036 Tall Grass Dr.
Nashville, TN 37211

Dear Mrs. Schmidt:

1 My name is Bryce Johnson I am a freshman at Mellon High School. My English, teacher Mrs. McLeary recently mentioned you. She said that, "you have done wonderful work since graduating from Mellon High." She spoke very highly of you as a student, even showing we students some of your writing projects as models to follow.

2 What most impressed me, though, was your current job directing "Education Without Borders." I realize that by attending a school such as Mellon High I am more fortunate than many young people. There are students around the globe who lack the materials that we have available to us. Some children even lack schools entirely. Organizations such as yours, with its free delivery of educational materials to such places, are desperately needed.

3 I am wondering if there are any opportunities within your company for young volunteers. I am a very organized and energetic student. I could assist you in any capacity, from filing or processing documents to helping with the shipping of materials. Please let me know. If you have any need for my services.

Respectfully,

Bryce Johnson

EE189

Reporting Category: Language
Numbers 7 through 11

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

7 **Read this excerpt from the letter.**

Please let me know. If you have any need for my services.

What is the correct way to write the underlined section to correct the sentence fragment?

A know if you
B know, if you
C know; if you
D know, and if you

EE020248.189

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

8 **Read this sentence.**

My English, teacher Mrs. McLeary recently mentioned you.

Which revision shows correct comma usage?

F My English teacher Mrs. McLeary, recently mentioned you.
G My English teacher Mrs. McLeary recently, mentioned you.
H My English teacher, Mrs. McLeary recently mentioned, you.
J My English teacher, Mrs. McLeary, recently mentioned you.

EE020249.189

Go On ▶

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

9 **Read the first sentence of the letter.**

My name is Bryce Johnson I am a freshman at Mellon High School.

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

A Johnson, I am a freshman
B Johnson and, I am a freshman
C Johnson; I am a freshman
D Johnson and I am a freshman,

EE020250.189

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

10 **Read this sentence.**

She spoke very highly of you as a student, even showing we students some of your writing projects as models to follow.

Which pronoun is the best replacement for the underlined word?

F us
G you
H them
J no change

EE020251.189

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

11 **Read this sentence.**

She said that, "you have done wonderful work since graduating from Mellon High."

What is the correct way to punctuate this sentence?

A She said, "that you have done wonderful work since graduating from Mellon High."
B She said "that you have done wonderful work since graduating from Mellon High."
C She said, that you have done wonderful work since graduating from Mellon High.
D She said that you have done wonderful work since graduating from Mellon High.

EE020252.189

Reporting Category: Writing and Research
Number 12

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

12 **Read these sentences from Paragraph 3.**

I am a very organized and energetic student. _____ I could assist you in any capacity, from filing or processing documents to helping with the shipping of materials.

Which word provides the best transition between these sentences?

F However,
G Likewise,
H Therefore,
J Otherwise,

EE020253.189

Directions **The passage below is a rough draft. It may contain errors. Read the passage and answer questions 13 through 18.**

Not Your Typical Summer

1 Trish, for one reason or another, had been dreading the start of another typical summer. Hanging out with friends, talking on the phone, babysitting, and riding around on her bike had become, well, boring. When she saw the flyer in Mrs. Carter's science room looking for volunteers to help turn a plot of unused school property into a vegetable garden this summer, it sounded like the perfect idea. She flew into action.

2 Though none of Trish's friends had ever even set foot in a vegetable garden, it wasn't difficult for her to convince them to sign up as volunteers. Mike canceled plans to visit an amusement park. Shantel was glad to turn over her babysitting duties to her younger sister. Maria, like Trish, was overjoyed at the prospect of having something productive to do with her summer. So the day after school let out, when other students were scampering off like puppies just let loose, Trish and her friends went back to school to meet with Mrs. Carter.

3 The plan sounded great. There was a piece of unused property tucked behind the bus garage where they would plant a variety of vegetables. As the vegetables ripened, the students would deliver them to the local food pantry. Not only would they be outside together, but they would also be working for a very good cause. Trish couldn't wait to get started. The friends all agreed to be at the plot at 9:30 the next morning.

4 The first days were brutal. Although the concept of the garden sounded like great fun, the actual work required was like the twelve labors of Hercules. The friends took turns operating a rototiller, a heavy device with a noisy engine that breaks up soil and shakes the user's arms until they turn numb. They took 50-pound bags of compost and spread the fertilizer over the entire plot. After that, they mixed the fertilizer into the soil. What was supposed to be a tranquil, relaxing summer of gardening had left the group with aching muscles and sore hands. Each of them started to doubt whether all this work was worth it, but none of them wanted to be the first one to quit.

5 When the soil was prepared, they began to plant. Carrots, lettuce, beans, and peas were all planted in rows as seeds. Tomatoes and peppers were put into the ground as small plants. Potatoes, to their surprise, were planted by dropping actual potatoes into holes in the soil. Mrs. Carter had to assure them that, yes, the potatoes would actually produce potato plants!

Go On ▶

6 The friends were very grateful to have been able to do something so important with a piece of otherwise unused ground. The students spent hours picking baskets of produce, which they and Mrs. Carter then delivered to the food pantry. The volunteer board was amazed at the quantity and quality of vegetables and offered Mrs. Carter his or her thanks. In late summer the vegetables became ripe. Even though the days were hot and the work exhausting, at least it wasn't another typical summer.

EE183

Reporting Category: Language
Numbers 13 and 14

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

13 **Read this sentence.**

The volunteer board was amazed at the quantity and quality of vegetables and offered Mrs. Carter <u>his or her</u> thanks.

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

A his
B her
C our
D its

EE020520.183

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

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

What was supposed to be a tranquil, relaxing summer of gardening had left the group with aching muscles and sore hands.

Based on the context in the sentence, what does tranquil mean?

F peaceful
G interesting
H extensive
J slow

EE020529.183

Reporting Category: Writing and Research
Number 15

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

15 **What is the best order for Paragraphs 3, 4, and 5?**

A 3, 5, 4
B 4, 5, 3
C 5, 4, 3
D no change

EE020523.183

Go On ▶

Reporting Category: Literature
Numbers 16 through 18

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

16 **Read this sentence.**

Each of them started to doubt whether all this work was worth it, but none of them wanted to be the first one to quit.

This sentence is written from which point of view?

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

EE020530.183

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

17 **How does the setting impact the tone of the passage?**

A It helps the reader understand why the students chose a different summer task.
B It supports the reason the students felt it was a simple summer task.
C It defines what the students consider to be an important summer task.
D It helps the reader understand the purpose of the summer task.

EE050039.183

Go On ▶

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

18 **Which sentence from the passage contains an allusion?**

F Maria, like Trish, was overjoyed at the prospect of having something productive to do with her summer.

G Not only would they be outside together, but they would also be working for a very good cause.

H Although the concept of the garden sounded like great fun, the actual work required was like the twelve labors of Hercules.

J The friends were very grateful to have been able to do something so important with a piece of otherwise unused ground.

EE020531.183

Directions **Read the speech below and answer questions 19 through 33.**

Real Life Unplugged

by Karen E. Dill

Dr. Karen Dill is a psychologist who studied the effects of media violence on children and other related issues. She has been invited to deliver speeches to parents and students in middle school through college on several occasions. This speech was delivered on March 6, 2003.

I am a social psychologist, and I've done research on aggression, video game violence, and on how women and minorities are portrayed in video games. What I've found in all this research can really be boiled down to a simple phrase: "Garbage in, garbage out."

Other forms of media such as television and movies often teach such antisocial lessons as well. These forms of media, by and large, glorify violence and consumerism.

I would argue that the media, whether it be video games, television, or the Internet, has too often taken the place of what I would call "real life." On a yearly basis, kids spend more time watching TV than they spend in school. Watching TV is the number one waking activity of kids, and it is quickly being joined in popularity by video game playing and Internet surfing.

Not only are the messages in the media typically antisocial, with the average 18-year-old witnessing over 200,000 acts of televised violence in his or her lifetime, but what's also crucial to understand is that media addiction is also important in that it displaces other activities. Research shows that when people consume more media, they are more likely to do poorly in school, to be poor readers, to have impaired social skills, to lower quality time with their family, and to be obese. Kids spend about 28 hours a week watching TV and about a half an hour talking to their dad. The television is on for 7 hours and 40 minutes a day in the average household, and individual family members typically watch different programs in different rooms. Forty percent of U.S. households report watching TV during dinner.

There are many issues here, all of which I would greatly enjoy discussing, but because of time constraints I will focus on one today. There is a national organization called TV-Turnoff Network, which sponsors a national TV-Turnoff Week each spring. This year it is from April 21–27. I am helping to organize, here in Hickory, a local TV-Turnoff Week. For one week, kids and parents pledge to watch no television and play no video games. One thing that has surprised me greatly as I've made plans for this year's TV-Turnoff Week is that kids simply don't know what they would do if they did turn off the media. The national organization includes suggestions to tell the kids for "TV-Free" activities. These include writing a story, washing the dog, riding a bike, and climbing a tree.

Go On ▶

The fact that the kids truly don't know what to do if they are not watching TV amazes me, and I think it's an important point. People my age and older might not be aware of this mentality. I know when I was growing up, our television simply carried three local networks. We did not have cable, the Internet, or even a VCR, so consequently I did not grow up in a media-saturated environment like our kids do today.

I want you to think about something. Think about a moment from your life when you felt happy to be alive. Think about a time when you felt fulfilled as a person, a time when you felt joy, one of those times you will never forget. At the end of your life, you could look back on this moment and count it as one of your favorites. Okay, take a moment to think of that memory . . . Now let me ask you a question. How many people here remembered a time when you were watching TV, playing a video game, or surfing the Internet? It's a ridiculous question, right? But many people today spend the great majority of their lives doing three basic things: 1) working, 2) necessary functions like eating and sleeping, and 3) watching TV or other media. Is that real life? Is that living? For how many households in America do you think this is true? It's true for the majority of Americans.

The creative act is meaningful. Sharing your experiences with other people is meaningful. Sitting in front of the TV or video game terminal for hours a day wastes precious time that could be spent really living. It's easy to get caught up in a rut of media use and not realize it.

Do you have kids who are spending most of their time plugged into media and unplugged from life? How about grandkids? How about you yourself? If so, then I encourage you to try something different. Write a song, trace your family tree . . . clog dance in the front yard if you want to. I know you won't regret it. And I know that years from now, it will be much more memorable than watching another tired episode of the latest sitcom.

"Real Life Unplugged" by Karen E. Dill from *The Reference Shelf—Representative American Speeches 2002–2003*, copyright © 2003 by Karen E. Dill. Used by permission.

EE305

Reporting Category: Language
Number 19

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

19 **Read this sentence.**

And I know that years from now, it will be much more memorable than watching another tired episode of the latest sitcom.

Read this dictionary entry.

sit • com A situation comedy. [1960–1965: abbreviation]

What part of speech is the word sitcom?

A noun
B verb
C adjective
D interjection

EE050009.305

Reporting Category: Communication and Media
Numbers 20 through 23

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

20 **Which sentence is the thesis statement of the speech?**

F Other forms of media such as television and movies often teach such antisocial lessons as well.
G These forms of media, by and large, glorify violence and consumerism.
H I would argue that the media, whether it be video games, television, or the Internet, has too often taken the place of what I would call "real life."
J I know when I was growing up, our television simply carried three local networks.

EE050004.305

Go On ▶

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

21 **Which of these best describes the structure of this speech?**

A compare-contrast
B proposition-support
C order of importance
D organization by category

EE050001.305

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

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

Is that real life? Is that living? For how many households in America do you think this is true? It's true for the majority of Americans.

In these sentences, Dill uses rhetorical questions and

F repetition.
G analogy.
H hyperbole.
J imagery.

EE050008.305

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

23 **During the actual speech, it would have been particularly important for Dill to engage her audience by**

A using dramatic gestures.
B reading directly from her notes.
C avoiding eye contact.
D adjusting her speaking rate.

EE050007.305

Go On ▶

Reporting Category: Writing and Research
Numbers 24 through 28

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

24 **Which sentence from the speech best shows the author's attitude about the negative influence of television?**

F On a yearly basis, kids spend more time watching TV than they spend in school.

G Watching TV is the number one waking activity of kids, and it is quickly being joined in popularity by video game playing and Internet surfing.

H The national organization includes suggestions to tell the kids for "TV-Free" activities.

J The fact that the kids truly don't know what to do if they are not watching TV amazes me, and I think it's an important point.

EE050011.305

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

25 **In which mode was this speech given?**

A persuasive

B classification

C creative expression

D process analysis

EE050015.305

Performance Indicator: Differentiate between primary and secondary sources.

26 **Which of these would have been a potential primary source for this speech?**

F reports about TVs per household

G personal interviews with television viewers

H articles published by TV-Turnoff Network

J psychological studies about women in media

EE050010.305

Go On ▶

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

27 **Which fact about Dill best makes her a reliable and credible source for the topic?**

A She is helping to organize a local TV-Turnoff-Week event.
B She grew up without cable TV, the Internet, or a VCR.
C She is often invited to give speeches on various topics.
D She studied the effects of media violence and other related issues.

EE050002.305

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

28 **Which sentence from the speech should have a cited source?**

F Forty percent of U.S. households report watching TV during dinner.
G There are many issues here, all of which I would greatly enjoy discussing, but because of time constraints I will focus on one today.
H There is a national organization called TV-Turnoff Network, which sponsors a national TV-Turnoff Week each spring.
J People my age and older might not be aware of this mentality.

EE050040.305

Reporting Category: Logic
Numbers 29 through 32

Performance Indicator: Analyze cause-effect relationships in text.

29 **According to the research presented in the speech, what causes obesity, impaired social skills, and poor reading?**

A less success in school
B less quality family time
C more media consumption
D more household televisions

EE050005.305

Go On ▶

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

30 **Which sentence from the speech best shows the speaker's opinion about exploring interests beyond electronic media?**

F Not only are the messages in the media typically antisocial, with the average 18-year-old witnessing over 200,000 acts of televised violence in his or her lifetime, but what's also crucial to understand is that media addiction is also important in that it displaces other activities.

G Research shows that when people consume more media, they are more likely to do poorly in school, to be poor readers, to have impaired social skills, to lower quality time with their family, and to be obese.

H One thing that has surprised me greatly as I've made plans for this year's TV-Turnoff Week is that kids simply don't know what they would do if they did turn off the media.

J We did not have cable, the Internet, or even a VCR, so consequently I did not grow up in a media-saturated environment like our kids do today.

EE050012.305

Performance Indicator: Identify a false premise in text.

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

A Watching TV too much could result in poor performance in school.

B Watching TV is important to the growth and stimulation of young minds.

C Watching TV is okay, but children should also engage in other activities.

D Watching TV can prevent families from spending quality time together.

EE050013.305

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

32 **Which of these is the weakest argument for a "Real Life Unplugged"?**

F A national organization dedicates its time to turning off the television.

G Kids spend less time talking with their parents than watching the television.

H The speaker and other adults grew up fine without watching a lot of television.

J Many people spend their lives just working, eating, sleeping, and watching television.

EE050006.305

Go On ▶

Reporting Category: Informational Text
Number 33

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

33 **Which graphic would be the best addition to support the main point of the speech?**

A a photograph of a teenager using a computer

B a photograph of two kids playing a board game

C a bar graph illustrating which electronic media students enjoy most

D a chart listing the differences between using a game system and online video games

EE050014.305

Directions **Read this passage and answer questions 34 through 38.**

Library Food

One day last month, I went to the public library because I needed to check my e-mail and apply for a summer job online. The librarian instructed me to sign my name on the waiting list, and an *hour* later I was seated at a computer terminal. I read through my e-mail, replied to several, and moved on to the job application. Midway through the application process, I felt a tap on my shoulder. It was the librarian. "I'm sorry, sir," she said. "But your time's up. You'll have to log out."

"But I'm in the middle of filling out a job application," I replied.

"Take a few minutes," she said. "But you'll need to log out shortly."

I tried to complete the application, but had to stop midstream because it was taking so long. I logged myself out and left. I never did get that job.

Because we do so much online and our demand for computers is exploding, Americans need access to computers more than ever before. One can predict that the need for access is only going to increase. It is true that more Americans are acquiring computers, but computers are still not as prevalent in homes as televisions or telephones. Libraries, thus, have a responsibility to their patrons to provide enough computers to meet the demand the public has for online information and business.

Some people say that using the library for Internet access is turning the library into something other than a library. The traditional quiet space for studying and reading has now become a noisy waiting room for Internet users. I agree. It is noisier. To me, however, that is a problem we need to work through and not a problem that should cause us to throw up our hands and banish computers from libraries. I think there are ways we can have both Internet access and quiet. The argument stands—libraries, at least modern ones, must cater to the need for Internet access.

Most libraries now have some computers for this purpose. But the question is not "Do they have computers?" The question is "Do they have enough computers?" You would not think that farmers were adequately providing food simply because they were growing some wheat. No. You would want to know if they were growing enough wheat to feed the people. If they weren't, you'd say, "I think we need to take a look at our farming practices."

Now perhaps my experience applying for that summer job last month was an isolated incident for the library. Maybe it was a very busy day. However, if that scene represents an average day, the library needs to work on providing for the people's needs; on the day I was there, it was not doing so. And over time, the people are only going to get hungrier for Internet access.

EE220

Reporting Category: Communication and Media
Number 34

Performance Indicator: Distinguish between a summary and a paraphrase.

34 **Which of the following is a summary, not a paraphrase, of the first four paragraphs of the passage?**

F A patron visited the library to answer e-mail and fill out a job application. He was surprised to find that there was a one-hour wait for the computers and put his name on a waiting list. Before he could finish his work, though, the librarian informed him that his time was up.

G A patron waited an hour to get seated at a computer in the public library. He needed to check his e-mail and apply for a summer job. After reading through his e-mail and replying to several, he moved on to the job application. Before long, though, he felt a tap on his shoulder. It was the librarian who had asked him to sign the waiting list; she said it was already time for him to log out.

H A patron visited the library to use a computer, but he had to wait an hour before one was available. Finally he got access to a computer and was able to read his e-mail. He answered some of his e-mail and began work on an application for a job he wanted.

J A patron went to the public library because he needed to check his e-mail and apply for a summer job. The librarian instructed him to sign his name on the waiting list, and an hour later he was seated at a computer. He read through his e-mail, replied to several, and moved on to the job application. He soon felt a tap on his shoulder. It was the librarian saying he had to log out.

EE040182.220

Go On ▶

Reporting Category: Logic
Numbers 35 through 37

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

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

Most libraries now have some computers for this purpose. But the question is not "Do they have computers?" The question is "Do they have enough computers?" You would not think that farmers were adequately providing food simply because they were growing some wheat.

If the speaker further stated that libraries and the agriculture industry should both be subject to rigid government oversight, which logical fallacy would that exhibit?

A appeal to fear
B personal attack
C false dilemma
D false analogy

EE040186.220

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

36 **Which sentence gives stated evidence found clearly in the passage?**

F Computers are ruining the image of libraries.
G Libraries have not evolved as circumstances change.
H The narrator did not get the job he wanted.
J People need to stop buying televisions instead of computers.

EE040191.220

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

37 **Based on the passage, which of these is an example of deductive reasoning?**

A The public library has computers. The narrator needs to use a computer. Therefore, the narrator goes to the library.

B The narrator waits to use computers at the library. The library in the narrator's town has several computers. Therefore, computers are popular.

C The narrator missed a job opportunity. The computer was working slowly. Therefore, computers prevent people from finding jobs.

D Internet access is important for the narrator. The library in the narrator's town has computers with online access. Therefore, many people use computers at public libraries.

EE040188.220

Reporting Category: Literature
Number 38

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

38 **What would be lost if the passage were a report on the funding of technology in public libraries?**

F logical treatment of the subject

G understanding of the writer's purpose

H treatment of the subject in prose

J understanding of the writer's opinions

EE040514.220

Go On ▶

Directions **Read the poem and answer questions 39 through 41.**

They Don't Bark, You Know

by Keri Dearborn

Shush, shush, shush
Rails slide over frozen trail

Crunch crunch
    Crunch crunch
Boots break through icy crust

The quiet of mid winter
Broken only by the creak of a sled
Gentle padding of dog feet
Rhythmic roar
Of your own breath

White landscape
Stretches to meet the pale sky
Where the sun skips across the horizon
Like a stone on water

Sherbet colored clouds
Follow in the sun's wake
Lapping like waves
Against the distant mountains

Ice crystals form in nostrils
Cheeks sting in the frozen air

Hold your breath and listen
To the vastness
    Of the untamed frontier

It is true that while sled dogs are mushing, they are silent. Before they set out, they bark, yip, and sing. Those dogs that are not chosen howl when they are left behind. The dogs in the traces grin from ear to ear. As you head across the snow, all you hear is the padding of their feet. There is nothing like it.—K.D.

"They Don't Bark, You Know" by Keri Dearborn, from *Cricket*, January 2000, Vol. 27, No. 5, copyright © 1999 by Keri Dearborn. Used by permission.

Reporting Category: Communication and Media
Number 39

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

39 **Read this paragraph.**

The Iditarod is a sled-dog race across 1,200 miles of Alaskan wilderness. Each team consists of 16 dogs and a musher, the individual who drives the team. The training for the race is intense because the dogs must be in top condition to perform on the grueling journey. Although the dogs are strong and tough, they have very sensitive feet; mushers must take care to ensure the dogs' feet are protected. Special polar-fleece boots are made to keep their feet from being injured. The dogs may use as many as 2,000 boots during the course of the race.

How is this paragraph most similar to the stanzas of the poem?

A Both contain figurative language.
B Both are written in a serious tone.
C Both use vivid descriptions of the land.
D Both describe the length of a sled race.

EE040002.238

Reporting Category: Literature
Numbers 40 and 41

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

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

Sherbet colored clouds
Follow in the sun's wake
Lapping like waves
Against the distant mountains

What figure of speech do these lines contain?

F idiom
G hyperbole
H simile
J pun

EE040001.238

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

41 **What mood do Stanzas 3 and 4 create in the reader?**

A peaceful
B dreary
C determined
D concerned

EE030123.238

Directions **Read this poem and answer questions 42 through 46.**

The Concert

by Elspeth Iralu

The tree waves its branches
as if it were a conductor.
It sends its leaves out to dance in the wind.
They are the dancers
and the wind sweeps them onto their stage.
The birds are the singers.
They sing their songs.
The musicians are the winds,
north, south, east, west.
The audience, the flowers.
They listen in silence,
in awe,
in satisfaction.

When the fall concert is over,
winter comes to close the curtains.
Everyone hushes and waits for the spring.

"The Concert" by Elspeth Iralu, copyright © 2009 by Elspeth Iralu. Used by permission of the author.

EE232

Reporting Category: Logic
Number 42

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

42 **When the poet writes that the tree "sends its leaves out to dance in the wind," the reader can infer that the leaves are**

F budding on the tree's branches.
G falling to the ground.
H clinging to the tree as it moves.
J being raked into a pile.

EE030090.232

Reporting Category: Literature
Numbers 43 through 46

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

43 **Fresh flowers are often the center of attention in houses and gardens, yet in this poem, they are members of an audience. What type of irony, if any, does this demonstrate?**

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

EE030094.232

Go On ▶

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

44 **The poet reveals the character of the flowers by**

F telling the reader about them directly.

G explaining their actions.

H describing their bright colors.

J showing the reader how others view them.

EE030093.232

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

45 **The poem is titled "The Concert." What does the concert symbolize?**

A a fall day

B a winter garden

C a coming storm

D a childhood memory

EE030088.232

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

46 **Which line from the poem contains alliteration?**

F The musicians are the winds,

G north, south, east, west.

H When the fall concert is over,

J winter comes to close the curtains.

EE030096.232

Go On ▶

Directions **Read this passage and the rough draft for "Olympian Wilma Rudolph." The rough draft may contain errors. Then answer questions 47 through 58.**

First Woman to Fly the English Channel, 1912

Before Amelia Earhart,[1] it was Harriet Quimby who captured the public's imagination as America's premier aviatrix. Born in 1875, Harriet arrived in New York City in 1903, landing a job as a reporter with *Leslie's Illustrated Weekly*. She was a remarkable woman endowed with natural beauty, flamboyance, a penchant[2] for adventure, and a flare for self-promotion.

Her role as a theater critic for *Leslie's* brought her into contact with New York's "Jet Set" of the day. Here she met a flying instructor and asked him if he would teach her to fly. She began her lessons in May 1911 at a flying school on Long Island, becoming the first woman to begin flight training.

The airplanes of the day were rickety affairs—collections of wood and canvas held together with piano wire. There was no science of flight, no rules on design or construction; the books were still being written. Experimentation was done in the air and lessons learned through fatal accidents. Harriet proved she had a natural flying ability, excelled in her training, and earned her pilot's license in August—the first American woman to achieve this.

She immediately joined the exhibition circuit, flying at meets in this country and Mexico. Dressed in her plum-colored, satin flying suit adorned with elegant jewelry, she became an immediate sensation. Her articles in *Leslie's* sold thousands of newspapers and spread her fame. In 1912 she traveled to England, convincing the *London Daily Mirror* to fund her attempt to fly the English Channel in exchange for exclusive coverage. It had been only three years since Frenchman Louis Blériot successfully flew across the Channel, and the attempt had never been made by a woman. Harriet made her flight in the early morning hours of April 16, reversing her French predecessor's route by taking off from Dover. She landed her monoplane in triumph on the French shore near Calais, assuring her fame and assuming the title "America's First Lady of the Air."

"First Woman to Fly the English Channel, 1912" from *www.eyewitnesstohistory.com*, copyright © 2002 by Eyewitness to History. Used by permission of IBIS Communications, Inc.

EE140

[1]**Amelia Earhart:** a famous American pilot
[2]**penchant:** tendency

Olympian Wilma Rudolph

1 World records, Olympic gold medals, and international fame are accomplishments admired by all but achieved by only a small percentage of people. Obviously, winning an Olympic gold medal would make anyone proud. When imagining such athletes today, we often picture incredibly athletic people. We think of those trained to perform from childhood, wearing the latest equipment and swimming in endorsement dollars. Sometimes this is indeed the case. For one of the Olympics' most impressive athletes, the exact opposite was true.

2 Wilma Rudolph was born into a large family in St. Bethlehem, Tennessee, in 1940. She had many physical problems. She was born prematurely, weighing slightly more than four pounds at birth. Later, she suffered from the measles, double pneumonia, and scarlet fever. She also contracted polio; it left her bedridden and nearly paralyzed her left leg. As a child she required a metal leg brace in order to walk.

3 She was later voted into the Women's Sports Hall of Fame. Against great odds, however, Rudolph rehabilitated herself and became the greatest athlete of her time. This was a first for an American woman. Under the guidance of Tennessee State University track coach Ed Temple, Wilma Rudolph won three gold medals at the 1960 Rome Olympics. Although Wilma Rudolph passed away in 1994, she continues to serve as a good role model for athletes around the world.

EE188

Reporting Category: Writing and Research
Numbers 47 through 52

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

47 **Read these sentences from Paragraph 3 of "Olympian Wilma Rudolph."**

(1) She was later voted into the Women's Sports Hall of Fame. **(2)** Against great odds, however, Rudolph rehabilitated herself and became the greatest athlete of her time. **(3)** This was a first for an American woman. **(4)** Under the guidance of Tennessee State University track coach Ed Temple, Wilma Rudolph won three gold medals at the 1960 Rome Olympics.

Choose the best order for these sentences.

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

EE020400.188

Go On ▶

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

48 **Read this sentence from "Olympian Wilma Rudolph."**

Although Wilma Rudolph passed away in 1994, she continues to serve as a good role model for athletes around the world.

Which is the most vivid replacement for the underlined word to strengthen the meaning?

F fine
G nice
H grand
J heroic

EE020399.188

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

49 **Which sentence is the thesis statement of "Olympian Wilma Rudolph"?**

A Sometimes this is indeed the case.
B For one of the Olympics' most impressive athletes, the exact opposite was true.
C Wilma Rudolph was born into a large family in St. Bethlehem, Tennessee, in 1940.
D As a child she required a metal leg brace in order to walk.

EE050036.188

Go On ▶

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

50 **Which sentence in Paragraph 1 of "Olympian Wilma Rudolph" is irrelevant and should be deleted?**

F World records, Olympic gold medals, and international fame are accomplishments admired by all but achieved by only a small percentage of people.

G Obviously, winning an Olympic gold medal would make anyone proud.

H When imagining such athletes today, we often picture incredibly athletic people.

J We think of those trained to perform from childhood, wearing the latest equipment and swimming in endorsement dollars.

EE020394.188

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

51 **The author's intended audience for "Olympian Wilma Rudolph" is most likely people who**

A attended the Olympic Games in 1960.

B are alumni of Tennessee State University.

C enjoy stories about people who overcome obstacles.

D are currently involved in track and field sports.

EE020391.188

Go On ▶

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

52 **What is the author's main purpose for writing "First Woman to Fly the English Channel, 1912"?**

F to describe the history of early airplanes

G to persuade readers to research other early pilots

H to inform readers about Harriet Quimby's career

J to entertain readers with a story about Harriet Quimby

EE010002.140

Reporting Category: Logic
Number 53

Performance Indicator: Evaluate text for fact and opinion.

53 **Which statement from "First Woman to Fly the English Channel, 1912" is an opinion?**

A She was a remarkable woman endowed with natural beauty, flamboyance, a penchant for adventure, and a flare for self-promotion.

B She began her lessons in May 1911 at a flying school on Long Island, becoming the first woman to begin flight training.

C There was no science of flight, no rules on design or construction; the books were still being written.

D Harriet made her flight in the early morning hours of April 16, reversing her French predecessor's route by taking off from Dover.

EE010001.140

Go On ▶

Reporting Category: Informational Text
Numbers 54 through 57

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

54 **What is the implied main idea of Paragraph 3 in "First Woman to Fly the English Channel, 1912"?**

F Harriet Quimby learned to fly in a short time.
G There were many books written about Quimby.
H Flying was extremely dangerous in the early years.
J Early airplanes were made of wood and canvas.

EE010008.140

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

55 **Which graphic would best add support to the information in "First Woman to Fly the English Channel, 1912"?**

A a list of all of the jobs Harriet Quimby once held
B a diagram of the parts of an early American airplane
C a photo of Harriet Quimby as a reporter
D a timeline including other American female pilots

EE050038.140

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

56 **How is Paragraph 2 in "Olympian Wilma Rudolph" organized?**

F problem-solution
G cause-effect
H order of importance
J chronological order

EE050037.188

Go On ▶

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

57 **What do Harriet Quimby and Wilma Rudolph have in common?**

A Both women were exceptional athletes.
B Both women overcame challenging childhood events.
C Both women engaged in different jobs before becoming successful.
D Both women were first to accomplish great achievements for their country.

EE050034.188

Reporting Category: Literature
Number 58

Performance Indicator: Identify the common stated or implied theme in a series of passages.

58 **Which of these is the best statement of a theme shared by "First Woman to Fly the English Channel, 1912" and "Olympian Wilma Rudolph"?**

F Goals can be accomplished with determination.
G Success often comes easily.
H Natural talent makes facing challenges easier.
J Overcoming childhood obstacles helps one to become extraordinary.

EE050035.188

Directions **Now answer questions 59 through 83.**

Reporting Category: Language
Numbers 59 through 62

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

59 **Which sentence shows correct verb usage?**

A I will have been late for school again yesterday.
B Desha thought that someone had accidentally tooken her backpack.
C In December, I will have gone to visit my grandmother three times this year.
D My dog Monte loves to lain on the rug in my bedroom.

EE050016.OSA

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

60 **Which of these uses the sentence pattern "Subject – Action verb – Direct object"?**

F Gena swung the golf club with a perfect stroke.
G Danielle is a very clever chess player.
H Marcus went to the store yesterday afternoon.
J Travis is going on a long road trip with his uncle this summer.

EE050017.OSA

Go On ▶

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

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

A Many of the animals in the Washington, D.C., zoo has been born there.

B The largest of the wolves are usually the leader of the pack.

C Vince, like most of the other freshmen, are riding a bus to school.

D The table that comes with the chairs is in good condition.

EE020211.OSA

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

62 **Which sentence uses <u>except</u> or <u>accept</u> correctly?**

F We will be happy to <u>except</u> the gift.

G All the members were invited <u>accept</u> me.

H Everyone <u>except</u> Dad gave us permission.

J We must learn to <u>except</u> responsibility for our actions.

EE000135.OSA

Go On ▶

Reporting Category: Communication and Media
Numbers 63 and 64

Performance Indicator: Distinguish between a critique and a summary.

63 **Read this excerpt.**

The book *Nanook and the Pan's Thread* was very disappointing. It was the sequel to *Nanook the Great*, and it left a lot to be desired by the readers. The story line was undeveloped, and the characters Treak and Shire seemed shallow and unrealistic. I hope that the next book in the series gives the readers the same thrill and excitement that *Nanook the Great* did.

This is an excerpt from a critique, not a summary, because it

A describes the characters in detail.
B expresses an opinion.
C explains the events in the story.
D gives names of characters.

EE050018.OSA

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

64 **Which strategy would best help a group leader work effectively with a group?**

F listening to the group members respectfully
G making all of the important decisions for the group
H selecting a good friend to help lead the group members
J choosing one person to complete all of the tasks for the group

EE050022.OSA

Go On ▶

Reporting Category: Writing and Research
Numbers 65 through 70

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

65 **Read these sentences.**

The customer service representative was excellent. He fully understood the features of the kitchen appliances. He helped us choose a stove that was perfect for our needs.

Which of these best combines the sentences above?

A He helped us choose a perfect stove for our needs because the customer service representative was excellent and fully understood the features of the kitchen appliances.

B The excellent customer service representative was able to help us choose a perfect stove for our needs because he fully understood the features of the kitchen appliances.

C Because the customer service representative fully understood the features of the kitchen appliances, he helped us choose a perfect stove, and he was excellent.

D Because he was excellent, the customer service representative fully understood the features of the kitchen appliances and he helped us choose a perfect stove for our needs.

EE050021.OSA

Performance Indicator: Identify sentences with nonparallel construction.

66 **Read this sentence.**

As we drove down the road, the construction workers were drilling, pouring concrete, and directed traffic around the work area.

Choose the revision of the sentence that shows correct parallelism.

F As we drove down the road, the construction workers were drilled, pouring concrete, and directing traffic around the work area.

G As we drove down the road, the construction workers were drilling, poured concrete, and directed traffic around the work area.

H As we drove down the road, the construction workers were drilling, pouring concrete, and directing traffic around the work area.

J As we drove down the road, the construction workers were drilled, poured concrete, and directing traffic around the work area.

EE050027.OSA

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

67 **Read this scenario.**

On Monday, the office manager in a company received a message from the building management explaining that an emergency fire drill would be conducted the following Friday.

What is the best form of communication to inform employees of the emergency fire drill?

A written letters

B oral presentation

C e-mail

D phone calls

EE050019.OSA

Go On ▶

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

68 **Which research topic is the most specific?**

F why the platypus is the most unique animal in the world
G how several inventions changed a country
H the keys to being successful in business
J the appropriate shoes for various sports

EE050020.OSA

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

69 **Which Web page would have the most recent information about a celebrity?**

A www.communications.gov/youth_viewing_survey
B www.teenviewers.org/fame_and_adolescence
C www.teenentertainment4u.com
D www.murfreesboro.edu/psych_of_celebrity

EE020541.OSA

Go On ▶

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

70 **Read this Web page.**

Are you tired of forgetting assignments and appointments?
Do you need to get organized?

ASIL Products is pleased to announce that your worries are OVER!!!
Introducing the ASIL Electronic Organizer (AEO)

The AEO is the perfect sidekick for multitasking students. It features the following capabilities:

- ⇨ **Auto reminder tones and text that remind you of appointments and assignments**
- ⇨ **Text-messaging capabilities**
- ⇨ **Built-in clock and calculator**
- ⇨ **Compact size that will fit in most pockets**
- ⇨ **Sturdy hard plastic case**
- ⇨ **Low cost**
- ⇨ **4 different colors**
- ⇨ **Password capabilities**

For more information about how to get an AEO, contact us at **www.asilproducts.org**

Which statement contradicts information given on the Web page?

F The AEO is lightweight and delicate.

G The AEO is perfect for busy students.

H The AEO is available in multiple colors.

J The AEO is capable of performing many tasks.

EE050041.OSA

Reporting Category: Logic
Numbers 71 and 72

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

71 **Which word best completes the analogy?**

Demolish is to dismantle as formidable is to _____.

A random
B extravagant
C intimidating
D sarcastic

EE050023.OSA

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

72 **Read the advertisement below.**

> Tired of the same old boring TV shows week after week? Watch the new series critics are raving about! *New Again* is unlike any show you've ever seen before. Meet Darius, the new kid in Somerset, and learn how he tries to survive and make friends in a bizarre and unpredictable small town. Don't miss it!

Which persuasive device is used in this ad?

F testimonial
G bandwagon
H loaded words
J misuse of statistics

EE030406.OSA

Reporting Category: Communication and Media
Numbers 73 through 78

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

73 **Look at the photo below.**

Public Domain (2005)

What can be inferred from this photo?

A The jets are part of an air show.
B The pilots are all male.
C The pilots are well trained and highly skilled.
D The jets are about to collide with one another.

EE010012.OSA

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

74 **Look at the photo.**

What is the primary conflict in the photo?

F person vs. self
G person vs. person
H person vs. nature
J person vs. machine

EE050028.OSA

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

75 **Read this text from a poster.**

Do you enjoy playing sports? Do you need more exercise added to your schedule? Do you like to be in front of a crowd? If you answered yes to any of these questions, you should try out for the school softball team. Coach Dobbins is looking for students who are interested in being part of a competitive team that enjoys the game.

Tryouts will be held for the team after school during the first week of March. Join us!

Which image would be the best addition to the poster?

A a softball game in progress with a large group of spectators
B a coach talking with the umpire before the game
C a student looking at the camera and holding a softball glove
D a pitcher and catcher warming up on the sidelines

EE040435.OSA

Go On ▶

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

76 **Look at the photo.**

© Sven Klaschik/iStockphoto #6783061

The photo will appear in a newspaper article for a new city park. What is the main element used to convey a sense of appreciation for nature?

F special effects

G camera angle

H layout

J lighting

EE050026.OSA

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

77 **Look at the photo.**

© Karen Ilagan/iStockphoto #6610021

The photo is part of an advertisement for an insurance company. The company most likely uses the photo to support the message that

A family history is necessary.

B spending time with family is precious.

C people who help others are honorable.

D planning for the future is important.

EE050025.OSA

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

78 **Look at the photo.**

© Francis G. Mayer/CORBIS #MA05454A

What mood can be inferred from the photo?

F determined
G hopeless
H playful
J curious

EE050024.OSA

Reporting Category: Literature
Numbers 79 through 83

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

79 **Read this journal entry.**

Today our school held the best pep rally we have ever had for a sporting event! Just when everyone thought that all of the activities were over, out came six of the team players dressed like the coaching staff. The laughter was so loud that we could barely hear what the players were saying as they took turns impersonating the coaches. Everyone really had a good time at the pep rally for the game tonight.

Which literary element is exemplified in the entry?

A flashback
B parody
C allegory
D paradox

EE050033.OSA

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

80 **Which form of poetry contains 14 lines that are usually written in iambic pentameter?**

F sonnet
G epic
H dramatic poetry
J lyric poetry

EE050032.OSA

Go On ▶

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

81 **Read this excerpt from a play.**

[*Anthony stands in the background covering his mouth and jumping up and down to hold back the outburst of excitement.*]

The excerpt above is an example of

A soliloquy.
B aside.
C dialogue.
D stage directions.

EE050029.OSA

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

82 **Read this paragraph.**

(1) Emily heard her mother calling her from the living room. **(2)** She rushed around her bed to the dresser and opened the top drawer. **(3)** She quickly grabbed her lacy pair of white gloves and looked around for her parasol. **(4)** After all, Emily wanted to look her best at the parade. **(5)** It wasn't often that there was such a big event in their small town.

Which sentence best indicates that the paragraph is set in the past?

F Sentence 1
G Sentence 2
H Sentence 3
J Sentence 5

EE050030.OSA

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

83 **At which point in the plot of a story does the reader reach the point where the end result becomes inevitable?**

A climax

B exposition

C rising action

D resolution/denouement

EE050031.OSA

STOP

Answer Key with Performance Indicator

Item Number	Correct Answer	Performance Indicator
1	C	3001.1.4 Combine a set of simple sentences into a single compound or complex sentence.
2	J	3001.1.10 Recognize the correct placement of end marks with quotation marks.
3	C	3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
4	H	3001.1.16 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*).
5	B	3001.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
6	G	3001.3.14 Select the most precise word to provide clarity appropriate to audience and purpose.
7	A	3001.1.3 Use a variety of techniques to correct sentence fragments.
8	J	3001.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
9	C	3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
10	F	3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as *between you and me*, or following *than* or *as*).
11	D	3001.1.11 Recognize the correct usage of quotation marks in direct and indirect quotations.
12	H	3001.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
13	D	3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
14	F	3001.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
15	D	3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
16	J	3001.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).
17	C	3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
18	H	3001.8.14 Identify classical, historical, and literary allusions in context.

19	**A**	3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
20	**H**	3001.2.1 Identify the thesis and main points of a challenging speech.
21	**B**	3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
22	**F**	3001.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).
23	**D**	3001.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
24	**J**	3001.3.9 Identify a statement that reveals the writer's attitude.
25	**A**	3001.3.15 Identify the mode in which a writing sample is written.
26	**G**	3001.4.2 Differentiate between primary and secondary sources.
27	**D**	3001.4.3 Evaluate the reliability and credibility of sources for use in research.
28	**F**	3001.4.6 Identify information that must be cited or attributed within a writing sample.
29	**C**	3001.5.4 Analyze cause-effect relationships in text.
30	**H**	3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
31	**B**	3001.5.10 Identify a false premise in text.
32	**H**	3001.5.11 Distinguish the strongest or weakest point of an argument within a passage.
33	**B**	3001.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
34	**F**	3001.2.2 Distinguish between a summary and a paraphrase.
35	**D**	3001.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {*ad hominem*}, false dilemma, false analogy) within a given argument.
36	**H**	3001.5.7 Differentiate between the stated and implied evidence of a given argument.
37	**A**	3001.5.8 Determine whether a given argument employs deductive or inductive reasoning.

38	J	3001.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).
39	B	3001.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
40	H	3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
41	A	3001.8.7 Differentiate between mood and tone in poetry or prose.
42	G	3001.5.1 Make inferences and draw conclusions based on evidence in text.
43	C	3001.8.2 Differentiate among verbal, situational, and dramatic irony.
44	F	3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
45	A	3001.8.5 Determine the significance/meaning of a symbol in poetry or prose.
46	J	3001.8.10 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).
47	C	3001.3.2 Choose the most effective order of sentences in a paragraph.
48	J	3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
49	B	3001.3.6 Select the thesis statement in a writing sample or passage.
50	G	3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
51	C	3001.3.10 Identify the targeted audience for a selected passage.
52	H	3001.3.11 Determine the writer's purpose in a writing sample.
53	A	3001.5.3 Evaluate text for fact and opinion.
54	H	3001.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
55	D	3001.6.2 Use the graphics of informational and technical passages to answer questions.
56	J	3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
57	D	3001.6.5 Synthesize information across two or more informational or technical texts.

58	**F**	3001.8.9 Identify the common stated or implied theme in a series of passages.
59	**C**	3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.
60	**F**	3001.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement).
61	**D**	3001.1.7 Recognize correct subject-verb agreement with intervening elements.
62	**H**	3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).
63	**B**	3001.2.3 Distinguish between a critique and a summary.
64	**F**	3001.2.7 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).
65	**B**	3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
66	**H**	3001.3.12 Identify sentences with nonparallel construction.
67	**C**	3001.3.13 Select the proper format to convey a set of work-related information.
68	**F**	3001.4.1 Select the research topic with the highest degree of focus.
69	**C**	3001.4.4 Evaluate the validity of Web pages as sources of information.
70	**F**	3001.4.5 Determine which statement presents an opposing view from those stated on a Web page.
71	**C**	3001.5.2 Choose a logical word to complete an analogy.
72	**H**	3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics).
73	**C**	3001.7.1 Draw an inference from a non-print medium.

74	**J**	3001.7.2 Select the type of conflict represented in a non-print medium.
75	**A**	3001.7.3 Choose a visual image that best reinforces a viewpoint.
76	**G**	3001.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
77	**D**	3001.7.5 Match a focused message to an appropriate medium.
78	**F**	3001.7.6 Infer the mood represented in a non-print medium.
79	**B**	3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).
80	**F**	3001.8.11 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
81	**D**	3001.8.12 Identify the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
82	**H**	3001.8.13 Locate words or phrases in a passage that provide historical or cultural cues.
83	**A**	3001.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

Reporting Category 1: Language

Item Number	Correct Answer	Performance Indicator
1	C	3001.1.4 Combine a set of simple sentences into a single compound or complex sentence.
2	J	3001.1.10 Recognize the correct placement of end marks with quotation marks.
3	C	3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
4	H	3001.1.16 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*).
7	A	3001.1.3 Use a variety of techniques to correct sentence fragments.
8	J	3001.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
9	C	3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
10	F	3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as *between you and me*, or following *than* or *as*).
11	D	3001.1.11 Recognize the correct usage of quotation marks in direct and indirect quotations.
13	D	3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
14	F	3001.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
19	A	3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
59	C	3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.
60	F	3001.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement).

61	**D**	3001.1.7 Recognize correct subject-verb agreement with intervening elements.
62	**H**	3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).

Reporting Category 2: Writing and Research		
Item Number	**Correct Answer**	**Performance Indicator**
5	B	3001.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
6	G	3001.3.14 Select the most precise word to provide clarity appropriate to audience and purpose.
12	H	3001.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
15	D	3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
24	J	3001.3.9 Identify a statement that reveals the writer's attitude.
25	A	3001.3.15 Identify the mode in which a writing sample is written.
26	G	3001.4.2 Differentiate between primary and secondary sources.
27	D	3001.4.3 Evaluate the reliability and credibility of sources for use in research.
28	F	3001.4.6 Identify information that must be cited or attributed within a writing sample.
47	C	3001.3.2 Choose the most effective order of sentences in a paragraph.
48	J	3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
49	B	3001.3.6 Select the thesis statement in a writing sample or passage.
50	G	3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
51	C	3001.3.10 Identify the targeted audience for a selected passage.
52	H	3001.3.11 Determine the writer's purpose in a writing sample.
65	B	3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
66	H	3001.3.12 Identify sentences with nonparallel construction.

67	**C**	3001.3.13 Select the proper format to convey a set of work-related information.
68	**F**	3001.4.1 Select the research topic with the highest degree of focus.
69	**C**	3001.4.4 Evaluate the validity of Web pages as sources of information.
70	**F**	3001.4.5 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**
20	**H**	3001.2.1 Identify the thesis and main points of a challenging speech.
21	**B**	3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
22	**F**	3001.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).
23	**D**	3001.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
34	**F**	3001.2.2 Distinguish between a summary and a paraphrase.
39	**B**	3001.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
63	**B**	3001.2.3 Distinguish between a critique and a summary.
64	**F**	3001.2.7 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).
73	**C**	3001.7.1 Draw an inference from a non-print medium.
74	**J**	3001.7.2 Select the type of conflict represented in a non-print medium.
75	**A**	3001.7.3 Choose a visual image that best reinforces a viewpoint.
76	**G**	3001.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
77	**D**	3001.7.5 Match a focused message to an appropriate medium.
78	**F**	3001.7.6 Infer the mood represented in a non-print medium.

Reporting Category 4: Logic

Item Number	Correct Answer	Performance Indicator
29	C	3001.5.4 Analyze cause-effect relationships in text.
30	H	3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
31	B	3001.5.10 Identify a false premise in text.
32	H	3001.5.11 Distinguish the strongest or weakest point of an argument within a passage.
35	D	3001.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {*ad hominem*}, false dilemma, false analogy) within a given argument.
36	H	3001.5.7 Differentiate between the stated and implied evidence of a given argument.
37	A	3001.5.8 Determine whether a given argument employs deductive or inductive reasoning.
42	G	3001.5.1 Make inferences and draw conclusions based on evidence in text.
53	A	3001.5.3 Evaluate text for fact and opinion.
71	C	3001.5.2 Choose a logical word to complete an analogy.
72	H	3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics).

Reporting Category 5: Informational Text		
Item Number	**Correct Answer**	**Performance Indicator**
33	**B**	3001.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
54	**H**	3001.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
55	**D**	3001.6.2 Use the graphics of informational and technical passages to answer questions.
56	**J**	3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
57	**D**	3001.6.5 Synthesize information across two or more informational or technical texts.

Reporting Category 6: Literature		
Item Number	**Correct Answer**	**Performance Indicator**
16	**J**	3001.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).
17	**C**	3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
18	**H**	3001.8.14 Identify classical, historical, and literary allusions in context.
38	**J**	3001.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).
40	**H**	3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
41	**A**	3001.8.7 Differentiate between mood and tone in poetry or prose.
43	**C**	3001.8.2 Differentiate among verbal, situational, and dramatic irony.
44	**F**	3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
45	**A**	3001.8.5 Determine the significance/meaning of a symbol in poetry or prose.
46	**J**	3001.8.10 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).
58	**F**	3001.8.9 Identify the common stated or implied theme in a series of passages.
79	**B**	3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).
80	**F**	3001.8.11 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
81	**D**	3001.8.12 Identify the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
82	**H**	3001.8.13 Locate words or phrases in a passage that provide historical or cultural cues.
83	**A**	3001.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).