

Making the Connection:
The Frameworks, Performance Level Descriptors, & Released Items
Grade 8 ELA

| Competency 1: The student will use word recognition and vocabulary (word meaning) skills to communicate. | Performance Level Descriptors (Note: The PLD for this grade does not contain numbered items/sub-objectives listed for earlier grades; only those new to this grade are incorporated. However, for state assessments, students are responsible for objectives and numbered items/sub-objectives in earlier grades.) | | |
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| Framework Objectives | Basic | Proficient | Advanced |
| 1a: <i>The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, after-, auto-, con-, mid-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty, -ation, -ition, -al, -ial) to infer meaning of unfamiliar words in novel texts. (DOK 2)</i> | In text of increasing length, complexity, and difficulty, identify roots and affixes in multi-syllabic words. PT3 (1) | Apply knowledge of roots and affixes (after-, auto-, con-, -ation, -ition, -al, -ial) to infer meaning of unfamiliar words in novel texts. IS (1) PT1 (1) PT2 (1) PT3 (3) | |
| 1b: <i>The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)</i> | | Apply expansive knowledge of words and word meanings to communicate. IS (1) PT1 (2) PT2 (1) PT3 (1) | |
| 1c: <i>The student will apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts (e.g., analyzing author's craft, revising writing, peer editing). (DOK 3)</i> | In text of increasing length, complexity, and difficulty, identify and produce grade-level appropriate synonyms, antonyms, and homonyms. PT1 (2) PT3 (2) | Apply knowledge of grade-level appropriate synonyms, antonyms, and homonyms to evaluate word choice in a variety of texts. IS (2) PT3 (2) | Justify word choice based on knowledge of synonyms and antonyms in a variety of texts of increasing length, difficulty, and complexity. |
| 1d. <i>The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level appropriate text. (DOK 2)</i> | | Use context clues to determine meanings of unfamiliar words or phrases in unfamiliar grade level text. IS(1) PT1 (1) PT2 (1) PT3 (3) | Justify inferences based on context clues to determine the meaning of unfamiliar phrases in texts of increasing length, difficulty, and complexity. |
| 1e: <i>The student will apply knowledge of figurative language (simile, metaphor, personification, hyperbole, idiom) to evaluate author's intent. (DOK 3)</i> | In text of increasing length, complexity, and difficulty, identify figurative language to determine meaning PT3 (1) | Apply knowledge of figurative language to evaluate author's intent. IS (1) PT1 (1) PT2 (1) PT3 (2) | Justify inference of author's intent based on knowledge of figurative language in texts of increasing length, difficulty, and complexity. PT2 (1) |

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| <p>1f: The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine and infer meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)</p> | | <p>Apply knowledge of reference materials to evaluate word choice and to infer meaning in a variety of texts.</p> <p>IS(1) PT1 (2) PT2 (1) PT3 (1)</p> | |
| <p>1g: The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)</p> | | <p>Analyze vocabulary usage based on appropriateness for context and purpose.</p> <p>IS (1) PT1 (1) PT2 (2)</p> | |

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| <p>Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p> | <p style="text-align: center;">Performance Level Descriptors</p> <p>(Note: The PLD for this grade does not contain numbered items/sub-objectives listed for earlier grades; only those new to this grade are incorporated. However, for state assessments, students are responsible for objectives and numbered items/sub-objectives in earlier grades.)</p> | | |
| <p>Framework Objectives</p> | <p style="text-align: center;">Basic</p> | <p style="text-align: center;">Proficient</p> | <p style="text-align: center;">Advanced</p> |

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| <p>2a: <i>The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts. (DOK 2)</i></p> | <p>Recognize and apply knowledge of text features, parts of a book, and text structures to gain information from texts of increasing length, complexity, and difficulty. PT1 (3) PT2 (2) PT3 (1)</p> | <p>Apply knowledge of text features, parts of a book, text structures, and genres to analyze, compare, synthesize, or evaluate text. IS (2) PT1 (1) PT2 (4) PT3 (2)</p> | <p>Evaluate the text structure used to develop a passage. PT1 (1)</p> |
| <p>2b: <i>The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3)</i> 1) Infer the implied main idea from one or more related texts. 2) Justify inferences about main idea by providing supporting details. 3) Evaluate author's use of sequence for its effect on the text. 4) Infer how the sequence of events may have contributed to cause and effect relationships in a text. 5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects. 6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence. 7) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.</p> | | <p>Citing text-based evidence, analyze text to infer and synthesize information from related texts; draw valid conclusions; predict, confirm, and revise outcomes; justify evaluation of texts IS (2) PT1 (7) PT2 (4) PT3 (8)</p> | <p>Justify synthesis or critique of text and prediction of outcomes for texts of increasing length, difficulty, and complexity. PT1 (1) PT2 (3)</p> |
| <p>2c: <i>The student will evaluate or revise a summary or paraphrase of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence. (DOK 3)</i></p> | <p>Recognize and identify an appropriate summary or paraphrase of events or ideas in text of increasing length, complexity, and difficulty. IS (1) PT1 (5) PT2 (4) PT3 (4)</p> | <p>Revise a summary or paraphrase of events or ideas PT2 (3) PT3 (1)</p> | |
| <p>2d: <i>The student will respond to, interpret, compare, contrast, critique, or evaluate increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</i></p> | <p>Recognize and use appropriate text-based evidence (story elements, literary devices, sound devices) to compare texts and analyze</p> | <p>Interpret, compare, contrast, critique, or evaluate story elements, literary devices (sarcasm), sound devices, and author's purpose in</p> | <p>There is no Advanced PLD for this objective. Refer to item sample for indication of how this objective will be assessed on the</p> |

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| <p>1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view) 2) Literary devices (e.g., imagery, exaggeration, dialogue, irony (situational and verbal), sarcasm) 3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance) 4) Author’s purpose (e.g., inform, entertain, persuade)</p> | <p>author’s purpose in texts of increasing length, complexity, and difficulty.</p> | <p>increasingly complex literary text, literary non-fiction, and informational text.</p> | <p>advanced level.</p> |
| <p>2e. Evaluate the author’s use of facts, opinions, or tools of persuasion in written and visual texts to determine author’s purpose and consider the effect of persuasive text on the intended audience. (DOK 3) 1) Evaluate the author’s use of and distinguish between fact and opinion. 2) Evaluate the use of tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side’s point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words, glittering generalities, false syllogisms, etc).</p> | <p>Recognize and identify the use of fact, opinion, and persuasion tools to determine author’s purpose in texts of increasing length, complexity, and difficulty.</p> | <p>Evaluate author’s use of facts, opinions, and tools of persuasion (glittering generalities and false syllogisms) to determine author’s purpose and consider the effect on the intended audience in texts of increasing length, complexity, and difficulty.</p> | <p>Justify evaluation of text using sarcasm, glittering generalities, and false syllogisms citing text-based evidence in texts of increasing length, difficulty, and complexity.</p> |

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| <p>Competency 3: The student will express, communicate, evaluate, or exchange ideas effectively.</p> | <p align="center">Performance Level Descriptors (Note: The PLD for this grade does not contain numbered items/sub-objectives listed for earlier grades; only those new to this grade are incorporated. However, for state assessments, students are responsible for objectives and numbered items/sub-objectives in earlier grades.)</p> | | |
| <p align="center">Framework Objectives</p> | <p align="center">Basic</p> | <p align="center">Proficient</p> | <p align="center">Advanced</p> |
| <p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and</p> | <p>Use an appropriate composing process</p> | <p>Use an appropriate composing process</p> | <p>Justify an appropriate composing process</p> |

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| <p><i>length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</i></p> <p>1) Planning</p> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). <p>2) Drafting</p> <ul style="list-style-type: none"> • Draft with increasing fluency. <p>3) Revising</p> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer’s checklist, or rubric. <p>4) Editing</p> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. <p>5) Publishing/Sharing</p> <ul style="list-style-type: none"> • Share writing with others formally and informally using a variety of media. | <p>IS (1)</p> | <p>IS (1) PT1 (5) PT2 (2) PT3 (5)</p> | |
| <p>3b: <i>The student will incorporate descriptive details into texts including, but not limited to, narrative, expository, or persuasive. (DOK 3)</i></p> | <p>PT2 (1)</p> | <p>Use an appropriate composing process to incorporate descriptive details into texts (narrative, expository, or persuasive).</p> <p>IS (1) PT1 (2) PT2 (2) PT3 (2)</p> | |
| <p>3c: <i>The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events with a clear problem and solution. (DOK 3)</i></p> <p>1) Stories or retellings</p> <p>2) Narrative poems</p> <p>3) PowerPoint presentations</p> <p>4) Plays</p> <p>5) Biographies and autobiographies</p> <p>6) Video narratives</p> | <p>Use an appropriate composing process to produce narrative text utilizing transitions and supporting details</p> <p>IS (1) PT3 (2)</p> | <p>Use an appropriate composing process to produce narrative text utilizing adequate transitions and specific supporting details.</p> <p>PT1 (3) PT2 (4)</p> | <p>Based on audience and purpose, justify an appropriate composing process utilizing adequate topic sentences, effective organization and transition, specific supporting details, vivid word choice, and descriptive details to produce or evaluate narrative, informational, or persuasive text of increasing complexity and length.</p> <p>PT2 (2) PT3 (1)</p> |

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| <p>3d: <i>The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)</i></p> <ol style="list-style-type: none"> 1) Reports 2) Letters (friendly and business) 3) Functional texts 4) Presentations 5) Poems 6) Essays | <p>Use an appropriate composing process to produce informative text utilizing topic sentences and organization</p> <p>PT1 (1) PT3 (3)</p> | <p>Use an appropriate composing process to produce informational text (business letters) utilizing topic sentences, adequate organization, transitions, and vivid word choices.</p> <p>PT1 (3) PT2 (5) PT3 (5)</p> | <p>Based on audience and purpose, justify an appropriate composing process utilizing topic sentences, effective organization and transition, specific supporting details, vivid word choice, and descriptive details to produce or evaluate narrative, informational, or persuasive text of increasing complexity and length.</p> <p>PT1 (1)</p> |
| <p>3e: <i>The student will compose persuasive text with a clear problem and solution utilizing effective organization, transitions, vivid word choices, and specific supporting details. (DOK 3)</i></p> <ol style="list-style-type: none"> 1) Letters 2) Speeches 3) Advertisements | <p>Use an appropriate composing process to produce persuasive texts utilizing supporting details.</p> <p>IS (1) PT3 (1)</p> | <p>Use an appropriate composing process to produce persuasive text with a clear problem and solution, utilizing effective organization, adequate transitions, vivid word choices, and specific supporting details.</p> <p>PT1 (4) PT2 (4)</p> | <p>Based on audience and purpose, justify an appropriate composing process utilizing topic sentences, effective organization and transition, specific supporting details, vivid word choice, and descriptive details to produce or evaluate narrative, informational, or persuasive text of increasing complexity and length.</p> <p>PT1 (1) PT2 (1)</p> |
| <p>3f: <i>The student will compose texts a variety of modes based on inquiry and research. (DOK 4)</i></p> <ol style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, online data bases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 4) Synthesize and evaluate important findings and select | <p>Use an appropriate composing process to produce texts presenting findings based on inquiry and research.</p> | <p>Produce texts of a variety of modes based on inquiry and research (taking notes on important information from sources; synthesizing and evaluating important findings; selecting sources to support central ideas, concepts, and themes) to express, communicate, evaluate, or exchange ideas</p> | <p>Evaluate notes based on inquiry and research and justify findings synthesized from those notes.</p> <p>PT1 (1) PT3 (1)</p> |

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| <p>sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 6) Reflect on and evaluate the process.</p> | | <p>effectively.</p> <p>IS (1) PT1 (3) PT2 (2)</p> | |
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| <p>Competency 4: The student will apply Standard English to communicate.</p> | <p align="center">Performance Level Descriptors (Note: The PLD for this grade does not contain numbered items/sub-objectives listed for earlier grades; only those new to this grade are incorporated. However, for state assessments, students are responsible for objectives and numbered items/sub-objectives in earlier grades.)</p> | | |
| <p>Framework Objectives</p> | <p align="center">Basic</p> | <p align="center">Proficient</p> | <p align="center">Advanced</p> |
| <p>4a: <i>The student will apply Standard English grammar in composing or editing. (DOK 1)</i></p> <p>1) Nouns (e.g., singular [including irregular forms, i.e., gymnastics], plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words: prime number Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects; collective)</p> <p>2) Verbs helping verbs; irregular; linking; transitive and intransitive verbs)</p> <p>3) Verb tense [including purpose] (present, past, future, present perfect, past perfect, future perfect; emphatic [present and past])</p> <p>4) Subject-verb agreement in sentences containing collective nouns, indefinite pronouns,</p> | <p>Recognize the use of Standard English grammar:</p> | <p>Use Standard English grammar to compose or edit:</p> | <p>Apply knowledge of Standard English grammar purposefully</p> |

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| <p>compound subjects, and prepositional phrases separating subject and verb</p> <p>5) Subordinating and coordinating conjunctions; correlative conjunctions</p> <p>6) Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives)</p> <p>7) Prepositions</p> <p>8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, interrogative, indefinite, relative)</p> <p>9) Pronoun-antecedent agreement (number and gender; with collective nouns; for relative pronouns; for indefinite pronouns; with expressions of amount)</p> <p>10) Use adverbs correctly (avoiding double negatives; comparative forms)</p> <p>11) Identify and use infinitives/infinitive phrases (as nouns, adjectives, and adverbs), gerunds/gerund phrases (as nouns), and participles/participial phrases (as adjectives).</p> | <p>11) infinitives, gerunds, and participles and their phrases</p> <p>IS (1) PT1 (3) PT3 (2)</p> | <p>11) infinitives/phrases as nouns, adjectives, and adverbs; gerunds/phrases as nouns; participles/phrases as adjectives</p> <p>IS (1) PT1 (3) PT2 (6) PT3 (4)</p> | <p>11) using infinitives, gerunds, and participles (or phrases).</p> <p>PT1 (1) PT3 (3)</p> |
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| <p>4b: <i>The student will apply Standard English mechanics to compose or edit. (DOK 1)</i></p> <p>1) End punctuation (period, question mark, exclamation point)</p> <p>2) Periods in common abbreviations (titles of address, days of the week, months of the year)</p> <p>3) Commas (dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; nonessential appositive phrases; interrupters including parenthetical expressions; introductory clauses; nonessential clauses)</p> <p>4) Apostrophes (possessives; contractions)</p> <p>5) Semicolons (compound sentences; with conjunctive adverbs)</p> <p>6) Quotation marks (quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)</p> <p>7) Underlining/Italics (titles of books, movies, plays, and television shows)</p> <p>8) Colons (time, before lists introduced by independent clauses, business letters)</p> | <p>Apply Standard English mechanics to compose or edit.</p> | <p>Apply Standard English mechanics to compose or edit.</p> | <p>Apply Standard English mechanics to compose or edit.</p> |

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| <p>9) Capitalization (first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun “I,” first word in salutations and closings of friendly letters and business letters, proper adjectives)</p> <p>10) Spell words commonly found in eighth grade level text.</p> <p>11) Produce legible text.</p> | | <p>10) Spell words commonly found in eighth grade level texts.</p> | |
| <p>4c: <i>The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)</i></p> <p>1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences including independent and dependent clauses; and compound-complex sentences).</p> <p>2) Compose simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and compound-complex sentences.</p> <p>3) Avoid sentence fragments, run-on sentences, and comma splices.</p> <p>4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs).</p> | <p>Recognize the use of parallel structure in sentences containing items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis.</p> | <p>Use parallel structure to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis to compose or edit.</p> | <p>Apply knowledge of Standard English mechanics and sentence structure purposefully including sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis to produce texts with sophisticated grade-level syntax.</p> |
| | <p>PT1 (2) PT2 (3) PT3 (3)</p> | <p>IS(1) PT1 (2) PT2 (5) PT3 (3)</p> | |
| | <p>IS (2) PT1 (2) PT2 (3) PT3 (3)</p> | <p>PT1 (2) PT2 (1) PT3 (2)</p> | <p>PT1 (1)</p> |

Mississippi English Language Arts

Grade 8

Competency 1: The student will use word recognition and vocabulary (word meaning) skills to communicate.

1a: *The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, **after-**, **auto-**, **con-**, mid-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty, **-ation, -ition, -al, -ial**) to infer meaning of unfamiliar words in novel texts. (DOK 2)*

| Basic |
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| <p>In text of increasing length, complexity, and difficulty, identify roots and affixes in multi-syllabic words.</p> <p>PT3 (1)</p> |

38. Which of the following words is formed by adding an affix to a base word?

- F. contaminate
- G. confidential
- H. contempt
- J. constable

DOK

BASIC

Practice Test 3

Proficient

Apply knowledge of roots and affixes (**after-**, **auto-**, **con-**, **-ation**, **-ition**, **-al**, **-ial**) to **infer meaning of unfamiliar words in novel texts.**

IS (1) PT1 (1) PT2 (1) PT3 (3)

1. **Read the following sentence.**

Operating autonomously from his cabinet, the President authorized the plan before they even knew about it.

Based on knowledge of the meaning of auto-, the reader can infer that autonomously means which of the following?

- A. Largely
- B. Creatively
- C. Powerfully
- D. Independently*

DOK 2

PROFICIENT

Item Specifications

13. **Read the following sentence.**

We formed a confederation of school clubs in order to work together to raise money for the new library.

Based on the uses of the affixes con- and -ation, what is the meaning of the word confederation?

- A. Class
- B. Union
- C. Meeting
- D. Gathering

DOK 2

PROFICIENT

Practice Test 1

(Refer to passage “Going Green”)

10. **Based upon an understanding of the affixes, what is the meaning of restoration as it is used in line 55?**

- F. The sale of natural resources
- G. The return to an original condition
- H. A location for keeping property or supplies
- J. A resource for improving land and water

DOK 2

PROFICIENT

Practice Test 2

14. **Read the sentence from “Whitewater Canoeing.”**

When two people tame the rapids as a team, cooperation and synchronicity are essential.

Now read the dictionary entry for the word synchronize.

Synchronize - *v* 1. to cause to agree in rate or speed; regulate. 2. to assign to the same date or period. 3. *Motion Pictures* to adjust sound and picture to match perfectly.
 –synchronization *n.* –synchronizer *n.* –
 synchronous *adj.*

Based upon your knowledge of roots and affixes, which word below is a correct replacement for the word synchronicity in the text?

- F. synchronize
- G. synchronizer
- H. synchronous
- J. synchronization

DOK 2**PROFICIENT***Practice Test 3*

26. Based upon the meaning of the prefix “after” as used in the words aftershock, afterglow, and afternoon, which of the following words uses the prefix “after” in the same way?

- F. Aftermath
- G. Afterward
- H. Aftertaste
- J. Aftermost

DOK 2**PROFICIENT***Practice Test 3*

35. Read the following sentences.

- [(1) The firemen opened the hydrant for two hours today to flush out the water system.
- (2) Hoover Dam in Nevada is one of the world’s largest hydroelectric generating stations.

Using your understanding of prefixes and the word hydrant, what is the meaning of hydroelectric?

- A. Electricity generated by water
- B. Electricity generated by wind
- C. Electricity generated by coal
- D. Electricity generated by heat

DOK 2**PROFICIENT***Practice Test 3*

1b: *The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)*

Proficient

Apply expansive knowledge of words and word meanings to communicate.

IS (1) PT1 (2) PT2 (1) PT3 (1)

1. Someone who is considered resistant is someone who possesses which of the following qualities?

- A. Exhibiting friendly behavior
- B. Exhibiting genuine behavior
- C. Exhibiting stubborn behavior*
- D. Exhibiting intelligent behavior

DOK 1

PROFICIENT

Item Specifications

14. What is the meaning of the word synopsis?

- F. Story
- G. Stanza
- H. System
- J. Summary

DOK 1

PROFICIENT

Practice Test 1

38. What is the meaning of the word transmit?

- F. Replace
- G. Change
- H. Send
- J. Capture

DOK 1

PROFICIENT

Practice Test 1

7. What is the meaning of pacify?

- A. To flatter or praise
- B. To take pleasure in or enjoy
- C. To calm or make peaceful
- D. To interrupt or delay

DOK 1

PROFICIENT

Practice Test 2

39. What is the meaning of the word posterity?

- A. descendants
- B. abundance
- C. potential
- D. wealth

DOK 1

PROFICIENT

Practice Test 3

1c: *The student will apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts (e.g., analyzing author’s craft, revising writing, peer editing). (DOK 3)*

| BASIC |
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| In text of increasing length, complexity, and difficulty, identify and produce grade-level appropriate synonyms, antonyms, and homonyms. |
| PT1 (2) PT3 (2) |

40. Read the following sentence.

When Justin arrived in his purple suit and gold shoes, we admitted we had never seen such a gaudy costume.

Which of the following words is a synonym for **gaudy**?

- F. Flashy
- G. Tasteful
- H. Ridiculous
- J. Impressive

DOK 1**BASIC****Practice Test 1**

15. Look at each pair of words. Which pair of words are antonyms?

- A. Pathetic—gloomy
- B. Omit—integrate
- C. Budget—money
- D. Excel—succeed

DOK 2**BASIC****Practice Test 1**

24. Select the pair below that does not represent a pair of antonyms.

- F. pliable—rigid
- G. alienate—separate
- H. substantial—imaginary
- J. apprehensive—confident

DOK 2**BASIC****Practice Test 3**

40. Select the pair below that does not represent a pair of synonyms.

- F. remedy—cure
- G. trivial—crucial
- H. delete—remove
- J. contemplate—meditate

DOK 2**BASIC****Practice Test 3**

PROFICIENT

Apply knowledge of grade-level appropriate synonyms, antonyms, and homonyms to evaluate word choice in a variety of texts.

IS (2) PT3 (2)

1. Read the following sentence.

We were all very grateful when Mr. Walters made the _____ offer to purchase a building for the local youth recreation program.

Which of the words below is NOT an appropriate choice to put in the blank in the ?

- A. Unselfish
- B. Generous
- C. Charitable
- D. Unlikely*

DOK 2

PROFICIENT

Item Specifications

2. Read the following sentences.

Whenever my sister meets new people, her congenial personality wins them over within just minutes.

Maria is such a congenial person that both her classmates and teachers _____ her.

Based upon the use of the word congenial in both sentences, which word below belongs in the blank in the second sentence?

- A. Defend
- B. Enjoy*
- C. Annoy
- D. Manage

DOK 2

PROFICIENT

Item Specifications

20. Read the following lines from “Great White.”

Approaching river guides back then,
We both strolled up and queried them.
They were a group of rafters--ten,
Expert rowers—women and men.

Below are four synonyms for queried.

- (1) Challenged
- (2) Doubted
- (3) Questioned
- (4) Suspected

Which of the synonyms helps the reader interpret the meaning of queried in the sentence?

- F. Synonym 1, because the speaker has more skills than the river guides
- G. Synonym 2, because the speaker is overwhelmed by the number of river guides
- H. Synonym 3, because the speaker needs information from the guides
- J. Synonym 4, because the speaker is unsure whether to trust the river guides

DOK 2

PROFICIENT

Practice Test 3

25. Allen has written the following sentence.

Mr. Jamison used the profits from the merger to buy presence for his employees.

What does Allen need to do to correct an error in appropriate word choice?

- A. Change profits to prophets
- B. Change merger to combination
- C. Change presence to presents
- D. Change employees to hired help

DOK 3

PROFICIENT

Practice Test 3

ADVANCED

Justify word choice based on knowledge of synonyms and antonyms in a variety of texts of increasing length, difficulty, and complexity.

1d. The student will use context clues to infer the meanings of unfamiliar words or **phrases in unfamiliar grade level appropriate text.** (DOK 2)

PROFICIENT

Use context clues to determine meanings of unfamiliar words or **phrases in unfamiliar grade level text.**

IS(1) PT1 (1) PT2 (1) PT3 (3)

1. Read the following sentence.

The intractable bull bellowed loudly and pulled angrily against the ropes as the men tried to pull it into the pen, where the bull-riding contestant was waiting.

Based on the sentence, which word below can the reader infer means the same as intractable as it is used in the sentence?

- A. Tame
- B. Heavy
- C. Stubborn*
- D. Competitive

DOK 2

PROFICIENT

Item Specifications

35. Read the following sentence.

Alice has been baking since she was a little girl; her cherry pie always wins an award at the state fair because she is such an adept baker.

What is the meaning of adept?

- A. Skilled
- B. Detailed
- C. Creative
- D. Dedicated

DOK 2

PROFICIENT

Practice Test 1

(Refer to passage “The Hidden Letter”)

4. Read lines 18–24 in the passage. Based upon context clues, what can the reader infer is the meaning of Antonio unfolded it gingerly?

- F. Antonio unfolded the letter with respect because he realized the letter was old.
- G. Antonio unfolded the letter with excitement because he saw the date of the letter in the top corner.
- H. Antonio unfolded the letter carefully because he knew the letter was brittle.
- J. Antonio unfolded the letter with suspicion because he thought the letter might be a secret.

DOK 2 *PROFICIENT* *Practice Test 2*

(Refer to “Relatives.”)

3. Based upon context clues, what is the meaning of the word futile as it is used in line 21?
- A. disrespectful
 - B. faulty
 - C forbidden
 - D. useless

DOK 2 *PROFICIENT* *Practice Test 3*

27. Read the following sentence.

Progress was made because many citizens were receptive to the new programs promoted by the mayor and city council.

Based upon the context in the sentence, which choice will the reader infer as the meaning of receptive?

- A. close-mouthed
- B. open-minded
- C. opposed
- D. cautious

DOK 2 *PROFICIENT* *Practice Test 3*

36. Read the following sentence.

Twelfth-century chemists tried to convert copper and lead into gold.

Based upon the context in the sentence, which choice can the reader infer as the meaning of convert?

- F. transform
- G. prescribe
- H. adapt
- J. propel

DOK 2 *PROFICIENT* *Practice Test 3*

ADVANCED

Justify inferences based on context clues to determine the meaning of unfamiliar phrases in texts of increasing length, difficulty, and complexity.

1e: The student will apply knowledge of figurative language (simile, metaphor, personification, hyperbole, idiom) to **evaluate author’s intent**. (DOK 3)

| |
|--------------|
| BASIC |
|--------------|

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|---|
| In text of increasing length, complexity, and difficulty, identify figurative language to determine meaning |
|---|

| |
|----------------|
| PT3 (1) |
|----------------|

19. Which of the following is a correct statement of the poet’s use of figurative language in the poem?

- A. The poet uses metaphor in lines 29 and 30.
- B. The poet uses metaphor in lines 35 and 36.
- C. The poet uses personification in lines 49 and 50.
- D. The poet uses personification in lines 51 and 52.

DOK 2

BASIC

Practice Test 3

| |
|-------------------|
| PROFICIENT |
|-------------------|

| |
|---|
| Apply knowledge of figurative language to evaluate author’s intent . |
|---|

| |
|---------------------------------------|
| IS (1) PT1 (1) PT2 (1) PT3 (2) |
|---------------------------------------|

1. Read the poem in the box below.

| |
|--|
| <p>The sun slides away. Nightfall arrives. Crickets chirp. Bullfrogs croak. Katydids, too, greet the moon as it rises While the owl hoots. The creatures’ cries create the symphony of summer night.</p> |
|--|

Why does the author compare the creatures’ cries to a symphony?

- A. Because summer nights are the best time to listen as creatures make their peculiar sounds
- B. Because many cities have symphony performances on summer nights in outdoor places
- C. Because crickets, bullfrogs, katydids, and owls make noises that people hear only at night
- D. Because a symphony demonstrates the creatures’ sounds forming a collective harmony of sound*

DOK 3

PROFICIENT

Item Specifications

37. Read the following sentences.

| |
|--|
| <p>Kelsey was dead on her feet after the school carnival. She had led all the games, monitored the playground, and helped clean up the trash. Now she just wanted to sit in a comfortable chair.</p> |
|--|

Which of the following accurately evaluates the author’s intent for the meaning of the figurative expression “dead on her feet”?

- A. Kelsey was extremely tired
- B. Kelsey was sick of working on the carnival
- C. Kelsey was dying to sit down
- D. Kelsey was too tired to sit down

DOK 3**PROFICIENT****Practice Test 1**

(Refer to passage “Space Sailor”)

26. Which of the following is a correct interpretation of how the use of figurative language contributes to the poet’s intent?

- F. The poet uses a simile to compare being grounded on Earth to being a sailor on a ship.
- G. The poet uses hyperbole to show how rocketing through space will solve its mysteries.
- H. The poet uses personification to express the amazing distance from Earth to the far away galaxies.
- J. The poet uses a metaphor to compare the endless space in the universe to an ocean.

DOK 3**PROFICIENT****Practice Test 2**

12. Read the sentence below.

When the separate minds and bodies of the canoe riders collaborate to achieve a successful whitewater excursion, the result is an intricate water ballet choreographed by human teamwork, human will, and human spirit.

Which of the following sentences is a correct evaluation of the message the author intended for the audience through this metaphor?

- F. With the proper equipment, time, and practice, whitewater canoeing can be accomplished skillfully.
- G. With the proper equipment, time, and practice, whitewater canoeing can resemble a performance by strong, agile athletes.
- H. With the proper equipment, time, and practice, whitewater canoeing can resemble a carefully rehearsed routine.
- J. With the proper equipment, time, and practice, whitewater canoeing can be a carefully designed personal experience.

DOK 3**PROFICIENT****Practice Test 3**

28. Read the following sentence.

When Patrick learned that he would not be able to return to Lake Lawrence Camp, his favorite summer activity, he came apart at the seams.

Which of the following is the meaning of the idiom came apart at the seams in this sentence?

- F. Asked for an explanation
- G. Restated his expectation
- H. Voiced his frustration
- J. Made a recommendation

DOK 3**PROFICIENT****Practice Test 3**

ADVANCED

Justify inference of author’s intent based on knowledge of figurative language in texts of increasing length, difficulty, and complexity.

PT2 (1)

(Refer to passage “Space Sailor”)

24. Which lines justify the inference that the poet uses figurative language to inspire the reader’s imagination?

- F.** Lines 3–4
- G.** Lines 9–10
- H.** Lines 15–16
- J.** Lines 21–22

DOK 3

ADVANCED

Practice Test 2

1f: *The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine and **infer** meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)*

| PROFICIENT |
|---|
| Apply knowledge of reference materials to evaluate word choice and to infer meaning in a variety of texts. |
| IS(1) PT1 (2) PT2 (1) PT3 (1) |

1. Read the following entry from the thesaurus.

| |
|--|
| <u>Intrinsic</u> : central, congenital, genuine, essential, hereditary |
|--|

Now read this sentence.

The knowledge of human migration patterns is intrinsic to understanding culture and traditions.

The reader can infer that the word intrinsic means which of the following in this sentence?

- A. Genuine
- B. Essential*
- C. Congenital
- D. Hereditary

| | | |
|--------------|-------------------|----------------------------|
| DOK 2 | PROFICIENT | Item Specifications |
|--------------|-------------------|----------------------------|

16. John read the following entry from an online dictionary.

| |
|--|
| facet |
| <i>n</i> 1: a distinct feature or element in a problem; [syn: aspect] 2: a smooth surface (as of a bone or cut gemstone) |
| Main Entry: facet |

Part of Speech: *noun*

Definition: aspect

Synonyms: angle, appearance, face, feature, front, hand, level, obverse, part, phase, plane, side, slant, surface, switch, twist

Based on the dictionary entry, John realized that one of the following sentences he had written did not use the word facet correctly.

Which sentence does not use the word facet correctly?

- F. Each separate facet of the diamond caught the light and reflected it
- G. I can see that you each want to defend a different facet of the topic
- H. The first facet to consider will be how to pay for the new uniforms
- J. We cannot facet the decision about the school play until Monday

DOK 2

PROFICIENT

Practice Test 1

36. Kara has written the following sentence as part of a narrative.

The audience listened for hours to Professor Adel’s talk on the discovery of a new galaxy.

Kara wants to replace the word talk with a more vivid word. She finds this entry for talk in the thesaurus.

talk: *n.* CONVERSATION, chat, chatter, gossip; SPEECH, lecture, discourse;
—*v.* say, speak, chat, converse, gossip

Which synonym for talk would be a better choice in Kara’s sentence?

- F. Conversation
- G. Chatter
- H. Lecture
- J. Gossip

DOK 2

PROFICIENT

Practice Test 1

6. Read the following online dictionary entry for the word wrangle.

VERB:

1. To argue in a noisy or angry manner.
2. To herd (cattle, horses, or other livestock).
3. To obtain by argument.

Based on this entry, which of the following sentences does not use the word wrangle correctly?

- F. Refusing to back down, Eric wrangled two tickets to the sold-out concert.
- G. The judge wrangled her decision after hearing both sides of the argument.
- H. The zookeeper attempted to wrangle the escaped animals back into their cages.
- J. One of the players was determined to wrangle with his opponent during the game.

DOK 2

PROFICIENT

Practice Test 2

37. Read the following dictionary entry.

Facility *n.* 1. the ease of doing something. 2. a skill or ability. 3. A building or special room in which some activity can be done. 4. The means by which something can be accomplished.

Based upon the dictionary entry, which of the following sentences does not use the word facility correctly?

- A. Our apartment building has no laundry facility.
- B. Our library added a facility for computer research.
- C. The lawyer needed the facility of the letter to document his case.
- D. The facility with which Janice recited the poem was amazing.

DOK 2

PROFICIENT

Practice Test 3

1g: The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)

| |
|--|
| PROFICIENT |
| Analyze vocabulary usage based on appropriateness for context and purpose. |
| IS (1) PT1 (1) PT2 (2) |

1. A factory near Northwood Middle School dumps poisonous waste into a nearby stream.

Which of the following sentences is appropriate to include in a letter to the factory from students at Northwood Middle School?

- A. Your factory is messing up our stream.
- B. We do not like your factory dumping its garbage into our stream.
- C. If you had kids, you would not be pouring your waste materials into our water.
- D. Our school is concerned about the effects of toxic waste seeping into our water. *

DOK 2

PROFICIENT

Item Specifications

39. Read the following section of a report about worms that Jamie wrote for her science class.

| |
|---|
| <p>Many people think earthworms are yucky. Earthworms, however, are very important additions to any garden. These worms keep the soil healthy. They release nutrients into the soil, and their activity loosens the soil and creates more room for roots, water, and air.</p> |
|---|

Which word is appropriate for the context as a replacement for the word yucky?

- A. Irritating
- B. Unsanitary
- C. Preposition
- D. Infuriating

DOK 3

PROFICIENT

Practice Test 1

8. Read the following paragraph from a report Claude is writing about kudzu.

| |
|--|
| <p>(1) During the Great Depression, desperate American farmers searched for a way to prevent soil erosion. (2) The Soil Conservation Service encouraged the use of kudzu to control this problem. (3) The Civilian</p> |
|--|

Conservation Corps (CCC) put truckloads of young guys to work planting kudzu along the roadsides. (4) The CCC also offered eight dollars or more per acre to entice farmers to plant vines in their own fields. (5) However, no one knew how well those vines would grow!

Which of the following sentences uses vocabulary not appropriate for a report on kudzu?

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

DOK 2

PROFICIENT

Practice Test 2

(Refer to passage “New City Student ‘Go Green’ Newsletter! Recycle...Reuse...Conserve”)

17. Which statement correctly evaluates the author’s use of vocabulary to achieve the purpose of the newsletter?

- A. The author uses formal language with short declarative sentences to emphasize the importance of the subject.
- B. The author uses informal language and humor to show that recycling and conserving energy can be enjoyable.
- C. The author uses formal language to explain technical information that appeals to readers with concerns about the environment.
- D. The author uses informal language with imperative statements to help readers think more about conserving energy.

DOK 2

PROFICIENT

Practice Test 2

Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

2a: The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, *compare, synthesize, or evaluate texts.* (DOK 2)

- 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.
- 2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.
- 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.
- 4) Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and plays

| Basic |
|---|
| Recognize and apply knowledge of text features, parts of a book, and text structures to gain information from texts of increasing length, complexity, and difficulty. |
| PT1 (3) PT2 (2) PT3 (1) |

(Refer to passage “Raising Dirt”)

- 7. This passage is a chapter in a book. A reader wants to know if the book includes additional information about peat moss. What part of the book answers her question?**
- A. The title page
 - B. The glossary
 - C. The first chapter
 - D. The index

DOK 1

BASIC

Practice Test 1

(Refer to passage “Raising Dirt”)

5. Based on the passage, which of the following statements is not correct?

- A. The paragraph in lines 5–12 is developed at least in part using cause/effect.
- B. The paragraph in lines 13–22 is developed at least in part using problem/solution.
- C. The paragraph in lines 23–31 is developed at least in part using sequential order.
- D. The paragraph in lines 32–38 is developed at least in part using comparison/contrast.

DOK 2

BASIC

Practice Test 1

12. Which text structure controls lines 46–54 of the passage?

- F. Description
- G. Procedure
- H. Cause/effect
- J. Sequential order

DOK 2

BASIC

Practice Test 1

(Refer to passage “The Hidden Letter”)

1. Which statement correctly identifies the structure of the passage “The Hidden Letter”?

- A. Cause and effect
- B. Order of importance
- C. Compare/contrast
- D. Problem/solution

DOK 2

BASIC

Practice Test 2

(Refer to passage “Choctaws: The First ‘Code Talkers’”)

33. Which text structure is used in the passage “Choctaws: The First ‘Code-Talkers’”?

- A. Cause and effect
- B. Compare/contrast
- C. Problem/solution
- D. Order of importance

DOK 2

BASIC

Practice Test 2

9. The passage “Whitewater Canoeing” is a chapter in a book. A reader wants to know if the book includes information about whitewater rafting. What part of the book answers this question?

- A. The title page
- B. The appendix
- C. The glossary
- D. The index

DOK 1

BASIC

Practice Test 3

Proficient

Apply knowledge of text features, parts of a book, text structures, and genres to analyze, compare, synthesize, or evaluate text.

IS (2) PT1 (1) PT2 (4) PT3 (2)

1. Read the index in the box below.

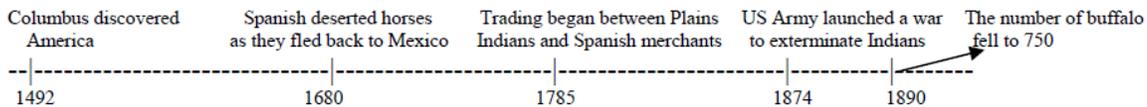
Pages in boldface type feature illustrations.
PETS, see also Animals
Choosing a pet, 51
Popular pets, **57-72**
Popular pet foods, 73-75
School activities with, 53-56
Unusual houses for pets, **78**
Unusual pets, 76

Based on the index in the box, the reader will be able to find which of the following on page 78?

- A. A picture of a doghouse igloo*
- B. A description of common foods for cats
- C. A paragraph about pet shows around the world
- D. A graph about favorite pets for school children

DOK 2 **PROFICIENT** **Item Specifications**

2. Read the time line and table below.



Lifestyle of Plains Indians

| Before | After |
|--|--|
| 1) Dogs were used to pull supplies from one campsite to another. | 1) Dogs remained as a food source and as pets. |
| 2) Trading with neighbors was limited and peaceful. | 2) Trading became easier, but raids began on neighboring tribes and settlements. |
| 3) Hunting range was limited. | 3) Hunting was done over a large area. |

Which of the following is the only event from the time line that could have caused all of the changes in the lifestyle of the Plains Indian?

- A. Columbus discovered America.
- B. The number of buffalo fell to 750.
- C. The Spanish deserted their horses as they fled to Mexico. *
- D. Trading began between the Plains Indians and Spanish merchants.

DOK 2**PROFICIENT****Item Specifications**

(Refer to passage “The Brief History of Ice Cream”)

31. Which of the following statements can be used appropriately to replace the last sentence in the section titled “Ice Cream Today”?

- A. Some people do not like homemade ice cream.
- B. Some people have never seen a Johnson’s ice cream freezer.
- C. Not surprisingly, people today still enjoy ice cream made in a variety of ways.
- D. Surprisingly enough, some people today are unaware that ice cream comes in wide varieties.

DOK 2**PROFICIENT****Practice Test 1**

(Refer to passage “Going Green”)

13. Which of the following statements correctly evaluates the author’s use of headings in the passage “Going Green”?

- A. The headings help readers to understand why protecting the environment is important.
- B. The headings help readers find information on specific topics, such as Earth Day or the EPA.
- C. The headings help readers see how environmental ideals have changed over time.
- D. The headings help readers to learn how to form or join an environmental organization.

DOK 3**PROFICIENT****Practice Test 2**

(Refer to passage “New City Student ‘Go Green’ Newsletter! Recycle...Reuse...Conserve”)

16. Which of the following is an accurate statement about the text structure of Ten Tips to Save Energy?

- F. The list uses a cause and effect structure because a reason is provided for following the suggestions.
- G. The list uses a procedural structure because each step in the list leads to the next step.
- H. The list uses a problem/solution structure because each item provides a solution to the problem of using too much energy.
- J. The list is organized by order of importance because the amount of energy saved increases with each step.

DOK 2**PROFICIENT****Practice Test 2**

(Refer to passage “Going Green” and “New City Student ‘Go Green’ Newsletter! Recycle...Reuse...Conserve.”)

22. Which statement below presents a correct evaluation of the comparison of the passage and the newsletter?

- F. Both use cause/effect text structure to explain how green movement efforts can influence public involvement in protecting the environment.
- G. Both use order of importance to present steps the public can take to become aware of

the need to protect the environment.

- H.** Both use bold-faced print to encourage the public to support the commitment of green movements to protecting the environment.
- J.** Both use bulleted lists to offer solutions for increasing public awareness of the necessity of protecting the environment.

DOK 3

PROFICIENT

Practice Test 2

40. Which of the following is an accurate statement about how the author uses text structure in the passage?

- F. The author relies on compare/contrast to emphasize the many problems the family faces in the country.
- G. The author relies on procedure to establish the father’s ability to overcome obstacles.
- H. The author uses order of importance to relate the steps the children take to adjust to their new landscape.
- J. The author uses cause and effect to reveal the positive outcome arising from the family’s move.

DOK 2

PROFICIENT

Practice Test 2

1. The author wants to add headings to the passage “Relatives.” Which of the following headings will not assist a reader of the narrative?

- A. Reunion Reluctance
- B. Horseback Riding
- C. Family Entertainment
- D. Maureen’s Invitation

DOK 2

PROFICIENT

Practice Test 3

7. Which of the following represents an accurate statement of the organization of text structures in “Whitewater Canoeing”?

- A. Problem and solution in the introductory material
- B. Sequential order in lines 1–5
- C. Comparison and contrast in lines 6–9
- D. Order of Importance in lines 13–18

DOK 2

PROFICIENT

Practice Test 3

Advanced

Evaluate the text structure used to develop a passage.

PT1 (1)

(Refer to passage “The Brief History of Ice Cream”)

34. The author organized with presenting information sequentially. Rosa has suggested that the passage would have been better if the author had used comparison/contrast. Was Rosa correct?

- F. Yes, because the opening paragraph sets up the passage by using comparison/contrast
- G. Yes, because the paragraph about early American ice cream would be better supported with information to compare early American ice cream to modern ice cream
- H. No, because the passage does not contain information to explain the differences in ice cream from its earliest appearance to modern times
- J. No, because the passage offers specific details that present a clear understanding about how ice cream in its earliest form changed to become what it is today

DOK 3

ADVANCED

Practice Test 1

2b: The student will infer, justify, evaluate, draw conclusions, **predict outcomes**, synthesize, and evaluate information. (**DOK 3**)

- 1) Infer the implied main idea from one or more related texts.
- 2) Justify inferences about main idea by providing supporting details.
- 3) Evaluate author’s use of sequence for its effect on the text.
- 4) Infer how the sequence of events may have contributed to cause and effect relationships in a text.
- 5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects.
- 6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence.
- 7) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.

| |
|---|
| PROFICIENT |
| Citing text-based evidence, analyze text to infer and synthesize information from related texts; draw valid conclusions; predict, confirm, and revise outcomes ; justify evaluation of texts |
| IS (2) PT1 (7) PT2 (4) PT3 (8) |

1. Read the passage “The Carpenter.”

What can the reader infer about why the two old men offer the carpenter a full-time job even though the carpenter has not completed the task of building the fence?

- A. The two old men greatly admired the craftsmanship of the bridge.
- B. The two old men had decided that they needed another bridge built.
- C. The bridge meant that the old men could rely on the carpenter.*
- D. The bridge reminded the men of other chores for the carpenter.

| | | |
|--------------|-------------------|----------------------------|
| DOK 3 | PROFICIENT | <i>Item Specifications</i> |
|--------------|-------------------|----------------------------|

2. Read below lines 29-34 from “The Carpenter.”

| |
|---|
| <p>Joe locked himself in his house for three days after the argument with Samuel. Even though he lived a mile away from Samuel, he didn’t want to take a chance on encountering his neighbor. When Joe finally ventured outside, he couldn’t believe what he saw. Running between his property and Samuel’s was a creek that had never been there before. It didn’t take Joe long to realize that Samuel had dug a trench from the upper pond to the lower pasture and had flooded it. The result was a creek neither deep nor dangerous but certainly too wide to cross.</p> |
|---|

What can the reader infer based upon this paragraph from the passage?

- A. Samuel and Joe had fought over digging a creek between their properties.
- B. Samuel and Joe needed a creek dug to provide water to both their properties.
- C. The creek was a physical separation of the two properties that represented a Separated friendship.*
- D. The creek would provide the two men common water and would be a source of irrigation.

DOK 3

PROFICIENT

Item Specifications

(Refer to passage “Raising Dirt”)

3. Based on this passage, what can the reader infer about why garden plants thrive on leaf mold?

- A. Leaf mold is heavy with water.
- B. Leaf mold is spongy.
- C. The leaves have stored minerals from deep within the earth.
- D. Cities have composted the leaves to be reused by city gardeners.

DOK 3

PROFICIENT

Practice Test 1

18. Based on this passage, what can the reader infer about how the Spanish word *galón* become part of the name of the ten-gallon hat?

- F. Spanish-speaking people translated the word *galón* as gallon.
- G. English-speaking people assumed the word *galón* meant gallon.
- H. Speakers of Spanish and English created the word gallon from the word *galón*.
- J. Speakers of Spanish and English decided *galón* and gallon meant the same thing.

DOK 3

PROFICIENT

Practice Test 1

(Refer to passage “How Many Gallons Does Your Hat Hold?”)

19. What conclusion can the reader draw about a Mexican cowboy who wore a ten-gallon hat?

- A. That the cowboy liked wearing large hats
- B. That the cowboy liked wearing elaborate hats
- C. That the cowboy wore the hat because it gave more protection from the sun
- D. That the cowboy wore the hat because it could be used to carry water on the range

(Refer to passage “Curtain Call”)

23. Which of the following is a correct interpretation of why the author includes Simon’s daydream about a curtain call in lines 4–12?

- A. To introduce an element that will set up the irony of Simon’s appearance on stage at the end of the passage
- B. To introduce sarcasm about what Simon really wanted to do on stage at the end of the passage
- C. To exaggerate the importance of Simon’s role as an actor during the curtain call
- D. To create an image of the actors lined up for the curtain call

(Refer to passage “Curtain Call”)

25. Based on lines 40–43, what can the reader infer?

- A. Simon created a snowstorm that made snowdrifts on the stage.
- B. Simon used the snow machine only during the final scenes of the play.
- C. Simon was nervous because he was more comfortable shaking the box vigorously.
- D. Simon was impatient because he did not have an on-stage role in the play.

26. What can the reader infer based on Simon’s last appearance on stage?

- F. Simon will never audition for another role in a play.
- G. Simon will remember his success if he is assigned to special effects in a future play.
- H. Simon will ask Ms. Jackson to promise him that he will not have to do special effects in a future play.
- J. Simon will continue to improve his cheese grater snow machine.

DOK 3

PROFICIENT

Practice Test 1

(Refer to passage “The Brief History of Ice Cream”)

32. According to the passage, why did Nancy Johnson work to invent the ice-cream freezer?

- F. Ice cream was made in New England but not anywhere else.
- G. Ice cream was being made in parlors throughout New York.
- H. Ice cream was starting to be made in factories.
- J. Ice cream was popular but hard to make.

DOK 3

PROFICIENT

Practice Test 1

19. Which statement provides supporting evidence for the inference that the authors of “Going Green” and “New City Student ‘Go Green’ Newsletter!” think environmental efforts will have a positive effect on our environment?

- A. Both authors share information and ideas about how important environmental issues have become.
- B. Both authors discuss some positive environmental steps, although neither takes a position for or against doing anything as individuals.
- C. Both authors think pollution and waste are bad, and they worry that many environmentalist ideas take too much time and effort.
- D. Both authors wish more people would do something to help the environment and think the government should offer more support.

DOK 3

PROFICIENT

Practice Test 2

(Refer to passages “Going Green” & “New City Student ‘Go Green’ Newsletter! Recycle...Reuse...Conserve.”)

20. Which of the following is a prediction justified by the two passages?

- F. The next edition of the newsletter will rely on Rachel Carson’s *Silent Spring* to present conservation tips.
- G. The EPA will teach Go Green communities that receive the newsletter how to calculate a carbon footprint.
- H. The history of environmental concern and the newsletter will create a growth in efforts to protect the environment.
- J. People involved in the Green Movement and supporters of the newsletter will promote youth involvement in efforts to protect the environment.

DOK 3

PROFICIENT

Practice Test 2

(Refer to passage “Choctaws: The First ‘Code Talkers’”)

31. Based upon lines 51–64 in the passage, which of the following is an accurate inference?

- A. The Native American code talkers proved to be so valuable during World War I that the United States made the decision to incorporate code talkers into the military effort for World War II.
- B. Each group of Native Americans had its own language, meaning each one could communicate only with others from his tribe.
- C. The code talkers saved the Choctaw language from extinction through their efforts to help United States forces during World War I and World War II.
- D. The Choctaw helped the American forces until they developed better radios to keep their communications from being intercepted and translated by the enemy.

DOK 3

PROFICIENT

Practice Test 2

(Refer to passage “Toad TV”)

37. Which sentence from the passage supports the inference that the narrator discovered how satisfying simple pleasures can be?

- A. My parents were as good as their word, for no sooner had we arrived than Dad nailed a basketball goal to the side of the old red barn.
- B. Bluebirds flitted back and forth from the rusty barbed wire fence to the tree branches, inspecting us the same way we inspected them.
- A. For a moment I thought, “So this is what life has come to: The toads watch us, and we watch the toads watching us.”
- D. I never think back with nostalgia about watching television; instead, I recall those four eager faces, their noses pressed against the screen, watching “Toad TV.”

DOK 3

PROFICIENT

Practice Test 2

(Refer to “Relatives.”)

4. Read the following sentences from the passage.

Two teenage boys, who I learned were my second cousins Bill and Joshua, helped us to unpack food from the cooler. As we worked, Bill chatted amiably about the summer camp he and his brother had gone to the previous month.

Based upon these sentences and the context of the passage, what will the reader infer?

- F. The boys initiate Gretchen’s change in attitude about the reunion.
- G. Gretchen learns that her second cousins are hard workers.
- H. Gretchen cannot unpack food from the cooler without help.
- J. The boys interest Gretchen in attending summer camp with them.

DOK 3

PROFICIENT

Practice Test 3

(Refer to “Whitewater Canoeing.”)

15. Which statement below is an accurate evaluation of the sequence in the passage, which uses a historical introduction first, moves to “Modern Adaptations” second, and ends with “On the Rapids”?

- A. The author uses a sequence moving from the past to the present.
- B. The author uses a sequence moving from the most general to the most specific.
- C. The author uses a sequence moving from the most important to the least important.
- D. The author uses a sequence moving from what is necessary to know to what is interesting to know.

DOK 3

PROFICIENT

Practice Test 3

17. Which of the following lines from “Great White” does not support the main idea of the poem?

- A. Lines 13–14
- B. Lines 23–24
- C. Lines 53–55
- D. Lines 62–63

DOK 3

PROFICIENT

Practice Test 3

The following questions ask about what you read in both “Whitewater Canoeing” and “Great White.”

You need to think about both the passage and the poem when you answer questions 22– 23.

Read lines 13–24 of “Whitewater Canoeing” and lines 41-50 of “Great White” to answer questions 22 and 23.

22. Based upon these lines which of the following conclusions will a reader

draw?

- F. Milo and the speaker lean left and right but fail to illustrate the art of paddle manipulation.
- G. Milo and the speaker lose their balance and fail to illustrate the cooperation and synchronicity essential in whitewater rafting.
- H. Milo and the speaker illustrate the dynamics of a successful partnership based upon a single procedure during long hours of practice.
- J. Milo and the speaker illustrate teamwork, willpower, and the ability to complete a run successfully.

DOK 3

PROFICIENT

Practice Test 3

23. Based upon these lines, which statement from the passage does not support the description of Milo and the speaker’s journey down the rapids in the poem?

- A. They lean left or right, shifting their weight in unison and at precisely the right instant to avoid mishaps.
- B. At times either the front or rear oarsman (sometimes both) must lean his or her mass to one side while simultaneously manipulating the paddle—an operation referred to as “backing” the vessel.
- C. Such maneuvering is carefully planned, as successful partnerships on the water require devoting long hours to practice and preparation.
- D. Still, much of what actually occurs during a whitewater canoe run is completely unpredictable; and the riders must be able to improvise effectively.

DOK 3

PROFICIENT

Practice Test 3

(Refer to “Welcome to the Omnibus Transit System.”)

32. Which museums would someone visit to participate in an activity other than a lecture or a tour?

- F. The Museum of Transportation and the Natural Science Museum
- G. The Aquarium and the Museum of Transportation
- H. The Natural Science Museum and the Art Museum
- J. The Art Museum and the Aquarium

DOK 3

PROFICIENT

Practice Test 3

33. Based upon the information in the charts for “Omnibus Museum Route Bus Schedule,” what is the latest time the reader can leave a station in order to arrive at the Metro Aquarium at 6:35 p.m.?

- A. 1:50 p.m.
- B. 3:45 p.m.
- C. 4:15 p.m.
- D. 4:40 p.m.

DOK 3

PROFICIENT

Practice Test 3

34. Based upon information found in the passage, what time will a visitor who lives near the West Route arrive at the Museum of Transportation for a

morning visit?

F. 9:10 a.m.

G. 10:10 a.m.

H. 10:20 a.m.

J. 10:30 a.m.

DOK 3**PROFICIENT****Practice Test 3****ADVANCED**

Justify synthesis or critique of text and prediction of outcomes for texts of increasing length, difficulty, and complexity.

PT1 (1) PT2 (3)

(Refer to passage “June Bugs in April”)

11. Based upon the passage, what justification can the reader provide to support the statement that the narrator’s fascination with June bugs is more intent than other people’s?

- A. The narrator asked questions about June bugs.
- B. The narrator’s inquiry about June bugs led to further study about insects.
- C. The narrator wanted to know what Grandpa knew.
- D. The narrator learned that June bugs were also called June beetles.

DOK 3**ADVANCED****Practice Test 1**

(Refer to passage “The Hidden Letter”)

5. Which of the following sentences from the passage supports the prediction that Antonio will be more eager to help his mother in her store the next time she gets a new shipment?

- A. He sank down next to the box of books and stared at the date, fascinated.
- B. He felt as if he had traveled back in time.
- C. Antonio paused for a moment and smiled at the coincidence—he himself had just turned thirteen a week earlier.
- D. Intrigued, Antonio turned his attention to the other books in the box—maybe there were letters in those books, too.

DOK 3**ADVANCED****Practice Test 2**

(Refer to passages “Going Green” & “New City Student ‘Go Green’ Newsletter! Recycle...Reuse...Conserve.”)

21. After reading the two passages about the environment, a student researched

planting trees. He found that the Arbor Day Foundation has partnered with a local foundation to plant more than eight hundred trees in schools and parks. Their program invites students, volunteers, and community people to join together to plant the trees. The two foundations are working to raise awareness about the benefits trees bring to the environment.

Using both passages and the student’s research, justify the conclusion that more groups and corporations are becoming involved in working to promote wise use of our natural resources.

- A. The information supports the idea that conservation is a crucial part of the environmental movement.
- B. The information shows that support for and involvement in environmental awareness are becoming more widespread and acceptable.
- C. The government has established some goals to monitor, preserve, and restore diminishing land reserves and forests.
- D. Earth Day is still being held after more than thirty-five years, and more people are participating in the annual celebrations throughout the United States.

DOK 3**ADVANCED****Practice Test 2**

(Refer to passage “Choctaws: The First ‘Code Talkers’”)

29. As he read in the passage that the Choctaws were sending military information in their native language, a student predicted that the Germans would find a way to translate the Choctaw language. After finishing the passage, the student revised his prediction to say that the Germans would never translate the Choctaw language unless a Choctaw joined the German side of the war.

Which statement from the passage gives a reason for the revision of the prediction?

- A. After hearing the unfamiliar words, the officer realized that Choctaw could be used to send communication to allies without fear of the messages being decoded.
- B. The captain could safely communicate using Choctaw without worrying that the Germans would understand the message.
- C. When the Germans heard Choctaw over field telephones, they were completely puzzled.
- D. Since the Choctaw language was not based on any mathematical formula or European language, the Germans could not decode the messages.

DOK 3**ADVANCED****Practice Test 2**

2c: *The student will evaluate or revise a summary or paraphrase of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence. (DOK 3)*

| BASIC |
|--|
| Recognize and identify an appropriate summary or paraphrase of events or ideas in text of increasing length, complexity, and difficulty. |
| IS (1) PT1 (5) PT2 (4) PT3 (4) |

1. Read the following summary of “The Carpenter.”

(1) Old Joe and Old Sam had been neighbors for years. (2) Both men lived alone and had no children living at home. (3) One day they argued over the ownership of a calf. (4) Old Sam dug a large ditch to separate the property lines. (5) In return Old Joe hired a carpenter to build a fence on the boundary. (6) Instead of a fence, the carpenter built a bridge, a symbol that reminded the two old men of their long friendship.

Which of the following statements should NOT be included in the summary of the passage?

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

(Refer to passage “Raising Dirt”)

2. Which sentence is a summary of lines 13–22?

- F. Peat moss cells are able to hold moisture because they are similar to a sponge.
- G. Peat moss is valuable to gardeners because it can store a great deal of moisture.
- H. Because of the process by which they are formed, peat moss cells decay slowly.
- J. Because gardeners use peat moss in soil, the moss can hold vast amounts of water.

(Refer to passage “Raising Dirt”)

6. Which statement below offers information important enough to be included in a summary of the passage?

- F. Most people think of farms as places populated with cattle or places where wheat, corn, and hay grow.
- G. When peat moss is harvested, it is brown like dirt but has a very different consistency.
- H. Admittedly, people harvest peat moss, but they cannot really grow it.
- J. Composting the leaves into leaf mold concentrates trace minerals such as calcium, phosphorus, and magnesium.

(Refer to passage “How Many Gallons Does Your Hat Hold?”)

22. Which of the following sentences is a summary statement of this passage?

- F. The author describes the ten-gallon cowboy hat and provides a story about cowboys in Mexico.
- G. The author explains why people like cowboy hats and why the ten-gallon hat is a favorite with everyone.
- H. The author explains how the ten-gallon cowboy hat got its name and why it is a useful and popular hat.
- J. The author describes early cowboys in Mexico and compares their ten-gallon hats to the hats of American cowboys.

(Refer to passage “Curtain Call”)

24. Which of the following sentences is a summary of lines 13–19?

- F. Simon’s job was to add realistic touches to the play.
- G. Simon’s clanging cowbells made the cows seem real.

H. Simon tried various lighting techniques to make the moon glow.

J. Simon was surprised that it was so difficult to create special effects.

DOK 2

BASIC

Practice Test 1

(Refer to passage “The Brief History of Ice Cream”)

33. Read the following summary of “The Brief History of Ice Cream.”

(1) Ice cream has evolved from a frozen mixture of ice, fruit, and cream. (2) Although it was popular in Colonial America, it was difficult to make. (3) Dolly Madison served ice cream at the presidential inauguration. (4) Nancy Johnson invented the ice-cream freezer, which consisted of a bucket for ice and salt, an interior container for liquid ingredients, and a crank to stir the mixture. (5) Progress was made when Jacob Fussell built the first ice-cream factory in Baltimore and Clarence Vogt developed an assembly-line freezer in Kentucky. (6) Today ice-cream production is one of the largest industries in the world.

Which of the following statements is not important enough to be included in the summary of the passage?

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

DOK 2

BASIC

Practice Test 1

(Refer to passage “The Hidden Letter”)

3. Which of the following statements provides an accurate summary of lines 12–17 from the passage?

- A. The books stir up dust that makes Antonio start sneezing, causing him to drop a book on his foot. He notices a piece of paper has slipped out of the dropped book.
- B. Antonio is upset about unpacking books and not playing lacrosse. He finds a piece of paper on the floor. He thinks a page has been torn out of a book.
- C. The books are tightly packed in a box and hard to handle. Antonio drops a heavy book, and it falls on his foot. His foot hurts, but he does not want to cry about his injury.
- D. When Antonio sees a piece of paper on the floor, he is curious about it. He tries to imagine where it has come from and why he has not noticed it earlier.

DOK 2

BASIC

Practice Test 2

(Refer to passage “Going Green”)

11. Which of the following provides an accurate summary statement of the passage “Going Green”?

- A. Environmentalists have tried to preserve national forests in the United States.
- B. Environmentalists became more organized as natural resources diminished.
- C. Environmentalists have encouraged people to participate in Earth Day activities.
- D. Environmentalists have been advocates for conservation for more than one hundred years.

DOK 2

BASIC

Practice Test 2

(Refer to passage “New City Student ‘Go Green’ Newsletter! Recycle...Reuse...Conserve.”)

15. Which statement does not summarize the information in the newsletter?

- A. People can work together to save energy and get together to practice these ideas at Eco-Park on April 22.
- B. The New City students are hosting a celebration at Eco-Park to learn ten ways to save energy.
- C. People can save energy by making only ten lifestyle changes and can celebrate these changes on April 22 at an Earth Day celebration.
- D. The newsletter offers easy-to-follow ideas for saving energy and promotes an Earth Day celebration with several fun, eco-friendly activities.

DOK 2

BASIC

Practice Test 2

(Refer to passage “Space Sailor”)

23. Which statement summarizes the main idea of the poem?

- A. The speaker describes the inky blackness of outer space as he studies space exploration.
- B. The speaker reports adventures that astronauts have as they explore space.
- C. The speaker remembers the details of journeys into space.
- D. The speaker speculates about the wonders of space exploration.

DOK 2

BASIC

Practice Test 2

(Refer to “Relatives.”)

2. Read lines 14–16 in the passage.

Which of the following is a correct paraphrase of these lines?

- F. The refrigerator could only hold coleslaw, deviled eggs, baked beans, and potato salad. The family members had been trained as chefs, and their kitchen was fully equipped.
- G. The refrigerator was full of traditional food such as deviled eggs and potato salad. Since the family had spent two days preparing food, the kitchen was a mess.
- H. The refrigerator was full of the food the family had been preparing for the reunion. Their kitchen was designed to accommodate even the best of chefs.
- J. The refrigerator could not hold all the food the amateur chefs had prepared. The kitchen looked as if they had tried to clean it up.

DOK 2

BASIC

Practice Test 3

6. Which of the following sentences is a summary of lines 43-46 of the passage?

- F. Bill, Joshua, and the narrator pose for family pictures while their relatives walk around the picnic table.
- G. As Bill, Joshua, and the narrator eat, they are greeted, photographed, and

entertained by many relatives.

- H. Bill, Joshua, and the narrator eat traditional reunion food at a picnic table while many relatives talk.
J. As Bill, Joshua, and the narrator eat, they are forced to listen to family stories and to take family pictures.

DOK 2**BASIC****Practice Test 3**

13. Which of the following sentences summarizes the main idea of the passage?

- A. Canoes have been greatly improved over the past few centuries to become the boats they are today.
B. Canoes have evolved into boats that have great service value and recreational capabilities.
C. Canoes have for centuries been boats known as the workhorses of rivers and creeks.
D. Canoes have always been the handy and adaptable boats they are today.

DOK 2**BASIC****Practice Test 3**

(Refer to “Great White.”)

21. Which of the following is a correct paraphrase of lines 9–24?

- A. The narrator wants to take his dog in a canoe down the Russian’s Run. Ten men and women tell him no and shout at him because a dog cannot handle a canoe.
B. The narrator and his dog question ten expert rafters because they want to take a canoe down the Russian’s Run. The man in charge is sad as he tells the narrator no.
C. The narrator and his dog ask the river guides for a two-man canoe so that they can do the Russian’s Run. Instead of giving the narrator a compliment, the head river guide shouts angrily at the dog.
D. The narrator asks a group of ten river guides for a two-man canoe so that he and his dog can go down the Russian’s Run. The man in charge angrily refuses, saying that the dog cannot help handle the canoe.

DOK 2**BASIC****Practice Test 3**

| |
|---|
| PROFICIENT |
| Revise a summary or paraphrase of events or ideas |
| PT2 (3) PT3 (1) |

(Refer to passage “Choctaws: The First ‘Code Talkers’”)

28. Which of the following is important enough to be used in a summary of the passage?

- F. Traditional stories say that a Choctaw elder named Pushmataha predicted in the 1800s that the “Choctaw war cry” would be heard in foreign lands one day.
- G. The United States government discouraged people from speaking any Native American language.
- H. In 1918 the enemy had almost surrounded the American Expeditionary Force near the Argonne Forest in northern France.
- J. The captain could safely communicate using Choctaw without worrying that the Germans would understand the message.

DOK 3**PROFICIENT****Practice Test 2**

(Refer to passage “Choctaws: The First ‘Code Talkers’”)

30. Below is a paraphrase of lines 51–57 that a student wrote.

The plan worked well over the next few days. Because the Germans could not decode the messages, their attacks on American troops and supply depots stopped. At least one Choctaw speaker was assigned to each company headquarters. More Choctaw code talkers were trained to use various methods to communicate military messages.

Which revision will make the paraphrase more complete?

- F. The student will include which Army division used the code talkers.
- G. The student will explain why the messages could not be decoded.
- H. The student will tell how soldiers were chosen for training.
- J. The student will describe the attacks made by the Germans.

DOK 3**PROFICIENT****Practice Test 2**

(Refer to passage “Toad TV”)

36. Which sentence from the passage contains information important enough to be included in a summary of the passage?

- F. My parents were as good as their word, for no sooner had we arrived than Dad nailed a basketball goal to the side of the old red barn.
- G. Trees surrounded our little farm; a stock pond for cows glittered in the distance like a jewel.
- H. Then a bug, attracted by the light, flitted too close to the painted floorboards of the porch.
- D. To this day I don’t recall which one of us came up with the name, but it stuck.

DOK 3**PROFICIENT****Practice Test 2**

(Refer to Whitewater Canoeing.)

8. Which of the following lines is not important enough to be included in a summary of the passage?

- F. The resulting craft was slow and awkward.
- G. This activity is known as whitewater canoeing.
- H. When two people tame the rapids as a team, cooperation and synchronicity are essential.
- J. Still, much of what actually occurs during a whitewater canoe run is completely unpredictable; and the riders must be able to improvise effectively.

DOK 3

PROFICIENT

Practice Test 3

2d: *The student will respond to, interpret, compare, contrast, critique, or evaluate increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence.*

(DOK 3)

- 1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view)
- 2) Literary devices (e.g., imagery, exaggeration, dialogue, irony (situational and verbal), **sarcasm**)
- 3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)
- 4) Author’s purpose (e.g., inform, entertain, persuade)

| BASIC |
|--|
| Recognize and use appropriate text-based evidence (story elements, literary devices, sound devices) to compare texts and analyze author’s purpose in texts of increasing length, complexity, and difficulty. |
| PT3 (1) |

(Refer to “Great White.”)

18. Which of the following is an accurate statement about the poet’s use of sound devices in the poem?

- F. The poet uses onomatopoeia in line 29 and rhyme in lines 25 and 26.
- G. The poet uses onomatopoeia in line 31 and rhyme in lines 33 and 34.
- H. The poet uses alliteration in line 32 and assonance in lines 35 and 36.
- J. The poet uses assonance in line 36 and alliteration in lines 27 and 28.

| | | |
|--------------|--------------|------------------------|
| DOK 2 | BASIC | Practice Test 3 |
|--------------|--------------|------------------------|

| PROFICIENT |
|--|
| Interpret, compare, contrast, critique, or evaluate story elements, literary devices (sarcasm), sound devices, and author’s purpose in increasingly complex literary text, literary non-fiction, and informational text. |
| IS (2) PT1 (6) PT2 (8) PT3 (3) |

1. Below read lines 61 - 62 from “The Carpenter.”

From out of nowhere, the carpenter appeared. “I guess I’m finished here.”

“Oh, no!” the two old men cried in unison. “We have plenty of work to keep you busy.”

What literary device does the author use in these lines when Samuel and Joe ask the carpenter to stay to work for them rather than becoming angry because the carpenter did not build the fence they ordered?

- A. Exaggeration
- B. Sarcasm
- C. Imagery
- D. Irony*

DOK 3

PROFICIENT

Item Specifications

2. Read the following poem.

The sun sets.
The crickets chirp.
The owl hoots as the moon rises.
The creatures’ cries create the symphony of summer night

Which line from the choices below uses a sound device in the same manner as the poem?

- A. The boys sat beside the babbling brook.*
- B. The annoying mosquito landed on my arm.
- C. The sun was an orange fireball in the horizon.
- D. The young boys always remembered to feed the cat.

DOK 3

PROFICIENT

Item Specifications

(Refer to passage “Raising Dirt”)

1. Based upon the passage, choose the statement below that identifies an idea the author expected to be unfamiliar to the reader.

- A. People who garden can raise dirt.
- B. Large trucks are used as vacuum cleaners to pick up leaves.
- C. Peat moss holds three times its weight in water.
- D. Leaf mold is important to gardeners.

DOK 3

PROFICIENT

Practice Test 1

(Refer to passage “June Bugs in April”)

8. Based on the first person point of view of the passage, which of the following is a correct evaluation of the narrator’s character?

- F. He is humorous.
- G. He is conceited about his knowledge.
- H. He is eager to study and learn.
- J. He is disinterested in the people around him.

DOK 3

PROFICIENT

Practice Test 1

(Refer to passage “June Bugs in April”)

9. In line 16 of the passage, which of the following can be used to replace Mama’s exclamation “Oh, those June bugs!” to reveal that Mama’s attitude about the June bugs is sarcastic?

- A. “Here come the June bugs!”
- B. “June bugs are here again!”
- C. “Oh, joy! The June bugs are blessing us with their presence again!”
- D. “Look, look! The June bugs are making their annual visit again!”

DOK 3

PROFICIENT

Practice Test 1

28. Based upon the first person point of view of the passage, which of the following words is a correct evaluation of Simon’s character?

- F. Hostile
- G. Resentful
- H. Productive
- J. Affectionate

DOK 3

PROFICIENT

Practice Test 1

(Refer to passage “How Many Gallons Does Your Hat Hold?”)

17. What can the reader infer about why the author wrote the passage?

- A. The author planned to entertain readers with an unusual account of cowboys and ten-gallon hats.
- B. The author planned to persuade the readers that most modern cowboys wear ten-gallon hats because the hats are very functional.
- C. The author planned to inform readers about the modern ten-gallon hat made popular by the vaqueros.
- D. The author planned to narrate the story of how John Stetson discovered the ten-gallon hat.

DOK 3

PROFICIENT

Practice Test 1

(Refer to passage “The Brief History of Ice Cream”)

29. Which of the following does not support the idea that the author intended this passage for a modern-day American audience.

- A. The author compares a Roman dessert to a modern sundae.
- B. The author explains how an ice-cream freezer works.
- C. The author mentions places in America where important events occurred.
- D. The author states that no one knows who invented ice cream.

DOK 3

PROFICIENT

Practice Test 1

(Refer to passage “The Hidden Letter”)

2. Which sentence from the passage signals a change in the plot leading to a resolution of the conflict?

- F. Now, having worked all morning, Antonio felt like an anxious dog staring longingly out a window.
- G. All thoughts of playing with his friends in the park vanished.
- H. Now Samuel was turning thirteen, and his grandfather could not think of a better gift for him.
- J. The truth was he could not explain why the book felt like something special.

DOK 3

PROFICIENT

Practice Test 2

(Refer to passage “Going Green”)

14. Which of the following interprets the author’s purpose for writing this passage?

- F. To persuade readers that environmentalism is an important matter in this country
- G. To inform readers about the history of environmentalism in our country
- H. To illustrate the story of environmentalism in our country
- J. To narrate a story about the first environmentalists and their drive to save our resources

DOK 3

PROFICIENT

Practice Test 2

(Refer to passage “Space Sailor”)

27. Which of the following statements is a correct evaluation of the poet’s use of literary devices in the poem?

- A. The poet uses imagery when describing an astronaut exploring the rings of Saturn, the moons of Mars, and the Milky Way.
- B. The poet uses irony when expressing the wish to see from Earth what is invisible in space.
- C. The poet uses exaggeration when describing comets and the numbers of asteroids in the universe.
- D. The poet uses sarcasm when explaining that a single cord is the only link between the spaceship and an astronaut who is on a space-walk.

DOK 3

PROFICIENT

Practice Test 2

(Refer to passage “Choctaws: The First ‘Code Talkers’”)

32. Which of the following is a correct evaluation of situational irony in the passage?

- F. The first use of the Choctaw language solved the problem of the enemy’s intercepting American communications.
- G. A language that was not valued by the United States government played an important role in an American victory.
- H. The Germans during World War I could not decode a language that was different from other European languages.
- J. Choctaw code talkers inspired the American military to use other Native American languages for communication during World War II.

DOK 3**PROFICIENT****Practice Test 2**

(Refer to passage “Choctaws: The First ‘Code Talkers’”)

34. What is the author’s purpose for writing this passage?

- F. To explain the difficulty of learning the Choctaw language
- G. To inform the reader about the important contribution of the Choctaws during World War I
- H. To share details about lives of Native Americans during World War I
- J. To persuade the reader to consider learning to speak a Native American language

DOK 3**PROFICIENT****Practice Test 2**

(Refer to passage “Toad TV”)

35. Which of the following lines from the passage represent the beginning of the resolution?

- A. Lines 31–35
- B. Lines 37–40
- C. Lines 47–50
- D. Lines 52–55

DOK 2**PROFICIENT****Practice Test 2**

(Refer to passage “Toad TV”)

38. Which lines from the passage support the statement that the narrator and his siblings share the character trait of resourcefulness?

- F. Lines 1–3
- G. Lines 14–18
- H. Lines 37–40
- J. Lines 48–50

DOK 3**PROFICIENT****Practice Test 2**

(Refer to passage “Toad TV”)

39. Which statement captures the irony in the passage?

- A. The narrator thought the property looked like a park, but he was concerned about how he would spend his time.
- B. The narrator’s father installed a television antenna even though he wanted the

children to play games instead of watching TV.

- C. What the narrator originally thought was a boring activity became his main source of entertainment.
- D. What the narrator and his siblings did in the country was much like what they did in Hattiesburg.

DOK 3**PROFICIENT****Practice Test 2**

(Refer to “Relatives.”)

5. Based upon the first person point of view, which of the following words accurately evaluates the changes in the narrator’s character?

- A. From quiet to shocked
- B. From interested to bored
- C. From doubtful to enthusiastic
- D. From unhurried to questioning

DOK 3**PROFICIENT****Practice Test 3**

10. For what purpose has the author of “Whitewater Canoeing” included the introductory material?

- F. To describe the appearance of the eastern shore saltwater bogs
- G. To tell the reader a story about the discovery of a canoe
- H. To persuade the reader to paddle a one-person canoe
- J. To inform the reader of the canoe’s early history

DOK 3**PROFICIENT****Practice Test 3**

16. Based upon the first person point of view in “Great White,” which of the following words accurately evaluates the speaker’s character?

- F. Disappointed
- G. Competitive
- H. Apologetic
- J. Carefree

DOK 3**PROFICIENT****Practice Test 3**

| |
|--|
| ADVANCED |
| Evaluate the validity of an interpretation or explanation of author’s purpose. |
| PT1 (1) |

(Refer to passage “The Brief History of Ice Cream”)

30. The author began the passage with information about ice cream in ancient cultures. After Olivia read the first twelve lines of the passage, she wrote this evaluation of what she had read.

The author began the passage with information about ice cream in ancient cultures to show that people have enjoyed ice cream of some sort for centuries.

Was Olivia correct?

- F.** Yes, Olivia was correct because she realized that ice cream was made first by the Romans.
- G.** Yes, Olivia was correct because she understood that the author was establishing the fact that ice cream is not a new creation.
- H.** No, Olivia was not correct because she missed the author’s main point that desserts with fruit were ice cream.
- J.** No, Olivia was not correct because she missed the idea that ancient civilizations could not freeze ice cream.

DOK 3

ADVANCED

Practice Test 1

2e. Evaluate the author’s use of facts, opinions, or tools of persuasion in written and visual texts to determine author’s purpose and consider the effect of persuasive text on the intended audience. (DOK 3)

- 1) Evaluate the author’s use of and distinguish between fact and opinion.
- 2) Evaluate the use of tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side’s point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words, **glittering generalities, false syllogisms**, etc).

| BASIC |
|--|
| Recognize and identify the use of fact, opinion, and persuasion tools to determine author’s purpose in texts of increasing length, complexity, and difficulty. |
| PT1 (3) PT 3 (3) |

(Refer to passage “How Many Gallons Does Your Hat Hold?”)

20. Which of the following statements from the passage is an opinion?

- F. Of course, cowboy hats also are commonly worn by everyday people in nearly every area of the country.
- G. The ten-gallon hat is the largest of the cowboy hats.
- H. Actually, a ten-gallon hat can hold only about four gallons of water.
- J. The word *galón* means braid in Spanish.

DOK 1

BASIC

Practice Test 1

(Refer to passage “Curtain Call”)

27. Which of the following statements from the passage shows Simon’s opinion?

- A. My hardest task, however, was operating the snow machine . . .
- B. . . . I performed my job just as I had rehearsed.
- C. Before every rehearsal I would fill the inside box with snowflakes . . .
- D. . . . I experimented with various lighting techniques to make the moon glow . . .

DOK 1

BASIC

Practice Test 1

(Refer to passage “How Many Gallons Does Your Hat Hold?”)

21. Which of the following statements from the passage persuades readers that cowboy hats are an important part of American history?

- A. Of course, cowboy hats also are commonly worn by everyday people in nearly every

- B. According to legend, the ten-gallon hat actually came before other cowboy hats.
- C. When famed American hat maker John Stetson traveled west in the 1860s, he found cowboys throughout the region wearing these large, flamboyant hats.
- D. For hundreds of years, generations of cowboys and *vaqueros* riding the range and herding livestock have recognized the versatility of the cowboy hat.

DOK 2 **BASIC** **Practice Test 1**

11. Which statement from “Whitewater Canoeing” is an opinion?

- A. While still used for basic fishing, hunting, and other food-gathering activities, many modern canoes specifically are designed and used for pleasure and recreation.
- B. Canoes were once composed of a light, framework—usually wood— covered with tanned animal skins or bark.
- C. The uses of canoes have been adapted to one of the world’s most popular recreational sports, whitewater canoeing.
- D. Whitewater canoeing can be done by a person alone in a canoe or with a partner

DOK 2 **BASIC** **Practice Test 3**

(Refer to “Welcome to the Omnibus Transit System.”)

29. In an effort to increase the number of Omnibus riders, the company is adding a list of well-known city officials who use the system.

Which of the following tools of persuasion will the company be using in its advertisement?

- A. Bandwagon
- B. Card Stacking
- C. Endorsement
- D. False Syllogisms

DOK 2 **BASIC** **Practice Test 3**

31. Which of the following lines from “Museum Information and Highlights” is a fact?

- A. With award-winning exhibits on permanent display, the Natural Science Museum of Omni provides visitors with an interactive experience that will not soon be forgotten.
- B. Opened in 1995, the Art Museum of Metropolitan Omni features works by some of the world’s greatest artists.
- C. Guest speakers lead stimulating discussions about current artists and trends.
- D. The aquarium offers daily summer tours, with a new tour beginning every hour.

DOK 2 **BASIC** **Practice Test 3**

| |
|---|
| PROFICIENT |
| Evaluate author’s use of facts, opinions, and tools of persuasion (glittering generalities and false syllogisms) to determine author’s purpose and consider the effect on the intended audience in texts of increasing length, complexity, and difficulty. |
| PT1 (3) PT2 (4) PT3 (1) |

1. Read the following letter.

Dear Sirs:

Waste products from your factory are seeping into our local watershed. Many citizens are concerned that these toxins will reach our community water supply. Also, because

Based upon the language in the letter, the reader can infer that the author’s purpose is which of the following?

- A. To provide the community with information about the water supply
- B. To describe the toxic waste to the community and to other industries
- C. To persuade the factory officials to install environmentally safe equipment*
- D. To inform the factory about legal action the city is taking against the salmon industry

DOK 3**PROFICIENT****Practice Test 1**

(Refer to passage “Going Green”)

9. Which fact based upon the passage supports the idea that environmental efforts have become more public and more organized?

- A. Several active and well-known environmental organizations such as the Sierra Club and Greenpeace have been founded.
- B. The USFS launched a program to double the number of forests and triple the area of national forests.
- C. Enthusiasm for the environmental movement slowed for a while but has gained momentum since the 1990s.
- D. William D. Ruckelshous, the first EPA administrator, took steps to battle the country’s pollution problems.

DOK 3**PROFICIENT****Practice Test 2**

(Refer to passage “Going Green”)

12. Which statement correctly evaluates the author’s use of tools of persuasion in the passage?

- F. The author uses stereotypes to portray politicians and news outlets.
- G. The author uses shock tactics and fear to warn of dangers to the environment.
- H. The author uses card stacking to present only one side of the environmentalism issue.
- J. The author uses endorsement to praise the efforts of certain individuals.

DOK 3**PROFICIENT****Practice Test 2**

(Refer to passage “New City Student ‘Go Green’ Newsletter! Recycle...Reuse...Conserve.”)

18. Which statement correctly evaluates the author’s use of facts in the newsletter?

- F. The author uses facts to explain the benefits of recycling.
- G. The author uses facts to persuade readers to plant trees.
- H. The author uses facts to justify some of the energy-saving tips.
- J. The author uses facts to encourage readers to buy fruits and vegetables.

DOK 3**PROFICIENT****Practice Test 2**

(Refer to passage “Space Sailor”)

25. Which of the following is a correct evaluation of how the poet uses glittering generalities in the poem?

- A. To express the comfort of seeing familiar stars through a telescope in lines 1–4
- B. To express the desire to explore unseen planets and stars in lines 5–8
- C. To describe the aims of shuttle commanders and pilots in lines 17–20
- D. To describe the role imagination plays in exploring the universe in lines 21–24

DOK 3**PROFICIENT****Practice Test 2**

(Refer to passage “Raising Dirt”)

4. Which fact based on the passage supports the idea that dirt is valuable?

- F. People all over the country purchase dirt every year to use in planting.
- G. Today, in some locations, peat deposits can be fourteen-feet deep.
- H. Peat moss is brown like dirt but has a different consistency.
- J. Large trees send their roots deep into the dirt, sometimes as deep as sixty feet.

DOK 3**PROFICIENT****Practice Test 1**

| |
|---|
| ADVANCED |
| Justify evaluation of text using sarcasm, glittering generalities, and false syllogisms citing text-based evidence in texts of increasing length, difficulty, and complexity. |
| PT1 (1) |

(Refer to passage “June Bugs in April”)

10. Although this passage tells a story, does the narrator’s word choice in lines 46–53 also support an attempt to add persuasion to the passage?

- F. Yes, because the narrator uses glittering generalities to create interest in the June bug
- G. Yes, because the narrator uses stereotypes to classify people who are not as interested as he
- H. No, because the narrator uses figurative language to describe the June bug
- J. No, because the narrator states unsupported facts rather than opinion

DOK 3**ADVANCED****Practice Test 1**

Competency 3: The student will express, communicate, evaluate, or exchange ideas effectively.

3a. *The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)*

1) Planning

- Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).

2) Drafting

- Draft with increasing fluency.

3) Revising

- Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric.

4) Editing

- Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.

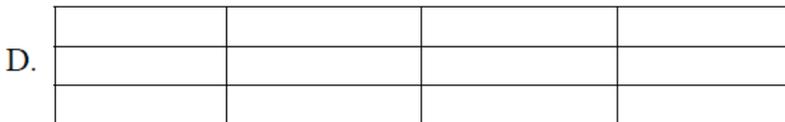
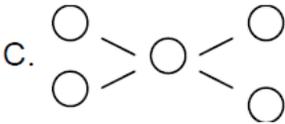
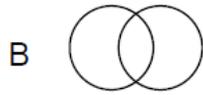
5) Publishing/Sharing

- Share writing with others formally and informally using a variety of media.

| Basic |
|--------------------------------------|
| Use an appropriate composing process |

IS (1)

1. Which graphic organizer is effective in the planning for narrative text telling a story in chronological order?



DOK 2

BASIC

Item Specifications

Proficient

Use an appropriate composing process

IS (1) PT1 (5) PT2 (2) PT3 (5)

2. Read the following sentences.

(1) After the glimpse I had of the Martians emerging from the cylinder in which they came to the earth, a kind of fascination paralyzed my actions. (2) I remained standing in the grass, hiding from them behind the stalks of grass. (3) I was a battleground to fear and curiosity. (4) Most of the other spectators had gathered in small groups. (5) There were a few near me. (6) One man approached. (7) “What brutes!” he said. (8) “What brutes!” (9) He repeats this phrase over and over again.

Which revision below adds elaboration, making the sentence it replaces more consistent with the rest of the paragraph?

- A. Replace sentence 1 with “Once the Martians landed on the earth, I was poised, ready to fight.”
- B. Replace sentence 2 with “I remained standing knee deep in the weeds, trying to hide.”
- C. Replace sentence 4 with “Some more people were there.”
- D. Replace sentence 6 with “A very tall man who looked very scared approached us.”*

DOK 3**PROFICIENT****Item Specifications****44. Read the following draft Ashley prepared of a PowerPoint® presentation.**

(1) Caitlin Taylor had a fire at her home last night. (2) It was not a real fire; it was a test of the family’s fire safety plan. (3) The Taylors read that almost 400,000 house fires occurred in the United States last year. (4) They decided that their family needed a plan.

(5) The family studied all possible exit routes. (6) They made a diagram of the best routes. (7) They picked a neighbor’s mailbox as a meeting place. (8) Everybody knows where the mailbox is.

(9) Mr. Taylor warned the family that it was practice session night. (10) When the smoke alarm sounded, Caitlin went out of her room on her hands and knees. (11) She headed down the hall and out the back door. (12) Then she circled the house and met her family by the mailbox.

Ashley is revising her presentation and would like to shorten it. Which sentence is she able omit without deleting any important information?

- F. Sentence 1
- G. Sentence 4
- H. Sentence 5
- J. Sentence 8

DOK 3**PROFICIENT****Practice Test 1****46. Read the draft paragraph Kelly wrote about catfish.**

(1) A person has taste buds in his or her mouth, but a catfish has taste buds all over its body. (2) In fact, a catfish is sometimes referred to as “a swimming tongue.” (3) A catfish has taste buds on its belly, fin, back, and sides. (4) The taste buds are especially concentrated on the whiskers. (5) These whiskers, which are called barbels, are what give the catfish its name.

Kelly’s teacher suggested that sentences 3 and 4 be combined during Kelly’s revision of the paragraph. Which of the following combines sentences 3 and 4 and captures the original meaning of both?

- F. The taste buds on a catfish are especially concentrated on the whiskers; and they are

also on its belly, fin, back, and sides as well.

- G. While a catfish has taste buds on its belly, fin, back, and sides, taste buds are especially concentrated on its whiskers.
- H. Taste buds are especially concentrated on the whiskers, also on the belly, fin, back, and sides of a catfish.
- J. Taste buds on the whiskers are concentrated on the belly, fin, back, and sides of a catfish.

DOK 3**PROFICIENT****Practice Test 1**

58. Nick is creating a PowerPoint® presentation about journalist Nellie Bly.

Read the following draft of the first part of his presentation.

(1) Born in 1864, Elizabeth Jane Cochrane became a reporter when she was eighteen. (2) Her nickname as a child was “Pink.” (3) She landed her first job by writing an angry response to a column in the *Pittsburgh Dispatch*. (4) The editor was impressed. (5) He gave her a job. (6) He also gave her the pen name Nellie Bly. (7) Her articles for his paper included pieces on working conditions for women and on the Mexican government.

(8) Eventually Bly moved to New York, where she got a job with Joseph Pulitzer’s *New York World*. (9) In New York she went undercover and posed as a patient in an asylum. (10) Her revelations about the terrible conditions there surprised readers. (11) Bly’s most famous assignment began in 1889, when she set off to go around the world in eighty days.

In revising the presentation, which sentences will Nick combine to improve the flow of the presentation?

- F. Sentences 5 and 6
- G. Sentences 6 and 7
- H. Sentences 8 and 9
- J. Sentences 10 and 11

DOK 3**PROFICIENT****Practice Test 1**

65. Jerry has recently become fascinated with the significant fuel savings that hybrid cars utilize. He has written an essay to convince his friends that using hybrid cars will greatly benefit future generations. His opening sentence in his essay says “Hybrid cars are the thing for the future.” Jerry knows that he needs to revise his opening sentence to capture the attention of his readers.

Which of the following is not an improvement for his opening sentence?

- A. With the price of gasoline rising constantly, hybrid cars will reduce fuel costs by half.
- B. Since hybrid cars use about half as much fuel as traditional cars, they are the answer to the nation’s fuel shortage.
- C. Hybrid cars are the answer for the future to save fuel.
- D. Hybrid cars, the salvation of future generations, are here to stay!

DOK 3**PROFICIENT****Practice Test 1**

79. The teacher asked the students in her class to write a paragraph describing a family member. Read the following draft Gina wrote.

My Aunt Dorothy is a really nice person. She is very easy to talk to. I feel like I can tell her about anything that is bothering me, and she will give me good advice. She also never forgets to send me something for my birthday.

Gina realizes that she needs to use better transitions to improve the quality of her composition. Which of the following is not an appropriate way to revise sentences 2 and 3 to improve her composition?

- A. Since she is so easy to talk to, I feel that I can tell her about almost anything that is bothering me; and she will give me good advice.
- B. She is so easy to talk to; therefore, I feel that I can tell her about almost anything that is bothering me, and she will give me good advice.
- C. Because she is so easy to talk to, I feel I can talk to her about almost anything that is bothering me; and she will give me good advice.
- D. She is easy to talk to, and I can talk to her about anything that is bothering me, and she will always give me good advice.

DOK 3**PROFICIENT****Practice Test 1**

Read the following information that Erin is using while doing research for her report on the star-nosed mole. Then answer questions 46–48 based upon the information.

(1) The star-nosed mole is an interesting and amazing creature. (2) Like most moles, it lives underground where almost no light reaches. (3) The mole can also navigate underwater. (4) However, with its incredible nose, the mole does not miss much. (5) The nose is not like an everyday nose; rather, it is constantly smelling and touching whatever it encounters in its underground travels. (6) Within milliseconds the mole can identify if the object is an edible insect or not. (7) Because the star-nosed mole must eat 70–100% of its body weight each day to survive, that nose is always busy.

46. Erin decides that she needs to delete an unnecessary sentence in her paragraph.

Which sentence will she delete?

- F. Sentence 2
- G. Sentence 3
- H. Sentence 4
- J. Sentence 7

DOK 2

PROFICIENT

Practice Test 2

Laurence and Mark have written a proposal to their student council about a field trip fund-raiser. Read this draft of their proposal. Then answer questions 68–69 based on the draft.

We ask that the student council sponsors allow us to begin an aluminum recycling drive to raise money for our eighth-grade field trip. Last year the trip to Garner State Park cost nearly \$500.00 for our graduating class. With the rise in fuel prices, we believe that we need to add another fund-raiser to our schedule so that our class can celebrate moving to high school.

Since most eighth graders drink at least one soda each day, we propose that we help pay for our trip by recycling aluminum cans. We can collect cans every week. The cans will be crushed and bagged. Groups of four from every homeroom will meet at the collection site each Friday to prepare the aluminum for the city recycling center.

68. When Laurence and Mark revise their proposal, which of the following sentences will they include to add detail about the aluminum collection process?

- F. We believe that an aluminum drive is a simple way to make money for the field trip this year.
- G. Three large, covered bins, placed behind the cafeteria, will serve as the collection site.
- H. If students all work together, collecting aluminum will be an easy and enjoyable experience.
- J. We have thoroughly researched the idea to use a recycling drive as a fund-raiser for the field trip this year.

DOK 3

PROFICIENT

Practice Test 2

41. Read the following draft of a student's essay.

(1) The long-necked llama of South America is smaller than the camel and has no hump. (2) For hundreds of years, the llama has helped the Indians living in the high Andes Mountains of Bolivia, Peru, Chile, and Argentina. (3) The large, strong llama often has traveled fifteen to twenty miles a day, carrying heavy loads and requiring no food except grass along its path. (4) In addition, the llama has provided South American Indians with meat for meals, with fleece for warm clothing, with hide for sandals, and with hair for rope. (5) For example, the strength and endurance of the llama has enabled the Incas in Peru to construct highways, bridges, temples, and irrigation systems.

A peer editor has told the student to revise the organization of the paragraph. Which of the following revisions improves the organization of the paragraph?

- A. Placing sentence 1 after sentence 3
- B. Placing sentence 3 after sentence 5
- C. Placing sentence 4 after sentence 1
- D. Placing sentence 5 after sentence 2

DOK 3**PROFICIENT****Practice Test 3**

45. Read the following sentences from a student's paragraph.

Since early times, people have tried to predict the weather. They watched for changes in different areas of their lives. Then they began inventing weather instruments. Galileo invented the thermometer in 1593. One of his pupils, Evangelista Torricelli from Italy, invented a simple barometer in 1643 and began to study how air pressure causes weather changes. Scientists began to draw weather maps during the 1820s. Then the United States Congress established a weather agency in 1890. Its name was changed to the National Weather Service in 1970.

The teacher has suggested that the student revise the paragraph to include elaboration. Which of the following sentences does not add elaboration?

- A. In ancient times people watched for changes in dark clouds, for differences in the nervous behavior of animals, or for red skies at sunrise.
- B. Congress organized a national agency called the Weather Bureau in 1890 to forecast, observe, and record the weather.
- C. In 1593 Galileo, an Italian scientist, invented the thermometer, the first scientific weather instrument.
- D. In the early 1800s, a group of nations approved a plan for mapping weather around the world.

DOK 3**PROFICIENT****Practice Test 3**

Read the following paragraph that Tim has written. Use the paragraph to answer question 50.

[(1) When Markesha was little, she liked to run fast. (2) As she grew, she continued to try to out-run her brothers and sisters. (3) One day the middle school coach asked her to try out for the junior varsity track team. (4) The team had won the district championship last year. (5) Markesha nervously glanced around as she took her mark for the fifty-yard dash. (6) When the whistle blew, Markesha ran down the track. (7) She heard the footsteps of the other runners gaining on her. (8) She ran even faster. (9) Smiling, Markesha crossed the finish line and jumped for joy.]

50. Tim's teacher has advised him to delete a sentence that does not provide a supporting detail.

Which sentence will Tim delete?

- F. Sentence 2
- G. Sentence 4
- H. Sentence 5
- J. Sentence 8

DOK 3**PROFICIENT****Practice Test 3**

64. Read the following main idea and supporting details Antonio has brainstormed for a persuasive speech.

Main idea: Even though animal circus acts may be entertaining to some people, such acts should be banned for the sake of the animals.

Supporting details:

- **Some regulations currently exist to protect animals.**
- **Regulations protecting animals are difficult to enforce.**
- **Circus animals are forced to spend long hours confined in small spaces.**

Based upon the main idea of Antonio’s speech, which of the following is not an appropriate brainstorming idea to add to Antonio’s list?

- F. Studies show that wild animals become agitated in front of cheering crowds.
- G. Trainers can become seriously injured while working with wild animals.
- H. Few trainers have any formal training to work with wild animals.
- J. Some animal trainers mistreat wild animals to tame them

DOK 3**PROFICIENT****Practice Test 3**

Read the following draft of a paragraph Jacey has written for a research report. Use this paragraph to answer question 71.

(1) People often do not pay enough attention to the amount of water they consume. (2) Water provides important nutrients. (3) Water also helps the body digest food and eliminate waste. (4) In fact, a person can live without food for quite a long time. (5) When the body’s water level drops too low, however, these processes become slower; and the body begins to shut down. (6) Therefore, people need to drink plenty of water before, during, and after any strenuous activity, especially in the heat of the summer.

71. Jacey’s teacher has suggested that Jacey revise her paragraph.

Which sentence will Jacey delete to improve the organization of the paragraph?

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

DOK 2**PROFICIENT****Practice Test 3**

| Advanced |
|--|
| Justify an appropriate composing process |

3b: *The student will incorporate descriptive details into texts including, but not limited to, narrative, expository, or persuasive. (DOK 3)*

| BASIC |
|--|
| Use an appropriate composing process to incorporate descriptive details into texts (narrative, expository, or persuasive). |
| PT2 (1) |

Rashad prepared a video report on his backyard ecosystem for his science project. Read the introduction to his script. Then answer questions 74–75 based on the introduction.

(1) Gentle breezes rustle the butterfly bushes dotted with bumble bees. (2) As these industrious insects move from one flower to another, their hum joins the song of the wind. (3) Whether it is spring or fall, the insect world never rests. (4) Just as a human gardener moves among her plants, tending to their needs, the bees care for the needs of the hive as they seek out much-needed pollen.

(5) Ants busily rummage through the garden. (6) Workers fan out from the nest. (7) All day long they scurry among plants and leaves, looking for food. (8) Perhaps the family dog has dropped some kibble. (9) Maybe the birds have left some stale bread spread on the grass. (10) It could be that aphids infect the rose bushes.

75. Which sentence will Rashad include to add descriptive details after sentence 7?

- A. Luckily, ants will eat almost anything they find.
- B. A backyard ecosystem is like a cafeteria buffet line, full of many tasty choices.
- C. All the crumbs are carried back to the ant hill by the workers.
- D. Ants use their antennae to communicate to the colony that food has been found.

DOK 2**BASIC****Practice Test 2****PROFICIENT**

Use an appropriate composing process to incorporate descriptive details into texts (narrative, expository, or persuasive).

IS (1) PT1 (2) PT2 (2) PT3 (2)

1. Read the following paragraph.

Unlike the more familiar pioneer the Conestoga covered wagon, the prairie schooner was built to be light and fast. It had a white covering known as a bonnet and, in that way, did resemble the Conestoga. However, the prairie schooner was also built to be watertight. When a prairie schooner came to a river, crossing was not an impossible feat; and the bonnets, catching the wind, billowed like sails. White bonnets billowing in the wind, the prairie schooner seemed to sail, whether across endless seas of grass or white-foamed water of a raging river.

Which of the following supplies descriptive a detail necessary in the paragraph to lead to the concluding sentence?

- A. The watertight boards were flexible and made the schooner more durable.
- B. The bonnet provided cover for both the pioneers and their belongings during rainstorms.
- C. The fierce winds blew hard against the bonnets, making the schooner seem to sail across the vast prairies.*
- D. With their white bonnets obvious, the prairie schooner both light and fast crossed land and water without major problems.

42. Jill’s teacher asked Jill’s class to write a rhymed advertisement using vivid descriptive language. Jill wrote four sentences to consider before she turned in her assignment.

Which sentence will Jill turn in because it contains vivid descriptive details that meet the teacher’s request?

- F. SweetGulp cereal tastes really good, just like morning breakfast should.
- G. SweetGulp is a morning treat for your taste buds and cannot be beat.
- H. SweetGulp is a crispy, crackly, crunchy way to begin a great day.
- J. SweetGulp is a fast and fun way to get your calories the easy way.

67. Read the following draft of a student’s essay.

The Larrabee family loved their German shepherd Chelsea—a sweet, friendly dog. However, her family nickname, “Garbage Mouth,” indicated that Chelsea had some bad habits. Even though she knew better than to get into the garbage, she could not seem to stop herself. A family member arriving home could tell immediately if Chelsea had been on a raid. The way she looked gave her away every time.

Which of the following choices correctly revises the last sentence to provide more descriptive detail?

- A. The sad but satisfied look gave her away every time.
- B. She looked guilty, and her face lacked its usual expression.
- C. The guilty expression on her face told the whole story.
- D. Her drooping head and tucked tail gave her away every time.

Read the following sentences from a narrative Tara is writing about two sisters. Then answer questions 41–42 based on the narrative.

(1) When Reena dragged her aching feet through the screen door and into the kitchen, the mouthwatering smell of shrimp cooking on the stovetop immediately caused a smile to light up her face. (2) Reena’s older sister Kali stood at the stove with her back to her sister humming an old song as she stirred the savory-smelling shrimp to the rhythm of the music she heard in her head. (3) The kitchen was very hot. (4) “What’s for supper?” Reena asked with an exaggerated, mock innocence.

(5) Kali turned her head smiling and said, “Like you don’t know, sis.” (6) Kali knew how much her sister loved shrimp.

41. Which sentence will Tara add to incorporate descriptive details into her paragraph following sentence 3?

- A. Even though the temperature was very high, the combination of the food and the fact that she was home for the day made Kali feel good.
- B. Kali, who was not bothered by warm air, enjoyed cooking during the summer months.
- C. Even though two fans were blowing on Kali, her hair was damp and stuck

to the sides of her face; and the collar of her blouse was limp.

- D. Kali was used to the increase in temperature that always accompanied cooking on the stove.

DOK 3**PROFICIENT****Practice Test 2**

47. Read the following sentences from a student's narrative paragraph.

Uncle John, Peter, and I camped on the banks of the Mississippi River. Uncle John told us some facts about the river. Then we went to a cave. When we returned, we ate supper. Finally, we fell asleep.

The student has decided to include descriptive details to improve the paragraph. Which of the following sentences does not add descriptive details?

- A. Uncle John, Peter, and I camped on the green banks of the muddy waters of the mighty Mississippi River.
- B. Uncle John told us that Hernando de Soto explored the "Father of Waters," died on its banks, and was buried beneath its surface.
- C. Then we followed the winding trail to the dark, damp Mark Twain Cave where we saw glistening stalagmites and smooth stalactites.
- D. When we returned to the camp, we ate sizzling catfish, hot hushpuppies, and sticky, sweet s'mores cooked over a glowing campfire.

DOK 3**PROFICIENT****Practice Test 3**

67. Read the following draft Ashley has prepared for her presentation to her class During Safety Week.

(1) Caitlin Taylor had a fire at her home last night. (2) It was not a real fire; it was a test of the family’s fire safety plan. (3) The Taylors had read that almost 400,000 house fires occurred in the United States last year. (4) They decided that their family needed a plan.

(5) The family studied all possible exit routes. (6) Then they made a diagram of the best escape routes. (7) They chose a neighbor’s mailbox as their place to meet once they were safely out of the house. (8) They chose that spot because they all know where the mailbox is.

(9) Mr. Taylor warned the family yesterday that it was practice session night. (10) When the smoke alarm sounded, Caitlin went out of her room on her hands and knees. (11) She headed down the hall and out the back door. (12) Then she circled the house and met her family by the mailbox.

Ashley wants to replace sentences 10 and 11 with a sentence to incorporate more descriptive details. Which sentence appropriately and effectively incorporates descriptive details that improve the paragraph?

- A. Trying to pretend that the smoke was thick, Caitlin closed her eyes and made her way down the hall, touching doors and corners and moving until she felt her knees move across the cold concrete just outside the back door.
- B. Caitlin pretended that the smoke was too thick to see through and shut her eyes and moved down the hall, pretending to look for doors until she reached the comforting cold concrete on the back porch.
- C. Pretending she could not see through the thick smoke, Caitlin squeezed her eyes shut and crawled slowly down the hall, rubbing her hands around doorframes and corners until her knees hit the cold concrete outside the back door.
- D. Caitlin tried to pretend that the smoke prevented her from seeing what was ahead of her and shut her eyes as she moved down the hall, thinking about where the doorframes and corners were and peeking so that she could see the concrete on the back porch.

DOK 3

PROFICIENT

Practice Test 3

3c: *The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events with a clear problem and solution. (DOK 3)*

- 1) Stories or retellings
- 2) Narrative poems
- 3) PowerPoint presentations
- 4) Plays
- 5) Biographies and autobiographies
- 6) Video narratives

| |
|---|
| BASIC |
| Use an appropriate composing process to produce narrative text utilizing transitions and supporting details |
| IS (1) PT3 (2) |

1. Read the following paragraph.

(1) Noticing the melting snow in my path, I carefully tiptoed to the grass beside the slushy sidewalk, knowing my canvas tennis shoes were not meant for a stroll on such a day. (2) Yet I needed to go to the library to finish my research. (3) _____ (4) My face must have expressed my shock because people coming toward me reached for me with extended arms as though to catch me before I fell; but I wasn't falling. (5) I did, however, gasp but then regained my composure. (6) Keeping my head down to watch my progress, I lifted my drowned foot from the pool of water, carefully tapping with my toe to find a solid spot before I put my full weight on that foot. (7) I must have resembled a tap dancer as I slowly tapped first the toes on my left foot to find a place for it to rest and then the toes on my right, following the same process. (8) I never had a longer trip to the library.

Which of the following provides a detail for sentence 3 that fits the narrative in the paragraph?

- A. I thought I saw my neighbor walking toward me, but I could not be sure.
- B. Whistling as I walked, I heard someone calling my name and turned to see who it was.
- C. With the sun shining, the snow was melting fast, and I knew it would all be gone before my next trip to the library.
- D. I carefully stepped on what appeared to be hard slab concrete, only to watch my right foot disappear.*

DOK 2

BASIC

Item Specifications

52. Read these sentences.

(1) We stuffed our sleeping bags into the bottom of our backpacks. (2) Finally, we laced our hiking boots and climbed into the van to ride to the hill. (3) Last summer Brandon and I planned a climb up Baker's Hill near Jefferson City. (4) As we took the trail that led to the first incline, we groaned when we realized we had not packed insect repellent. (5) Next, we loaded the outer pockets with power bars, bottled water, and chocolate candy.

Which of the following represents the most effective organization for this narrative paragraph?

- F. 1, 3, 5, 2, 4
- G. 1, 4, 5, 3, 2
- H. 3, 1, 5, 2, 4
- J. 3, 4, 1, 5, 2

DOK 2**BASIC****Practice Test 3**

Read the following video narrative Fernando has written about his new approach to sports training. Use this narrative to answer questions 68.

(1) When Coach Upton saw my time sheets at the end of spring training last month, he was not pleased. (2) He suggested that I use some yoga exercises to improve my sprinting speed. (3) I talked my friend Ray into signing up for a yoga class with me. (4) Since we had been athletes all of our lives, we thought the class would be easy. (5) Boy, were we wrong! (6) During our first class, Ray and I groaned in agony as we attempted the first posture, bending to form a half-moon. (7) All of the others in the class were calm and relaxed. (8) Their movements seemed effortless. (9) What were we doing wrong? (10) Thankfully, the instructor quietly offered some helpful suggestions about our breathing and even showed us a deep breathing exercise designed to increase lung capacity. (11) The exercise left us feeling calm and energized until we heard, “Now, let’s begin the real work!”

68. Which of the following phrases provides transition and adds specific detail to improve Fernando’s narrative?

- F. At the beginning of the next week,
- G. As soon as I made up my mind,
- H. Despite my coach’s advice,
- J. Embarrassed to go alone,

DOK 2**BASIC****Practice Test 3****PROFICIENT**

Use an appropriate composing process to produce narrative text utilizing adequate transitions and specific supporting details.

PT1 (3) PT2 (4)

69. Read the following draft of a story.

My folks have been mostly supportive of my musical ambitions. They have even let my rock band practice in the guest bedroom over our garage. My band plays mainly famous rock songs from the last sixty years. My folks have become our biggest fans.

After dinner last night, I broke the news to them: we had landed our first paying job, a wedding in ten days. We would have to practice every minute. Mom frowned. “Josh, Nanna is coming tomorrow for a visit,” she said. “She’ll be in the bedroom over the garage.”

I felt terrible. “But nobody else has practice space!” I replied. The room over the garage had cemented my job as band leader. Then I had an idea. A lot of the houses around us had a bedroom over the garage. Maybe somebody would want to support the arts.

Which of the following is the appropriate concluding sentence for this story?

- A. I called up my fellow band members, one at a time. I was hoping somebody would have a solution to our problem.
- B. Seeing Nanna, who had always liked my music, would be great.
- C. Perhaps the wedding couple would not mind postponing the wedding a little bit.
- D. First thing in the morning, I would get the guys together to search the neighborhood for someone with an empty bedroom.

DOK 3

PROFICIENT

Practice Test 1

72. Jordan and Shelby made a video of a class field trip. Now they are writing a script to accompany their video. Read their first draft.

Our bus turned onto Jefferson Davis Boulevard. We proceeded to the entrance of the Grand Village of the Natchez Indians, where we met Mr. Sanders, our tour guide. He explained that the Grand Village was the center of life for this Native American tribe between 1682 and 1729. He showed us a map of the Grand Village and gave us an overview of the tour. Then we began the actual tour, first visiting the Great Sun's Mound. Next we visited the Temple Mound. There is a third mound, the Abandoned Mound, which we did not visit. We saw a reconstructed house. We also visited the museum, which is filled with artifacts. Our final stop was the gift shop at the Visitor Center where everyone enjoyed looking at the handcrafts, and many people made purchases.

Which of the following is an appropriate statement to add to this paragraph?

- F. Mr. Sanders was a very nice man.
- G. The Grand Village of the Natchez Indians is open daily except Saturdays.
- H. We thanked Mr. Sanders for conducting such an enjoyable tour for us.
- J. This is the longest field trip we have ever been on.

DOK 3

PROFICIENT

Practice Test 1

80. Read the following draft of Madison's story.

(1) The ten junior camp counselors had started quarreling among themselves. (2) Hannah, the head counselor, called them together. (3) They expected a lecture on their behavior, but that is not what happened.

(4) Hannah counted out ten thick sticks. (5) She tied the bundle together with twine. (6) She put the ten sticks together into a bundle. (7) She passed the bundle to Ashley and told her to break it. (8) Ashley tried her best, but she failed miserably. (9) Each junior counselor tried to break the bundle of sticks. (10) Each girl failed.

(11) Hannah untied the bundle and handed each girl a single stick. (12) She instructed the girls to break their sticks one by one. (13) The air filled with the sound of breaking sticks.

The order of two of the sentences should be reversed. Which pair of sentences is in the wrong order?

- F. Sentences 2 and 3
- G. Sentences 5 and 6
- H. Sentences 9 and 10
- J. Sentences 11 and 12

DOK 3

PROFICIENT

Practice Test 1

Read the following sentences from a narrative Tara is writing about two sisters. Then answer questions 41–42 based on the narrative.

(1) When Reena dragged her aching feet through the screen door and into the kitchen, the mouthwatering smell of shrimp cooking on the stovetop immediately caused a smile to light up her face. (2) Reena’s older sister Kali stood at the stove with her back to her sister humming an old song as she stirred the savory-smelling shrimp to the rhythm of the music she heard in her head. (3) The kitchen was very hot. (4) “What’s for supper?” Reena asked with an exaggerated, mock innocence.

(5) Kali turned her head smiling and said, “Like you don’t know, sis.” (6) Kali knew how much her sister loved shrimp.

42. Tara is considering making sentence 6 the beginning of a new paragraph. Which of the following sentences will make a good specific supporting detail for sentence 6?

- F. Both sisters enjoyed cooking, but on this day Kali knew her sister would be more interested in eating shrimp than anything else Reena had prepared for supper.
- G. Reena loved to cook and eat a wide variety of foods, but Kali knew that her sister would eat shrimp for supper every day of the week if she could.
- H. When Reena set her book bag on the floor in the corner and reached for an apron, her sister knew she was ready to begin the familiar process of helping her cook supper.
- J. No matter how much the smell of a particular food permeated the kitchen and the rest of the house, Kali knew that her sister would always ask what was for supper.

DOK 3

PROFICIENT

Practice Test 2

61. Read the beginning of the narrative story Hannah is writing for English class.

(1) Marie stepped onto the rink and immediately began spinning and jumping on the newly-sharpened blades of her ice skates. (2) The wind was blustery and pushed against her as she zoomed across the ice, but she was indifferent to its strength. (3) Marie was focused entirely on her skating as she twirled and glided on the glossy surface. (4) Her goal was to become a member of the city ice dancing team, and she needed as much practice time as possible.

Hannah’s teacher suggests she add a sentence that provides specific details. Which of the following will Hannah insert after sentence 3?

- A. She was prepared for the weather and had dressed warmly so that the bitter temperatures would not interrupt her workout.
- B. She felt comfortable and confident on her old but reliable skates that had served her so well through the years.
- C. She concentrated on the skating moves that she knew were weak and needed improvement.
- D. She pressed her lips tightly together and furrowed her eyebrows as her skating strides became more forceful.

DOK 3

PROFICIENT

Practice Test 2

63. Which of the following sentences will Derek add to the narrative to elaborate on the information presented in sentence 7?

- A. My hand reached for my mother’s, holding it a little more tightly than normal, and my feet started a little skipping step as I teased my mother into a faster pace.
- B. My mother turned to me with a smile on her face, a sign to me that she was already

enjoying our walk to the park even though the surprise was still ahead.

- C. I knew that my mother loved to go on family picnics when the weather cooled off in the fall and that this day was going to be perfect.
- D. Peering into the distance through the green of spring leaves on the many trees, I still could not see the picnic table that I knew was just ahead along our path.

DOK 3 **PROFICIENT** **Practice Test 2**

77. Read the beginning of the narrative story Eliza is writing for English class.

Julie rummaged through the cardboard box in the attic. As she pulled out a colorful silk scarf and a frayed stuffed tiger, she frowned and muttered to herself. She stopped for a moment and took a deep breath. Her eyes darted back and forth as she searched the dusty wooden floor around her. She spotted an old lantern covered with cobwebs, gingerly picked it up, and tested the switch. Miraculously, brilliant white light sprayed out across the room.

Which of the following sentences adds specific details to Eliza’s narrative?

- A. Julie knew the lantern would illuminate the contents of the box.
- B. Julie wondered how the old lantern could produce so much light.
- C. When Julie held the lantern over the box, she spied the beady eyes of her teddy bear.
- D. After Julie discovered that the lantern worked, she carried the light over to the box.

DOK 3 **PROFICIENT** **Practice Test 2**

ADVANCED

Based on audience and purpose, justify an appropriate composing process utilizing topic sentences, effective organization and transition, specific supporting details, vivid word choice, and descriptive details to produce or evaluate narrative, informational, or persuasive text of increasing complexity and length.

PT2 (2) PT3 (1)

Read the following draft of Derek’s narrative. Then answer questions 62–63 based on the draft.

(1) The clear skies and shining sun set the perfect stage for a successful surprise picnic. (2) As my mother and I walked to the park, I carefully concealed my excitement. (3) I knew she would never expect our whole family to be waiting by a picnic table, ready for a pleasant Saturday afternoon together.

(4) My father and sister had quietly left the house an hour earlier, arms full of delicious food and picnic supplies. (5) Rover, our dog, ran alongside them, playfully wagging his tail and waiting for a morsel of food to drop. (6) I had watched them disappear down the winding road before turning inside to complete my part of the plan.

(7) Now, as Mom and I rounded the corner and the park came into sight, my stomach fluttered in anticipation.

62. Derek is considering adding this sentence to the narrative after sentence 1.

I felt happy as I thought about my plans for the day.

Which of the following statements justifies the decision not to include the sentence?

- F.** The sentence fails to use vivid word choices.
- G.** The sentence relates an event out of the proper order.
- H.** The sentence fails to act as an effective transition.
- J.** The sentence adds details that do not support the narrative.

DOK 3

ADVANCED

Practice Test 2

Rashad prepared a video report on his backyard ecosystem for his science project. Read the introduction to his script. Then answer questions 74–75 based on the introduction.

(1) Gentle breezes rustle the butterfly bushes dotted with bumble bees. (2) As these industrious insects move from one flower to another, their hum joins the song of the wind. (3) Whether it is spring or fall, the insect world never rests. (4) Just as a human gardener moves among her plants, tending to their needs, the bees care for the needs of the hive as they seek out much-needed pollen.

(5) Ants busily rummage through the garden. (6) Workers fan out from the nest. (7) All day long they scurry among plants and leaves, looking for food. (8) Perhaps the family dog has dropped some kibble. (9) Maybe the birds have left some stale bread spread on the grass. (10) It could be that aphids infect the rose bushes.

74. Rashad is considering adding the following transitional sentence to the beginning of the second paragraph.

In addition to bees, ants are hard at work in the ecosystem.

Which of the following statements justifies Rashad’s addition of the sentence?

- F.** The sentence uses an idea from the first paragraph to introduce an example in the second paragraph.
- G.** The sentence uses a detail from the first paragraph to introduce a detail in the second paragraph.
- H.** The sentence uses an example from the first paragraph to introduce an idea in the second paragraph.
- J.** The sentence uses an idea from the first paragraph to introduce an idea in the second paragraph.

DOK 3

ADVANCED

Practice Test 2

Read the following video narrative Fernando has written about his new approach to sports training. Use this narrative to answer questions 69.

(1) When Coach Upton saw my time sheets at the end of spring training last month, he was not pleased. (2) He suggested that I use some yoga exercises to improve my sprinting speed. (3) I talked my friend Ray into signing up for a yoga class with me. (4) Since we had been athletes all of our lives, we thought the class would be easy. (5) Boy, were we wrong! (6) During our first class, Ray and I groaned in agony as we attempted the first posture, bending to form a half-

69. A classmate tells Fernando to delete the underlined sentence. Fernando decides not to follow his classmate’s advice.

Which of the following statements justifies Fernando’s decision?

- A. The focus of the passage is on all the wrong things the boys were doing in class.
- B. The underlined sentence explains what Fernando and Ray were doing wrong.
- C. The surprise Fernando and Ray felt during the first class returns at the end of the narrative.
- D. The fact that Coach Upton thought the boys were not performing well is emphasized by the sentence.

DOK 3

ADVANCED

Practice Test 3

3d: *The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)*

- 1) Reports
- 2) Letters (friendly and business)
- 3) Functional texts
- 4) Presentations
- 5) Poems
- 6) Essays

| |
|---|
| BASIC |
| Use an appropriate composing process to produce informative text utilizing topic sentences and organization |
| PT1 (1) PT3 (3) |

63. Read the following paragraph.

(1) The Pembroke Welsh Corgi is a unique little dog that was originally bred to herd cattle. (2) This fact enhances the Corgi's ability to work. (3) He is so short that the cow will kick back over his head after he has nipped her heels, and the Corgi is not injured. (4) Although the Pembroke Welsh Corgi is much smaller than other herding dogs, he is still a very functional farm dog.

Which of the following supporting details is appropriate to include in the paragraph after sentence one?

- A. The Corgi has a very short tail.
- B. The Corgi may be red and white or black and white.
- C. The Cardigan Welsh Corgi is different from the Pembroke Welsh Corgi.
- D. The Pembroke Welsh Corgi is an extremely short dog with stubby little legs

DOK 2

BASIC

Practice Test 1

43. Read the first and last sentences for a paragraph Casey has written.

First: Wigs were fashionable in Europe as well as in ancient Egypt.

Last: Professional wigs of white horsehair are worn in England now only by The Speaker of the House of Commons and by judges.

Now read the following supporting details Casey is considering for her paragraph.

- [(1) During the seventeenth and eighteenth centuries, the French court Revived the custom of wearing wigs and influenced the trend in other European countries.**
- (2) On the other hand, English judges wore flat-bottomed wigs with twenty Or more rows of curls hanging down.**
- (3) Eighteenth-century English ladies wore large combs decorated with jewels to hold their wigs in place.**
- (4) The first French wigs were made of masses of hair parted into two groups of ringlets.**

Which of the following represents effective organization for the paragraph?

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

DOK 2

BASIC

Practice Test 3

49. Lisa’s homework assignment is to write an informative paragraph about her idea of a perfect weekend.

Which of the following is an effective topic sentence for Lisa’s paragraph?

- A. There are many things I would like to do on my perfect weekend.
- B. My perfect weekend must include time to do the things that make me happy.
- C. What I would like to do on a perfect weekend is rest.
- D. Although I enjoy every weekend because I do not have to go to school, my weekends are not always perfect.

DOK 2

BASIC

Practice Test 3

Read the following draft Sergio has written as an introductory paragraph for an informative essay. Use this paragraph to answer questions 79.

(1) Many of my friends have been with me since kindergarten. (2) They, of course, have listened to my problems and have helped me find solutions. (3) Now that I have reached the end of middle school, I have taken the time to reflect on the many people who have helped me reach this point in my life. (4) My karate instructor has also played an important part in my life. (5) The person who has been the most influential, however is my English teacher, Mr. Frazier. (6) Mr. Frazier has taught me to organize my ideas, to express my thoughts, and to set worthwhile goals.

79. Which of the following revisions improves the organization of Sergio’s paragraph?

- A. Place sentence 2 after sentence 3
- B. Place sentence 3 before sentence 1
- C. Place sentence 4 after sentence 2
- D. Place sentence 5 before sentence 4

DOK 2

BASIC

Practice Test 3

PROFICIENT

Use an appropriate composing process to produce informational text (business letters) utilizing topic sentences, adequate organization, transitions, and vivid word choices.

PT1 (3) PT2 (5) PT3 (5)

56. Alisha wrote a draft of a report for science class. Read the two paragraphs below.

Could you spend your entire life underground? Some animals do. In North America, pocket gophers are the most common example. Their life below the earth’s surface means they have very little use for the senses above-ground animals depend on: sight, hearing, and smell. Instead, their bodies have adapted to fit their environment. For example, the gophers make very efficient use of the reduced oxygen supply found underground.

Pocket gophers dig a system of connecting tunnels and a den. They may dig as many as two hundred feet of tunnels. In soft ground they dig with the claws of their front legs; in harder ground they must rely on their front teeth. However, that does not mean that they swallow dirt as they dig because they are able to close their lips behind their front teeth.

Which of the following is an effective transition sentence to use to connect paragraphs one and two?

- F. Pocket gophers can work underground, too.
- G. They like digging tunnels underground as well as on top of the ground.
- H. This reduced oxygen supply does not impede the pocket gopher's ability to work underground, however.
- J. Nevertheless, they can keep dirt out of their mouths while they work underground.

DOK 3

PROFICIENT

Practice Test 1

53. Emily and Chris worked together on a video tour of the high school. Read the first draft of the script they wrote for the first part of the tour.

(1) When we arrived at the remodeled high school, Mrs. Clayton, the principal, welcomed us. (2) Then she handed us hardhats to wear. (3) Although everything should be completed soon, we saw the construction workers drilling, hammering, and welding.

(4) We walked down the main corridor past rows of new lockers. (5) We saw other workers punching keypads to test them, and we knew the new keypads would be much easier to use than our old locks. (6) Other men were carrying tables and chairs into the cafeteria. (7) We then stopped to admire the enlarged cafeteria and new kitchen.

(8) Next we visited the library where some workers were finishing two new features – private study spaces and comfortable chairs. (9) We only wish our classroom chairs were this comfortable! (10) We moved on to one of the renovated classrooms and were impressed by the changes. (11) Mrs. Clayton mentioned the new heating and cooling system, and we saw the refrigeration company placing the heavy units on the big square concrete blocks.

Which sentence needs to be placed after sentence 10 to add more specific details?

- A. Everything looked really good and really new, and several people were scurrying around to put things in place.

- B.** We were pleased by the changes to the shapes of the rooms and the furniture and the colors being used.
- C.** Some of our teachers were wiping clean the new modern whiteboards, cleaning the window on the large outside wall, and hanging bright bulletin board materials on the back wall.
- D.** The whole atmosphere of the room was a substantial change from the past, and we looked at all of the new additions with surprise and delight and excitement about our new space.

DOK 3

PROFICIENT

Practice Test 1

59. Read the following ideas Stephen wrote for his report about exercising.

- A.** Only about one-quarter of Americans exercise the recommended thirty minutes a day.
- B.** Successful exercises utilize strategies for success.
1. Find activities that match ability and personality such as team sports for competitive people, group classes for social people, and running and weight training for people with strong will power.
 2. Put exercise on a convenient schedule at the same time every day.
 3. Have a variety of exercise options including doing different activities on different days and using different kinds of equipment.
 4. Forgive necessary lapses in normal routine for such things as vacations, illnesses, and times of undue stress.

Which of the following is the only statement that is not an appropriate beginning for a paragraph including all four statements?

- A.** Statement 1
- B.** Statement 2
- C.** Statement 3
- D.** Statement 4

DOK 3**PROFICIENT****Practice Test 1**

Read the following information that Erin is using while doing research for her report on the star-nosed mole. Then answer questions 46–48 based upon the information.

(1) The star-nosed mole is an interesting and amazing creature. (2) Like most moles, it lives underground where almost no light reaches. (3) The mole can also navigate underwater. (4) However, with its incredible nose, the mole does not miss much. (5) The nose is not like an everyday nose; rather, it is constantly smelling and touching whatever it encounters in its underground travels. (6) Within milliseconds the mole can identify if the object is an edible insect or not. (7) Because the star-nosed mole must eat 70–100% of its body weight each day to survive, that nose is always busy.

47. Erin decides to add the following sentence to her paragraph.

Suppose, for example, that a star-nosed mole’s nose happens to bump into something tiny.

In order to utilize effective organization, where will Erin place this sentence?

- A.** After sentence 1
- B.** After sentence 3
- C.** After sentence 5
- D.** After sentence 6

DOK 2**PROFICIENT****Practice Test 2**

49. Amanda’s teacher has asked each student to write an informative paragraph.

Which of the following is an effective topic sentence for Amanda’s paragraph on why the study of social studies is important?

- A.** They say “History repeats itself”; learning about what went wrong in history can stop us from making the same mistakes.

- B. What happens in history affects each of us, no matter where we live; therefore, understanding history can help us improve our own lives today.
- C. When studying history, some people do not see the importance of dates of historical figures; however, past times and people are very important.
- D. The events in history make us think more; the better we are at thinking, the better we are at changing things.

DOK 3**PROFICIENT****Practice Test 2**

Read the following information that Jerome is using while doing research for his report comparing turtles and tortoises. Then answer questions 52–53 based on the information.

(1) Turtles almost never leave the water, and they have webbed feet that make them good swimmers. (2) Tortoises, on the other hand, live entirely on land. (3) When the weather is hot, tortoises go underground. (4) They have thick legs and heavy claws perfectly suited for digging the burrows that protect them from the heat of the desert sun. (5) Both turtles and tortoises have shells, and both lay eggs. (6) Both are reptiles, and they come from the same order of animals—chelonians. (7) However, because of the way they have adapted to living in different habitats, they are not really the same.

52. Which sentence is an effective topic sentence for Jerome’s report?

- F. Turtles and tortoises come from the same order of animals, and they share many characteristics.
- G. Turtles and tortoises are interesting and somewhat similar, but they live in different regions.
- H. Turtles and tortoises are closely related; but one of them likes water, and the other stays on dry land.
- J. Turtles and tortoises are quite similar in appearance, but they are not as similar as they might seem.

DOK 3**PROFICIENT****Practice Test 2**

Read the following draft of the beginning of Kerry's report on Orca whales. Then answer questions 79–80 based on the draft.

(1) Orca whales are the largest mammals ever known. (2) Female orcas can grow to be 8000 pounds, and males can reach the weight of 12,000 pounds. (3) They live in every ocean in the world but are most commonly found in the Arctic and Antarctic waters.

(4) Orcas are efficient predators and even attack young blue whales in addition to the small fish, sharks, squid, turtles, and seals that make up the rest of their diet. (5) They swim extremely fast and travel in pods or groups of five to thirty males, females, and baby whales called calves. (6) Sometimes they are called the wolves of the sea because they hunt in packs as wolves do. (7) When orcas are not hunting, they are engaged in activities that seem to have no real purpose.

79. Which of the following will Kerry add after sentence 3 to act as a transition sentence?

- A. Orcas have great eyesight and can see long distances when they swim.
- B. Orcas especially like to swim in water that has cold temperatures.
- C. Orcas make a wide variety of sounds in order to communicate with each other.
- D. Orcas are also known as killer whales because of their aggressive hunting habits.

DOK 3

PROFICIENT

Practice Test 2

80. Which of the following will Kerry not use if he wants to add a sentence with vivid language after sentence 7 in his report?

- F. The whales sometimes emerge from the water and are visible to people on whale-watching expeditions.
- G. Their sleek streamlined bodies can jet through the water at speeds as high as thirty miles per hour.
- H. When they propel themselves out of the water and crash onto their backsides, they create a spectacular sight.
- J. By hanging vertically, the whales can poke their heads through the water and spy on the surface activity.

DOK 3

PROFICIENT

Practice Test 2

Read the following paragraph that Tim has written. Use the paragraph to answer question 51.

(1) When Markesha was little, she liked to run fast. (2) As she grew, she continued to try to out-run her brothers and sisters. (3) One day the middle school coach asked her to try out for the junior varsity track team. (4) The team had won the district championship last year. (5) Markesha nervously glanced around as she took her mark for the fifty-yard dash. (6) When the whistle blew, Markesha ran down the track. (7) She heard the footsteps of the other runners gaining on her. (8) She ran even faster. (9) Smiling, Markesha crossed the finish line and

51. Which sentence below adds vivid words to sentence 6?

- A. When the starting whistle blew loudly, Markesha ran extremely fast down the track.
- B. When she heard the loud sound that came from the starting whistle, Markesha took off down the track.
- C. When the starting whistle sounded, Markesha jumped from the starting block and sped down the track.
- D. When the shrill blast of the starting whistle pierced the air, Markesha sprang from the starting block and flew down the track.

DOK 3**PROFICIENT****Practice Test 3****57. Read the following draft of a student's informational text.**

Marine Park of the Pacific needed a whale for its exhibition. Curators of the ocean museum took a big net with them to the sea. They netted a thirteen-foot whale, which pulled their boat six miles back toward the shore. The curators put a raft under the whale, towed her to shore, and placed her in a dolphin-size tank. The whale was cramped. The curators moved the whale to a deeper tank. The whale could swim around easily and could look through portholes at people looking back at her.

Which of the following is missing in the paragraph?

- A. Topic sentence
- B. Supporting details
- C. Effective organization
- D. Adequate transitions

DOK 3**PROFICIENT****Practice Test 3****59. Read the business letter that a student has written.**

**4550 Morris Lane
Oak Hill, Mississippi 39425
August 14, 2008**

**Market Street Department Store
5248 Riverside Avenue
Jackson, Mississippi 39202**

Dear Owner:

(1) I sent a money order for \$25.00 to cover the cost of purchasing and shipping my order. (2) Will you refill my order and send me the correct merchandise, please?

(3) However, I received a package with a black alligator purse and black kid gloves

Which sequence below follows the most effective organization of information?

- A. 1, 2, 3, 4 because the writer needs to use chronological order
- B. 2, 3, 4, 1 because the writer needs to use comparison and contrast
- C. 4, 1, 3, 2 because the writer needs to establish problem and solution
- D. 4, 2, 3, 1 because the writer needs to establish cause and effect

DOK 3

PROFICIENT

Practice Test 3

Read the following draft of a paragraph Jacey has written for a research report. Use this paragraph to answer question 70.

(1) People often do not pay enough attention to the amount of water they consume. (2) Water provides important nutrients. (3) Water also helps the body digest food and eliminate waste. (4) In fact, a person can live without food for quite a long time. (5) When the body's water level drops too low, however, these processes become slower; and the body begins to shut down. (6) Therefore, people need to drink plenty of water before, during, and after any strenuous activity, especially in the heat of the summer.

70. Which of the following will Jacey add after sentence 5 to provide an effective transition to sentence 6?

- F. Dehydration, heat stroke, kidney failure, and a host of other physical problems are some of the results of the loss of too much water.

- G. What people fail to realize is that any type of physical exertion or exercise causes water to exit the body in the form of perspiration or sweat.
- H. Drinking several glasses of water can revive the body and stop the process before real damage can occur.
- J. Summer heat quickly robs the body of large amounts of water and should be avoided whenever possible.

DOK 3**PROFICIENT****Practice Test 3**

Read the following draft Sergio has written as an introductory paragraph for an informative essay. Use this paragraph to answer questions 80.

(1) Many of my friends have been with me since kindergarten. (2) They, of course, have listened to my problems and have helped me find solutions. (3) Now that I have reached the end of middle school, I have taken the time to reflect on the many people who have helped me reach this point in my life. (4) My karate instructor has also played an important part in my life. (5) The person who has been the most influential, however is my English teacher, Mr. Frazier. (6) Mr. Frazier has taught me to organize my ideas, to express my thoughts, and to set worthwhile goals.

80. Which of the following sentences will Sergio insert after sentence 4 to improve the purpose and focus of the paragraph?

- F. She has drilled me not only in techniques but also in the values of discipline and hard work.
- G. She is a wonderful person and has helped many people earn a black belt.
- H. She is an expert in martial arts and has won many awards at competition.
- J. She has invested many hours working with me every week.

DOK 3**PROFICIENT****Practice Test 3****ADVANCED**

Based on audience and purpose, justify an appropriate composing process utilizing topic sentences, effective organization and transition, specific supporting details, vivid word choice, and descriptive details to produce or evaluate narrative, informational, or persuasive text of increasing complexity and length.

PT1 (1)

41. Read the following instructions Libby wrote for a school assignment.

Careful grooming is important for a horse's health and well-being. Daily grooming includes brushing the coat, cleaning the feet, and combing the mane and tail. Every few weeks the horse's mane should be pulled. A well-pulled mane improves the horse's appearance, and pulling a mane is easy. First, lay the mane over to the wrong side and comb it. Then, lay the mane over to the side where it falls naturally. Beginning where the mane is longest, hold onto some long hairs and backcomb until there are just a few hairs left. Pull to remove those few hairs. Repeat this procedure all along the mane. When finished, the mane should look even. Do not worry about pulling out too much hair since it grows back.

Libby’s teacher said that Libby’s opening sentence was not appropriate for her paragraph. Which of the following statements justifies why Libby’s teacher was correct in her observation?

- A. The sentence contains no examples.
- B. The sentence contains no specific details.
- C. The sentence is too general.
- D. The sentence is too specific.

DOK 3

ADVANCED

Practice Test 1

3e: The student will compose persuasive text with a clear problem and solution utilizing effective organization, transitions, vivid word choices, and specific supporting details. (DOK 3)

- 1) Letters
- 2) Speeches
- 3) Advertisements

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| BASIC |
| Use an appropriate composing process to produce persuasive texts utilizing supporting details. |
| IS (1) PT3 (1) |

1. Read the following advertisement.

Do you need more than your current soap offers to help keep your family healthy?

Buy New Clean!

You'll notice a healthier home!

Which of the following offers the appropriate persuasive detail to add to the blank line in this advertisement?

- A. New Clean soap removes soil and grime from yours and everyone else's hands.
- B. New Clean soap protects your family from hidden germs and bacteria.*
- C. Your family will be rid of dust forever if you use New Clean soap.
- D. Those invisible soiled particles will disappear with New Clean soap.

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|--------------|--------------|----------------------------|
| DOK 2 | BASIC | Item Specifications |
|--------------|--------------|----------------------------|

61. A student has written the following letter to the editor of the school newspaper.

Dear Editor:

(1) I want to speak in favor of having the school library and computer lab open twelve months a year. (2) Students could use the library to check out books for summer reading.(3) In addition, the books would not gather dust; and the computers would be maintained. (4) Finally, the administrators could

Which of the following statements represents an appropriate supporting detail to add to this letter?

- A. In fact, students could stack the books in alphabetical order on carts for summer cleaning.
- B. In fact, teachers could use the computers to keep up with current trends in education.
- C. Actually, students could enjoy the air conditioned comfort of the school library.
- D. Actually, teachers could request additional money for computer software.

DOK 2

BASIC

Practice Test 3

PROFICIENT

Use an appropriate composing process to produce persuasive text with a clear problem and solution, utilizing effective organization, adequate transitions, vivid word choices, and specific supporting details.

PT1 (4) PT2 (4)

Some eighth-grade students have written a letter persuading family and friends to buy chocolates for a class fundraiser. Read what they have written.

Dear Family and Friends:

With the start of the school year comes the start of our fundraising for our trip to the nation's capital in May. One of our fundraising plans is selling some very special chocolates. We think you will agree they are terrific.

In the first place, they are made locally, using only the best ingredients. Secondly, they taste absolutely delicious. Our tasting panel agrees that these are the best chocolates they have ever tasted. Best of all you can eat them without any guilt because you know you are helping a good cause.

Members of our class will be contacting you and asking you to buy our chocolates. Please remember how special our chocolates are and how much your purchase will help us.

49. Which of the following sentences is correct to use as a transition between paragraph 1 and paragraph 2?

- A. Why are we selling chocolates?
- B. How does your purchase help us?
- C. Why are these chocolates special?
- D. What other fundraisers will we have?

DOK 3

PROFICIENT

Practice Test 1

50. Which of the following sentences adds another specific supporting detail to paragraph 2?

- F. We promise not to pester you if you do not want to purchase any chocolates.
- G. Each box of chocolates includes a nice variety of caramels, creams, and nuts.
- H. In past years selling chocolates has always been the most successful fundraiser for the eighth grade.
- J. The trip to Washington is always a highlight of the eighth grade year; we are already looking forward to it.

DOK 3

PROFICIENT

Practice Test 1

76. Jonah has written a newspaper editorial for his local newspaper to persuade the readership that the city needs more roads to relieve traffic congestion in the city. This is one of the sentences in his editorial.

A lot of heavy traffic is on our busy roads every day.

Which of the following sentences is written with descriptive details that will contribute to Jonah's appeal?

- F. Too many cars going too fast run down the roads all the time.
- G. Fast cars dart in and out and pass other cars on our road every day.
- H. A great deal of heavy traffic travels our road constantly making the road crowded.
- J. Bumper-to-bumper traffic clogs our congested thoroughfares on a regular basis.

DOK 3

PROFICIENT

Practice Test 1

78. Read the following draft of a speech Cameron wrote to his eighth-grade classmates about volunteering.

(1) Do you remember what it was like being a first grader? (2) Learning to read was _____, and arithmetic problems could make you cry. (3) Do you remember how big eighth graders seemed and how they seemed to know everything? (4) We may not know everything, but we do know a lot more than the latest crop of first graders.

(5) I'm here today to ask you to help those little first graders. (6) If you will read to them and listen as they try to read to you, you will be making a major difference in their lives. (7) This school has four first grade classrooms, and the four first grade teachers all want our help.

(8) Please volunteer to be a reading tutor. (9) I tutored last year, and the experience was really good.

Which of the following phrases is a descriptive and vivid way to complete sentence 2?

- F. not easy
- G. pretty tough
- H. very hard work
- J. such a struggle

DOK 3

PROFICIENT

Practice Test 1

William is applying for the creative problem-solving team at his school. Read this draft of the letter William is submitting with his application. Then answer questions 57–59 based upon the draft.

Dear Mrs. Sanchez,

(1) Every day I pass the trophy case in the front hall of Centerville Junior High. (2) I am always proud to see how many years our creative problem-solving team has placed first or second in the city competition. (3) Those trophies call to me. (4) I would love to be a part of the team that earned them.

(5) The problem-solving team needs dependable students who can think quickly and creatively. (6) I have several character traits that would make me a good team member. (7) I am curious and enjoy thinking about how to find answers for things that interest me. (8) I have the ability to consider unusual, unique, and exceptional ideas when trying to solve problems. (9) Also, I will be available to attend all practices.

(10) If I am chosen, I will use my ideas to help the team bring back another first-place trophy. (11) When this year's team list is posted, I would be thrilled to see my name on it. (12) After all, I am creative. (13) I am dedicated. (14) I am also a hard worker.

Sincerely,

William Conners

57. After reviewing his letter, William decided to add another sentence. Evaluate the four choices below. Based upon audience and purpose, which of the following sentences will William add to his letter?

- A. The ability to solve problems is a good skill for anyone to have and applies to all ages.
- B. Many teens have not yet developed the ability to use abstract thinking when trying to solve problems.
- C. People can learn to train their brains to come up with new and unique solutions to problems.
- D. Problem solving means someone is thinking about things in a new or different way.

DOK 3

PROFICIENT

Practice Test 2

58. Which of the following changes will improve the organization of William's letter?

- F. Move sentence 2 after sentence 10.
- G. Move sentence 5 before sentence 10.
- H. Move sentence 6 after sentence 3.
- J. Move sentence 11 before sentence 3.

DOK 3

PROFICIENT

Practice Test 2

73. Read the advertisement Kristin wrote for her pet-sitting service.

Dog-Sitting Jobs Wanted

My dog, a brilliant Boston terrier, has been my true companion for twelve years. Because of my experience with her, I have become an expert dog trainer and caregiver. I understand the importance of exercise and discipline. I also understand that any dog needs loving attention. A well-mannered, happy dog is the result of many hours of devotion and persistent training.

Your dog will receive top quality care and affection if you hire me to dog sit. I am available after school until 8:00 p.m. on weekdays and from 8:00 a.m. until 6:00 p.m. on the weekends.

Please contact Kristin Keyes at 555-6107. I am very excited to meet both you and your dog!

Which of the following is not a supporting detail for Kristin to include in her advertisement?

- A. I will provide only owner-approved treats to the dogs and will follow feeding instructions carefully.
- B. I am skilled at brushing dogs and giving medications that have been prescribed by the veterinarian.
- C. I am interested in science and plan to become a veterinarian so that I can care for dogs and other animals someday.
- D. I will include providing exercise such as walking dogs several times each day as a part of my service.

DOK 3

PROFICIENT

Practice Test 2

Read the following draft of a newspaper advertisement. Then answer question 78 based on the draft.

The Community Cycling Center is pleased to announce a special, one-day event. Customers who arrive between noon and 5:00 p.m. this Saturday will receive a FREE tire check-up with every purchase. Maintaining correct tire pressure is an essential safety measure. Additionally, important safety equipment, including our brand new line of helmets, will be sold for half-price!

Do not miss the opportunity to stay safe by visiting the Community Cycling Center, located at 4455 Maple Street.

78. Which of the following sentences will the author of the advertisement add in order to clarify the problem to which the advertisement is offering a solution?

- F. We know that many people are always looking to save money on various pieces of bicycling equipment.
- G. We want to encourage all of our customers to make the spring bicycling season a safe experience.
- H. We are holding this sale to provide an opportunity for area cyclists to meet.
- J. We hope to see many of our regular customers, along with a lot of new faces.

DOK 3

PROFICIENT

Practice Test 2

ADVANCED

Based on audience and purpose, justify an appropriate composing process utilizing topic sentences, effective organization and transition, specific supporting details, vivid word choice, and descriptive details to produce or evaluate narrative, informational, or persuasive text of increasing complexity and length.

PT1 (1) PT2 (1)

57. Read part of a letter that Marie wrote to nominate her teacher for Teacher of the Year.

I would like to nominate my teacher, Darlene Jackson, for Teacher of the Year. Ms. Jackson makes learning science exciting because she never just tells us how things work. Instead, she shows us a principle in action and then helps us figure it out for ourselves. For example, last week we timed toy cars as they rolled down ramps made of different materials.

We had a good time, and we learned a great deal.

Does Marie’s example support her position?

- A. Yes, because it supports the idea that Ms. Jackson generates student interest in science
- B. Yes, because it teaches students how to use a stop watch and to recognize new materials
- C. No, because it does not tell what scientific principle the demonstration illustrated
- D. No, because it does not tell what kind of hands-on teacher Ms. Jackson is

DOK 3**ADVANCED****Practice Test 1**

Laurence and Mark have written a proposal to their student council about a field trip fund-raiser. Read this draft of their proposal. Then answer questions 68–69 based on the draft.

We ask that the student council sponsors allow us to begin an aluminum recycling drive to raise money for our eighth-grade field trip. Last year the trip to Garner State Park cost nearly \$500.00 for our graduating class. With the rise in fuel prices, we believe that we need to add another fund-raiser to our schedule so that our class can celebrate moving to high school. Since most eighth graders drink at least one soda each day, we propose that we help pay for our trip by recycling aluminum cans. We can collect cans every week. The cans will be crushed and bagged. Groups of four from every homeroom will meet at the collection site each Friday to prepare the aluminum for the city recycling center.

- 69. Laurence and Mark added these sentences at the end of their proposal. Which of the following does not justify why this addition improves the proposal?**
- A. The addition clarifies for the student council how the fund-raiser will be organized.
 - B. The addition shows the student council how confident the boys are that their idea will work.
 - C. The addition reminds the student council that the fund-raiser is an admirable idea.
 - D. The addition provides the student council with a reason that affects the entire community.

DOK 3**ADVANCED****Practice Test 2**

3f: *The student will compose texts a variety of modes based on inquiry and research. (DOK 4)*

- 1) Generate questions.
- 2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources.
- 3) Take notes on important information from sources.
- 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes.
- 5) Present the results using a variety of communication techniques.
- 6) Reflect on and evaluate the process.

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| PROFICIENT |
| Produce texts of a variety of modes based on inquiry and research (taking notes on important information from sources; synthesizing and evaluating important findings; selecting sources to support central ideas, concepts, and themes) to express, communicate, evaluate, or exchange ideas effectively. |
| IS (1) PT1 (3) PT2 (2) |

- 1. Read the following information that Marsha found in her research on the Westminster Kennel Club.**

The Westminster Kennel Club held its first dog show in 1877 in New York City. Attendance was more than expected, prompting the club to extend the three day scheduled event to a fourth day. To appreciate just how extraordinary this event was, one needs to keep in mind that the event took place even before the light bulb was invented or the first automobile manufactured. Only the Kentucky Derby, the famous horse race in Louisville, Kentucky, is older than the first Westminster Kennel Club Dog Show – and only by a year.

Which of the following is an accurate note for Marsha to take from this paragraph to add to her report?

- A. The Westminster Kennel Club Dog Show is an event that lasts four days.
- B. The Westminster Kennel Club Dog Show is the oldest event in New York City.*
- C. The first Westminster Kennel Club Dog Show is the oldest event in America.
- D. The first Westminster Kennel Club Dog Show and the invention of the light bulb took place in the same year.

DOK 3

PROFICIENT

Item Specifications

- 48. Kayla is doing a research project on the life of a modern American poet. She has a book of the poet's collected letters. For which of the following research questions will the book be useful?**

- F. How do the poems relate to the poet's life?

- G. How did the critics react to the poet's poems?
- H. What are the basic biographical facts of the poet's life?
- J. Which of the poet's poems is generally regarded as her best?

DOK 4**PROFICIENT****Practice Test 1**

54. Kierra's science teacher told her class to write a report using cause-and-effect organization. Kierra is considering researching several questions. Which question clearly lends itself to the assigned organizational format?

- F. What are the properties of the metallic elements?
- G. When did the scientist Jonas Salk make his discoveries?
- H. Where in the United States do migrating birds live before they migrate?
- J. How does food change during digestion?

DOK 4**PROFICIENT****Practice Test 1**

77. In preparing to write his report, Joquin found an informative article based on research that provides data to support the idea that making healthy choices and exercising regularly during childhood leads to a healthier adulthood. Which of the following statements is not an idea Joquin will be able to include in his report?

- A. There is a direct connection between good health and exercise.
- B. There is no connection between good health and exercise.
- C. Eating healthy foods promotes good health.
- D. Exercising regularly promotes good health.

DOK 4**PROFICIENT****Practice Test 1**

48. Read Cassie's paragraph on the proper care of a guitar.

(1) Because guitars are sensitive instruments, they carry with them the problem of being out of tune regularly. (2) One remedy for that problem is for a guitar to be tuned each time it is played. (3) Many things cause the guitar to need tuning, all of which can be dealt with by careful treatment of the instrument. (4) Guitars should not be bumped or dropped, nor should guitars be exposed to big changes in temperature. (5) Even leaving a guitar under a bed for several months increases the chance that the guitar will need to be tuned. (6) Another element in keeping a guitar tuned is the question of the best method to use. (7) An

experienced player should be able to tune a guitar by ear. (8) A moderately experienced player will probably use a tuning fork to tune the low E string properly and then tune the other strings by ear. (9) Someone new to the guitar may want to try one of the many electronic tuners available. (10) These tuners take all the guesswork out of the process.

Which of the following is a sentence Cassie can use to paraphrase the information in sentences 2–5?

- F.** Playing a guitar often and storing it under a bed to keep it safe will reduce the need to tune it.
- G.** Keeping a guitar in a room with a constant temperature will ensure that the guitar stays in tune.
- H.** Playing a guitar often and keeping it protected when it is not played should help to keep a guitar in tune.
- J.** Tuning a guitar often is important if the guitar has been bumped while it is being stored.

DOK 3

PROFICIENT

Practice Test 2

Read the following information that Jerome is using while doing research for his report comparing turtles and tortoises. Then answer questions 52–53 based on the information.

(1) Turtles almost never leave the water, and they have webbed feet that make them good swimmers. (2) Tortoises, on the other hand, live entirely on land. (3) When the weather is hot, tortoises go underground. (4) They have thick legs and heavy claws perfectly suited for digging the burrows that protect them from the heat of the desert sun. (5) Both turtles and tortoises have shells, and both lay eggs. (6) Both are reptiles, and they come from the same order of animals—chelonians. (7) However, because of the way they have adapted to living in different habitats, they are not really the same.

53. Which set of notes accurately reflects the main ideas of Jerome’s report?

- A. Turtles & Tortoises
- turtles live mainly in water
 - tortoises prefer to live on land
 - tortoises dig burrows during the day to protect themselves from the heat
- B. Turtles & Tortoises
- turtles live in water
 - turtles have webbed feet that allow them to swim fast
 - tortoises dig burrows
- C. Turtles & Tortoises
- turtles live in water
 - tortoises live on land
 - turtles and tortoises have adapted to different habitats
- D. Turtles & Tortoises
- turtles are unable to live without access to water
 - tortoises have heavy legs that enable them to dig burrows
 - turtles and tortoises are obviously related

DOK 3

PROFICIENT

Practice Test 2

ADVANCED

Evaluate notes based on inquiry and research and justify findings synthesized from those notes.

PT1 (1) PT3 (1)

64. Breanna must prepare a report on the stages of a solar eclipse for science class. Breanna has made a list of questions to guide her research to be sure she looks for appropriate information to include in her report. Are these appropriate questions for Breanna to ask in order to obtain appropriate information for her report?

- F. Yes, because all of the questions seek answers about what a solar eclipse is
- G. Yes, because all of the questions use the words solar eclipse
- H. No, because none of the questions use the word stages
- J. No, because some of the questions ask for information that does not pertain to the assignment

DOK 3

ADVANCED

Practice Test 1

74. Marcy is taking notes from various sources for a report on global warming. Read the following information she has found.

- 1. A 1992 report indicated that the main cause of global warming is the burning of fossil fuels, which releases greenhouse gases into the atmosphere.**
- 2. A government panel released a series of reports in 2007 documenting its conclusions about the causes and effects of global warming.**
- 3. Chevron has made a commitment to reduce its use of energy in an effort to address global warming and is asking the public to follow its example.**
- 4. A magazine article encouraged readers to buy environment-friendly green products made from recycled materials to help stop global warming.**

Marcy evaluated the information from these sources based upon the central idea and the reliability and decided that only one belongs in her report.

Which note is the only one Marcy justified as belonging in her report?

- F. Note 1
- G. Note 2
- H. Note 3
- J. Note 4

DOK 3

ADVANCED

Practice Test 3

Competency 4: The student will apply Standard English to communicate.

4a: The student will apply Standard English grammar in composing or editing. (DOK 1)

- 1) Nouns (e.g., singular [including irregular forms, i.e., gymnastics], plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects; collective)
- 2) Verbs (e.g., helping verbs; irregular; linking; transitive and intransitive verbs)
- 3) Verb tense [including purpose] (present, past, future, present perfect, past perfect, future perfect; emphatic [present and past])
- 4) Subject-verb agreement in sentences containing collective nouns, indefinite pronouns, **compound subjects**, and prepositional phrases separating subject and verb
- 5) Subordinating and coordinating conjunctions; correlative conjunctions
- 6) Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives)
- 7) Prepositions
- 8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, interrogative, indefinite, relative)
- 9) Pronoun-antecedent agreement (number and gender; with collective nouns; for relative pronouns; for indefinite pronouns; with expressions of amount)
- 10) Use adverbs correctly (avoiding double negatives; comparative forms)
- 11) **Identify and use infinitives/infinitive phrases (as nouns, adjectives, and adverbs), gerunds/gerund phrases (as nouns), and participles/participial phrases (as adjectives).**

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| BASIC |
| Recognize the use of Standard English grammar: |
| 11) infinitives, gerunds, and participles and their phrases |
| IS (1) PT1 (3) PT3 (2) |

1. Read the two sentences in the box below.

| |
|---|
| The pioneers arrived at the river. Pioneers drove right into the water and allowed their horses to pull the wagon across. |
|---|

Which of the following sentences correctly combines the two sentences using a participial phrase as an adjective?

- A. The pioneers who arrived at the river could drive right into the water, allowing their horses to pull the wagon across.
- B. After they arrived at the river, pioneers, who were driving right into the water, allowed their horses to pull the wagon across.
- C. Pioneers arriving at the river drove right into the water and allowed their horses to pull their wagons across.*
- D. Since pioneers were arriving at the river, they could drive right into the water and allow their horses to pull the wagon across.

DOK 1**BASIC****Item Specifications**

60. Read the following sentence.

If I finish this essay in the next thirty minutes, I _____ with all my homework before dinner.

Which of the following choices correctly completes the sentence?

- F. have been finished
- G. will have finished
- H. had finished
- J. am finished

DOK 1**BASIC****Practice Test 1**

61. Which of the following sentences is correct?

- A. Of all the books I have read this year, I enjoyed *To Kill a Mockingbird* more.
- B. The more important thing to remember is to read each question carefully.
- C. To get to the most deserted beach, ride your bike along this park path.
- D. Wanting to find the most friendliest puppy, I went to every cage in the pet shop.

DOK 1**BASIC****Practice Test 1**

70. Read the following sentence.

I have _____ completed the task that you asked me to finish before noon.

All of the words or phrases listed below can be used as a parenthetical expression. Which word or phrase will not function as a parenthetical expression when added to this sentence?

- F. now
- G. then
- H. in fact
- J. by the way

DOK 1**BASIC****Practice Test 1**

73. Read these sentences.

- (1) Paul did attend the rehearsal last night although he had much homework to finish.
- (2) My sister did mow the lawn for me after I explained the reason I had to leave.
- (3) The teachers did know that we would be having a pep rally during activity period today.
- (4) Rachel did much of the work on the project by herself when she heard about

Which sentence does not use the emphatic form of a verb?

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

DOK 1**BASIC****Practice Test 3**

76. Read these sentences.

- (1) Each student planned their own poster advertising the event.
- (2) Harry and Ben have already won an award for their art work.
- (3) Neither the baseball players nor the football team members have their uniforms today.
- (4) Both of the cheerleader captains will remind their squad about the afternoon practice.

Which sentence contains an error in pronoun-antecedent agreement?

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

DOK 1**BASIC****Practice Test 3**

PROFICIENT

Use Standard English grammar to compose or edit:

11) infinitives/phrases as nouns, adjectives, and adverbs; gerunds/phrases as nouns; participles/phrases as adjectives

IS (1) PT1 (3) PT2 (6) PT3 (4)

2. Read the following sentences.

1) Our new neighbor is causing problems in our peaceful community. 2) Late in the evening, he turns on his floodlights, cranks up his lawn mower, and mows his yard. 3) When we complain, he just pushes the mower faster than before. 4) He must have known that he is keeping us awake. 5) We just don't know how to approach him tactfully about stopping the late night yard work.

What is the grammar error in the passage?

- A. Sentence 1: "is causing" should be changed to "caused"

- B. Sentence 3: “complain” should be changed to “complained”
- C. Sentence 4: “have known” should be changed to “know”*
- D. Sentence 5: “tactfully” should be changed to “tactful”

DOK 1**PROFICIENT****Item Specifications****43. Which of the following sentences is not correct?**

- A. Central Middle School’s entire eighth grade class, including the teachers, has planned a food drive for Saturday.
- B. One group of students from the seventh and eighth grade classes is collecting food, and another group is collecting household items.
- C. All of the classes in the middle school are participating, but Mrs. Adler’s class, along with a few adults, is organizing the project.
- D. In fact, the entire school district, in addition to all of the business leaders, are getting involved in collecting, sorting, and distributing the donated goods.

DOK 1**PROFICIENT****Practice Test 1**

51. Read the following sentence.

The new puppy has not learned all the rules of our household yet; _____, he is not even housebroken.

Which of the following adverbial conjunctions can be used to complete the context of this sentence correctly?

- A. consequently
- B. in fact
- C. therefore
- D. nevertheless

DOK 1**PROFICIENT****Practice Test 1****66. Read the following sentence.**

Our civics class visited Jackson to tour the Capitol after we _____ the unit on state government.

Which of the following choices correctly completes this sentence?

- F. finished
- G. have finished
- H. had finished
- J. will have finished

DOK 1**PROFICIENT****Practice Test 1****43. Read the following sentences.**

- (1) Neither the gardening tools nor the lawn mower has been stored out of the rain this summer.
- (2) I cannot remember whether my Aunt Tess or my Aunt May has invited me to dinner.
- (3) Either my brother or my sister have accompanied me to the library every week.
- (4) Both the actress and her agent have just refused to answer the reporter's questions.

Which of the following revisions corrects an error in subject-verb agreement with compound subjects?

- A. Neither the gardening tools nor the lawn mower have been stored out of the rain this summer.
- B. I cannot remember whether my Aunt Tess or my Aunt May have invited me to dinner.
- C. Either my brother or my sister has accompanied me to the library every week.
- D. Both the actress and her agent has just refused to answer the reporter's questions.

DOK 1**PROFICIENT****Practice Test 2****45. Which of the following sentences does not use the emphatic form of the verb?**

- A. Maria remembered that she did leave her basketball uniform in her locker and not at home.
- B. The workers did make the repairs to the building before school started in the fall.
- C. After taking private lessons, Jacob did decide to try out for the school orchestra.

- D. Before their mother returned each afternoon, the brothers did all their chores.

DOK 1**PROFICIENT****Practice Test 2**

64. Which of the following sentences has agreement between an indefinite pronoun and its antecedent?

- F. One of the restaurants extended their operating hours to provide customers with hot meals.
- G. If someone wants to vote, they should register before the election.
- H. Anyone who has taken a driving test knows they have to pass the exam first.
- J. One of the brothers left his backpack on the bus.

DOK 1**PROFICIENT****Practice Test 2**

67. Which of the following uses correct subject-verb agreement?

- A. The inability of the audience to see the stage and the poor sound system in the auditorium make watching the play a frustrating experience.
- B. The teacher who is the sponsor of the school newspaper and her journalism class edits sections of the newspaper every week.
- C. The nominee for student council who has a strong team of campaign workers and advisors strive to be successful in the election.
- D. The powerful king and the head of his court system believes in the special responsibility of serving the citizens of the country

DOK 1**PROFICIENT****Practice Test 2**

70. Which of the following uses an infinitive as an adjective?

- F. To learn the technique for surfing was a dream that I'd had for a long time.
- G. I knew that my dream to surf the waters of the Pacific might never be realized.
- H. I wanted to start lessons right away in case the opportunity came.
- J. Then last night my uncle called to invite me to travel with him to California next summer.

DOK 1**PROFICIENT****Practice Test 2**

72. Which of the following sentences does not use correct subject-verb agreement?

- F. My grandmother and my grandfather do not remember the exact hour when I was born.
- G. A concert, which included a trombone solo and a string quartet, was scheduled in the school auditorium.
- H. My determination and interest in track has not changed even though I finished third in today's race.

- J. Both the superstar and his business manager, along with an attorney, have agreed to extend contract talks.

DOK 1**PROFICIENT****Practice Test 2**

53. Read the following sentence.

By the time summer is over, David _____ seven books from his reading list.

Which of the following verbs correctly completes the sentence?

- A. read
- B. had read
- C. will read
- D. will have read

DOK 1**PROFICIENT****Practice Test 3**

56. Which of the following sentences contains an infinitive used as an adjective?

- F. The embarrassed student called to apologize for her behavior.
- G. Our group intended to leave early on Friday afternoon.
- H. To paint is why I was placed on this earth!
- J. I have homework to finish before class.

DOK 1**PROFICIENT****Practice Test 3**

66. Which of the following sentences does not illustrate correct subject-verb agreement?

- F. The people who made the cake or the man who owns the chain of bakeries are being held responsible for the guests' illness.
- G. The team captain, as well as the coaches, the cheerleaders, and the fans, is anxious for the game to start.
- H. Most of the papers and all of the manuals, including yours, are in that box.
- J. The pencils or a pen is in the center drawer of the teacher's desk.

DOK 1**PROFICIENT****Practice Test 3**

75. Read these sentences.

- (1) Jonathan has an annoying habit.
- (2) Jonathan interrupts me in the middle of a sentence.

Which of the following sentences does not use a gerund phrase to combine the two sentences?

- A. Jonathan annoys me when he is interrupting me in the middle of a sentence.
- B. Jonathan's interrupting me in the middle of a sentence is an annoying habit.
- C. Jonathan's habit of interrupting me in the middle of a sentence is annoying.
- D. Jonathan annoys me by interrupting me in the middle of a sentence.

ADVANCED

Apply knowledge of Standard English grammar purposefully

11) using infinitives, gerunds, and participles (or phrases).

PT1 (1) PT3 (3)

74. Read the two sentences in the box below.

Icebergs are broken from glaciers and ice sheets. They often imperil navigation.

Which of the following sentences correctly combines the two sentences using a participial phrase as an adjective?

- F. Icebergs, which often imperil navigation, are broken from glaciers and ice sheets.
- G. Icebergs, broken from glaciers and ice sheets, often imperil navigation.
- H. Because they are broken from glaciers and ice sheets, icebergs often imperil navigation.
- J. Breaking off from glaciers and ice sheets causes icebergs to imperil navigation.

42. Read these sentences.

- (1) Twelve members of the exploration party sought a shortcut to the California gold fields.
- (2) Twelve members of the exploration party avoided the desert.

Which of the following sentences correctly combines these two sentences by using an infinitive phrase as an adverb?

- F. Avoiding the desert caused twelve members of the exploration party to seek a shortcut to the California gold fields.
- G. By seeking a shortcut to the California gold fields, twelve members of the exploration party managed to avoid the desert.
- H. Twelve members of the exploration party used a shortcut to the California gold fields to avoid the desert.
- J. To avoid the desert was the reason twelve members of the exploration party sought a

DOK 2

ADVANCED

Practice Test 3

63. Which of the following sentences is an example of an infinitive phrase used as a direct object?

- A. Jackie has decided to register for the free speech class at the community center.
- B. To speak well in front of others is only one of the skills one learns in speech class.
- C. The speech students were on their way to class when the commotion began.
- D. Turner’s goal is to take a speech class next semester.

DOK 2

ADVANCED

Practice Test 3

78. Read these sentences.

- (1) The astronaut slipped expertly into the sleek space capsule.**
- (2) The astronaut had been briefed for the strenuous expedition.**

Which of the following sentences correctly combines the two sentences using a participial phrase?

- F. The astronaut, who slipped expertly into the sleek space capsule, had been briefed for the strenuous expedition.
- G. Having been briefed for the strenuous expedition, the astronaut slipped expertly into the sleek space capsule.
- H. The astronaut slipped expertly into the sleek space capsule, and he had been briefed for the strenuous expedition.
- J. Since the astronaut had been briefed for the strenuous expedition, he slipped expertly into the sleek space capsule.

DOK 2

ADVANCED

Practice Test 3

4b: The student will apply Standard English mechanics to compose or edit. (DOK 1)

- 1) End punctuation (e.g., period, question mark, exclamation point)
- 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
- 3) Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; nonessential appositive phrases; interrupters including parenthetical expressions; introductory clauses; nonessential clauses)
- 4) Apostrophes (possessives; contractions)
- 5) Semicolons (compound sentences; with conjunctive adverbs)
- 6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)
- 7) Underlining/Italics (titles of books, movies, plays, and television shows)
- 8) Colons (e.g., time, before lists introduced by independent clauses, business letters)
- 9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun “I,” first word in salutations and closings of friendly letters and business letters, proper adjectives)
- 10) Spell words commonly found in **eighth grade** level text.

11) Produce legible text.

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|--|
| BASIC |
| Apply Standard English mechanics to compose or edit. |
| PT1 (2) PT2 (3) PT3 (3) |

68. Which sentence is punctuated correctly?

- F. My older brother, Miles an engineer in New York, is home for a visit.
- G. Mrs. Jones, an expert on nutrition, is here to speak to the students.
- H. We plan to visit Baton Rouge, the capital of Louisiana on our trip.
- J. A reporter for the *Herald*, a newspaper in our town asked many tough questions.

DOK 1

BASIC

Practice Test 1

75. Which of the following sentences is not punctuated correctly?

- A. Elmer completed his assignment early; he, therefore, had a longer lunch break.
- B. Ezra did not read the book; consequently, he could not answer the test questions.
- C. Elmo has received a pay raise, in fact; he now has enough money to buy the new bicycle he wants.
- D. Elroy received a new computer for his birthday; he has not learned to use it, however.

DOK 1

BASIC

Practice Test 1

51. Gracie has written the following compound-complex sentence.

Labrador retriever puppies require much training and discipline however when they grow older, they are better behaved.

Which of the following sentences correctly punctuates the conjunctive adverb in the sentence?

- A. Labrador retriever puppies require much training and discipline; however, when they grow older, they are better behaved.
- B. Labrador retriever puppies require much training and discipline; however when they grow older, they are better behaved.
- C. Labrador retriever puppies require much training and discipline, however, when they grow older, they are better behaved.
- D. Labrador retriever puppies require much training and discipline, however when they grow older, they are better behaved.

DOK 1

BASIC

Practice Test 2

60. Which of the following correctly punctuates a parenthetical expression?

- F. Women were part of the astronaut corps since the beginning of the flight program.

Sally Ride, however was the first American woman to soar into space.

- G. Women were part of the astronaut corps since the beginning of the flight program. Sally Ride; however, was the first American woman to soar into space.
- H. Women were part of the astronaut corps since the beginning of the flight program. Sally Ride; however, was the first American woman to soar into space.
- J. Women were part of the astronaut corps since the beginning of the flight program. Sally Ride, however, was the first American woman to soar into space.

DOK 1**BASIC****Practice Test 2**

71. Which of the following sentences contains an error in the use of quotation marks or italics?

- A. *The Glass Menagerie* is one of the most famous plays by Mississippi writer Tennessee Williams.
- B. When Sue Monk Kidd’s first novel *The Secret Life of Bees* was published, it became a genuine literary phenomenon.
- C. Edgar Allan Poe first published his famous poem “The Raven” with a pseudonym; but he used his real name to publish his short stories, such as *The Cask of Amontillado*.
- D. While traveling through Europe and the Middle East, Mark Twain wrote newspaper articles titled “The Holy Land Excursion,” which were later published in book form as *Innocents Abroad*.

DOK 1**BASIC****Practice Test 2**

55. Read these sentences.

- (1) Have you ever read an article from the magazine “Changing Times”?
- (2) “Education, the Responsibility of Every Citizen” is the title of the speaker’s address to the assembly.
- (3) Kendrick remembered all the words to “The Star Spangled Banner,” even the second verse.
- (4) Did Jonathan Swift say, “He was a bold man that first ate an oyster”?

Which of these sentences does not use quotation marks correctly?

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

DOK 1**BASIC****Practice Test 3**

62. Which of the following sentences is correct?

- F. Before we leave on the field trip, each student must do these tasks; return a signed permission slip, complete an assigned report, and recite the memory work.
- G. Before we leave on the field trip, each student must do these tasks, return a signed permission slip, complete an assigned report, and recite the memory work.
- H. Before we leave on the field trip, each student must do these tasks return a signed permission slip, complete an assigned report, and recite the memory work.
- J. Before we leave on the field trip, each student must do these tasks: return a signed permission slip, complete an assigned report, and recite the memory work.

DOK 1**BASIC****Practice Test 3**

65. Read the following paragraph.

Does everyone agree on our idea,” Myra began, “about the project for the fundraiser?” She glanced at a list of duties to be assigned as she continued speaking. “We’ll need two of you to make posters, she said, “and two to gather supplies.” When she had finished the list, she asked, “Are there any questions?”

What change corrects a mistake in the paragraph?

- A. Remove the quotation marks after idea.
- B. Remove the quotation marks in front of about.
- C. Add quotation marks after posters.
- D. Add quotation marks in front of When.

DOK 1**BASIC****Practice Test 3**

PROFICIENT

Apply Standard English mechanics to compose or edit.

10) Spell words commonly found in **eighth grade level** texts.

IS(1) PT1 (2) PT2 (5) PT3 (3)

1. Which sentence is punctuated correctly?

- A. The food at the diner is really good; we eat there regularly.*
- B. I need to get directions to 93 Pete’s Circle, Grenada, Mississippi before we leave.
- C. We need the following for school; notebooks, pencils, and art supplies.
- D. After Sasha called me to invite me to visit I asked my mother and she said yes.

DOK 1**PROFICIENT****Item Specifications**

45. Which of the following words is spelled correctly?

- A. apparel
- B. rehearsel
- C. conspicuous
- D. extrordinary

52. Which of the following choices is correct?

- F. Mr. Tomlinson asked, “Does anyone have an extra pencil?
Joe immediately replied, I do.”
- G. Mr. Tomlinson asked, “Does anyone have an extra pencil?”
Joe immediately replied, I do.
- H. Mr. Tomlinson asked, Does anyone have an extra pencil?
“Joe immediately replied, I do.”
- J. Mr. Tomlinson asked, “Does anyone have an extra pencil?”
Joe immediately replied, “I do.”

DOK 1**PROFICIENT****Practice Test 1****44. Which of the following sets of words contains a word that is misspelled?**

- F. beneficial, emigrate, coincidence
- G. ventilate, rehearsal, oppression
- H. penalty, evacuate, vacancy
- J. endeavor, impurity, posterity

DOK 1**PROFICIENT****Practice Test 2****54. Read the following paragraph.**

(1) Mrs. Wattering saw her students walking to their last class of the day and stopped them as they were passing her door. (2) She said, “Blake, you’ll need to stay after school today to finish your painting,” but she was not happy about having to keep him late on a Friday afternoon. (3) She had, however, warned her classes each day to turn in their projects by the end of this week. (4) “Remember that I have to grade each piece of art this weekend,” she said, because my final averages must be turned in to the office by Monday. (5) She turned to Glenna. (6) “You may sit in my room and do homework while you wait for Blake to finish his artwork,” Mrs. Wattering finished as she was walking away.

Which of the following corrects an error in the usage of quotation marks?

- A. In sentence 2, remove the quotation marks in front of Blake and add quotation mark in front of She said.
- G. In sentence 3, add quotation marks in front of She had and after week.
- H. In sentence 4, add quotation marks in front of because and after Monday.
- J. In sentence 6, remove the quotation marks in front of You and after artwork.

DOK 1**PROFICIENT****Practice Test 2****55. In which of the following sentences is the underlined word spelled correctly?**

- A. The vending machine in the hallway dispenses healthy snacks.
- B. Math is my favorite subject because it is an area in which I excell.
- C. I went to see the dentist because my tooth had become very sensative.
- D. The science fair project involved the creation of a functioning circuit.

DOK 1**PROFICIENT****Practice Test 2**

56. Which of the following sentences correctly punctuates a parenthetical expression?

- F. Of thirty-three NASA flight directors, who are responsible for running the spaceflight missions, one-third are women.
- G. Three decades after the first women joined the astronaut corps, in 1978, only seventeen of the current active astronauts are women.
- H. Eileen Collins a NASA astronaut, and the first woman pilot of a Space Shuttle, docked with a Russian space station.
- J. In 2007, a year of achievements by women in space, Sunita Williams set a record for the most time spent spacewalking by a woman.

DOK 1**PROFICIENT****Practice Test 2**

76. Paige wrote the following sentences in a letter to the editor of her school newspaper.

Our school's commitment to charitable organizations is admarable. We cannot disregard the necessity of such selfless endeavors.

Which of the following words in the sentences is not spelled correctly?

- F. commitment
- G. admarable
- H. disregard
- J. endeavors

DOK 1**PROFICIENT****Practice Test 2**

44. Which of the following sentences is not correct?

- F. Samuel de Champlain, whose name was given to Lake Champlain, explored the Canadian interior.
- G. The people who constructed the transcontinental railroad were primarily Irish and Chinese.
- H. Carla, who vacationed in Peru, also visited Chile and Argentina last summer.
- J. Bob gave the yearbook picture to Jill whom he mistook for her twin sister.

DOK 1**PROFICIENT****Practice Test 3**

54. Read the following sentences.

- 1) Burt managed to dump our lunch and sleeping bags into the lake when he suddenly stood up in the canoe.**
- (2) Scientific teams from many countries work together in the Arctic region an area for studying marine data.**
- (3) Over four hundred years ago in Peru Pizarro conquered the Incas and founded the city of Lima.**
- (4) Sir Hugh Willoughby who was an English mariner initiated the search for the Northeast Passage.**

Which of the sentences is written correctly?

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

DOK 1**PROFICIENT****Practice Test 3****58. Which of the following words is spelled correctly?**

- F. delireous
- G. persistence
- H. miscellaneous
- J. vengence

DOK 1**PROFICIENT****Practice Test 3****ADVANCED**

Apply Standard English mechanics to compose or edit.

4c: The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (**DOK 2**)

- 1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences including independent and dependent clauses; and compound-complex sentences).
- 2) Compose simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and compound-complex sentences.
- 3) Avoid sentence fragments, run-on sentences, and comma splices.
- 4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs),

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| BASIC |
| Recognize the use of parallel structure in sentences containing items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis. |
| IS (2) PT1 (2) PT2 (3) PT3 (3) |

1. Which of the following sentences correctly uses parallel structure?

- A. Jamail’s favorite hobbies are hiking in hills on his uncle’s farm, bicycling on the deserted country roads, and to swim in the pond behind the barn.
- B. Visiting with family during the holidays, spending times with friends on the weekend, and to compete in football and basketball are my favorite pastimes.
- C. My teacher emphasizes the need for us to write using more specific details, to read more complex text, and to learn the rules of grammar as we do both.*
- D. Sheila tries to juggle all of her activities, to do well in school, and working after school to earn spending money.

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| DOK 1 | BASIC | Item Specifications |
|--------------|--------------|----------------------------|

2. Which sentence demonstrates correct use of parallel structure?

- A. Having a good night’s sleep, taking a long walk, and a new friend are my vacation goals.
- B. Having a good night’s sleep, to take a walk, and a new friend are my vacation goals.
- C. A good night’s sleep, a long walk, and making a new friend are my vacation goals.
- D. A good night’s sleep, a long walk, and a new friend are my vacation goals.*

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| DOK 1 | BASIC | Item Specifications |
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62. Which of the following choices is a simple sentence?

- F. These useless, old-fashioned computers in the lab cannot run the newer programs.
- G. Since these lab computers are old, they cannot run the newer programs.
- H. These lab computers cannot run the newer programs, and they are useless.

J. Since these lab computers cannot run the newer programs, they are useless.

DOK 1**BASIC****Practice Test 1**

71. Which of the following correctly uses parallel structure?

- A.** Knowing the answer, raising your hand, and responding appropriately are necessary \ for success in this classroom.
- B.** To search for correct details, to analyze the appropriate details, and responding in a timely manner will bring success.
- C.** To take a long walk, to read a good book, and making a new friend were my goals for the holidays.
- D.** Making soap in a washpot, milking a cow by hand, and to plow a straight furrow were necessary skills for a Colonial American child.

DOK 1**BASIC****Practice Test 1**

50. Read the following list of features included in a new cell phone.

- (1) Call forwarding
- (2) 2.0 megapixel camera
- (3) E-mail
- (4) Photo caller identification

Which of the following combines these features into a sentence that uses parallel structure?

- F.** With this new phone, callers can forward their calls, take 2.0 megapixel pictures, send and receive e-mail, and use photos to identify other callers.
- G.** With this new phone, callers can enjoy forwarding their calls, taking 2.0 megapixel pictures, have the ability to send and receive e-mails, and can use photos to identify other callers.
- H.** With this new phone, callers will be able to forward their calls, take 2.0 megapixel pictures while sending and receiving e-mail, and they can use photos to identify other callers.
- J.** With this new phone, callers will be able to forward their calls and take 2.0 megapixel pictures, along with sending and receive e-mail and use photos to identify other callers.

DOK 2**BASIC****Practice Test 2**

59. Which of the following combines sentences 12–14 using parallel structure?

- A.** I demonstrate creativity, dedication, and have the ability to work hard.
- B.** I enjoy being creative and dedicated, and I also work hard.
- C.** I am creative and dedicated, and I am also hard-working.
- D.** I am a creative, dedicated, and hard-working person.

DOK 2**BASIC****Practice Test 2**

66. Which underlined group of words is an adjective clause?

- F. New owners and guide dogs form a close bond when they meet.
- G. What these guide dogs can do is truly amazing.
- H. The dog handlers recommended three new puppies that could be trained as guide animals.
- J. These new guide dogs would be exposed to various challenges before they could be matched with a new owner.

DOK 1**BASIC****Practice Test 2****48. Read these sentences.**

- (1) **The fog did not prevent planes from taking off.**
- (2) **The fog blanketed the airport.**

Which of the following creates a complex sentence with an adverb clause?

- F. Blanketing the airport, the fog did not prevent planes from taking off.
- G. The fog blanketed the airport but did not prevent planes from taking off.
- H. The fog that blanketed the airport did not prevent planes from taking off.
- J. Although fog blanketed the airport, the fog did not prevent planes from taking off.

DOK 1**BASIC****Practice Test 3****72. Read the following sentences.**

Lauren enjoys playing tennis. She likes her tennis coach. She enjoys the competitive nature of the sport. The health benefits are important also.

Which of the following choices combines these ideas into a sentence that retains the intended meaning while using correct parallel structure?

- F. Lauren enjoys playing tennis because she likes her tennis coach, enjoys the competitive nature of the sport, and the health benefits are important also.
- G. Because of her tennis coach, Lauren enjoys the competitive nature of the sport; but the health benefits are important also.
- H. Lauren enjoys tennis because of her tennis coach, her competitive nature, and she especially likes the health benefits.

J. Because she likes her tennis coach, enjoys the competitive nature of the sport, and values the health benefits, Lauren enjoys playing tennis.

DOK 1

BASIC

Practice Test 3

77. Read these sentences.

- | |
|--|
| <p>(1) Mr. Marshall is my instructor. (2) Mr. Marshall paused at my desk. (3) Mr. Marshall looked at my essay.</p> |
|--|

Which of the following creates a simple sentence with an appositive phrase?

- A. Mr. Marshall, who is my instructor, paused at my desk and looked at my essay.
- B. Since Mr. Marshall is my instructor, he paused at my desk and looked at my essay.
- C. Mr. Marshall is my instructor who paused at my desk to look at my essay.
- D. Mr. Marshall, my instructor, paused at my desk and looked at my essay.

DOK 1

BASIC

Practice Test 3

PROFICIENT

Use parallel structure to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis to compose or edit.

PT1 (2) PT2 (1) PT3 (2)

47. Read the following sentences.

| |
|---|
| <p>Jamie Ellis is always losing her house keys. She is always misplacing her baseball cards. She always remembers her school assignments.</p> |
|---|

Which of the following choices combines these ideas into a sentence that uses correct parallel structure?

- A. Jamie Ellis is always losing her house keys and baseball cards but remembers her school assignments.

- B. Jamie Ellis always loses her house keys and misplaces her baseball cards but remembers her school assignments.
- C. Jamie Ellis is always losing her house keys and baseball cards, but she always remembers her school assignments.
- D. Jamie Ellis always loses her house keys and misplaces her baseball cards, but she does remember her school assignments.

DOK 2**PROFICIENT****Practice Test 1****73. Read the following sentences.**

Pedro asks many questions.
Pedro listens carefully to answers.
Pedro draws good conclusions.
Pedro makes excellent grades.

Which of the following sentences does not correctly combine these into a sentence that uses correct parallel structure?

- A. Asking many questions, listening carefully to answers, and drawing good conclusions, Pedro makes excellent grades.
- B. Because he asks many questions, listens carefully to answers, and draws good conclusions, Pedro makes excellent grades.
- C. Pedro asked many questions, draws good conclusions, and listened carefully to answers because he is an excellent student.
- D. Pedro is an excellent student, asking many questions, listening carefully to answers, and drawing good conclusions.

DOK 2**PROFICIENT****Practice Test 1**

65. Which sentence combines ideas by using correct parallel structure?

- A. Michael realized he needs to keep eating a balanced diet, exercising regularly, and make sure he sleeps at least eight hours every night.
- B. Jared and his puppy Chubs enjoy following their favorite hiking trail, to chase each other around the yard, and play fetch with a tennis ball.
- C. Some of Andrea’s favorite activities are bicycling with her friends, hiking in the mountains, and knitting for enjoyment.
- D. Joshua and his sister Marsha are interested in learning to water ski, fish in the lake, and playing chess with their relatives.

DOK 2**PROFICIENT****Practice Test 2****46. Read these sentences.**

- (1) Bruce worked at a gas station.
- (2) Bruce decided to look for a better job.
- (3) Bruce had experience with programming computers.
- (4) Bruce discussed his goals with the gas station owner.

Which of the following sentences combines these sentences into a compound-complex sentence?

- F. Bruce worked at a gas station, but he decided to look for a better job; Bruce had experience with programming computers, and he discussed his goals with the gas station owner.
- G. After working at a gas station, Bruce decided to look for a better job; having had experience with programming computers, Bruce discussed his goals with the gas station owner.
- H. Bruce worked at a gas station but decided to look for a better job; since he had experience with programming computers, Bruce discussed his goals with the gas station owner.
- J. Since Bruce worked at a gas station and had experience with programming computers, he decided to look for a better job after discussing his goals with the gas station owner.

DOK 2**PROFICIENT****Practice Test 3****60. Which of the following sentences uses parallel structure?**

- F. The new eighth-grade schedule allows students to take archery as a physical education class, enroll in two science courses, and they also have the choice of band.
- G. When the Nelsons travel out of town, their neighbors frequently pick up their newspapers, are collecting their mail, and they like mowing their lawn.
- H. The only motel room the family could find had paint peeling from the walls, water dripping from the faucets, and curtains falling from their rods.

- J. Since Fredrick lives seven miles from the middle school, he waits for the bus, can talk with his friends, and complained about homework.

DOK 2**PROFICIENT****Practice Test 3****ADVANCED**

Apply knowledge of Standard English mechanics and sentence structure purposefully including sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis to produce texts with sophisticated grade-level syntax.

PT1 (1)**55. Read the following sentence.**

The online encyclopedia, another useful reference source, can help a student find up-to-date information.

Which of the following choices uses the same type of sentence structure?

- A. The World Almanac, furnishing many trivial details, is a good place to look for new information.
- B. Webster's dictionary, to get a good definition, is where I start to find my words.
- C. The yellow pages, a superb source of information, can help newcomers locate necessary businesses.
- D. E-Bay, appealing to many consumers, can help to sell unwanted items.

DOK 3**ADVANCED****Practice Test 1**

MCT2 Grade 8 Language Arts Answer Key

| Item Sequence | Answer Key | Competency | Objective | Framework DOK | Item PLD | Item DOK |
|----------------------|-------------------|-------------------|------------------|----------------------|-----------------|-----------------|
| 01 | A | 2 | d | 3 | Proficient | 3 |
| 02 | G | 2 | c | 3 | Basic | 2 |
| 03 | C | 2 | b | 3 | Proficient | 3 |
| 04 | F | 2 | e | 3 | Proficient | 3 |
| 05 | D | 2 | a | 2 | Basic | 2 |
| 06 | J | 2 | c | 3 | Basic | 2 |
| 07 | D | 2 | a | 2 | Basic | 1 |
| 08 | H | 2 | d | 3 | Proficient | 3 |
| 09 | C | 2 | d | 3 | Proficient | 3 |
| 10 | F | 2 | e | 3 | Advanced | 3 |
| 11 | B | 2 | b | 3 | Advanced | 3 |
| 12 | F | 2 | a | 2 | Basic | 2 |
| 13 | B | 1 | a | 2 | Proficient | 2 |
| 14 | J | 1 | b | 1 | Proficient | 1 |
| 15 | B | 1 | c | 3 | Basic | 2 |
| 16 | J | 1 | f | 2 | Proficient | 2 |
| 17 | C | 2 | d | 3 | Proficient | 3 |
| 18 | G | 2 | b | 3 | Proficient | 3 |
| 19 | B | 2 | b | 3 | Proficient | 3 |
| 20 | F | 2 | e | 3 | Basic | 1 |
| 21 | D | 2 | e | 3 | Basic | 2 |
| 22 | H | 2 | c | 3 | Basic | 2 |
| 23 | A | 2 | b | 3 | Proficient | 3 |
| 24 | F | 2 | c | 3 | Basic | 2 |
| 25 | B | 2 | b | 3 | Proficient | 3 |
| 26 | G | 2 | b | 3 | Proficient | 3 |
| 27 | A | 2 | e | 3 | Basic | 1 |
| 28 | H | 2 | d | 3 | Proficient | 3 |
| 29 | D | 2 | d | 3 | Proficient | 3 |
| 30 | G | 2 | d | 3 | Advanced | 3 |
| 31 | C | 2 | a | 2 | Proficient | 2 |
| 32 | J | 2 | b | 3 | Proficient | 3 |
| 33 | C | 2 | c | 3 | Basic | 2 |
| 34 | J | 2 | a | 2 | Advanced | 3 |
| 35 | A | 1 | d | 2 | Proficient | 2 |
| 36 | H | 1 | f | 2 | Proficient | 2 |
| 37 | A | 1 | e | 3 | Proficient | 3 |
| 38 | H | 1 | b | 1 | Proficient | 1 |
| 39 | B | 1 | g | 3 | Proficient | 3 |
| 40 | F | 1 | c | 3 | Basic | 1 |
| 41 | C | 3 | d | 3 | Advanced | 3 |
| 42 | H | 3 | b | 3 | Proficient | 3 |
| 43 | D | 4 | a | 1 | Proficient | 1 |
| 44 | J | 3 | a | 3 | Proficient | 3 |

| | | | | | | |
|----|---|---|---|---|------------|---|
| 45 | A | 4 | b | 1 | Proficient | 1 |
| 46 | G | 3 | a | 3 | Proficient | 3 |
| 47 | B | 4 | c | 2 | Proficient | 2 |
| 48 | F | 3 | f | 4 | Proficient | 4 |
| 49 | C | 3 | e | 3 | Proficient | 3 |
| 50 | G | 3 | e | 3 | Proficient | 3 |
| 51 | B | 4 | a | 1 | Proficient | 1 |
| 52 | J | 4 | b | 1 | Proficient | 1 |
| 53 | C | 3 | d | 3 | Proficient | 3 |
| 54 | J | 3 | f | 4 | Proficient | 4 |
| 55 | C | 4 | c | 2 | Advanced | 3 |
| 56 | H | 3 | d | 3 | Proficient | 3 |
| 57 | C | 3 | e | 3 | Advanced | 3 |
| 58 | F | 3 | a | 3 | Proficient | 3 |
| 59 | C | 3 | d | 3 | Proficient | 3 |
| 60 | G | 4 | a | 1 | Basic | 1 |
| 61 | C | 4 | a | 1 | Basic | 1 |
| 62 | F | 4 | c | 2 | Basic | 1 |
| 63 | D | 3 | d | 3 | Basic | 2 |
| 64 | J | 3 | f | 4 | Advanced | 3 |
| 65 | D | 3 | a | 3 | Proficient | 3 |
| 66 | H | 4 | a | 1 | Proficient | 1 |
| 67 | D | 3 | b | 3 | Proficient | 3 |
| 68 | G | 4 | b | 1 | Basic | 1 |
| 69 | D | 3 | c | 3 | Proficient | 3 |
| 70 | G | 4 | a | 1 | Basic | 1 |
| 71 | A | 4 | c | 2 | Basic | 1 |
| 72 | H | 3 | c | 3 | Proficient | 3 |
| 73 | C | 4 | c | 2 | Proficient | 2 |
| 74 | G | 4 | a | 1 | Advanced | 2 |
| 75 | C | 4 | b | 1 | Basic | 1 |
| 76 | J | 3 | e | 3 | Proficient | 3 |
| 77 | B | 3 | f | 4 | Proficient | 4 |
| 78 | J | 3 | e | 3 | Proficient | 3 |
| 79 | D | 3 | a | 3 | Proficient | 3 |
| 80 | G | 3 | c | 3 | Proficient | 3 |

| Item Sequence | Answer Key | Competency | Objective | Framework DOK | Item PLD | Item DOK |
|---------------|------------|------------|-----------|---------------|------------|----------|
| 1 | A | 2 | a | 2 | Basic | 2 |
| 2 | G | 2 | d | 3 | Proficient | 3 |
| 3 | A | 2 | c | 3 | Basic | 2 |
| 4 | H | 1 | d | 2 | Proficient | 2 |
| 5 | D | 2 | b | 3 | Advanced | 3 |
| 6 | G | 1 | f | 2 | Proficient | 2 |
| 7 | C | 1 | b | 1 | Proficient | 1 |
| 8 | H | 1 | g | 3 | Proficient | 2 |
| 9 | A | 2 | e | 3 | Proficient | 3 |
| 10 | G | 1 | a | 2 | Proficient | 2 |
| 11 | D | 2 | c | 3 | Basic | 2 |
| 12 | H | 2 | e | 3 | Proficient | 3 |
| 13 | C | 2 | a | 2 | Proficient | 2 |
| 14 | G | 2 | d | 3 | Proficient | 3 |
| 15 | B | 2 | c | 3 | Basic | 2 |
| 16 | F | 2 | a | 2 | Proficient | 2 |
| 17 | D | 1 | g | 3 | Proficient | 2 |
| 18 | H | 2 | e | 3 | Proficient | 3 |
| 19 | A | 2 | b | 3 | Proficient | 3 |
| 20 | J | 2 | b | 3 | Advanced | 3 |
| 21 | B | 2 | b | 3 | Advanced | 3 |
| 22 | F | 2 | a | 2 | Proficient | 3 |
| 23 | D | 2 | c | 3 | Basic | 2 |
| 24 | H | 1 | e | 3 | Advanced | 3 |
| 25 | C | 2 | e | 3 | Proficient | 3 |
| 26 | J | 1 | e | 3 | Proficient | 3 |
| 27 | A | 2 | d | 3 | Proficient | 3 |
| 28 | J | 2 | c | 3 | Proficient | 3 |
| 29 | D | 2 | b | 3 | Advanced | 3 |
| 30 | G | 2 | c | 3 | Proficient | 3 |
| 31 | A | 2 | b | 3 | Proficient | 3 |
| 32 | G | 2 | d | 3 | Proficient | 3 |
| 33 | C | 2 | a | 2 | Basic | 2 |
| 34 | G | 2 | d | 3 | Proficient | 3 |
| 35 | B | 2 | d | 3 | Proficient | 2 |
| 36 | H | 2 | c | 3 | Proficient | 3 |
| 37 | D | 2 | b | 3 | Proficient | 3 |
| 38 | H | 2 | d | 3 | Proficient | 3 |
| 39 | C | 2 | d | 3 | Proficient | 3 |
| 40 | J | 2 | a | 2 | Proficient | 2 |
| 41 | C | 3 | b | 3 | Proficient | 3 |
| 42 | G | 3 | c | 3 | Proficient | 3 |
| 43 | C | 4 | a | 1 | Proficient | 1 |
| 44 | J | 4 | b | 1 | Proficient | 1 |
| 45 | D | 4 | a | 1 | Proficient | 1 |
| 46 | G | 3 | a | 3 | Proficient | 2 |
| 47 | C | 3 | d | 3 | Proficient | 2 |
| 48 | H | 3 | f | 4 | Proficient | 3 |
| 49 | B | 3 | d | 3 | Proficient | 3 |
| 50 | F | 4 | c | 2 | Basic | 2 |
| 51 | A | 4 | b | 1 | Basic | 1 |
| 52 | J | 3 | d | 3 | Proficient | 3 |
| 53 | C | 3 | f | 4 | Proficient | 3 |
| 54 | H | 4 | b | 1 | Proficient | 1 |
| 55 | A | 4 | b | 1 | Proficient | 1 |
| 56 | J | 4 | b | 1 | Proficient | 1 |
| 57 | B | 3 | e | 3 | Proficient | 3 |
| 58 | G | 3 | e | 3 | Proficient | 3 |
| 59 | D | 4 | c | 2 | Basic | 2 |
| 60 | J | 4 | b | 1 | Basic | 1 |

| Item Sequence | Answer Key | Competency | Objective | Framework DOK | Item PLD | Item DOK |
|---------------|------------|------------|-----------|---------------|------------|----------|
| 61 | D | 3 | c | 3 | Proficient | 3 |
| 62 | F | 3 | c | 3 | Advanced | 3 |
| 63 | A | 3 | c | 3 | Proficient | 3 |
| 64 | J | 4 | a | 1 | Proficient | 1 |
| 65 | C | 4 | c | 2 | Proficient | 2 |
| 66 | H | 4 | c | 2 | Basic | 1 |
| 67 | A | 4 | b | 1 | Proficient | 1 |
| 68 | G | 3 | a | 3 | Proficient | 3 |
| 69 | A | 3 | e | 3 | Advanced | 3 |
| 70 | G | 4 | a | 1 | Proficient | 1 |
| 71 | C | 4 | b | 1 | Basic | 1 |
| 72 | H | 4 | a | 1 | Proficient | 1 |
| 73 | C | 3 | e | 3 | Proficient | 3 |
| 74 | J | 3 | c | 3 | Advanced | 3 |
| 75 | B | 3 | b | 3 | Basic | 2 |
| 76 | G | 4 | b | 1 | Proficient | 1 |
| 77 | C | 3 | c | 3 | Proficient | 3 |
| 78 | G | 3 | e | 3 | Proficient | 3 |
| 79 | D | 3 | d | 3 | Proficient | 3 |
| 80 | F | 3 | d | 3 | Proficient | 3 |

| Item Sequence | Answer Key | Competency | Objective | Framework DOK | Item PLD | Item DOK |
|---------------|------------|------------|-----------|---------------|------------|----------|
| 1 | B | 2 | a | 2 | Proficient | 2 |
| 2 | G | 2 | c | 3 | Basic | 2 |
| 3 | D | 1 | d | 2 | Proficient | 2 |
| 4 | F | 2 | b | 3 | Proficient | 3 |
| 5 | C | 2 | d | 3 | Proficient | 3 |
| 6 | G | 2 | c | 3 | Basic | 2 |
| 7 | C | 2 | a | 2 | Proficient | 2 |
| 8 | F | 2 | c | 3 | Proficient | 3 |
| 9 | D | 2 | a | 2 | Basic | 1 |
| 10 | J | 2 | d | 3 | Proficient | 3 |
| 11 | C | 2 | e | 3 | Basic | 2 |
| 12 | H | 1 | e | 3 | Proficient | 3 |
| 13 | B | 2 | c | 3 | Basic | 2 |
| 14 | J | 1 | a | 2 | Proficient | 2 |
| 15 | B | 2 | b | 3 | Proficient | 3 |
| 16 | G | 2 | d | 3 | Proficient | 3 |
| 17 | C | 2 | b | 3 | Proficient | 3 |
| 18 | J | 2 | d | 3 | Basic | 2 |
| 19 | D | 1 | e | 3 | Basic | 2 |
| 20 | H | 1 | c | 2 | Proficient | 2 |
| 21 | D | 2 | c | 3 | Basic | 2 |
| 22 | J | 2 | b | 3 | Proficient | 3 |
| 23 | C | 2 | b | 3 | Proficient | 3 |
| 24 | G | 1 | c | 3 | Basic | 2 |
| 25 | C | 1 | c | 3 | Proficient | 3 |
| 26 | H | 1 | a | 2 | Proficient | 2 |
| 27 | B | 1 | d | 2 | Proficient | 2 |
| 28 | H | 1 | e | 3 | Proficient | 3 |
| 29 | C | 2 | e | 3 | Basic | 2 |
| 30 | F | 2 | e | 3 | Proficient | 3 |
| 31 | D | 2 | e | 3 | Basic | 2 |
| 32 | F | 2 | b | 3 | Proficient | 3 |
| 33 | D | 2 | b | 3 | Proficient | 3 |
| 34 | J | 2 | b | 3 | Proficient | 3 |
| 35 | A | 1 | a | 2 | Proficient | 2 |
| 36 | F | 1 | d | 2 | Proficient | 2 |
| 37 | C | 1 | f | 2 | Proficient | 2 |
| 38 | G | 1 | a | 2 | Basic | 1 |
| 39 | A | 1 | b | 1 | Proficient | 1 |
| 40 | G | 1 | c | 3 | Basic | 2 |
| 41 | D | 3 | a | 3 | Proficient | 3 |
| 42 | H | 4 | a | 1 | Advanced | 2 |
| 43 | B | 3 | d | 3 | Basic | 2 |
| 44 | J | 4 | b | 1 | Proficient | 1 |
| 45 | D | 3 | a | 3 | Proficient | 3 |

| Item Sequence | Answer Key | Competency | Objective | Framework DOK | Item PLD | Item DOK |
|---------------|------------|------------|-----------|---------------|------------|----------|
| 46 | H | 4 | c | 2 | Proficient | 2 |
| 47 | B | 3 | b | 3 | Proficient | 3 |
| 48 | J | 4 | c | 2 | Basic | 2 |
| 49 | B | 3 | d | 3 | Basic | 2 |
| 50 | G | 3 | a | 3 | Proficient | 3 |
| 51 | D | 3 | d | 3 | Proficient | 3 |
| 52 | H | 3 | c | 3 | Basic | 2 |
| 53 | D | 4 | a | 1 | Proficient | 1 |
| 54 | F | 4 | b | 1 | Proficient | 1 |
| 55 | A | 4 | b | 1 | Basic | 1 |
| 56 | J | 4 | a | 1 | Proficient | 1 |
| 57 | D | 3 | d | 3 | Proficient | 3 |
| 58 | G | 4 | b | 1 | Proficient | 1 |
| 59 | C | 3 | d | 3 | Proficient | 3 |
| 60 | H | 4 | c | 2 | Proficient | 2 |
| 61 | B | 3 | e | 3 | Basic | 2 |
| 62 | J | 4 | b | 1 | Basic | 1 |
| 63 | A | 4 | a | 1 | Advanced | 2 |
| 64 | G | 3 | a | 3 | Proficient | 3 |
| 65 | C | 4 | b | 1 | Basic | 1 |
| 66 | F | 4 | a | 1 | Proficient | 1 |
| 67 | C | 3 | b | 3 | Proficient | 3 |
| 68 | J | 3 | c | 3 | Basic | 2 |
| 69 | C | 3 | c | 3 | Advanced | 3 |
| 70 | G | 3 | d | 3 | Proficient | 3 |
| 71 | C | 3 | a | 3 | Proficient | 2 |
| 72 | J | 4 | c | 2 | Basic | 3 |
| 73 | D | 4 | a | 1 | Basic | 1 |
| 74 | G | 3 | f | 4 | Advanced | 3 |
| 75 | A | 4 | a | 1 | Proficient | 1 |
| 76 | F | 4 | a | 1 | Basic | 1 |
| 77 | D | 4 | c | 2 | Basic | 2 |
| 78 | G | 4 | a | 1 | Advanced | 2 |
| 79 | B | 3 | d | 3 | Basic | 2 |
| 80 | F | 3 | d | 3 | Proficient | 3 |