



Smarter Balanced Assessment Consortium: Practice Test Scoring Guide

Grade 8

Published August 26, 2013

Prepared by the American Institutes for Research®



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There's No 'I' in Elephant

B3 63 3A

:3 6 BA 3 A 17: 7, :A 63 :D3 E B6 B637 4 ; 7BA 5D3 6C5A 2
1 :: 3 16 B63 0 CA7 5 B637 BC A ABC; 3BA 63 :A ; 76B E 6 E
B 63: 3 16 B63

313 B3:3 6 BABC2 0 3A3 163 A4 ; B63 B32 B BBA 2
6 7 2 7A 457 B 7, :A:3 32 B E B 53B63 B 53BA ; 3 3 A 4
1 B63 7, :A 3A 317:: A ; 3 7, BBA 3 :3 2 E B E
B 53B63 B 1 ; :3B3 B A A 0CB E 3:3 6 BA 6 D3 8 7 32 B63 1:C0 3 6 A
B63 47 27 5 7A BB AC 7A 7 5 A17 B 7A B A CA 31BB6 B3:3 6 BA E B6 B637
07 0 7 A 2 AC D7 :A DD ; 03 ; 5 B63 A; B3AB 7, :A B63
: 3B

A6C : B 7 E 6 E 32 B63 ABC2 B :2 17 13 3E AB6 BB63
7, :A 27 B8CAB:3 B 7 AB 2 B63 E AB63 3:3 6 BA 036 D32
A6 E B6 BB63 C 23 AB 2 6 E E 7 5 B 53B63 0 7 5 A 03 347AB
3D3 3 7 D :D32 : B 7 7A 1 ; B7D3 A 16 : 57AB E BB63
D3 AB 4 ; 0 7 5 3 7 5: 2 A 16 : 5 7AB63 ABC2 4 0 3 6 D7 A
2 ; 3 B : 13AA3A 2 1 ; B7D3 A 16 : 57ABA ABC2 6 E 7, :A
B63 B6 6C; A 036 D3

BA B3 A B ABC2 B63A3 4 ; 7 0:3 ; ; :A 036 D7 :3 6 BA 3
B63 : 53AB; ; ; :AB6 BE : A :2 5 C 2 2 7AB63 2 B:7 3
B7C: 3F 3 7, 3 B : CB 17 B 7A B A 6 D3 B 03 1 34C: B 33 B637
27AB 13

45C 3 CBE 63B63 3:3 6 BA1 1 3 B3 : B 7 2 A23
: 1 ; B7D3 A 16 : 57AB B ; D3 AB 7 B B 0C7B B3AB
63 B3ABE A0 A32 3 B6 BA 033 CA32 B ABC2 B63 036 D7 4
7, BBA4 ; 3 B6 3 A 7, BBA 7 1:C23 7, :A AC16 A
167, 33A 2 ; 3 A C; A 3 :A 7, BBA 0CB B63A3
3F 3 7, 3 BA 27 B4 1CA 6C; A

63 B3AB 7A A 7, :3 B A3BC C1 C:2 0C72 3 C A3:4 ' C 332
: 5 713 4AB 7 5 0 2 47 2 7AB AB 3FBB C 47 2
31 2 : 13 B63 0 7 4 B 40 B6 4 C 672 : 2 E B63 AB 7 5 A
B6 B 7AB BA 7 4 B 4 C E A C 2 B63 0 1 4B63 0 2 B63
3 2AC 7 4 B 4 C 47 2 63 AB 7 5 A6 C:2 4 ; C A6 3 E B6 B63
0 7 A23

E 4 B63 3F 3 7, 3 B C: B63 AB 7 5 0 C A3:4 2 C:: B713
B6 B 7A 73AB E 2 C E B6 CB; D7 5 B63 0 4 C 47 2 C:A B63

B63 3 2 4B63 AB 7 5 E B6 CB C 63: B63 AB 7 5 A:Z3A7 B63 B63
 2731B7 0CB B63 0 AB7: 2 3A B; D3 40 B6 4 C C:: B63 3 2A 4
 B63 AB 7 5 BB63 A ; 3 B7, 3 B6 C56 B63 0 A:Z3AB E 2 C

B63 E 2A C 2 C 4 B 2 ; CAB1 3 B3 B 53BB63 0
 B63 1 A3 43:3 6 BA B63 E 3 3 B; B7D B32 B 53B 0 AB3 2 B63
 E 3 3 B 7 5 B 53BB A ; 3 23:17 CA1 AB7 5 : B4 ; 63 3
 C 2 B63 : B4 ; 7 :A 313 D32 1 B3 BA : 740 B6 C:32 B63
 3 3 2A BB63 A ; 3 B7, 3 E B6 B637 B C A 6A1 3 B7 0 C56BB63
 : B4 ; 1: A3 3 C56 4 B63; B 3 16 B63 1 E B6 B637 B C A

63 A1B B7ABA ABC2 B2 AF 3:3 6 BA BB63 6 7 :3 6 B A3 D B7
 3 B3 7 ; 5 6 7 2 63 3:3 6 BA45C 32 CB6 E B 53BB63 1
 0CB : B 7 2 6A1 ::3 5C3AE B32 B E 7B63 7, :A 6 2 A7, :
 :3 32 B1 7B63 C 23 AB 2 A ; 3 0 A1 Z3 A 0 CB1 3 B7
 B63 3A3 163 A2Z ; 3 3F 3 7, 3 BA 3 A7 5:3 3:3 6 BE A:32 B
 B63 3 2 AB 2 : 3 E B7 5 63 7, :E B32 B3 B 4 ; 3
 B6 A31 2A4 B63 3:3 6 BB 1 ; 3 : 5 B63 7, :AA33; 32 B
 E B6 BA ; 3B7, 3A C 6 D3 B E B4 63: B 53BB63 8 0 2 3

; 3B7, 3A 3:3 6 BE B32 A: 5 A A31 2A 6 BA : 5 B7, 3
 4 7, :E B7 5 4 4 2 : B 7 B :2 1B 13 3EA

4 : 3:3 6 BA 2 7, B3A 6 D3 AC113AA4C:: 1 3 B32 B
 ; AB3 B67A 7 2 4 C: B 53B63 B3AB CBB6 B2 3A B 313AA 7 ; 3
 B63 7, :A2 B1 3 B3 : B 7 A A; 036 D7 A7 B63 7, :
 7 52 ; ; 03 3F : 7 32 0 1 3 B7 0CB 3 6 A 6C; A1B B7ABA
 2 BC 23 AB 2 B63 C:3A F 3 7, 3 BA:7 3 B63 A7, :3 C: B 53B63 B3AB
 5 D3 A1B B7ABA E B 0357 B :3

63 3 A 7 :3 6 B 0 B3 63 3A4 ; *Science News for Kids*, 16
 AAC3 1 56B 0 17B 4 17 13 B63 C0:1 3 7 B32 0 3 ; AA7

1036



With which statement would the author **most likely** agree?

- Ⓐ Learning about elephants can teach scientists about humans.
- Ⓑ Learning about animal behavior is an important part of science.
- Ⓒ Scientists should spend more time studying humans than animals.
- Ⓓ Scientists should study elephants in different ways than they currently do.

63 1 31B 3A A3 B7 313D3A A1 3 4 7 B

998



The author includes a description of a test that readers can try themselves. How does the author's example of using a book and a piece of string help the reader understand the research conducted by the scientists?

- Ⓐ It reproduces the scientists' experiment.
- Ⓑ It models cooperation without conversation.
- Ⓒ It determines how mammals work together.
- Ⓓ It analyzes the differences in human behavior.
- Ⓔ It models cooperation without conversation.
- Ⓕ It determines how mammals work together.
- Ⓖ It analyzes the differences in human behavior.

63 1 31B 3A A3 B7 313 D3A A1 3 4 7 B

1034



Click to highlight **six** sentences in the text that explain why elephants might be considered some of the most intelligent animals on the planet.

Elephants are social animals. They live with their families, give hugs and call each other by using their trunks as trumpets. They also might know how to help each other.

In a recent elephant study by researchers from the United States and Thailand, pairs of giant animals learned to work together to get some ears of corn. Other animals, especially some primates, are already known to work together to

to get to some delicious corn sitting on a platform. The rope ran around the platform. Animals received corn treats only if both pulled the rope ends at the same time with their trunks. This cooperation brought the platform close enough for them to reach the corn with their trunks.

The scientists studied six elephants at the Thai Elephant Conservation Center in Lampang, Thailand. The elephants figured out how to get the corn, but Plotnik and his colleagues wanted to know if the animals had simply learned a trick, or if they understood some basic ideas about cooperation. So the researchers did more experiments. In one, a single elephant was led to the rope and stood, alone, waiting. The animal waited patiently for more than 25 seconds for another elephant to come along—the animals seemed to know that sometimes, you have to wait for help to get the job done.

Sometimes an elephant waited as long as 45 seconds. "That's a long time for an animal waiting for food," Plotnik told *Science News*.

So far, only elephants and primates have successfully cooperated to master this kind of pull-together test. But that doesn't necessarily mean other animals don't cooperate. Plotnik says many behaviors in the animal kingdom may be explained by cooperation, but perhaps human scientists don't understand the rules. Experiments like the simple pull-together test give scientists a way to begin to learn.

To receive the full-credit score of 1 point, the student must choose five or more correct answers.

- B63 7, :A 3A 317:: A ; 3 7, BBA 3 :3 2 E B E
B 53B63 B 1 ; :3B3 B A A 0CB E 3:3 6 BA 6 D3 8 7 32 B63 1:C0
- 3 6 AB63 47 27 5 7A BB AC 7A 7 5 17 B7BA ACA 31BB6 B
3:3 6 BA E B6 B637 07 0 7 A 2 AC DD : A DD ; 03 ; 5 B63
A; B3AB 7, :A B63 : 3B
- AB 2 B63 E AB63 3:3 6 BA 036 D32 A6 E B6 BB63 C 23 AB 2
6 E E 7 5 B 53B63 0 7 5A 03 34BAB 3D3 3 7 D :D32
- 67A1 3 B7 0 C56BB63 : B4 ; 1: A3 3 C56 4 B63; B 3 16
B63 1 E B6 B637 B C A
- 63 3:3 6 BA 45C 32 CB6 E B 53BB63 1 0CB : B 7 2 67A
1 ::3 5C3AE B2 B E 7AB63 7, :A 6 2 A7, : :3 32 B 7
7AB63 C 23 AB 2 A ; 3 0 A7 73 A 0 CB1 3 B7
- 3 A7 5:3 3:3 6 BE A:32 B B63 3 2 AB 2 : 3
E B7 5
- 63 7, :E B32 B3 B 4 ; 3 B6 A31 2A4 B63
3:3 6 BB 1 ; 3 : 5 B63 7, :AA33; 32 B E B6 BA ; 3B7, 3A
C 6 D3 B E B4 63: B 53BB63 8 0 2 3
- ; 3B7, 3A 3:3 6 BE B32 A: 5 A A31 2A
- 6 BA : 5 B7, 3 4 7, :E B7 5 4 4 2 : B 7 B :2 Science
News
- 4 : 3:3 6 BA 2 7, B3A 6 D3 AC113AAC:: 1 3 B32 B
; AB B67A 7 2 4 C: B 53B63 B3AB

1000



Read the excerpt from the text and the directions that follow.

In other words, you and your friend must cooperate to get the book. In the case of elephants, they weren't motivated to get a book.

Select the word that **best** defines motivated as it is used in the sentence.

- Ⓐ propelled
- Ⓑ influenced
- Ⓒ compelled
- Ⓓ persuaded

63 1 31B 3A A3 B7 313D3A A1 3 4 7B

1040



Read the sentence containing a main idea and the directions that follow.

Experiments show elephants understand that cooperation brings benefits to everyone involved.

Select the **two** key details from the text that support the main idea.

- A) One will wait alone at the rope until another comes to help pull.
- B) They give hugs and call each other by using their trunks as trumpets.
- C) Experiments like the simple pull-together test give scientists a way to begin to learn.
- D) Animals received corn treats only if both pulled the rope ends at the same time with their trunks.
- E) Two elephants can pull on rope ends at the same time to get corn close enough for both to eat.
- F) To figure out whether elephants can cooperate, Plotnik and Frans de Waal, a comparative psychologist at Emory University in Atlanta, built a test.

313 D3 B63 4C: 1 32 B A1 3 4 7 B B63 ABC23 B; CAB16 A3 0 B6
 1 31B 3A A3A 63 1 31B 3A A3A 3 B7 A 2

Samuel Peppard and the Wind Wagon

0 B 6 B 3 13

6 B 7 2 41 1 B B7 3 C 0C727 5

6 B 7 D 3 B7 4 C A 7 A 5 7: C 3 B

; C3: 3 2 CD 3 5 3 :C; 0 1

; C3: 3 2 8 C A B: C 5 6 3 2 B 6 7 A 3 7 6 0 A E 7 5 A 2 3 B
E 7 5 6 C 5 6 C B B 6 3 A 7 5 4 ; C3: 6 : 3 2 C 7 6 7 A 0 7
A : A A A 0 C 7 2 7 5 A ; 3 B 6 7 5 0 7 ; 3 B 6 7 5 0 2 7 B E 6 2
3 D 3 A 3 3 0 3 4 3 ; 3 B 6 7 5 1 :: 3 2 E 7 2 E 5

B E 3 B A 3 D 3 ; C3: 6 2 B 7 C 2 3 4 1 A B C 1 B 7 3 E A
; 7: E 7 6 B 0 B 2 3 2 3 3 2 6 7 A ; 3 0 C 7 2 7 5 2 3 7 7 5 ; 7: B A
A C 1 6 A E 2 3 E 6 3 3 : A 2 ; 3 B : 5 3 A E 6 7 1 6 E 3 3 : A C A 3 2 B 0 C 7 2
E 5 A

D 7 5 5 E C B 6 3 7 E 3 A B 3 : 7 A 6 3 : A 3 E A ; 3 B 6 7 5
0 C B B 6 3 7 B E 7 2 A 6 3 A 3 E 7 2 A A 3 3 ; 3 2 B 0: E 1 A B B 2
; C3: B 6 C 5 6 B B 6 3 E C: 2 D 7 3 B 6 3 3 4 B 1 B 3 3 5 A C 1 3 4 2 7 5
E 5 6 3 E 7 2 4 B 3 2 ; 2 D B 5 3 A D 3 6 A 3 7 2 7 B 6 D 3 B
3 B 2 7 A 3 3 2 7 B 1 3 B 7: 2 7 B : 3 D 3 0 3 6 7 2 7 3 A 4 A ; 3 ::
; C 3 6 3 E 7 2 E 5 A 3 3 ; 3 2 B 0 3 B 6 3 7 3 : B A B 7 4 3
6 3 2 3 2 B B 6 3 : 2 5 : 2 4 7 : 2 A 2 B 6 B A 8 C A B E 6 3 3 ; C3: : 3 2 B
5

:: A 7 5 ; C3: 6 ; ; 3 3 2 3 A 3 E 3 2 6 7 A A 7 A 2 1 D 3 2 C B
; A B 2 E 7 6 B 6 3 6 3: 4 B 6 3 3 4 7 2 A B 3 D 3 2 :: 0 3 A 2 7
: ; C3: 0 C 7 B 6 7 A 2 3 ; 3 : B 6 3 E 7 2 E 5 E A 3 2 4
B A B C E ; A 7 5 E 7 2 E 6 7 3 2 B B 6 3 7 4 1 3 A A ; C3: 2 6 7 A
4 7 2 A 6 C: 3 2 B 6 3 E 5 ; 7 3 C B 4 B E

; C3: 1: 7 0 3 2 0 2 B 6 3 E 7 2 E 5 3 7 A 3 2 B 6 3 ; 7 A 7 2 B
7 ; 3 2 7 B 3: 1 C 5 6 B B 6 3 0 3 3 3 6 3 E 5 A 3 2 4 E 2 0 C B B 6 3 A C 2 2 3 :
: C 5 3 2 B E 2 B 6 3 5 C 2 ; C3: 6 3: 2 4 2 3 : 7 B 4 7 B 6 3 E 5
E C: 2 4 7 D 3 C 7 : 6 3 : E 3 3 2 B 6 3 : 5 3 A 7 2 6 7 A 3 2 B 6 3 A ; :: 3
6 3 A ; :: A 7 1 C 5 6 B : 3 A A E 7 2 2 B 6 3 E 5 1 3 2 A ; B 6: B 6 C 5 6 B 6 3

7B 5 AA ; C3: 2 67A4B 2AE3 3 AB7: 1633 75 E 63 B63 E 5
 ::32 D3 A; :: 67: :3 32 B67B 43B7B B63 7 2 1 A632

; C3: 1 E:32 CBB 7 A 31BB63 2 ; 53 BE A B675 5 2
 ; 7:E 76B1 C:2 B4F ; C3: 2 67A4B 2A CA632 B63 E 5 0 1 B
 B E 2 7 BE 2 A BE A A5 2 A 3E 6 32 :73 A; :: 0 B
 0C55 E 633:A B63 E 5 E 6 2 6 2 0 3 B 1 B :B63 A 332 2
 C223 4 AB33 75

63 3 3 C5 75 E 76 B6 B1 B B7

' C:: 3D3 53BB : 2

; C3: 3 2 CD3 5 3 :C; 0 1

; C3: E D32 5 2 0 3 B 67A 3760 A A63 2 67A4B 2A: 232
 4 2 1 ; 75 3?C7 ; 3 B 2 7A3A7B B63 E 7 2 E 5 ; C3:
 B3D3 2 7 B63 A 732 B6 B63 7B 5 AAB 8 7 B63 35 7
 B B 3

B67, 3AB63 7B E 7 2 A1 3 B32 2 B63 E 5 7 32 B6 C56 B63
 ::75 : 7 A B47B3 ; 73A 3 6 C B3D3 2 7 : C5632 2
 A6 CB32 A ; C3: AB33 32 AB :2 4 A67 32 0C557A C::32 0 6 A3A

CB B63 2 A B63 E 7 2 A 2 7 2 2 E 2 B63 6 A3 2 E E 5 A
 ; 1632 AB AB63 E 7 2 E 5 A B AB7: B6 A3 2 A B3D3 2 7
 E 3 B6C B7 5 4 AC 3 E 6 7 3 ; C3: E 7B2 E 76 B63 E 5 4 B63 E 7 2 B
 3BC AA AB63 E 7 2 7 32 C ; C3: 6 7AB32 B63 A 7 2 67A
 4B 2A B 8C; 0 2 63 E 7 2 E 5 1 3E 6 2 B 03 3 2 B A 7
 E 63 3D3 B63 E 7 2 0:3E 3D3 7A7E AB63 ; 72:3 4B63 76B ; 3B7, 3A
 2 B3D3 E B1632 B63 7B ; 2 :7AB 32 B B63 1 B3A1 :: A
 ; C3: 2 7 AB33 32 B63 E 5 E 3AB

B : B 47B3 2 A4 B63 E 7 2 E 5 B 3 16 B 3 63 B
 ::32 7B B E B63 3 E A?C7B 1 ; ; B7

6 B7 B63 E :2 7AB6 BAB 53 E 5

D3 3D3 A33 B675 :73 B

; 30 2 A5 3 :C; 0 1

; C3: 3 2 AE72 E 5 031 ; 3 7 AB B6B 3 B3 4
 3A7A ::CAB B32 3EA 3 E B3 B1:3 0 CBB63 E 5 2 3 :3
 C 2 2 E B63 35 7E3 3 B: 75 0 CB6 E 4 AB71 C:2 B D3: 2
 6 E ; C16; 3 7A D32 E B6 6 A3AB 432

D3 B3 ; 3 7 AE3 3 ; 32 BB63 A56B 4B63 E72 E 5
 ; C3: B :2 B63 3 B3 B6 BE 63 5 C 4 27 A 6 A30 1 6 2
 A33 B63 E 5 B63 AB B32 : 4C:1 B3AB :: B63 73 A 132 : 5A73
 B 75 B 33 C E B6 B63 E72 E 5 3 0 3 B63 2 32 44 63
 B63 : AB 73 47 :: 5 D3 C 63 E D32 B ; C3: 2 A 7 6B3 ; 4
 :73 072

4B B 3 ; C3: 2 67A4B 2AA 732 ::3: B B63 35
 7 :: B63 E B B 5 : 2 63 3 B63 E72 E 5 ; 3B7A
 ; B16

6 BAB6 BAE 7:7 5 2CAB

C ; C3: : E3 B63 A 7

67AE 5 A5 3 :C; 01

63 B63 2CAB23D7 0:3E E B63 E72 E 5 : 7 0 3 63 E B6
 6 3 4 3 7 BC B3: 3B63 ; C3: 67A4B 2AE3 3 6CB
 B63 B7, 3 B63 2CAB32 B63; A3:D3A 44 B63 E3 3 AC C 232 0 ; 6 A3
 2 E E 5 A 4B 75 73A

; C3: 2 67A4B 2A6B1632 73 E B6 B63 0 55 53 E 5 4 B63 3AB
 4B637 8 C 3 B 3 D3 63 6 2 1 AA32 D3 4D3 6C 2 32 ; 73A7 B637
 E72 E 5 7 : ; B6

; C3: 3 2 3D3 0C7B B63 E72 E 5 4B 6C B7 5 4 5 :2 7
 : 2 63 8 7 32 B63 7 ; 2 4 C56B7 B63 D7 63 B63
 E E A D3 63 E3 B6 ; 3 B A : A 5 B; 72 2 7A32 B67B3
 1672 3

2 A ; 3B7, 3A E 63 63 B :2 B63 AB 467AE72 E 5 ; C3:
 3 2 63 2 67A5 21672 3 A

6 B 72 41 B B7 E AB6 B

' C1 C:2 6 D3 033 7:32

2 CE33 :C; 01

; C3: 3 2 2 B63 72 5 0 B 6 B 3 134 ; Spider 5 73 A
16 AAC3 1 56B 0 CA C0:7675 ; 3 7B2 0
3 ; AA7

999



What lesson can the reader conclude from the text? Select **all** that apply.

- A) Everyone encounters an obstacle in their lives.
- B) Inspiration comes from the most unlikely places.
- C) Extraordinary people are steadfast and focused.
- D) Persistence and dedication to a task can lead to success.
- E) Do not let the opinions of others restrain you or your ideas.
- F) Even when dreams are demolished, they can still be realized.
- G) Mishaps occur along the way, but solutions can be easily found.

313D3 B63 4C: 1 32BA1 3 4 7 B B63 ABC23 B; CAB16 A3 0 B6
 1 31B 3A A3A 63 1 31B 3A A3A 3 B7 A 2

1037

What is revealed about Samuel Peppard's grandchildren by their responses to his story of the wind wagon?

- Ⓐ They feared for his safety during the trip to Colorado.
- Ⓑ They were proud of their grandfather's crazy accomplishment.
- Ⓒ They thought his attempt to build the wagon was a bad idea.
- Ⓓ They could understand why people were amazed by the wagon.

63 1 31B 3A A3 B7 313D3A A1 3 4 7B

1038



Read this excerpt from the text and the question that follows.

"What's that swirling dust?"

"Hurry, Samuel, lower the sail!"

"This wagon's gone plumb crazy!"

Which of the following is **best** revealed through this dialogue?

- Ⓐ Peppard and his friends had never experienced a wind storm that violent.
- Ⓑ Throughout the trip, the characters rarely spoke and had little to say to each other.
- Ⓒ The characters were surprised by the wind storm that appeared without warning.
- Ⓓ Peppard's friends were too distracted by the wagon to notice the approaching storm.

63 1 31B 3A A3 B7 313D3A A1 3 4 7B

1039



Which sentence from the text **best** supports the idea that Samuel Peppard is committed to succeeding with his wind wagon?

- A) The wind wagon seemed to be the ideal transportation for anyone headed to the Colorado gold fields—and that’s just where Samuel planned to go.
- B) Samuel and his friends pushed the wagon back to town, and in two days, it was as good as new.
- C) The wind wagon crew had to be ready to sail whenever the wind blew, even if it was the middle of the night.
- D) All the riders raced alongside trying to keep up with the wind wagon; one by one, they dropped off.
- E) They had crossed over five hundred miles in their wind wagon in only a month.

63 1 31B 3A A3 B7 313D3A A1 3 4 7B

1001

What is the significance of the author's repeated use of the expression "plumb crazy"?

- A) It demonstrates that everyone agreed his idea was a problem.
- B) Repeating the phrase was just a coincidence in the story.
- C) It emphasizes the importance of Samuel's persistence.
- D) Repeating the phrase creates a rhythm in the story.
- E) Repeating the phrase provides a sense of humor.

63 1 31B 3A A3 B7 313D3A A1 3 4 7B

1002



Read the paragraph from the text and the question that follows.

At twenty-seven, Samuel had an aptitude for construction. He was a millwright by trade and earned his money building and repairing mill parts such as wooden wheels and metal gears, which were also used to build wagons.

Which word is a synonym for, or means the same as, aptitude?

- A) capacity
- B) ambition
- C) preference
- D) enthusiasm

63 1 31B 3A A3 B7 313D3A A1 3 4 7 B

1041

Read the sentence from paragraph 4 and the directions that follow.

Samuel Peppard just laughed at his neighbors' warnings and kept on working.

Using details from the text, explain how this sentence affects the reader's understanding of Samuel Peppard.

BE 7B 3A A3 71:C23A 3F : B7 46 E B63 5D3 A3 B3 13
 4B1BAB63 3 23 AC 23 AB 275 4 ; C3: 3 2 2 B:3 AB 3
 1 31BAC B7 5 23B 7.4 ; B63 B3FB

; :3 BE 7B 3A A3

63 B AAB B3; 3 B; 3AB63 3 23 B67 B6 B ; C3: 7A1 423 B
 7 67A 23 4 B63 E 72 E 5 ; C3: 3E 63 1 C:2 ; 3 BE
 031 CA3 63 E A5 2 B1 AB C1B7 2 63 : C5632 031 CA3 63 3E
 67A 3760 A27 BC 23 AB 2 E 5 0C7275 AE 3:: A63 27

3 7B 3A A3 71:C23A 3F : B7 46 E B63 5D3 A3 B3 13
 4B1BAB63 3 23 AC 23 AB 275 4 ; C3: 3 2 E B6 :7, B32 ; 7A7 5
 AC B4 ; B63 B3FB

; :3 3 7B 3A A3

63 B AAB B3; 3 BA6 E AB6 B ; C3: 7A1 423 B3D3 B6 C56 67A
 3760 A2 BC 23 AB 2 E 6 B63 7A2 75

3A A3 B6 B2 3A B3F : 7 6 E B63 5D3 A3 B3 13 4B1BAB63 3 23 A
 C 23 AB 275 4 ; C3: 3 2 313D3A 1 32B

; :3 3 7B 3A A3

; C3: A 3760 A 3 1C 7 CA

1003

Which **best** describes the mood of the text?

- A) a feeling of disappointment and loss
- B) a combination of humor and seriousness
- C) a sense of satisfaction and achievement
- D) an overall feeling of intensity and frustration
- E) an informal description of dramatic events

63 1 31B 3A A3 B7 313D3A A1 3 4 7B

1004

With the sentence below, the author begins the text by referring to the wind wagon as a "contraption."

"What kind of crazy contraption are you building?"

How does the author's use of the word "contraption" impact the tone of the text?

- A) It creates a negative tone in the story.
- B) It establishes a humorous tone in the story.
- C) It shows the reader that the wind wagon would fail.
- D) It shares the character's experience with the reader.

63 1 31B 3A A3 B7 313D3A A1 3 4 7 B

1006



Samuel Peppard can be described in many ways. Think of a character trait that Samuel possesses and give examples from the text that support your response.

Type your answer in the space provided.

BE 7 B 3A A3 71:C23A 7B 16 1B B B 2
 AC B7 5 3F ; :3 4 ; B63 BFB 31B 3A A3A; 7 1:C23
 23A1 7B7 4 ; C3:A23B3 ; 7 B7 2 2321 B7

; :3 BE 7 B 3A A3

; C3: 3 2 E A 23B3 ; 732 3 A E 6 2Z B1 3 E 6 B B63
 3 :3 B6 C56B ; B63 0357 7 5 B63 3 :3 B :2 67, 67A 73 4
 E 7 2 2 E E 5 E A1 CB 63 3D3 :3BB637 2 COBAA E 67,
 2 E B63 AB ; C3: 3 2 8CAB: C5632 B 67A 3 560 A
 E 7 5A 2 3 BE 7 5 3 03:3D32 7 67A 73 2 63 3 A7B32 7
 30C727 5 67AE 5 3D3 4B 7A 47 AB1 A6

3 7 B 3A A3 71:C23A 7B 16 1B B BE B6 ; 7A 7 5
 7 1 ; :3B AC B

; :3 3 7 B 3A A3

; C3: E A 7 23 3 23 BB67 3 3 2Z B; 7 2 E 63 3 :3 B6 C56B
 67A 73 AE 3 3 AB 53

3A A3 B6 B2 3A B D73 7B 16 1B B B 313D3A
 1 32B

; :3 3 7 B 3A A3

; C3: A 3 560 AE 32 67,

1055



A student is writing an argumentative essay about physical education (PE) classes in middle schools for her English assignment. The teacher suggested the student add an opening sentence that establishes a clear claim. Read the student's draft and the directions that follow.

Too many kids waste dozens of hours each week in front of the TV or computer. They may be exercising their fingers and sometimes their minds, but they are not exercising the rest of their bodies. But, in physical education class, they do. Recent research has shown that physical education class has many benefits: it can teach teamwork, build confidence, and increase academic success. Students who take regular physical education classes not only develop healthier habits throughout their lives, but the activity reduces anxiety and improves judgment. One study revealed that students who did not have access to these classes were 2.5 times more likely to become inactive. Some students may feel awkward in physical education class; however, they may be getting more out of it than they realize.

Write **at least one** sentence at the beginning of the paragraph that establishes a clear claim.

Type your answer in the space provided.

3 7 B 3A A3 7 1:C23A B:3 AB 3 A3 B3 13 B6 B3AB 0:7A63A 1:3
1: 7, 4 B63 5 D3 5 6

____; :3 3 7 B 3A A3

22:3 A16 : 2A 332 1: AA3A:7 3 6 A1 : 32C1 B7

3A A3 B6 B2 3A B 7 1:C23 A3 B3 13 B6 B3AB 0:7A63A 7 B3
1: 7, 4 B63 5 6 313 D3A 1 32 B

____; :3 3 7 B 3A A3

C A16 : 6 A5 ; B 13 E 33 B6A 3

1044



For health class, Cristi has written an informational report on eating a more nutritional diet. Her teacher has asked that she include evidence to support her research. Read two paragraphs from the report, her notes, and the directions that follow.

Fruits and vegetables are important to a healthy diet and lifestyle. We need vitamins and minerals found in these foods in order to be our best. Finding the sweetest, juiciest of these foods will help people enjoy eating them.

People who do not eat enough fruits and vegetables may have serious health risks. Without the proper fiber in their diet, some people may have poor digestion. This can cause high cholesterol, which may lead to heart disease. These foods also provide antioxidants, which help us to prevent illnesses and even cancer. Furthermore, having a lack of vitamin C in the body can create problems like dry skin, brittle hair and nails, dental problems, and tiredness. In order to live the healthiest life possible, it is essential to add these natural foods to our daily diets.

Notes about Fruits and Vegetables from Research

- Some of the highest fiber fruits: apples and bananas; some of the highest fiber vegetables: broccoli, beans, carrots
- Vitamin B: found in many vegetables, such as green peas and potatoes; keeps energy at high level
- Vitamin C: in citrus fruit, such as oranges; helps immune system fight off illness
- Folic acid: found in many fruits and vegetables; helps brain development and functioning of the brain.

Revise the paragraphs using the facts in the box to better support the key ideas. The revised paragraph should be well organized and should include sentences that are clear and complete.

Type your answer in the space provided.

BE 7 B 3A A3 CA3AB63 22B7 :4 1BAB 03BB AC BB63 3
 Z3 A7 B63 5 6A 63 3A A3 CA3A 7 B E 2 16 13A 2
 5 7 B7 4 B63 7 B 232 C2B 13 2 C A3 63 A3 B 13A 2
 Z3 A 3 1 63 3 B 2 1 31B2 B6 C56 B63 CA3 4 7 B
 B AB7 A 5 7 B7 2 D 7B 4A3 B 13 AB C1BC 3A

; :3 BE 7 B 3A A3

CBA 2 D353B 0:3A 3 7, B BB 63 :B6 27B 2 :7BAB :3
 AB 4 C 0 27A 332 DB ; 7 A 2 ; 7 3 :A4 C 2 7 B63A3 4 2A7
 23 B 03 C 03AB B ; 7 4 C 2 7 ; D353B 0:3A AC16 A
 5 33 3 A 2 B B 3A 7, B BB 33 7 5 C 3 3 5 B BA
 6763AB:3D3: 2A1 B 7 7 5 DB ; 7 :7 3 53A 63: B 33
 C 7 ; C 3 A AB; AE 7 5 B 456B 44: 3AA 4B63 4 CBA 2
 D353B 0:3A :A 1 B 7 4 :1 1Z E 616 ABC27A 6 D3 A6 E 63: 0 7
 23D3: ; 3 B 2 4C 1B7 7 5 7 2 7 5 B63 AE 33BAB 8C17AB 4B63A3
 4 2AE 7: 63: 3 :3 3 8 3 B7 5 B63;

3 7B 3A A3 71:C23A; AB 4B63 22B7 :4 1BA7 A ; 3E 6 B
 E 3:: 23D3: 32 5 6 63 3A A3 ; 71:C23 3FB 3 CA : A3:
 3: B32 23B 7A 2 ; 6 D3 :7, B32 2 32B 0:3 D 1 0C: B6 B;
 B 03 1 A7B3 B 7B 4 B63 7B 232 C2B 13 2 C A3
 ; 3 3DZ3 13 41 63 3 B AB C1BC 3 B6 C56 CA3 4B A7 A 5 7 B7
 2 A3 B3 13 D 7B 7A 3A3 B 7CA32 71 A7B3 B
 ; :3 3 7B 3A A3

CBA 2 D353B 0:3A 3 7, B BB 63 :B6 27B 2 :7B AB :3
 AB 4 C 0 2BA 332 DB ; 7A 2 ; 73 :A4 C 2 7 B63A3 4 2A7
 23 B 03 C 03AB B ; 7A:73 2 3 7 D353B 0:3A:73 3 A
 2 53A 2 63: 3 :3 AB 63 :B6 2 456B27A3 A3A :1 1Z
 63: AB63 0 7 7 27 5 B63 AE 33B3AB 8C17AB 4B63A3 4 2AE 7: 63:
 3 :3 3 8 3 B7 5 B63;

3A A3 B6 B2 3A B CA3 B63 5D3 4 1BA7 1 31B 1 ; :3B3
 5 6 313D3A 1 32B 63 3A A3 ; 71:C23 4BE AC B7 5
 23B 7AB6 B; 03 D 5C3 3 3B3D3 71 31B 7B 4B 3 E 7B B63
 ; 3 75 4B63 B3FB 63 3A A3 ; 6 D3 7 7B D 1 0C: 4
 B63 7B 232 C2B 13 2 C A3

; :3 3 7B 3A A3

CBA 2 D353B 0:3A 3 7, B BB 63 :B6 27B 2 :7B AB :3
 3 :3 A6 C:2 3 B27B 3 B 7 2A 44 CBA 2 D353B 0:3A 7 27 5 B63
 AE 33B3AB 8C17AB 4B63A3 4 2AE 7: 63: 3 :3 3 8 3 B7 5 B63;

1053



Suzanne has written a narrative story for her creative writing class about her favorite moment at school. Her teacher suggested she use narrative strategies such as dialogue to improve the story. Read the story and the directions that follow.

Most of the students filing into the auditorium were dreading the long assembly, but I was excitedly chomping on my fingernails. Our teacher, Mrs. Jones, stopped in the aisle to look back and scan her finger along our class row. After which, she put her closed fist to her lips, turned it like a key, and then threw it away over her shoulder. Weren't we too old for that gesture? Evidently, Mrs. Jones was serious; she waited until every student nodded a personal promise of silence.

As Mrs. Jones read the name of the fourth-grade winner in the illustrated short story category, I knew there had to be some mistake. Kristin squealed and ran up to the stage. I tried to clap, but my hands suddenly wouldn't work. I wanted to run out screaming, but I sulked quietly, biting my lip to keep from crying.

Then I heard Mrs. Jones's clear voice breaking through my anger. She was reading my story aloud to the whole school, and my front cover was up on a screen at the back of the stage. When she finished, she called me to the stage and gave me a big hug. She had sent my story to a national contest. That was my favorite moment at school.

Which of the following examples provides the **strongest** option to strengthen the narrative strategies in the underlined text by inserting dialogue?

- (A) I heard Mrs. Jones's clear voice reading my story aloud to the whole school. When I looked up, my front cover was projected on the screen at the back of the stage. "See what a wonderful writer Suzanne has become. Let's give her a big hand." I was so happy!
- (B) I heard Mrs. Jones's clear voice breaking through my anger. She was reading my story aloud to the whole school. When she finished, I ran onto the stage and gave her a big hug. "I am sending your story to a national contest." That was my favorite moment in school.
- (C) Mrs. Jones's clear voice read my story aloud to the whole school. She even projected my front cover on the screen at the back of the stage. "Suzanne, come on up." Mrs. Jones hugged me and told me she had sent my book to a national contest. "Wow, Mrs. Jones, this is truly a surprising day!"
- (D) Mrs. Jones's clear voice rang out: ". . .the princess took her rightful place on the throne beside the little man who saved her life." Those were my words, and that was my story. Why on earth was she not reading Kristin's? "Suzanne, come on up to the stage to take *your* rightful place as finalist in a national contest."

63 1 31B 3A A3 B7 313D3A A1 3 4 7 B

1045



One sentence in the paragraph contains an error in grammar usage. Read the paragraph and the directions that follow.

Sheila and Desmond began their new jobs at a local bakery. After showing them around the store, the owner told them not to eat while working behind the counter. Sheila, with a cupcake frosted with vanilla icing, watched Desmond stuff his mouth. Just then, the owner came in, saw what had happened, and fired Desmond.

Type the incorrect sentence below, correcting the error in grammar usage.

BE 7 B 3A A3 23 B4B A B63 7 1 31B A3 B3 13 2 1 31B A B63 3
7 5 ; ; CA 53

; :3 BE 7 B 3A A3

3 B3 13 637 E B1632 3A; 2 ABC4467A; CB6 E B6 1C 1 3
4 AB32 E B6 D 7: 17 5

3 7 B 3A A3 23 B4B A B63 7 1 31B A3 B3 13 0CB 7 1:C23A B7:
7 1 31B 3D77 4B63 A3 B3 13

; :3 3 7 B 3A A3

3 B3 13 B6 1C 1 3 4 AB32 E B6 D 7: 17 5 637 E B1632
3A; 2 ABC4467A; CB6

3A A3 B6 B2 3A B 23 B4 B63 7 1 31B A3 B3 13 313 D3A 1 32 B

; :3 3 7 B 3A A3

3 B3 13 BB63 : 1 : 0 3 B63 035 B637 3E 8 0A

1054

Choose the sentence that does **not** contain any errors in grammar usage or punctuation.

- Ⓐ John chose to bring his own homemade, bagged lunch to school.
- Ⓑ Every Friday, the cafeteria serves pizza to students on paper plates.
- Ⓒ The pizza, with pepperoni and sausage, was the one I wanted for lunch.
- Ⓓ Topped with hot fudge sauce, John could not believe I ate the entire sundae.

63 1 31B 3A A3 B7 313D3A A1 3 4 7 B

1043



Luke is revising his paper on Venus Flytraps which he plans to submit to a contest sponsored by a science website. He has decided that the underlined words are not precise enough for his audience.

The trapping job of the Venus Flytrap is performed by the terminal portion of each of the plant's leaves and is started by tiny hairs on their inner surfaces. When an insect or spider crawling along the leaves contacts a hair, the trap closes. Small insects and spiders have no chance of escape from this carnivorous plant.

Rewrite the first sentence, replacing the underlined words with more precise terms.

Type your answer in the space provided.

BE 7B 3A A3 3 : 13A0 B6 C 23 :7 32 E 2AE B6 ; 3 317A3
B3 ; A

; :3 BE 7B 3A A3

63 B 7 5 4C 1B7 4B63 3 CA : B 7A 3 4 ; 32 0 B63
B7 ; 7 : B7 43 16 4B63 : BA:3 D3A 2 7A 1B7 B32 0 B7
6 7A B637 7 3 AC 4 13A

3 7B 3A A3 71:C23A 3 317A3 B3 ; B 3 : 13 3 4B63
C 23 :7 32 E 2A

; :3 3 7B 3A A3

63 B 7 5 8 0 4B63 3 CA : B 7A 3 4 ; 32 0 B63 B3 ; 7 :
B7 43 16 4B63 : BA:3 D3A 2 7A B 53 32 0 B7 6 7A
B637 7 3 AC 4 13A

3A A3 B6 B2 3A B 3 : 13 3 B63 4B63 53 3 : C 23 :7 32 B3 ; AE B6
; 3 317A3 B3 ; A 313 D3A 1 32 B

; :3 3 7B 3A A3

63 B 7 5 8 0 4B63 3 CA : B 7A 3 4 ; 32 0 B63 B3 ; 7 :
B7 43 16 4B63 : BA:3 D3A 2 7A B B32 0 B7 6 7A
B637 7 3 AC 4 13A

Forces of Nature: Weather 101

Listen to the presentation. Then, answer the questions.

"Forces of Nature: Weather 101" video 0 B7 : 3 5 6 1 1 ;
1 56B0 B7 : 3 5 6 1 1 3B A32 0 3 ; 7A7

:23A6 E D 7 0:3 :7 3

1035



Which statement **best** illustrates the narrator's description of weather as "the temporary state of the earth's atmosphere at any given place at any given time"?

- Ⓐ Air at the equator is warmer than air at the poles.
- Ⓑ A barometer is a device used to measure air pressure.
- Ⓒ Winds push masses of warm and cold air away from where they form.
- Ⓓ A cold front passing over a small town creates a brief but violent thunderstorm.

63 1 31B 3A A3 B7 313D3A A1 3 4 7 B

1032



A student gets out of school and notices the humidity is high and it is raining.

Explain which type of front is **most likely** occurring. Support your answer with information from the presentation.

Type your answer in the space provided.

BE 7B 3A A3 71:C23A 1 31B 23 B7 B7 4B63 B 3 44 B
: 5 E B6 74 ; B7 4 ; B63 3A3 B B7

; :3 BE 7B 3A A3

63 4 BB6 B; AB:73: A 11C 75 A E ; 4 B 63 3AC:B 4
E ; 4 B 11 275 B B63 3A3 B B7 A CAC :: 6 B 2 ; C55
BB; 3 BC 3A 63 3 A :A 16 13 B6 BB6C 23 AB ; A1 C:2 11C

3 7B 3A A3 71:C23A 1 31B 23 B7 B7 4B63 4 BE B6
; 77 : 71 ; :3B 74 ; B7 4 ; B63 3A3 B B7

; :3 3 7B 3A A3

E ; 4 B A6 3 75

3A A3 B6 B2 3A B 23 B7 4 B 313 D3A 1 32 B

; :3 3 7B 3A A3

63 7 AE ;

1033



A group of scientists states that if the overall temperature of the earth increases, weather patterns will change.

Write a paragraph that supports the scientists' statement. Support your answer with **two** details from the presentation.

Type your answer in the space provided.

BE 7 B 3A A3 71:C23A BE 1 31B23B 7AB6 BAC BB63 A1B B7BA
 1: 7, 0 CBB63 3: B7 A67 03BE 33 E 3 B63 BB A 2 B3; 3 BC 3
 ; :3 BE 7 B 3A A3

63 3A3 B B7 B : 32 0 CB6 E B63 E 3 B63 7A1 CA32 0 B63
 7B3 1B7 A03BE 33 7 E B3 2 63 B4 ; B63 AC B :: BA 4
 B63 3 B6 3 63 B3 3?C :: 0 B63 AC 2 B67A274B 3 13 7
 B3; 3 BC 3A1 CA3A 7 B ; D3 7 1 3 A3 7 B63 B3; 3 BC 3 4
 B63 3 B6 E C:2 4B1BB67A 7 ; D3; 3 BA B6 BE C:2 1 CA3 E 3 B63
 BB AB 16 53

3 7 B 3A A3 71:C23A 3 1 31B23B 7 B6 BAC BB63 A1B B7BA
 1: 7, E B6 7 1 ; :3B3 ; 7A7 5 23B 7
 ; :3 3 7 B 3A A3

63 E 3 B63 7A1 CA32 0 ; D7 5 6 B 2 1 :2 7 1 3 A7 5 B63
 3 B6 AB3; 3 BC 3 E C:2 1 CA3 B63 E 3 B63 BB AB 16 53

3A A3 B6 B2 3A BAC BB63 A1B B7BA AB B3; 3 B 7 1:C23
 1 31BAC B7 5 23B 7A 313D3A 1 32B
 ; :3 3 7 B 3A A3

4B63 3 B6 5 BE ; 3 B63 E 3 B63 E C:2 03 E ; 3 031 CA3 B63
 E 3 B63 7A B63 3 B6

1048



What information does a meteorologist need to know to predict whether precipitation would fall as rain, snow, or hail? Support your answer using evidence from the presentation.

Type your answer in the space provided.

BE 7 B 3A A3 3F : 7 AB6 B ; 3B3 : 57AB 332AB E B63
 B; A 63 3 AB3; 3 BC 3 B 321BB63 B 3 4 317 B B7 BA6 C:2 :A
 DZ3 23B 7 3F : 7 7 5 E 616 B3; 3 BC 3 23B3 ; 7 3AE 616 B 3 4
 317 B B7

; :3 BE 7 B 3A A3

23 B 321BE 63B63 317 B B7 E 7: 4 :: A 7 A E 6 7
 ; 3B3 : 57ABE C:2 6 D3 B E B63 B3; 3 BC 3A7 B63
 B; A 63 3 E 63 3 B63 317 B B7 E 7: 4 :: 11 275 B B63
 3A3 B B7 7AB63 B3; 3 BC 3A 3 0 D3 433 75 317 B B7 E 7:
 4 :: A 7 4B63 B3; 3 BC 3 7A03: E 433 75 B E 7: 4 :: AA E 4
 317 B B7 4 :: AB6 C56 7 B6 B7A0 B6 0 D3 2 03: E 433 75 B
 E 7: 4 :: A 6 7 A33B

3 7 B 3A A3 71:C23A 3F : B7 4E 6 B ; 3B3 : 57AB 332A
 B ; 3 321B7 E B6 7 1 ; :3B3 ; 7A7 5 AC B4 ; B63
 3A3 B B7

; :3 3 7 B 3A A3

63 ; 3B3 : 57AB6 AB E 6 E 1 :2 B63 7 7AB E 7ABE 7: 03
 7 A E

3A A3 B6 B2 3A B3F : 7 E 6 B ; 3B3 : 57ABE C:2 332 B ; 3
 321B7 313D3A 1 32B

; :3 3 7 B 3A A3

; 3B3 : 57AB1 321BE 6 BB63 E 3 B63 E 7: 03

Trust Your Feet

Listen to the presentation. Then, answer the questions.



Q27 3A3 B B7 D 7 0:3 :7 3

1046



In the presentation, the narrator explains that it is important to trust your senses. Which evidence from the presentation **best** supports this statement?

- Ⓐ A skilled rock climber must commit to using his or her feet.
- Ⓑ You have to learn to feel around for what you think might be there—
- Ⓒ This clinging, however natural and instinctive, is not efficient.
- Ⓓ The first climber might see a few moves and execute them in a straightforward fashion.

63 1 31B 3A A3 B7 313D3A A1 3 4 7 B

1050



Which sentence from the presentation **best** supports the idea that rock climbers use the features of a rock to help them climb?

- Ⓐ Climbing shoes are equipped with a special type of rubber that allows your feet to stick to what they would not normally stick to.
- Ⓑ You would look at those flakes and never think they were good footrests.
- Ⓒ You have to learn to feel around for what you think might be there—but you do not know for sure.
- Ⓓ A skilled climber must not only know but also understand his or her body—its size, how it moves, how strong it is, how far it can reach.

63 1 31B 3A A3 B7 313D3A A1 3 4 7B

1047



What advice does the narrator give to rock climbers to help reduce their fear? Use **two** details from the presentation to support your answer.

Type your answer in the space provided.

BE 7 B 3A A3 71:C23A 1 31B3F : B7 4B63 B A 2D13
E B6 BE AC B7 5 23B 7A4 ; B63 3A3 B B7

; :3 BE 7 B 3A A3

7 7 5 B CAB 7 E 6 BB63 3 2 7 5 AB63 E B6 BB63 A 3 3 A A
B6 B 1 1:7, 03 1 32C13 4B 3 E B 5 7 B CAB 7AB 3:
C C A3 A3A 3 7, B B 1:7, 03 332AB B CAB 6 7A 4B3B
7 2 7 5 B63 7 6B 1 1:7, 07 5 A6 3AE 7: :: E C 4B3BB AB1 B
B67 5AB63 ; :: E C:2 B B63 E B 5 7 B CAB 7AB B CAB
3: C 7 AB7 1BA 63 ; 3 C 1:7, 0 B63 ; 3 1 ; 4 B 0:3 C
E 7: 03 E B6 C 23 AB 27 5 6 E C 0 2 E A:7 3 6 E 4 C1
3 16

3 7 B 3A A3 71:C23A 1 31B3F : B7 4B63 B A 2D13
B 1 1:7, 03 AE B6 ; 7A 7 5 7 1 ; :3B3 AC B4 ; B63 3A3 B B7

; :3 3 7 B 3A A3

63 CB6 A AB6 BB CAB; 3 A C1 :3B5 44 2 ; D3
B 03BB B67 5A 6 7A; 3 AB6 B 3 :3 E 6 B CAB1 32C13 B637
4B

3A A3 B6 B2 3A B3F : 7 B63 B A 2D13 B 1 1:7, 03 A 2
2 3A B 7 1:C23 3D73 13 4 ; B63 3A3 B B7 313D3A 1 32B

; :3 3 7 B 3A A3

CAB 43:A E 6 :3 : B 03BB B6 4B A 7A 5 2 B67 5 B E
B CAB 7 23 B 53B 7 44B

1049

What is the narrator's **main** purpose in presenting information about rock climbing?

- Ⓐ to identify the most challenging places for both beginner and expert rock climbers
- Ⓑ to provide the listener with techniques essential for successful rock climbing
- Ⓒ to introduce the listener to the basic equipment used in rock climbing
- Ⓓ to describe the personal characteristics of expert rock climbers

63 1 31B 3A A3 B7 313 D3A A1 3 4 7 B

1051



A student used these two sources for a report on the American Revolution. Read the two sources and the question that follows.

Source 1

When settlers first came to the American colonies, they were loyal to the British king. They thought of themselves as British citizens rather than Americans. However, over time, they began to feel wronged by Britain. They believed that if they paid taxes to the king, they should have a vote in the British Parliament. The rallying cry for all Americans became "no taxation without representation."

Source 2

1. The history of the American Revolution is often told from the point of view of those who wanted to separate from Great Britain. 2. The original colonies in America were settled by British citizens. 3. Those who favored independence from Great Britain were called Patriots; therefore, they did not see themselves as being British. 4. The group included leaders who fought for independence, such as George Washington and Thomas Jefferson. 5. Fifteen to twenty percent of the colonists, however, wanted to remain subjects of the British king, and they were known as Loyalists or Tories.

Which **two** sentences from Source 2 have information that conflicts with the information in Source 1?

- (A) Sentences 1 and 2
- (B) Sentences 2 and 5
- (C) Sentences 1 and 4
- (D) Sentences 3 and 5

63 1 31B 3A A3 B7 313D3A A1 3 4 7 B

1052



A student is writing a research paper for history class about how American women won the right to vote. He is searching the following text for evidence to use in his report. Read the text and the directions that follow.

The 19th Amendment, which granted American women the right to vote, passed in 1920. But it had taken many years for women to win suffrage. ("Suffrage" is another way of saying the right to vote.) The National American Woman Suffrage Association was led by Susan B. Anthony and Elizabeth Cady Stanton. They did not push for a national women's suffrage law. Instead, they worked state by state to win the vote for women. They were most successful in the West. Many people think that was because men's and women's roles were not as rigidly defined in the newer settlements as they were in the more established East.

Members of the National Woman's Party, on the other hand, hoped for a national amendment for women's suffrage. Alice Paul was their leader. She had worked toward women's suffrage in England. They took direct action. They picketed at the White House. Some were arrested and went on hunger strikes in jail. After they supported President Woodrow Wilson's decision for the United States to get involved in World War I, they asked, "Mr. President, what will you do for woman suffrage?"

This question has two parts. First, answer part A. Then, answer part B.

Part A

Which conclusion can the student make based on the evidence in the text?

A) The 19th Amendment, which granted American women the right to vote, passed in 1920. But it had taken many years for women to win suffrage. ("Suffrage" is another way of saying the right to vote.) The National American Woman Suffrage Association was led by Susan B. Anthony and Elizabeth Cady Stanton. They did not push for a national women's suffrage law. Instead, they worked state by state to win the vote for women. They were most successful in the West. Many people think that was because men's and women's roles were not as rigidly defined in the newer settlements as they were in the more established East.

Part B

A) The 19th Amendment, which granted American women the right to vote, passed in 1920. But it had taken many years for women to win suffrage. ("Suffrage" is another way of saying the right to vote.) The National American Woman Suffrage Association was led by Susan B. Anthony and Elizabeth Cady Stanton. They did not push for a national women's suffrage law. Instead, they worked state by state to win the vote for women. They were most successful in the West. Many people think that was because men's and women's roles were not as rigidly defined in the newer settlements as they were in the more established East.

67A B3; 71:C23A BE BA B 2 B 313 D3 B63 4C: 1 32 B
A1 3 4 7 B B63 ABC23 B; CAB1 31B AE 3 0 B6 BA 63 1 31B
3A A3A 3 B7 7 B 2 3 ; 3 1 31B B7 A7 B
B7 B7 B7