

074 Oklahoma General
Education Test™ (OGET™)



PRACTICE TEST



CEOE™

Certification Examinations
for Oklahoma Educators™

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GETTING STARTED

The Oklahoma General Education Test™ (OGET™) is designed to assess the state core general education knowledge and skills, including critical thinking, computation, and communication. The test includes approximately 100 selected-response questions and 1 constructed-response writing assignment.

★ Reviewing the Test Content

The content of the OGET is documented in the test framework, which consists of a set of competencies.

The test framework for the OGET is available on the CEOE™ Web site at www.ceoe.nesinc.com.

★ Taking the Practice Test

To take the practice test, follow these steps:

- Read the directions for the selected-response questions, then read each selected-response question carefully and choose the ONE best answer out of the four answer choices provided. Record your answer to each question on the Selected-Response Answer Sheet provided.
- Read the directions for the constructed-response writing assignment, then read the assignment carefully. Use scrap paper to make notes, write an outline, or otherwise prepare your response. Write your response on the Writing Assignment Response Document provided.
- Follow the instructions in "Evaluating Your Performance" to score your test and evaluate and interpret your results.

You may wish to monitor how long it takes you to complete the practice test. When taking the actual OGET, you will have a four-hour test session.



SELECTED-RESPONSE SECTION

★ Directions for Selected-Response Questions

DIRECTIONS FOR SECTION ONE

Section One contains selected-response questions. Read each question and record your answer on the answer sheet in the space that corresponds to the question number.

Turn the page and continue with Section One.

MATHEMATICS DEFINITIONS AND FORMULAS

Definitions

$=$ is equal to	\leq is less than or equal to	\overline{AB} line segment AB
\neq is not equal to	$\pi \approx 3.14$	\overleftrightarrow{AB} line AB
$>$ is greater than	\sphericalangle angle	AB length of \overline{AB}
$<$ is less than	\perp right angle	$\frac{a}{b}$ or $a : b$ ratio of a to b
\geq is greater than or equal to		

Abbreviations for Units of Measurement

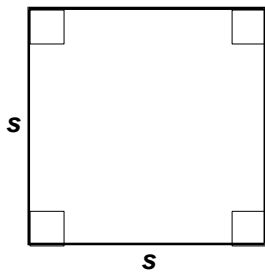
U.S. Standard		SI System			
Distance	in. inch ft. foot mi. mile	Distance	m meter km kilometer cm centimeter mm millimeter	Time	sec. second min. minute hr. hour
Volume	gal. gallon qt. quart oz. fluid ounce	Volume	L liter mL milliliter cc cubic centimeter		
Weight	lb. pound oz. ounce	Mass	g gram kg kilogram mg milligram		
Temperature	°F degree Fahrenheit	Temperature	°C degree Celsius K Kelvin		
Speed	mph miles per hour				

Conversions for Units of Measurement

U.S. Standard		SI System	
Length	12 inches = 1 foot 3 feet = 1 yard 5280 feet = 1 mile	Length	10 millimeters = 1 centimeter 100 centimeters = 1 meter 1000 meters = 1 kilometer
Volume (liquid)	8 ounces = 1 cup 2 cups = 1 pint 2 pints = 1 quart 4 quarts = 1 gallon	Volume	1000 milliliters = 1 liter 1000 liters = 1 kiloliter
Weight	16 ounces = 1 pound 2000 pounds = 1 ton	Weight	1000 milligrams = 1 gram 1000 grams = 1 kilogram
	Time		60 seconds = 1 minute 60 minutes = 1 hour 24 hours = 1 day

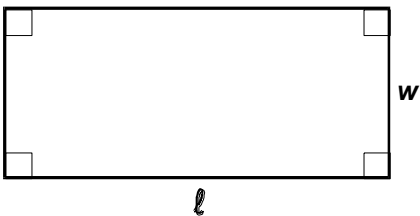
Geometric Figures

Square



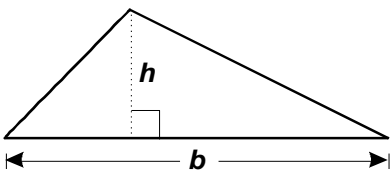
Area = s^2
Perimeter = $4s$

Rectangle



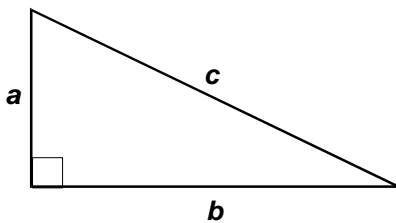
Area = lw
Perimeter = $2l + 2w$

Triangle



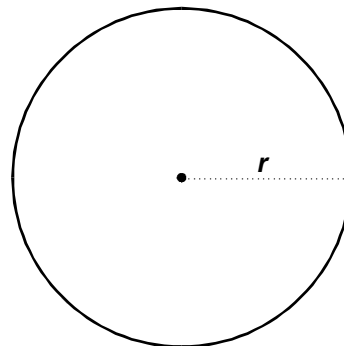
Area = $\frac{1}{2}bh$

Right triangle



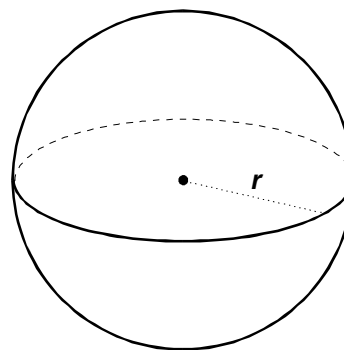
Pythagorean formula: $c^2 = a^2 + b^2$

Circle



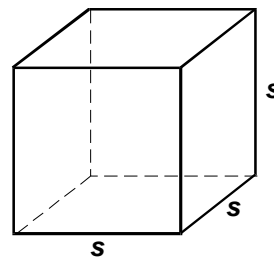
Area = πr^2
Circumference = $2\pi r$
Diameter = $2r$

Sphere



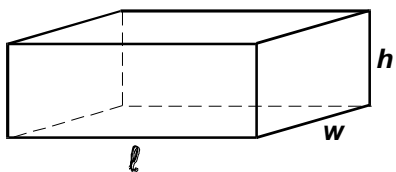
Surface area = $4\pi r^2$
Volume = $\frac{4}{3}\pi r^3$

Cube



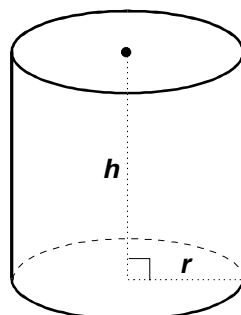
Surface area = $6s^2$
Volume = s^3

Geometric Figures

Rectangular solid

$$\text{Surface area} = 2lw + 2lh + 2wh$$

$$\text{Volume} = lwh$$

Right circular cylinder

$$\text{Surface area} = 2\pi rh + 2\pi r^2$$

$$\text{Volume} = \pi r^2 h$$

End of Definitions and Formulas

★ Selected-Response Questions

Read the selection below, written in the style of a college writing handbook.
Then answer the four questions that follow.

Saving the Semicolon

- 1 Since its introduction in the fifteenth century, the semicolon has been one of the most misunderstood marks of punctuation. While some people argue that it is an essential grammatical tool, others claim that its use is largely self-indulgent. Part of the problem is the mark's flexibility. It can be used in a number of different ways, but it is seldom absolutely necessary. Over the years, attempts to confine the semicolon to one or two specific applications have failed, and many writers avoid it out of fear they will use it incorrectly. This disinclination to use the semicolon has become so widespread that punctuation enthusiasts are beginning to worry that the semicolon is going to disappear for good. There is even a new organization calling itself The Committee for the Defense of the Semicolon. It is a good time to take a look at what has led to the semicolon's decline.
- 2 Semicolons were used most widely when they were viewed as a way of inserting a thoughtful pause in a sentence. For eighteenth- and nineteenth-century writers, the key role of punctuation was to indicate how written text should be read aloud. The semicolon provided the perfect compromise between the short pause suggested by a comma and the full stop of a period. The result was such an abundance of semicolons in the works of some well-known writers that Edgar Allen Poe wrote of being "mortified" by the semicolon's overuse. It turned out that Poe's worries were unfounded. During the nineteenth century, the use of semicolons dropped from 68.1 per thousand words to only 17.7. This dramatic decline was in part linked to the invention of the telegraph. Western Union charged a steep rate of \$5 per word in telegrams, and because each punctuation mark counted as a word, semicolons were a luxury that few could afford. Elsewhere, the shift away from the semicolon could be seen everywhere from newspapers to literary works to textbooks.
- 3 In more recent years, the main enemy of the semicolon has been the trend toward linguistic simplicity. Influential texts such as Strunk and White's *Elements of Style* champion a form of writing that communicates meaning as clearly and simply as possible. This does not leave much room for the nuance of the semicolon, which allows a writer to suggest a relationship between two statements without explaining exactly what that relationship is. A well-placed semicolon creates tension between two thoughts and leaves it to the reader to draw the appropriate conclusion. This requires a trust in the reader and a delicate approach to the text that is rarely found in contemporary writing. It does not help that Gertrude Stein, Kurt Vonnegut, Cormac McCarthy, and other influential writers of modern fiction not only avoided the semicolon, but denounced it publicly.
- 4 As hopeless as the semicolon's survival may seem, rumors of its death are premature. The *New York Times* recently reported on the appearance of a semicolon in the most unlikely of places: the inside of a subway car. Reminding riders to dispose of their newspapers responsibly, the public service placard read, "Please put it in a trash can; that's good news for everyone." After a long fall from grace, a role in a major metropolitan subway system may be exactly the sort of job the semicolon needs to survive.



1. The statement in paragraph 4 that "rumors of [the semicolon's] death are premature" reflects the author's belief that:
 - A. semicolons are an important grammatical tool.
 - B. many writers are changing their opinion of the semicolon.
 - C. people will continue to find uses for the semicolon.
 - D. people are finally learning how to use semicolons correctly.

2. According to information presented in the selection, which of the following developments was a major cause of the decline of the semicolon?
 - A. changing views of how semicolons should be used
 - B. the modern emphasis on straightforward forms of written expression
 - C. changes in the reading habits of the general public
 - D. the overuse of semicolons by eighteenth- and nineteenth-century writers

3. Which of the following assumptions most influenced the author's main argument in the selection?
 - A. Semicolons are much easier to use than is generally believed.
 - B. Novice writers should avoid using semicolons.
 - C. Using semicolons enables writers to establish close bonds with readers.
 - D. Semicolons can be a very useful form of punctuation.

4. The writer's main purpose in the selection is to:
 - A. describe the decline and continuing employment of the semicolon.
 - B. explain why the semicolon is so difficult to use.
 - C. analyze the advantages and disadvantages of using semicolons.
 - D. refute the arguments made by modern critics of the semicolon.

**Read the selection below about the founder of a famous New York theater.
Then answer the four questions that follow.**

Mama of La Mama

- 1 According to one estimate, 80 percent of what is now considered the American theater originated at the La MaMa Experimental Theater Club. Since the venerable New York theater swung open its doors on October 18, 1961, La MaMa has presented over 2,000 unique works of theater, dance, interdisciplinary performance, and cabaret. The list of artists reads like a who's who of contemporary theater. Ping Chong, Robert Wilson, Bette Midler, Harvey Fierstein, JoAnne Akalaitis, Peter Brook, Jerzy Grotowski, and the Blue Man Group are among the many performers who made their debuts at La MaMa. Behind this impressive list is a single woman who has directed performances, maintained the theater, and worked tirelessly to bring La MaMa's vision to the world.
- 2 Ellen Stewart, often called the "mama of La MaMa," did not set out to run a theater company. She moved to New York in 1950 to attend fashion school and ended up getting a job at Saks Fifth Avenue. At Saks, she attracted attention for her unique style and quickly rose to the position of executive designer. It was not long, however, before she quit her job and moved to Morocco. After several years in Morocco, Stewart had a vision in which she heard the voice of an older man from New York who had taken her into his family. Although that man, Papa Diamond, was now dead, his message was clear: "Go back to New York and get a pushcart, and I'll push it with you, and you can go anywhere you want."
- 3 Stewart decided to make her pushcart a theater. She headed back to New York the very next day and rented a modest basement space for \$50 a month. While her first club did not last long, the spirit of La MaMa was born. From the earliest performances, every show began with "Mama" ringing a cowbell and shouting out, "This is La MaMa E.T.C., dedicated to the playwright." Although audiences tended to be small during the theater's first years, this did not stop Stewart. From the beginning, a major element of La MaMa's mission was to take the theater's productions to other countries. By 1968, the group had performed throughout much of Europe and hosted troupes from Paris, Edinburgh, and South Korea. As the company matured, its international relationships grew even stronger. During the course of a single year, it was not uncommon for Stewart to direct five plays in five different countries in five different languages.
- 4 Although much has changed during La MaMa's nearly 50-year existence, Ellen Stewart is still pushing the cart. Things are a bit more difficult than they used to be, but she also has a lot more help. Whenever she needs to come down from her apartment on the theater's top floor, four men from one of the shows are sent to carry her. On any given day, she can be seen making costumes for a show, rearranging furniture, leading rehearsals, or greeting some of the many friends she has made during a lifetime at La MaMa. Stewart is reticent about giving away too many details of her life, and requests to write a biography are consistently rejected. It is her way of suggesting that whatever her contribution, the essence of La MaMa is something that goes much deeper than Mama herself.



5. The content of the first paragraph of the selection most clearly reflects the author's belief that:
- A. Ellen Stewart's club helped make New York the theater capital of the world.
 - B. Ellen Stewart is one of the best-liked figures in the theater community.
 - C. Ellen Stewart's club has strongly influenced the development of modern theater.
 - D. Ellen Stewart is the most important woman in the contemporary theater world.
6. According to information presented in the selection, which of the following events occurred first?
- A. Stewart's pushcart vision prompted her to return to New York.
 - B. Stewart's first theater club opened its doors to the public.
 - C. Stewart became part of Papa Diamond's family.
 - D. Stewart quit her job at Saks and moved to Morocco.
7. Information presented in the selection best supports which of the following conclusions?
- A. Stewart's experience as a fashion designer strongly influenced her approach to theater.
 - B. Stewart devoted particular attention to interdisciplinary performances.
 - C. Stewart obtained the ideas for her most influential productions from foreign theater groups.
 - D. The success of Stewart's club owed much to her strong leadership.
8. As it is used in the fourth paragraph of the selection, the effect of the statement, "Ellen Stewart is still pushing the cart," is to:
- A. prompt reflections about Stewart's artistic vision.
 - B. evoke admiration for Stewart's resolve.
 - C. raise questions about the future of Stewart's club.
 - D. focus attention on Stewart's achievements.

Read the selection below, written in the style of a popular science magazine.
Then answer the four questions that follow.

Bird Migration and Earth's Magnetic Field

- 1 Each year the Arctic tern flies from the Arctic to Antarctica and then back again, ending at the precise place from which it departed. The tern's journey is not unusual among birds. Many species migrate thousands of miles each year to return to seasonal breeding grounds with unerring accuracy. How do they do this? For years scientists thought that birds, like early humans, navigated during the day by the sun and at night by the stars. Yet this theory could not explain how birds find their way on cloudy days and nights, when neither sun nor stars are visible. Recent research points to a different explanation: birds navigate using Earth's magnetic field.
- 2 Earth functions as a gigantic magnet, with its positive and negative ends at the North and South poles respectively. The lines of magnetism created from these two points encircle the globe from north to south. Birds, it turns out, are exquisitely aware of this directional field. In classic studies, scientists put northward migrating birds in a dark room that had no windows but was still subject to Earth's magnetic field. Even though the birds had no visual information about the sky, they still tried to fly in a northerly direction. Researchers then placed the birds in an artificial magnetic field created by passing an electric current around their cages. With no information about either the sky or Earth's magnetic field, the birds attempted to fly in the direction indicated by the new magnetic field created by the electrical current.
- 3 Despite these experiments, some scientists remained skeptical about the effect of Earth's extremely weak magnetic field on bird migration. Yet numerous experiments have revealed several mechanisms that enable birds to sense very low levels of magnetism. Some birds, such as homing pigeons, contain small amounts of magnetically sensitive iron oxide in their beaks and nasal passages, which serve as tiny compasses that they use to orient themselves to the poles. When researchers froze homing pigeons' nasal passages, the pigeons were unable to navigate. Other species apparently sense magnetism through a complicated process involving electrically active biological molecules. Studies have demonstrated that birds with this ability can sense magnetic fields of far weaker intensity than do birds that rely on iron oxide.
- 4 As Earth's magnetic field undergoes minor shifts to the east and west, and north and south, an additional question arises: How do birds correct for such shifts when migrating? Another experiment suggested an explanation. When researchers took wild songbirds and subjected them to an artificial magnetic field during their yearly migration north, the birds flew in the wrong direction the first night and the following day. But on the second night, they headed in the correct direction. Further tests showed that the songbirds "reset" their internal magnetic compasses each evening by comparing them to the setting sun, which is always in the west.
- 5 Thus it is that, however much birds differ from species to species, nearly all the evidence indicates that Earth's magnetic field plays a major role in guiding them. We may someday discover that we humans also have the ability to sense the magnetic fields that surround us.



9. Which of the following statements best expresses the main idea of paragraph 4?
- A. Birds periodically adjust their flight paths to overcome human obstacles.
 - B. Birds have the greatest difficulty maintaining accurate northerly courses.
 - C. Birds use the setting sun to adjust to shifts in Earth's magnetic field.
 - D. Birds temporarily lose their way when they are placed in artificial magnetic fields.
10. According to information presented in the selection, scientists sought to resolve the problem of how birds can detect low levels of magnetism by examining the:
- A. physical features that make up the birds' internal magnetic compasses.
 - B. actions of birds placed in dark, windowless rooms subject to Earth's magnetic field.
 - C. ability of birds to use other natural navigational aids.
 - D. responses of caged birds placed in a magnetic field made by an electric current.
11. Which of the following statements from the selection is an expression of opinion rather than a statement of fact?
- A. Earth functions as a gigantic magnet, with its positive and negative ends at the North and South poles respectively.
 - B. Despite these experiments, some scientists remained skeptical about the effect of Earth's extremely weak magnetic field on bird migration.
 - C. When researchers froze homing pigeons' nasal passages, the pigeons were unable to navigate.
 - D. We may someday discover that we humans also have the ability to sense the magnetic fields that surround us.
12. The author's main purpose in this selection is to:
- A. describe the structure and operation of Earth's magnetic field.
 - B. explain how birds fly long distances to seasonal breeding grounds with unfailing accuracy.
 - C. compare the migratory capabilities of different bird species.
 - D. raise questions about the effect of Earth's magnetic field on birds' breeding habits.

Read the selection below about a new kind of encyclopedia.
Then answer the four questions that follow.

An Encyclopedia for the Twenty-First Century

- 1 For years the phrase "Encyclopedia Britannica" represented the gold standard of reference works. Called "the patriarch of the library," this landmark 32-volume work has the intimidating reputation of summarizing all of human knowledge. Many people grew up with a set of the books displayed prominently in their family's living room or in the center of their school library. Yet the era of this great encyclopedia may be coming to an end. Sales of the Britannica have dropped 90 percent in the past 20 years, forcing its publisher to reconsider the very foundation of its business model. Although schools and libraries still purchase the books, home use has declined drastically in the face of competition from the World Wide Web. The company hopes that people will return to its product out of a sense of nostalgia, but this seems unlikely. A new model of encyclopedia has captured the public's imagination, and it has done so in an amazingly short time.
- 2 Wikipedia is an online encyclopedia that takes a radically different approach to knowledge collection and dissemination. Whereas most encyclopedias have been written by organized teams of editors and contributors, Wikipedia uses an open format that allows anyone to submit content and edit the content of others. This may sound like a recipe for disaster. But the experiment has proven surprisingly successful. Since its appearance in 2001, Wikipedia has amassed over eight million articles in 250 languages. One of the most popular sites on the Internet with almost ten percent of all online users visiting on any given day, Wikipedia's biggest asset is its ability to be updated constantly by a volunteer army of contributors. Instead of
- allowing years to pass between revisions, this new approach permits updating in real time, often within minutes after major news events have occurred. Users take great care to refine the language in entries, working together to ensure that they are balanced, clearly written, and footnoted with reliable sources. It is common for a single entry to undergo dozens of revisions before it reaches final form.
- 3 Of course, the openness of Wikipedia does post certain problems. Because the site contains whatever information interests its users, there is sometimes an embarrassing imbalance across topics. Is there any way to justify daytime television host Oprah Winfrey having a longer entry than Aristotle, or the television show *Veronica Mars* receiving more attention than the planet Mars? The site also faces a fairly constant stream of vandalism. One notorious prankster was famous for adding the phrase "on wheels" to the headlines of thousands of entries. In less blatant instances, users sometimes write entries from a position of obvious bias.
- 4 The good news is that the community approach is largely successful, and mistakes are often corrected within hours. A study by the scientific journal *Nature* found that Wikipedia did not have many more errors in its science articles than the Encyclopedia Britannica. However embarrassing this may have been to Britannica, it was cause for celebration among Wikipedia enthusiasts worldwide. By creating an encyclopedia that is by and for the people, Wikipedia has created a viable reference tool for the twenty-first century.



13. Which of the following details from the selection best supports the author's claim that competition from Wikipedia is a major reason for declining home purchases of the Encyclopedia Britannica?
- A. Wikipedia has compiled more than eight million articles in 250 languages.
 - B. Anyone can submit content to Wikipedia and edit the content of others.
 - C. Nearly ten percent of Internet users visit Wikipedia each day.
 - D. Wikipedia articles typically undergo dozens of revisions before reaching final form.
14. According to information presented in the selection, entries in Wikipedia tend to be:
- A. better written than entries in Britannica.
 - B. more current than entries in Britannica.
 - C. better researched than entries in Britannica.
 - D. more objective than entries in Britannica.
15. Which of the following statements from the selection is an expression of opinion rather than a statement of fact?
- A. Although schools and libraries still purchase [the Britannica], home use has declined drastically in the face of competition from the World Wide Web.
 - B. Whereas most encyclopedias have been written by organized teams of editors and contributors, Wikipedia uses an open format that allows anyone to submit content and edit the content of others.
 - C. In less blatant instances, users sometimes write entries from a position of obvious bias.
 - D. By creating an encyclopedia that is by and for the people, Wikipedia has created a viable reference tool for the twenty-first century.
16. Information included in paragraph 4 is primarily intended to:
- A. show why Britannica is having trouble competing with Wikipedia.
 - B. dispel any misgivings people might have about the accuracy of Wikipedia articles.
 - C. explain why Wikipedia is a better research tool than Britannica.
 - D. demonstrate the superior quality of science articles contained in Wikipedia.

**Read the selection below, written in the style of a popular magazine.
Then answer the four questions that follow.**

The Serious Side of Juggling

- 1 Juggling is the act of keeping two or more objects in the air at one time. This may seem straightforward enough, but jugglers have different philosophies about their work. One of the best ways to understand the philosophy of the World Juggling Federation (WJF) is to look at its rules for competition. The group's exhaustive list of restrictions prohibits jugglers from wearing distracting costumes or makeup and from using props such as unicycles, whips, and rubber chickens. Jokes, entertaining patter, or routines that are overtly artistic are discouraged. All of these rules contribute to the WJF's mission of transforming the image of juggling. No longer content to see juggling dismissed as lighthearted entertainment, the WJF is working to reinvent the craft as a serious, competitive sport.
- 2 Reframing juggling as a competitive endeavor based entirely on technical skill has proved to be a challenge. The organization began by carefully developing scoring criteria, using gymnastics as a model. When watching a routine, judges assign points based on the difficulty of each move and deduct points for any lapses in the performer's control or dexterity. Although competitors are encouraged to create new moves, each one must be evaluated and assigned a difficulty rating before it is allowed in competition. Some events are judged entirely on endurance. In these, the performer who keeps a large number of balls or clubs in the air for the longest time without any drops is the winner. This purely technical approach to juggling favors performers such as Vova Galchenko, "the Russian Robot." At age 21, Galchenko is already considered one of the best jugglers in the world, but he is notoriously awkward in front of audiences. The WJF competitions give him a chance to showcase his skills without the pressure of incorporating them into a comic routine.
- 3 Within the juggling community, reactions to the WJF have been mixed. Some people are excited to have a new organization bringing greater visibility to juggling. Others, however, argue that the WJF might be doing more harm than good. This sentiment is especially strong among performers who view juggling as an art, and who believe that the WJF's emphasis on technical skill is misplaced. Many of these performers are affiliated with the International Juggling Association (IJA), an older group that goes out of its way to promote creativity in official competitions by giving as much weight to "entertainment level" and "theatrical framing" as to difficulty and execution. Many in the juggling world feel this is a more balanced method of evaluating a juggler's performance—one that takes into account the myriad ways in which a performer can take an everyday move and turn it into something extraordinary.
- 4 These differences between the WJF and the IJA sometimes overshadow the many things that the two organizations have in common. At both group's conventions, the dominant mood is one of generosity and giddy fun, with jugglers eager to show off new tricks and help others improve their technique. While sharing their skills, the jugglers quickly forget about the debate over whether juggling is a sport or an art. In the end, it is all about the juggling, and for most jugglers that is more than enough.



17. Which of the following statements best expresses the main idea of paragraph 2 of this selection?
- A. The scoring criteria adopted by the World Juggling Federation focus on the technical qualities of a juggler's performance.
 - B. The World Juggling Federation's assessment criteria place heavy emphasis on endurance.
 - C. Despite his awkwardness when performing in public, Vova Galchenko is widely considered one of the best jugglers in the world.
 - D. Judges at the World Juggling Federation's events base performance assessments on widely accepted criteria.
18. According to the selection, a major difference between the World Juggling Federation (WJF) and the International Juggling Association (IJA) is that the IJA:
- A. is more likely to encourage jugglers to adopt areas of specialization.
 - B. places greater emphasis on the originality of juggling acts.
 - C. believes that jugglers should work together to develop their craft.
 - D. is more concerned about promoting popular interest in juggling.
19. Which of the following statements best assesses the author's objectivity in the selection?
- A. The insufficient attention paid to the International Juggling Association reveals the author's bias.
 - B. The author's effort to avoid seeming biased weakens the analysis of competing approaches to juggling discussed in the selection.
 - C. The author overstates the rigidity of the approach favored by the World Juggling Federation.
 - D. The author attempts to provide a balanced account of the different approaches to juggling discussed in the selection.
20. The author's main purpose in writing this selection is to:
- A. describe the emergence of juggling as a serious sport.
 - B. criticize the reforms proposed by the World Juggling Federation.
 - C. examine different contemporary perspectives on juggling.
 - D. raise questions about the role of competition in juggling.

**Read the passage below about Aztec flower songs.
Then answer the three questions that follow.**

¹Unlike most Aztec verse, which was sacred in nature, the poems known as *flower songs* most often dealt with secular themes. ²This is not to deny that religion played a critically important role in Aztec life. ³Performed in homes and public places, flower songs combined poetry, music, and dance in joyous tribute to cherished friendships, the strength of heroes and cities, and the lives of people from all social levels. ⁴In sharp departure from earlier Aztec poetry, they allowed poets to express their most deeply held emotions.

⁵When performing flower songs, verses were sung, spoken, or chanted by individuals

accompanied by hand drums and flutes. ⁶On one particular extravagant occasion, an entire house was built of flowering branches, boys dressed as birds and butterflies climbed down blossoming trees, and poets decked from head to toe in flowers gave voice to their work. ⁷These "flower-speakers" also gathered in private homes, where they took inspiration from musicians and each other. ⁸Royalty and commoners alike, as well as people of both sexes, composed flower songs, which added to their popularity as a shared expression of Aztec life and culture.



- | | |
|---|---|
| <p>21. Which change would best focus attention on the main idea of the first paragraph?</p> <p>A. Add a clause to Part 1 providing further detail about the nature of sacred Aztec verse.</p> <p>B. Delete Part 2.</p> <p>C. After Part 3, add the sentence, "Although highly stratified, the Aztec social order did permit individual advancement."</p> <p>D. Place Part 4 after Part 1.</p> | <p>22. Which part contains an error in the use of a modifier?</p> <p>A. Part 3</p> <p>B. Part 5</p> <p>C. Part 6</p> <p>D. Part 8</p> <p>23. Which change is needed in the passage?</p> <p>A. Part 2: Change "critically" to "critical."</p> <p>B. Part 3: Change "joyous" to "joyful."</p> <p>C. Part 4: Change "earlier" to "early."</p> <p>D. Part 6: Change "particular" to "particularly."</p> |
|---|---|

Read the passage below about an environmental struggle in Africa.
Then answer the three questions that follow.

**(Note: An error in paragraph organization has been
purposely included in the second paragraph.)**

¹For the last 2,000 years, the people of Mali have been engaged in a war of wills with the sands of the Sahara. ²The sands have won in the northern half of the country, which is now desert but the Malians are still fighting in the southern half. ³Homes and mosques built in the distinctive Malian style, using mud, clay, and palm wood, attest to battles won by Mali's inhabitants, while cities buried under desert sand provide evidence of the desert's victories. ⁴_____ ⁵The ancient city of Timbuktu is one of the more visible battlefronts in this war.

⁶Once a thriving trade emporium and the cultural center of the African-Islamic world, Timbuktu has a rich history that makes it a popular

tourist destination. ⁷Most of its buildings are made from mud bricks, which are molded, baked dry in the sun, and then mortared together using straw and more mud. ⁸As construction progresses, horizontal wood beams are used to support the structure. ⁹Unfortunately, sand blows in the city streets and buries outlying buildings. ¹⁰Decorative bricks often edge the rooftops, and many doors are beautifully and precisely embossed with raised patterns—a characteristic feature of Islamic architecture. ¹¹In 1990 Timbuktu was declared an endangered site because of the relentless advance of the Sahara.



24. Which sentence, if added as Part 4, would best fit the writer's pattern of development in the first paragraph?
- A. As the Sahara continues to move southward, it threatens to engulf some of the world's most distinctive architectural structures.
 - B. Once a powerful West African empire, Mali has experienced many triumphs and setbacks over the centuries.
 - C. Covering most of northern Africa, the Sahara is nearly as large as the continent of Europe and is continuously getting larger.
 - D. Africa's seventh-largest country, Mali consists of eight regions, with its northern borders reaching deep into the heart of the great desert.
25. Which change would make the sequence of ideas in the second paragraph clearer?
- A. Reverse the order of Parts 7 and 8.
 - B. Delete Part 8.
 - C. Reverse the order of Parts 9 and 10.
 - D. Delete Part 11.
26. Which change is needed in the passage?
- A. Part 2: Insert a comma after "desert."
 - B. Part 3: Delete the comma after "wood."
 - C. Part 6: Insert a comma after "history."
 - D. Part 7: Delete the comma after "bricks."

**Read the passage below about the language of text messages.
Then answer the three questions that follow.**

¹In recent years, the use of cell phones for sending messages has exploded. ²To save time and space, people tapping out messages on their phone's keypad often abbreviate words and dispense with paragraphs, punctuation, and capitalization. ³As the resulting message can be unintelligible to those accustomed to standard English, some researchers have concluded that students' writing ability is deteriorating because such messages are difficult to understand.

⁴These concerns are, for the most part, groundless. ⁵To be sure, text messages can contain puzzling codes. ⁶It is also true that text message conventions creep into students' academic

work. ⁷_____, studies show that students know the difference between texting and formal writing. ⁸I have seen research demonstrating that teenagers write more because of texting, and that many text messages contain few abbreviations. ⁹_____, a large proportion of the abbreviations mirror the growing number of acronyms commonly used by adults.

¹⁰Rather than being a sign of declining communication skills, these new words and usages simply indicate that English is a healthy, evolving language. ¹¹They provide no reason for anyone to be worried about the writing abilities of today's students.



- | | |
|--|--|
| <p>27. Which part contains an unnecessary shift in point of view?</p> <p>A. Part 2</p> <p>B. Part 5</p> <p>C. Part 8</p> <p>D. Part 11</p> | <p>29. Which part should be revised to reduce unnecessary repetition?</p> <p>A. Part 2</p> <p>B. Part 3</p> <p>C. Part 8</p> <p>D. Part 10</p> |
|--|--|
28. Which words, if inserted in order into the blank lines in the second paragraph, would best help the reader understand the writer's ideas?
- A. Now; Therefore
- B. So; Yet
- C. Thus; Consequently
- D. However; Further

**Read the passage below about the division of the United States.
Then answer the three questions that follow.**

¹The United States is divided into 50 states whose boundaries encompass a well-known pattern across the country. ²When these political boundaries are removed from the map, however, once-familiar territory looks entirely different. ³We are left with the world as it actually exists in nature: a seemingly haphazard array of mountains, rivers, oceans, lakes, plains, and deserts. ⁴Yet these features actually exert a unifying influence on our world. ⁵_____

⁶Just as an experiment, instead of using political boundaries let us subdivide the country by creating states according to the watersheds of major rivers. ⁷We quickly see that the United States would be carved into four major regions

based on the streams and smaller rivers draining into the Ohio, Mississippi, Missouri, and Colorado rivers. ⁸The largest such state formed by this method would be the Mississippi River watershed, taking a vast slice out of the country's midsection. ⁹The Ohio and Missouri watershed states would occupy most of the remaining areas of the northwest and northeast, while the state formed by the Colorado River watershed would embrace most of the southwest. ¹⁰An odd way of subdividing our nation. ¹¹Instead of reflecting human political and economic concerns, however, a country divided in this way would reflect a vast and fundamental aspect of nature that has as much to do with the way we live our lives as the artificial boundaries we place upon the earth.



30. Which sentence, if added as Part 5, would best fit the writer's organization of the passage?
- A. Though all of them are important, none may be as central to our lives as our streams, lakes, and rivers.
 - B. Singly and together, these natural features form a vitally important part of the world in which we live and work.
 - C. In one form or another, these features can be found in all regions of the world.
 - D. If one uses them to divide the landscape, an entirely different sort of organization appears.
31. Which underlined word in the passage is used incorrectly?
- A. encompass
 - B. exert
 - C. embrace
 - D. reflect
32. Which part contains an error in sentence structure?
- A. Part 3
 - B. Part 8
 - C. Part 10
 - D. Part 11

Read the passage below, adapted from a popular magazine.
Then answer the three questions that follow.

¹Bluegrass is a genuinely American form of folk music. ²Most strongly influenced by the Scotch-Irish who immigrated to Appalachia from northern Ireland, it also derives from the musical heritage of African Americans. ³In bluegrass, a solo musician brings the melody while other players provide backup harmony. ⁴The soloist then passes the melody to another musician, who in turn passes the melody along to a third, each musician improvising a variation on the tune before providing accompaniment to the next soloist.

⁵Bluegrass has been described as a "high and lonesome sound," a music in which the banjos and fiddles wail as vocalists sing with voices that approach lamentation. ⁶Whereas the music

originally brought from the British Isles was characterized by melodies with strict harmonies, the Scotch-Irish in rural Appalachia gave their music a less formal, more expressive sound. ⁷Musical exchanges with regional African Americans, whose banjos complemented Scotch-Irish fiddles, adds new elements to the music. ⁸As they did, bluegrass took on an even more improvisational style characteristic of African American jazz formats. ⁹Although the exact nature of these interactions remains unclear, there is little question about the music's continuing appeal. ¹⁰Spread north and west from Appalachia during the 1960s folk revival, bluegrass has become a familiar genre that is now popular in all areas of the country.



33. Which of the following topic sentences would best help organize the first paragraph?
- A. Have you ever heard of bluegrass music?
 - B. In both its heritage and form, bluegrass is a genuinely American form of folk music.
 - C. Originating in Appalachia during the eighteenth century, bluegrass today is known and appreciated in regions far from its birthplace.
 - D. Across the broad spectrum of contemporary American music, there are few sounds as instantly recognizable as that belonging to the music they call "bluegrass."
34. Which underlined word in the passage is used incorrectly?
- A. derives
 - B. brings
 - C. approach
 - D. complemented
35. Which part contains an error in verb tense?
- A. Part 4
 - B. Part 5
 - C. Part 6
 - D. Part 7

Read the passage below, adapted from a popular magazine.
Then answer the three questions that follow.

(Note: An error in paragraph organization has been purposely included in the third paragraph.)

¹Although the word piracy brings to mind images of bearded, swashbuckling males, not all great pirates have been men. ²Throughout history, women have also taken to the high seas in quest of illicit treasure.

³A good example is Grace O'Malley, a fourteenth-century Irish chieftain who cut her hair short and used her clan's fleet to attack and capture ships transporting goods to market. ⁴Another notable buccaneer was the sixteenth-century English noblewoman Lady Mary Killigrew. ⁵With the tacit consent of Queen Elizabeth, and a consuming thirst for luxury, this daughter of a former pirate commandeered many a treasure-laden vessel in the waters off the south coast of England. ⁶During her long reign, Elizabeth supported various measures to strengthen English naval forces and protect her island nation. ⁷Later,

in the eighteenth century, Mary Read and Ann Bonny signed on to pirate ships, preying on the Caribbean rum and sugarcane trade. ⁸Each were so well disguised that her gender remained unknown to all but a few crewmen.

⁹Perhaps the greatest woman pirate of all, however, lived in nineteenth-century China. ¹⁰Cheng I Sao commanded a fleet of 1,500 ships patrolling the seas from China to Malaysia. ¹¹She robbed towns, markets, and villages and even collected taxes from villages along the Chinese coast. ¹²Like an admiral, she orchestrated missions involving hundreds of vessels and thousands of pirates. ¹³After fending off repeated attacks by the Chinese navy, Cheng stopped buccaneering only after the Chinese government pardoned her crew and granted her a hefty fortune.



36. Which part is *least* relevant to the main idea of the second paragraph?

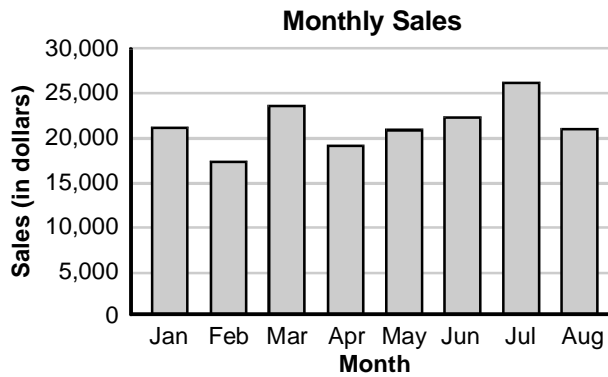
- A. Part 5
- B. Part 6
- C. Part 7
- D. Part 8

37. Which change would make the sequence of ideas in the third paragraph clearer?

- A. Reverse the order of Parts 10 and 11.
- B. Delete Part 11.
- C. Reverse the order of Parts 11 and 12.
- D. Put Part 13 after Part 10.

38. Which part contains an error in subject-verb agreement?
- A. Part 4
 - B. Part 7
 - C. Part 8
 - D. Part 13

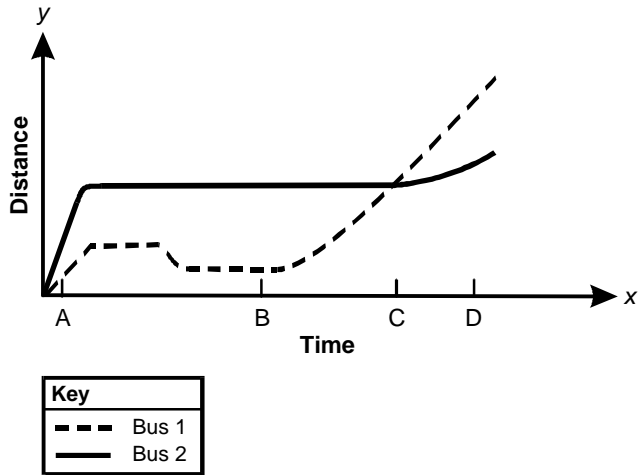
39. Use the bar graph below to answer the question that follows.



A salesperson earns 10% of monthly sales. According to the graph above, how much did the salesperson earn in the month of June?

- A. \$2000
- B. \$2250
- C. \$2500
- D. \$2750

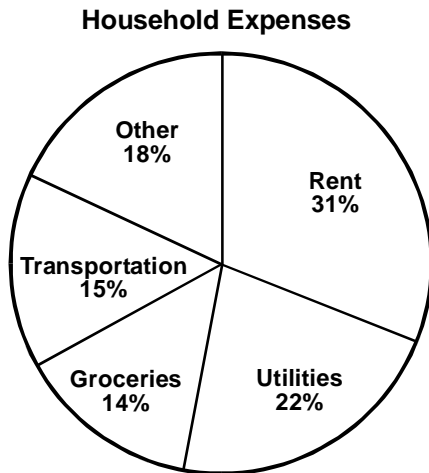
40. Use the line graph below to answer the question that follows.



Bus 1 and Bus 2 leave the bus station at the same time but are traveling different routes. According to the graph above, both busses stop at which of the following times?

- A. time A
- B. time B
- C. time C
- D. time D

41. Use the pie chart below to answer the question that follows.



If a couple's household expenses are represented by the pie chart above and their income is \$4000, how much money do they spend on groceries?

- A. \$140
- B. \$560
- C. \$600
- D. \$720

42. Use the table below to answer the question that follows.

Actual Temperature (°F)	RELATIVE HUMIDITY					
	10%	20%	30%	40%	50%	60%
	APPARENT TEMPERATURE (°F)					
75	75	77	79	80	82	84
80	80	82	85	87	90	92
85	85	88	91	94	97	100
90	90	93	97	100	104	107
95	95	99	103	107	111	115

The actual temperature remains constant at 90°F from noon until 2 p.m. According to the table above, if the relative humidity changes from 50% to 20%, what would be the change in the apparent temperature from noon until 2 p.m.?

- A. a decrease of 11°F
- B. a decrease of 8°F
- C. an increase of 7°F
- D. an increase of 12°F

43. Use the table below to answer the question that follows.

Location	Birmingham, Alabama	Chicago, Illinois	Dallas, Texas	Detroit, Michigan	Los Angeles, California	New York, New York
Birmingham, Alabama	X	634	631	728	2006	949
Chicago, Illinois	634	X	899	269	2039	811
Dallas, Texas	631	899	X	1127	1376	1549
Detroit, Michigan	728	269	1127	X	2287	648
Los Angeles, California	2006	2039	1376	2287	X	2727
New York, New York	949	811	1549	648	2727	X

A truck driver travels about 400 miles in one day. Using the mileage table above, approximately how long will it take the driver to go from Dallas, Texas, to Los Angeles, California?

- A. 1–2 days
- B. 2–3 days
- C. 3–4 days
- D. 4–5 days

44. Use the table below to answer the question that follows.

Interest rate →	2.50%	3.00%	3.50%	4.00%	4.50%
Time (in years) ↓					
1	102.50	103.00	103.50	104.00	104.50
2	105.06	106.09	107.12	108.16	109.20
3	107.69	109.27	110.87	112.49	114.12
4	110.38	112.55	114.75	116.99	119.25
5	113.14	115.93	118.77	121.67	124.62
6	115.97	119.41	122.93	126.53	130.23
7	118.87	122.99	127.23	131.59	136.09
8	121.84	126.68	131.68	136.86	142.21

The table above displays the value of \$100 at the end of a given year, when invested at a particular interest rate. If \$1000 is invested at a 3.5% interest rate, what is the least number of years until it is worth \$1200?

- A. 4 years
- B. 5 years
- C. 6 years
- D. 7 years

45. Use the table below to answer the question that follows.

3^0	3^1	3^2	3^3	3^4	3^5
1	3	9	27	81	243

If the series of numbers continues, what is the digit in the unit column for 3^{10} ?

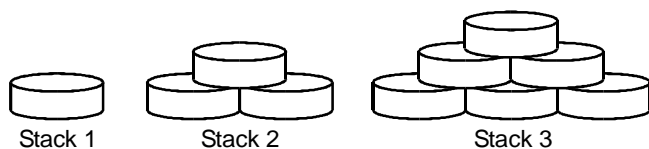
- A. 1
 B. 3
 C. 7
 D. 9
46. Use the table below to answer the question that follows.

Column 1	Column 2	Column 3	Column 4	Column 5
1	2	3	4	
	5	6	7	8
9	10	11	12	
	13	14	15	16
17	18	19	20	

If the sequence above continues in the same pattern, the number 28 would be found in which of the following columns?

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

47. Use the image below to answer the question that follows.



If the pattern of stacking cans continues, how many cans would be needed to construct the 7th stack of cans?

- A. 21
- B. 28
- C. 36
- D. 45

48. Use the table below to answer the question that follows.

	Investment Plan A	Investment Plan B
End of Period	\$5	\$1
1	\$10	\$2
2	\$15	\$4
3	\$20	\$8
⋮	⋮	⋮

According to the table above, \$5 is invested in investment plan A and \$1 is invested in investment plan B. If each investment continues to grow in the same pattern as established in the table, during which period will investment B start to be worth more than investment A?

- A. 4
- B. 5
- C. 6
- D. 7

49. Use the triangular array of numbers below to answer the question that follows.

Row 1 1
Row 2 3 5
Row 3 7 9 11
Row 4 13 15 17 19

If the pattern of numbers above continues, what is the sum of the numbers contained in Row 6?

- A. 96
B. 125
C. 216
D. 343
50. An annual softball tournament is a "single-elimination" tournament, where the losing team of each game is immediately eliminated from the tournament. If there are 16 teams competing, what is the total number of games that should be played to determine the winner of the tournament?
- A. 16 games
B. 15 games
C. 8 games
D. 4 games

51. A student has 54 coins in a bank. There are only quarters, nickels, and dimes in the bank. If there are twice as many dimes as quarters and three times as many nickels as quarters, how many dimes are in the bank?
- A. 6
 - B. 9
 - C. 18
 - D. 27
52. Tickets sold in advance for a play cost \$3 each. Tickets sold at the door for the same play cost \$5 each. If 100 tickets were sold for this play for a total of \$460, how many tickets were purchased at the door?
- A. 20
 - B. 32
 - C. 68
 - D. 80

53. In triangle ABC , the measure of angle A is 3 times the measure of angle B , and the measure of angle C is 5° more than the measure of angle B . What is the measure of angle A ?
- A. 60°
 - B. 75°
 - C. 90°
 - D. 105°
54. Acme Van Rental charges \$52.95 per day plus \$0.32 per mile to rent a van. If \$100 per day is allocated for the van expense and m equals the number of miles driven, which of the following equations best describes how many miles can be driven for one week?
- A. $7(52.95 + 0.32m) = 7(100)$
 - B. $52.95 + 0.32m = 7(100)$
 - C. $7(52.95) + 0.32m = 7(100)$
 - D. $52.95 + 7(0.32m) = 7(100)$

55. A 144-inch length of pipe is to be cut into 3 pieces. The second piece is twice as long as the first piece. The third piece is 20 inches longer than the first piece. Each piece is to be sold to a different customer. If pipe costs \$0.08 per inch, how much will the longest piece of pipe cost?
- A. \$4.96
- B. \$5.25
- C. \$5.57
- D. \$6.56
56. When the quotient of a and b is added to the product of 3 and the number c , the result is less than or equal to one. Which of the following inequalities expresses this relationship?
- A. $\frac{a}{b} + 3c \leq 1$
- B. $\frac{a+b}{3c} \leq 1$
- C. $ab + 3c \leq 1$
- D. $a - b + 3c \leq 1$
57. The sum of 3 consecutive odd integers is between 21 and 39. Which of the following inequalities expresses the relationship if n represents the smallest integer?
- A. $21 < 3n + 4 < 39$
- B. $21 < 6n < 39$
- C. $21 < 3n + 3 < 39$
- D. $21 < 3n + 6 < 39$

58. A hardware store had 300 gallons of white paint on the shelves at the beginning of the month. At the end of the month, there were 252 gallons of white paint. What is the percent decrease in the number of gallons of white paint from the beginning of the month to the end?
- A. 16%
 - B. 17%
 - C. 19%
 - D. 21%
59. A $3\frac{3}{4}$ -foot length of chain is to be cut into 5 pieces of equal length. How long will each piece be?
- A. $\frac{1}{45}$ feet
 - B. $\frac{4}{75}$ feet
 - C. $\frac{3}{4}$ feet
 - D. $\frac{9}{5}$ feet

60. Use the table below to answer the question that follows.

Container Volume	Cost
30 ounces	\$4.80
50 ounces	\$6.50
80 ounces	\$8.80
110 ounces	\$15.40

The costs of four different containers of detergent are given in the above table. Which of the following sizes has the lowest cost per ounce?

- A. 30-ounce container
- B. 50-ounce container
- C. 80-ounce container
- D. 110-ounce container

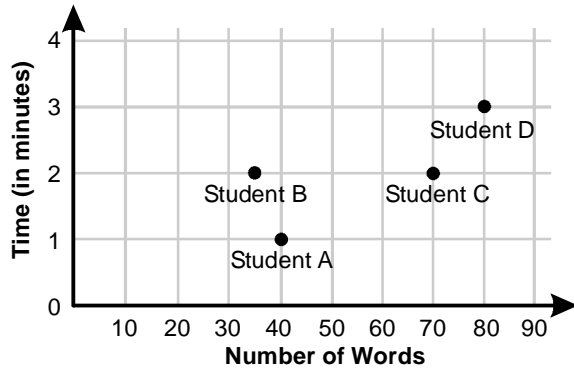
61. Use the table below to answer the question that follows.

Partner	Investment
A	\$4300
B	\$7700

The amounts that two partners invested in a new business are given in the table above. If the partners share the profits in the same ratio as their investment, what is partner B's share in a \$3600 profit?

- A. \$770
- B. \$1590
- C. \$2010
- D. \$2310
62. A bakery can produce an average of 180 loaves of bread in 12 hours. Approximately how many loaves of bread can the bakery produce in 5 hours?
- A. $\frac{1}{3}$
- B. 3
- C. 60
- D. 75

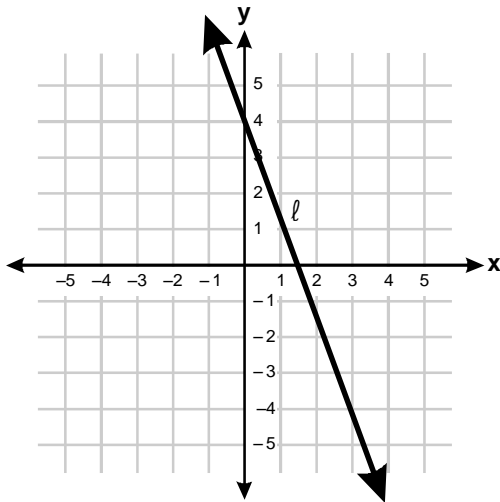
63. Use the graph below to answer the question that follows.



The graph above shows students' data entry rates. Which of the following students enters data at a rate of 35 words per minute?

- A. student A
- B. student B
- C. student C
- D. student D

64. Use the following graph to answer the question that follows.

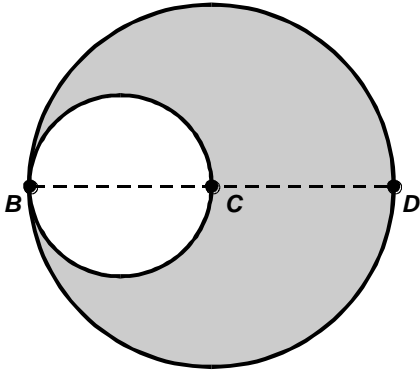


The graph of which of the following equations intersects line l shown above at the point $(1, 1)$?

- A. $y = x$
 - B. $y = x + 1$
 - C. $y = -2x + 1$
 - D. $y = -2x + 2$
65. If $x^2 + 8x - 4 = x^2 + 8$, then $2x - 3 =$
- A. -8
 - B. -4
 - C. 0
 - D. 2

66. If $\frac{2a+3}{5} = \frac{a}{2}$, then $a + 3 =$
- A. 0
 - B. 1
 - C. 6
 - D. 9
67. The area of a triangle equals 15 square inches. What is the altitude, a , of the triangle in terms of its base, b ?
- A. $a = \frac{7.5}{b}$ inches
 - B. $a = \frac{15}{b}$ inches
 - C. $a = \frac{22.2}{b}$ inches
 - D. $a = \frac{30}{b}$ inches
68. An equilateral triangle and a square have the same perimeter. One side of the triangle measures 28 units. What is the area of the square?
- A. 84 square units
 - B. 112 square units
 - C. 441 square units
 - D. 784 square units

69. Use the diagram below to answer the question that follows.

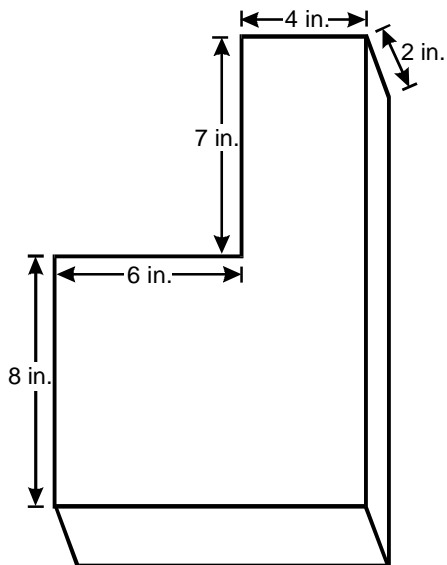


The large circle has center C and diameter \overline{BD} . The small circle has diameter \overline{BC} . If \overline{BC} equals 8 inches, what is the area of the shaded region?

- A. 12π square inches
- B. 14π square inches
- C. 48π square inches
- D. 56π square inches
70. A wheel has a radius of 9 inches. If the wheel is rolled on a flat surface, how many revolutions will it take for the wheel to travel 900π inches?
- A. 25
- B. 30
- C. 50
- D. 100

71. A solid, rectangular metal box of length 8 inches, width 2 inches, and depth 4 inches is melted down. All of the liquid metal is used to cast a cube. What is the length of one side of the cube?
- A. 2 inches
 - B. 4 inches
 - C. 6 inches
 - D. 8 inches

72. Use the diagram below to answer the question that follows.



What is the volume of the solid above?

- A. 196 cubic inches
- B. 216 cubic inches
- C. 258 cubic inches
- D. 300 cubic inches

73. Which of the following is a fundamental principle of scientific research?
- A. conducting experiments to confirm accepted theories
 - B. submitting findings to peer review
 - C. assuming previous research is flawed
 - D. doing research with practical applications
74. Which of the following is the smallest component that makes a given compound unique?
- A. atom
 - B. proton
 - C. molecule
 - D. electron
75. Newton's third law of motion states that whenever an object exerts a force on a second object, the second object exerts a force on the first object. That second force is equal in magnitude and opposite in direction to the first force. Which of the following situations best illustrates this concept?
- A. A mechanic sprays oil on a screw that is difficult to turn, and he is then able to turn the screw.
 - B. A baseball player finds that by using a heavier bat, a struck ball can be hit farther.
 - C. A car is turning left around a corner, and the occupants of the car feel as though they are being pushed to the right.
 - D. A child on a skateboard that is not moving throws a basketball, causing the skateboard to move backward.
76. When a physical change takes place, no new substances are produced. In which of the following situations is a physical change taking place?
- A. A piece of metal on a car begins to rust.
 - B. A banana in a bowl ripens and turns yellow.
 - C. A piece of paper burns in a candle flame.
 - D. Ice on the surface of a lake begins to melt.

77. Which of the following is the best example of homeostasis?
- A. A rabbit sees a predator and stops moving.
 - B. A bee visits a flower to get pollen.
 - C. A person's pupil contracts in response to light.
 - D. A dog is cold and begins to shiver.
78. The Internet was originally conceived as a communications network for which of the following applications?
- A. a reliable communications system in times of national disasters
 - B. a free communication system for the general public
 - C. an international financial communications network
 - D. a communication system for rural and isolated communities
79. In 1922, chemists discovered that some substances, such as rubber, consisted of long, repetitive chains of short, repeating molecular building blocks. This was the discovery that triggered the beginning of which of the following industries?
- A. plastics
 - B. silicon chips
 - C. aluminum
 - D. petroleum
80. The siren of an emergency vehicle seems to change pitch as it passes an observer. This phenomenon is used in which of the following technologies?
- A. voice-recognition software
 - B. Doppler radar
 - C. wireless communication
 - D. photovoltaic cells

81. There has been some concern that in the future insurance companies may refuse to insure some people at birth because of their predisposition to certain medical conditions later in life. This concern is largely based on advances in which of the following areas?
- A. statistical surveying
 - B. hybridization studies
 - C. DNA sequencing
 - D. cloning
82. Paintings created by artists who were part of the Impressionist movement most commonly depict the:
- A. realm of the unconscious.
 - B. geometric shapes of nature.
 - C. plight of the oppressed.
 - D. effects of natural light.
83. With its emphasis on nature and emotion, the art of the Romantic movement was a reaction in part to which of the following developments in Europe during the eighteenth and early nineteenth centuries?
- A. the defeat of Napoleon
 - B. the European expansion into Asia and Africa
 - C. the Industrial Revolution
 - D. the growing demand from women for equal political rights
84. The forms of art created in Europe and the Americas during the twentieth century were characterized by styles that were more:
- A. classical than experimental.
 - B. uniform than diverse.
 - C. religious than secular.
 - D. abstract than representational.

85. Use the *works of art* below to answer the question that follows.



The works are similar in that they both:

- A. use linear perspective to create the illusion of three-dimensional space.
- B. draw the viewer's eye from the top of the picture to the bottom.
- C. use asymmetry to create a sense of movement.
- D. draw the viewer's eye to multiple points of focus.

86. The Greek Revival architectural style of many landmarks in Washington, D.C., such as the Lincoln Memorial and the Jefferson Memorial, reflects a culture that valued:
- A. religious authority.
 - B. the use of reason.
 - C. military strength.
 - D. the power of government.
87. Which of the following was an important theme of the U.S. literary movement called the Harlem Renaissance?
- A. African American identity
 - B. a rejection of political activism
 - C. African American success
 - D. a rejection of American society
88. The primary purpose of realistic fiction is to:
- A. challenge traditional modes of social and political organization.
 - B. portray the ideals of honor, courage, and generosity of spirit.
 - C. promote an ethic of individualism that stresses self-reliance.
 - D. portray ordinary people living everyday lives.

89. Read the excerpt below from a work of drama; then answer the question that follows.

BRUTUS. . . . You must note beside
That we have tried the utmost of our friends,
Our legions are brimful, our cause is ripe.
The enemy increaseth every day;
We, at the height, are ready to decline.
There is a tide in the affairs of men
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat,
And we must take the current when it serves
Or lose our ventures.

In this excerpt, the "tide" is used as a metaphor for which of the following ideas?

- A. the corrupting influence of wealth and power
- B. the critical importance of personal integrity
- C. the fleeting nature of favorable circumstances
- D. the futility of human ambition

90. **Read the excerpt below from a work of poetry; then answer the question that follows.**

I caught a tremendous fish
and held him beside the boat
half out of water, with my hook
fast in a corner of his mouth.
He didn't fight.
He hadn't fought at all.
He hung a grunting weight,
battered and venerable
and homely. Here and there
his brown skin hung in strips
like ancient wall-paper,
and its pattern of darker brown
was like wall-paper:
shapes like full-blown roses
stained and lost through age.

Source: Excerpt from "The Fish" from THE COMPLETE POEMS 1927–1979 by Elizabeth Bishop. Copyright © 1979, 1983 by Alice Helen Methfessel. Used by permission of Farrar, Straus and Giroux, LLC. CAUTION: Users are warned that this work is protected under copyright laws and downloading is strictly prohibited. The right to reproduce or transfer the work via any medium must be secured with Farrar, Straus and Giroux, LLC.

In this excerpt, the tone of the speaker most clearly suggests an attitude of:

- A. terror and revulsion.
 - B. wonder and respect.
 - C. arrogance and disdain.
 - D. cheerfulness and delight.
91. In which of the following forms of nonfiction is self-reflection most likely to play an important role?
- A. essay
 - B. memoir
 - C. travelogue
 - D. biography
92. **Use the excerpt below from the writings of an ancient Asian author to answer the question that follows.**
- The ruler is the basis of the state His sacrifices are conducted with utmost reverence; he makes offerings to and serves his ancestors He sets up schools for the nobles and in the towns and villages to teach filial piety and brotherly affection, reverence and humility. He enlightens the people with education and moves them with rites and music.
- The passage above best reflects the influence of:
- A. Buddhism on the development of Indian civilization.
 - B. Confucianism on the development of Chinese civilization.
 - C. Hinduism on the development of Indian civilization.
 - D. Taoism on the development of Japanese civilization.

93. One can best appreciate the influence of the Renaissance on the evolution of European civilization by examining which of the following developments?
- A. innovations in methods of production and economic organization
 - B. improvements in medicine and public health
 - C. changes in the structure, functions, and organization of government
 - D. advances in literature, art, and scholarship
94. Which of the following most influenced the outbreak of the American and French revolutions?
- A. the social problems resulting from early industrialization
 - B. the political ideals of Enlightenment thinkers
 - C. the economic competition resulting from global trade
 - D. the religious doctrines of Protestant reformers
95. Which of the following was most responsible for the events and developments leading to World War II?
- A. the expansionist aims of totalitarian political movements
 - B. the political initiatives of Communist revolutionaries
 - C. the ideological struggle between capitalism and socialism
 - D. the competition for colonies among imperialist powers
96. The New Deal reforms championed by Franklin D. Roosevelt during the 1930s most consistently addressed which of the following purposes of government?
- A. protecting individual rights
 - B. maintaining social order
 - C. promoting the general welfare
 - D. preserving national unity

97. Use the excerpt below from the Declaration of Independence to answer the question that follows.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.

The excerpt above best illustrates the founders' commitment to which of the following principles?

- A. freedom of expression
 - B. due process of law
 - C. equality of opportunity
 - D. popular sovereignty
98. The principles of federalism, the rule of law, and checks and balances were all incorporated in the U.S. Constitution mainly for which of the following reasons?
- A. to limit the powers of government
 - B. to ensure domestic peace
 - C. to promote social harmony
 - D. to prevent injustice and oppression

99. Use the excerpt below from the English Bill of Rights to answer the question that follows.

1. That the pretended power of suspending of laws, or the execution of laws, by regal authority, without consent of Parliament, is illegal.
5. That it is the right of the subjects to petition the king, and all commitments and prosecutions for such petitioning are illegal.
6. That the raising or keeping of a standing army within the kingdom in time of peace, unless it be with consent of Parliament, is against law.

The excerpt above can best be used to examine which of the following developments in the evolution of democracy?

- A. establishing just and reasonable laws
- B. defining the rights of citizenship
- C. limiting the power of unelected rulers
- D. expanding the size of the electorate

100. Which of the following best describes the primary aim of the antiapartheid movement in South Africa during the late twentieth century?
- A. to establish a society based on the traditions and customs of South Africa's indigenous peoples
 - B. to abolish policies that restricted the rights and limited the opportunities of South Africa's black majority
 - C. to remove barriers to cooperation among South Africa's diverse ethnic groups
 - D. to end the exploitation of South Africa's people and resources by European colonialists

★ Selected-Response Answer Sheet

Use the space provided below to record your responses to the preceding selected-response questions.

Question Number	Your Response
1	
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Question Number	Your Response
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★ Selected-Response Answer Sheet

Question Number	Your Response
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Question Number	Your Response
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CONSTRUCTED-RESPONSE WRITING SECTION

★ Directions for Writing Assignment

DIRECTIONS FOR SECTION TWO

Section Two of the test consists of a writing assignment. You are asked to prepare a written response of up to four pages. You should use your time to plan, write, review, and revise what you have written for the assignment.

Please read the directions to the assignment and respond as directed.

Read the assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use any blank space provided following the writing assignment in the test booklet to make notes, write an outline, or otherwise prepare your response. ***However, your final response must be written in your written response booklet.***

Your written response will be scored on the basis of how effectively it communicates a whole message to the specified audience for the stated purpose. You will be assessed on your ability to express, organize, and support opinions and ideas rather than on the position you express. Pay particular attention to the seven characteristics listed below when preparing your writing sample. These seven characteristics will be used as the basis for scoring your writing sample.

- **APPROPRIATENESS**—the extent to which you address the topic and use language and style appropriate to the given audience, purpose, and occasion.
- **UNITY AND FOCUS**—the clarity with which you state and maintain your main idea or point of view.
- **DEVELOPMENT**—the amount, depth, and specificity of your supporting details.
- **ORGANIZATION**—the clarity of your writing and the logical sequence of your ideas.
- **SENTENCE STRUCTURE**—the effectiveness of your sentence structure and the extent to which your writing is free of errors in sentence structure.
- **USAGE**—the extent to which your writing is free of errors in usage and shows care and precision in word choice.
- **MECHANICAL CONVENTIONS**—your ability to spell common words and to use the conventions of capitalization and punctuation.

The final version of your written response should conform to the standards of edited English. Your response should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topic and use multiple paragraphs. You may not use any reference materials during the test. Remember to review what you have written and make any changes that you think will improve your written response before completing the writing assignment.

★ Writing Assignment**WRITING ASSIGNMENT**

Read the passage below about student evaluations of college and university instruction, and then follow the instructions for writing your essay.

Should student evaluations of college and university instruction be discontinued? Proponents of student evaluations note that their firsthand experience means that students are the only ones who can judge the classroom effectiveness of a given teacher. Their assessments thus provide valuable information for other students, for college administrators, and for the instructors themselves. Moreover, say evaluation proponents, most faculty members recognize this and welcome the feedback provided by student evaluations. Those who believe that student evaluations should be discontinued point out that students apply arbitrary standards of good and bad teaching. Moreover, say those who would like to see such evaluations discontinued, there is no way of knowing the degree to which a teacher's personality or popularity may have affected the evaluations, leading some teachers to shape their instructions toward good evaluations rather than challenging students to achieve their utmost.

Your purpose is to write an essay, to be read by a classroom instructor, in which you take a position on whether or not student evaluations of college and university instruction should be discontinued. Be sure to defend your position with logical arguments and appropriate examples.

★ **Writing Assignment Response Document**

Use the lined space below, which reflects the amount of space available on an actual test, to record your response to the summary assignment.

GO ON TO THE NEXT PAGE.

CONTINUE YOUR RESPONSE HERE

GO ON TO THE NEXT PAGE.



EVALUATING YOUR PERFORMANCE

This section describes how to evaluate your performance on this practice test for the OGET. Your practice test results may provide helpful information regarding your preparedness in the content tested on the actual OGET.

In this section you will find:

- ★ an Answer Key providing the correct response for each selected-response question and a column for tracking your results
- ★ a Results Worksheet organized by competency that will help you interpret your selected-response section results
- ★ scoring criteria, including performance characteristics and a scoring scale, that will help you evaluate your response to the writing assignment
- ★ a sample response to the writing assignment for each of the four score points

Use the resources provided in this section and the OGET test framework and OGET study guide (available free of charge at www.ceoe.nesinc.com) to help determine your preparedness for the actual OGET. Although your results on this practice test cannot be used to determine your score on the actual test, your results may help you gauge your readiness to test and help identify any areas for further study.

★ Answer Key

Determine which selected-response questions you answered correctly and incorrectly by comparing the answers you recorded on your Selected-Response Answer Sheet to the correct responses listed on the Answer Key below. Circle "Y" or "N" in the "Correct?" column to keep track of your results. For the questions you answered incorrectly, review these questions and their correct responses.

Question Number	Correct Response	Correct?	
1	C	Y	N
2	B	Y	N
3	D	Y	N
4	A	Y	N
5	C	Y	N
6	C	Y	N
7	D	Y	N
8	B	Y	N
9	C	Y	N
10	A	Y	N
11	D	Y	N
12	B	Y	N
13	C	Y	N
14	B	Y	N
15	D	Y	N
16	B	Y	N
17	A	Y	N
18	B	Y	N
19	D	Y	N
20	C	Y	N
21	B	Y	N
22	B	Y	N
23	D	Y	N
24	A	Y	N
25	C	Y	N

Question Number	Correct Response	Correct?	
26	A	Y	N
27	C	Y	N
28	D	Y	N
29	B	Y	N
30	D	Y	N
31	A	Y	N
32	C	Y	N
33	B	Y	N
34	B	Y	N
35	D	Y	N
36	B	Y	N
37	C	Y	N
38	C	Y	N
39	B	Y	N
40	B	Y	N
41	B	Y	N
42	A	Y	N
43	C	Y	N
44	C	Y	N
45	D	Y	N
46	A	Y	N
47	B	Y	N
48	B	Y	N
49	C	Y	N
50	B	Y	N

Question Number	Correct Response	Correct?
51	C	Y N
52	D	Y N
53	D	Y N
54	C	Y N
55	A	Y N
56	A	Y N
57	D	Y N
58	A	Y N
59	C	Y N
60	C	Y N
61	D	Y N
62	D	Y N
63	C	Y N
64	A	Y N
65	C	Y N
66	D	Y N
67	D	Y N
68	C	Y N
69	C	Y N
70	C	Y N
71	B	Y N
72	B	Y N
73	B	Y N
74	C	Y N
75	D	Y N

Question Number	Correct Response	Correct?
76	D	Y N
77	D	Y N
78	A	Y N
79	A	Y N
80	B	Y N
81	C	Y N
82	D	Y N
83	C	Y N
84	D	Y N
85	A	Y N
86	B	Y N
87	A	Y N
88	D	Y N
89	C	Y N
90	B	Y N
91	B	Y N
92	B	Y N
93	D	Y N
94	B	Y N
95	A	Y N
96	C	Y N
97	D	Y N
98	A	Y N
99	C	Y N
100	B	Y N

★ Results Worksheet

Use the Results Worksheet below and the OGET test framework to determine whether there are competencies for which you should further prepare before taking the actual OGET.

Transfer your results from the Answer Key to the Results Worksheet by totaling the number of questions you answered correctly for each competency.

Refer to the OGET test framework to assist you in evaluating your performance. The test framework contains the competencies and descriptive statements that describe the content assessed by the OGET.

Competency	Questions	Number Correct by Competency
1. Identify a writer's point of view and intended meaning.	1, 5, 9, 13, 17	_____ of 5
2. Analyze the relationship among ideas in written material.	2, 6, 10, 14, 18	_____ of 5
3. Use critical reasoning skills to evaluate written material.	3, 7, 11, 15, 19	_____ of 5
4. Recognize the roles of purpose and audience in written communication.	4, 8, 12, 16, 20	_____ of 5
5. Recognize unity, focus, and development in writing.	21, 24, 27, 36	_____ of 4
6. Recognize effective organization in writing.	25, 28, 30, 33	_____ of 4
7. Recognize sentences that effectively communicate intended messages.	22, 29, 31, 34, 37	_____ of 5
8. Recognize standard conventions of formal written English usage in the United States.	23, 26, 32, 35, 38	_____ of 5
9. Solve problems involving data interpretation and analysis.	39, 40, 41, 42, 43, 44	_____ of 6

Competency	Questions	Number Correct by Competency
10. Apply mathematical reasoning skills to analyze patterns and solve problems.	45, 46, 47, 48, 49, 50	_____ of 6
11. Solve applied problems using a combination of mathematical skills (including word problems involving one and two variables).	51, 52, 53, 54, 55, 56, 57	_____ of 7
12. Solve word problems involving integers, fractions, decimals, and units of measurement.	58, 59, 60, 61, 62	_____ of 5
13. Graph and solve algebraic equations with one and two variables.	63, 64, 65, 66, 67	_____ of 5
14. Solve problems involving geometric figures.	68, 69, 70, 71, 72	_____ of 5
15. Understand and analyze major scientific principles, concepts, and theories, and apply skills, principles, and procedures associated with scientific inquiry.	73, 74, 75, 76, 77	_____ of 5
16. Understand and analyze the historical development and cultural contexts of science and technology and the impact of science on society.	78, 79, 80, 81	_____ of 4
17. Understand, interpret, and compare representations from the visual and performing arts from different periods and cultures, and understand the relationship of works of art to their social and historical contexts.	82, 83, 84, 85, 86	_____ of 5
18. Understand, interpret, and compare examples of literature from different periods and cultures, and understand the relationship of works of literature to their social and historical contexts.	87, 88, 89, 90, 91	_____ of 5

Competency	Questions	Number Correct by Competency
19. Understand and analyze the major political, social, economic, scientific, and cultural developments that shaped the course of history.	92, 93, 94, 95, 96	_____ of 5
20. Understand and analyze the concepts of freedom, diversity, and tolerance, their historical development, and their influence in human history.	97, 98, 99, 100	_____ of 4
<i>Performance on Selected-Response Section:</i>		Total _____ of 100

★ Criteria for Scoring Your Response to the Writing Assignment

Review your response to the writing assignment using the scoring criteria below. You may find it useful to review the sample response at all four score points. You may also want to ask a mentor, advisor, or teacher to evaluate your response to the assignment.

The content assessed by the writing assignment is described in competency 21 of the OGET test framework.

Performance Characteristics

Each response will be evaluated based on the following criteria.

Appropriateness	The extent to which the writer addresses the topic and uses language and style appropriate to the given audience, purpose, and occasion.
Unity and Focus	The clarity with which the writer states and maintains the main idea or point of view.
Development	The amount, depth, and specificity of the supporting details.
Organization	The clarity of the writing and the logical sequence of the writer's ideas.
Sentence Structure	The effectiveness of the writer's sentence structure and the extent to which the writing is free of errors in sentence structure.
Usage	The extent to which the writing is free of errors in usage and shows care and precision in word choice.
Mechanical Conventions	The demonstrated ability to spell common words and to use the conventions of capitalization and punctuation.

Scoring Scale

Each response is rated on a four-point scale. The four points of the scale correspond to varying degrees of performance that are related to the performance characteristics. The scoring scale for the writing assignment is shown below.

Score Point	Score Point Description
4	<p>The "4" response is a fully developed writing sample that effectively communicates a whole message to a specified audience.</p> <p>The writer maintains unity of a developed topic throughout the writing sample and establishes a focus by clearly stating a purpose. The writer exhibits control in the development of ideas and clearly specifies supporting detail. Sentence structure is effective and free of errors. Choice of words is precise and usage is careful. The writer shows mastery of mechanical conventions such as spelling and punctuation.</p>
3	<p>The "3" response is a developed writing sample that attempts to communicate a message to a specified audience.</p> <p>The focus and the purpose of the writing sample may be clear; however, the writer's attempts to develop supporting details may not be fully realized. The writer's organization of ideas may be ambiguous, incomplete, or partially ineffective. Minor errors in sentence structure, usage, and word choice are evident. There may also be errors in the use of mechanical conventions such as spelling and punctuation.</p>
2	<p>The "2" response is a partially developed writing sample in which the characteristics of effective written communication are only partially formed.</p> <p>The statement of purpose is not clear, and, although a main idea or topic may be announced, focus on the main idea is not sustained. Ideas may be developed by the use of specific supporting detail, and the writer may make an effort to organize and sequence ideas, but development and organization are largely incomplete or unclear. Paragraphs contain poorly structured sentences with noticeable and distracting errors. The writer exhibits imprecision in usage and word choice and a lack of control of mechanical conventions such as spelling and punctuation.</p>
1	<p>The "1" response is an undeveloped writing sample that does not communicate a complete message.</p> <p>The writer attempts to address the topic, but language and style may be inappropriate for the given audience, purpose, and/or occasion. There is often no clear statement of a main idea, and the writer's efforts to present supporting detail are confused. There is little or no organization or effective sequence of ideas. Sentence structure is ineffective, and few sentences are free of errors. Usage and word choice are imprecise. The writer makes many errors in the use of mechanical conventions such as spelling and punctuation.</p>
U	<p>The response is unscorable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to score.</p>
B	<p>The written response form is blank.</p>

★ Sample Responses to the Writing Assignment

Score Point 4

As a college student, it would be easy for me to argue for the continuing evaluation of professors by students. At the end of a semester, I appreciate having an outlet to express my opinions on the relative merits of a particular teacher's classroom effectiveness. Who has not suffered through a boring lecture, or scratched their heads at illegible writing on the board, and wanted to vent? However, at the end of the day, I believe that more harm than good tends to come from student evaluations. Potential dangers of the system, as it exists now, include a problematic shift in power from teacher to student, an emphasis on entertainment over knowledge, and the elevation of personality over intellect.

The traditional authority afforded college professors has diminished over the years. In my parents' generation, professors were semi-godlike figures that lectured from their podiums. They commanded respect. Students sat quietly, took notes, and raised their hands to ask questions. Yet today the balance of power has shifted significantly, and proper levels of respect have shifted with it. Some students can hardly be bothered to put down their cell phones in class; they write text messages or, worse, talk audibly to fellow students, distracting not only the professor but fellow classmates as well. In light of students' lessened respect for traditional authority figures, should they then be encouraged to voice their opinion as if it were the one that mattered? They are the ones seeking knowledge. The teacher's evaluation of them takes precedence.

Along with a loss of respect comes a sense of entitlement among many of my peers. Ours is a youth-driven culture. Young people are catered to by television shows that entertain us, magazines that flatter us, and commercial interests that desire our money. In such an environment, focus in the classroom can shift subtly from learning to entertainment. Students can easily attend less to the content a professor is teaching than to how he or she is teaching. This is unfortunate. Although good professors have a way of making their instruction interesting anyway, few can compete with entertainment conglomerates that

(continued)

spend millions of dollars on computer-generated aliens flying on the backs of mythical beasts. Entertainment should give way to knowledge in a college setting; many young people are not willing or able to see this truth.

A final truth, one that follows from a heightened emphasis on entertainment, concerns what might be called the cult of personality, which demands that the gloss of personality be valued over substance. It is a rare person who can be both intellectual and personable: people who make the necessary commitments of time and energy in intellectual pursuits to obtain graduate degrees often fall short in the "sociability" category. I experienced an example of this dynamic during a sophomore course in Native American studies. My professor was an austere woman who never smiled, rarely looked up from her notes, and wore the same three outfits all semester. During an office visit to discuss a paper, I ventured to ask her about her own college experience. She simply ignored the question. This happened one other time when I saw her on campus and asked her where she'd been. She managed a rare smile but kept walking. Yet I learned more in this professor's class than in any other class that year. By the end of the semester, I saw my home state, its history, and its people in a new light. I would willingly sacrifice a desire to know my professor more as a person to learn from her as a teacher.

"Should student evaluations of college and university instruction be discontinued?" Yes. If evaluations are discontinued, instructors might feel as if some of the respect they've lost has been regained. It might also help offset the growing sense of entitlement young people feel in this culture and replace entertainment with knowledge in the classroom. Finally, institutions of higher learning should resist bringing the cult of personality into the classroom. In the grand scheme of things, whether students evaluate their professors isn't going to alter the course of this country, but evaluating professors as if they are on "American Idol" or some other reality show surely might.

Score Point 3

I have checked the student evaluations of some of my professors, but I think that these reviews don't really convey much useful information for most of the teachers or for most of the students who read the reviews. This is why I don't look to close at evaluations. The primary reasons for my position are that the questions on the student evaluations of teachers are too broad, students often don't take time to answer very carefully, and college professors need more than reviews to help them be more effective in the classrooms.

The questions that appear on standard evaluation forms are fairly broad. They ask things like, "Was the teacher prepared for class?" College professors can be very prepared for class but still be boring and unimaginative. Also, some students don't understand that some classes need to be more open ended, and some classes need a lot of structured lecture. The professor who relies on discussion may get low marks for seeming to be less prepared than the one who lectures, even though he/she teaches more effectively.

Second, these teacher evaluations typically come at the end of the year, around finals time, when students are very stressed. Students are thinking of themselves and their own survival at this point in the semester. They are not thinking of the course as a whole or of how well the teacher did all year. Because of this, students don't take a lot of care with the evaluations. Also, students receive these forms in every class during the same week and they get tired of answering the same questions over and over. So they get even more careless with their ratings. Many students fill these out in about thirty seconds, so how accurate can the results be. Also, some students give bad marks to teachers if they are getting low grades themselves so they can take some revenge.

Finally, the problems that professors have can't be fixed with evaluations. I have never understood why pedagogy classes are required for K-12 teachers, but not for college teachers. Most college teachers don't know anything about teaching, although they may know their subjects very well. A questionnaire is not going to be enough to help them. They need course work and practicums and better attitudes about teaching in order to improve.

(continued)

So, I am not greatly supportive of student evaluations of professors. I think that there are much better ways to get them to be better teachers, if that's the purpose of the evaluations. They need to understand that no matter how much they know about their subject, if they can't convey the knowledge to their students, then they might as well not hold class at all.

Score Point 2

Yes, I like to see the evaluations of my teachers before I sign up for there classes. I think that everyone feels the same way, so yes we should keep doing teacher evaluations for teachers in colleges and universitys.

One of the first things that I do when I sign up for coarses is that I look at the evaluations to see did the teacher that I chose get good reviews? This always takes longer and you may have to go back and try to get another class if the teacher that you got for the frist class got bad reviews and there is another one who got good ones. In that case you'll do good to change teachers. Why? Because the right teacher makes all the difference in the world.

One time I had to take college alebra and I dreaded it, I had almost failed alebra in highschool so I was nervous. Anyway, I had to pass the class and I got a teacher, she was so good. She made me undertand what the field was all about, I never understood it like that before. So that experience made me see that yes, the right teacher is everything.

In fact, that is one reason I want to become a teacher so I can help struggle students with classes that are hard for them. When I am a teacher I will definately ask for students to do evaluatons on me. Because that is how I learn to be better at my proffession.

College proffessors need to know students are going to say what needs to be said. And if alot of students don't take there class anymore then so be it, they need to learn that there needs to be a market for those classes or else they won't have enough student and the class won't make and then the college won't need that proffessor anymore. And guess what, then the proffessor he doesn't have a job. Thats how improtant the evaluations can be.

Score Point 1

Student evaluations should not be disconnected. Professor and or teachers needs our input, its what we say that should be counting for something. If a prof or teach does a lowsy job they need to no their doing lowsy job. For them, not just for us.

I have bad teachers in the pass. Yes I wanted to give him my two cents but it not just for me its so he knows he needed to due better, then students do better. Thats a good thing.

The next point. How will they know their needs to improve if we don't tell them. You could have a teacher professor making the same misstakes days after day if unless someone tells it otherways, another thing some teachers like what we say. And its not just bad. We're the ones who listen to them so where the ones who can tell them it doesn't have to come from administration. In many ways we know the best.

In conculsion, I have told you Keep the student evaluations the way there are. We should'nt be changing something just so changing it. Somethings are best they way they are.

★ Acknowledgements

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- 48 Hiroshige, Ando (1797–1858). Suruga-cho. Ninth month, 1856. Color Woodblock print. Image: 13 3/8 x 8 1/2 in. (33.97 x 21.59 cm); Sheet: 13 3/4 x 9 3/16 in. (34.93 x 23.34 cm). Gift of Arthur and Fran Sherwood (M.2007.152.7). Location: Los Angeles County Museum of Art, Los Angeles, California, U.S.A. Photo Credit: Digital Image © 2009 Museum Associates/LACMA/Art Resource, NY
- 48 Carnevale, Fra (Italian, 1445–1484) (?) *The Ideal City*, ca. 1480–1484 (Renaissance). Medium: oil on panel. Painted surface H: 30 1/2 x W: 86 5/8 in. (77.4 x 220 cm); Panel H: 31 5/8 x W: 86 5/8 x D: 1 1/4 in. (80.3 x 220 x 3.2 cm). The Walters Museum, Baltimore, Maryland.