

Student Name _____

Teacher Name _____

School _____

System _____

ENGLISH I

Practice Test



Tennessee End of Course Assessment

**English I
Form 2**

PEARSON

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Introduction to English I

Content of tests

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

Test development

For the *Tennessee End of Course Assessment*, professional item writers experienced in each of the content areas researched and wrote the items. Professional editors and test developers carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately 50% more items as were needed in the final editions of the tests.

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

Test administration

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

This test contains 65 multiple-choice questions.

You will have ample time to read and answer each of the questions. The English I test has been designed to be administered in one session and is not timed.* The first 15 minutes are set aside to complete identifying data on the answer sheet.

*The English I test formerly featured a 110-minute time limit.

Tips for Taking the Test

Preparing for the test

- Take this Practice Test several times
- Review the Tennessee End of Course Item Sampler for English I located at http://tennessee.gov/education/assessment/sec_samplers.shtml on the Tennessee Department of Education Web site.
- Become familiar with the correct way to mark answers on the answer sheet. There is a sample answer sheet in this Practice Test.

Before the test

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

During the test

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

Answer Sheet for the Practice Test

1	(A)(B)(C)(D)	14	(A)(B)(C)(D)	27	(A)(B)(C)(D)	40	(A)(B)(C)(D)	53	(A)(B)(C)(D)
2	(A)(B)(C)(D)	15	(A)(B)(C)(D)	28	(A)(B)(C)(D)	41	(A)(B)(C)(D)	54	(A)(B)(C)(D)
3	(A)(B)(C)(D)	16	(A)(B)(C)(D)	29	(A)(B)(C)(D)	42	(A)(B)(C)(D)	55	(A)(B)(C)(D)
4	(A)(B)(C)(D)	17	(A)(B)(C)(D)	30	(A)(B)(C)(D)	43	(A)(B)(C)(D)	56	(A)(B)(C)(D)
5	(A)(B)(C)(D)	18	(A)(B)(C)(D)	31	(A)(B)(C)(D)	44	(A)(B)(C)(D)	57	(A)(B)(C)(D)
6	(A)(B)(C)(D)	19	(A)(B)(C)(D)	32	(A)(B)(C)(D)	45	(A)(B)(C)(D)	58	(A)(B)(C)(D)
7	(A)(B)(C)(D)	20	(A)(B)(C)(D)	33	(A)(B)(C)(D)	46	(A)(B)(C)(D)	59	(A)(B)(C)(D)
8	(A)(B)(C)(D)	21	(A)(B)(C)(D)	34	(A)(B)(C)(D)	47	(A)(B)(C)(D)	60	(A)(B)(C)(D)
9	(A)(B)(C)(D)	22	(A)(B)(C)(D)	35	(A)(B)(C)(D)	48	(A)(B)(C)(D)	61	(A)(B)(C)(D)
10	(A)(B)(C)(D)	23	(A)(B)(C)(D)	36	(A)(B)(C)(D)	49	(A)(B)(C)(D)	62	(A)(B)(C)(D)
11	(A)(B)(C)(D)	24	(A)(B)(C)(D)	37	(A)(B)(C)(D)	50	(A)(B)(C)(D)	63	(A)(B)(C)(D)
12	(A)(B)(C)(D)	25	(A)(B)(C)(D)	38	(A)(B)(C)(D)	51	(A)(B)(C)(D)	64	(A)(B)(C)(D)
13	(A)(B)(C)(D)	26	(A)(B)(C)(D)	39	(A)(B)(C)(D)	52	(A)(B)(C)(D)	65	(A)(B)(C)(D)

Directions for Taking the Practice Test

In this Practice Test, you will answer different types of English questions. You may write in the open spaces in this book to work the problems, but remember to fill in the circle on your answer sheet that goes with the answer you choose for each question. Fill in the circle completely and make your mark heavy and dark. If you want to change an answer, erase the mark you made and make a new mark.

You may turn back to look at the passages as many times as you wish.

You will do the items in this Practice Test by yourself. Remember to read all the directions carefully. When you have finished, you may check for answers.

On your answer sheet, find Number 1. Mark your answers beginning with Number 1.

You may begin. Stop when you have finished the test.

At the end of the Practice Test, make sure that all your marks are heavy and dark and that you have completely erased any marks that you do not want.

Turn to Page 91 and locate the Answer Key. Check your answers and review those items that you marked incorrectly.

Read the folktale and answer questions 1 through 7.

Caleb's Quest

Prince Caleb breathed in deeply to steady his shaking hands and ready himself for the king's words. Today his father planned to assign a task to him that Caleb must fulfill in order to prove himself worthy of someday ruling the kingdom. Caleb wondered to himself, "Will I slay a dragon or perhaps rescue a princess?"

The king cleared his throat and began, "My son, your mission is to find the answer to a very simple question: What is the most important thing a person can possess? I give you one month to travel our land and determine the answer to the question."

Caleb packed a bag of necessary provisions and set out from the castle. The sky hung above him like a gray blanket, and no matter how long he looked up, he could not see the sun. He sighed and struck out in the direction of the nearest town.

The prince led a sheltered life, always protected by his royal status. Though he had plenty of tutors and a small group of friends, traveling about the kingdom was forbidden by tradition. The current prince always remained near the castle until he had grown enough to fulfill his quest.

Prince Caleb entered the first town with no concept of what to expect. The first sight that met his eyes was a beautiful fountain of intricately carved marble. A number of shops ringed the fountain, each one posting a perfectly painted sign to indicate what a customer might find inside the store. As he walked past them, Caleb noted that an oddly high number of stores sold mirrors.

The people of the town, all elegantly dressed and styled, bustled about him. Caleb mustered his courage and gestured to one townswoman that he would like to speak with her.

“Pardon me,” Caleb said, “could you please tell me the name of this settlement?”

“Why, you are in Glamour,” she told him, “the most beautiful town in all the land.” Then, with a shake of her lovely golden locks, she walked away.

Caleb remained in Glamour until a week had passed; he knew he would learn no more there and set off on his journey again.

The second town Caleb encountered could not have been more different from the first. The town square was hushed, and the few people who moved through town seemed to care little for their appearance. Peering through a shop window, Caleb saw row upon row of books for sale and nothing else. The prince noticed the largest structure in the entire town, the local school.

Again, Caleb stopped someone to ask the town’s name. The man he stopped carried a teetering pile of books.

“This is Tutor, young man,” he replied. “Now, if you would excuse me, I must visit the library.”

As he had in Glamour, Caleb remained in Tutor for a week before repacking his bag and continuing his journey.

Finally, Caleb came to the last town he visited on his quest. As he walked down the main street, he noticed that the ground seemed to shimmer. He bent down and was shocked to find that the street was aglow with gold dust. The first shop he passed sold an odd array of items: coin purses, leather wallets, and large chests with locks. The people here moved around busily, with little time to talk. Instead of chatter, the sound of coins clinking together filled the air.

The man he stopped this time did not bother to reply but merely pointed to a nearby sign. In shining silver letters, the sign proclaimed, "Welcome to Treasure."

Once more, Caleb stayed in the town for a week, learning what he could before he left. The weary prince returned to the castle and spent the last week of his allotted time deep in thought. On the final day, Caleb emerged from his chamber and sought the king.

"Father," he began, "I traveled through our kingdom in search of the information you requested. I found a different answer in every town. In Glamour, beauty is prized above all else; in Tutor, knowledge is the most precious commodity; and in Treasure, wealth reigns supreme."

"Caleb," the king sighed, "you gave me three answers when I asked for only one. You did not fulfill your quest."

"Forgive me, Father. I am not finished," Caleb replied. "I have thought long and hard on this matter. I have finally reached a conclusion. The most important thing a person can possess is an open mind. With it, he preserves the willingness to keep searching for that which is truly important and the tolerance to understand that different things matter more to different people."

When Caleb finished speaking, the king smiled and reached out to embrace his son.

1. Read these sentences from the folktale.

I have thought long and hard on this matter. I have finally reached a conclusion. The most important thing a person can possess is an open mind.

How can the sentences best be combined to form a single, longer sentence?

- A** Having finally reached a conclusion that the most important thing a person can possess is an open mind, I have thought long and hard on this matter.
- B** I have thought long and hard on this matter, and I have finally reached the conclusion that the most important thing a person can possess is an open mind.
- C** I have thought long and hard on this matter, because I have finally reached a conclusion that the most important thing a person can possess is an open mind.
- D** Although I have finally reached a conclusion that the most important thing a person can possess is an open mind, I have thought long and hard on this matter.

2. From which point of view is the folktale narrated?

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

3. Read this sentence from the folktale.

The sky hung above him like a gray blanket, and no matter how long he looked up, he could not see the sun.

Which literary element does the sentence contain?

- A** simile
- B** parody
- C** allegory
- D** flashback

4. Which sentence from the folktale contains alliteration?

- A** Prince Caleb breathed in deeply to steady his shaking hands and ready himself for the king's words.
- B** A number of shops ringed the fountain, each one posting a perfectly painted sign to indicate what a customer might find inside the store.
- C** Caleb remained in Glamour until a week had passed; he knew he would learn no more there and set off on his journey again.
- D** The first shop he passed sold an odd array of items: coin purses, leather wallets, and large chests with locks.

5. Which sentence from the folktale provides information about the culture of the kingdom?

- A** Today his father planned to assign a task to him that Caleb must fulfill in order to prove himself worthy of someday ruling the kingdom.
- B** Prince Caleb entered the first town with no concept of what to expect.
- C** The man he stopped this time did not bother to reply but merely pointed to a nearby sign.
- D** The most important thing a person can possess is an open mind.

6. A student is assigned to research a topic related to the folktale. Which research topic has the highest degree of focus?

- A** quests in folktales from various cultures
- B** royal quests depicted in folktales
- C** the elements of a folktale
- D** the history of folktales

7. Which option is a summary of the folktale, rather than a critique?

- A** "Caleb's Quest" is an entertaining story that is well suited for its target audience. Its clearly defined action makes for an easy and enjoyable reading experience.
- B** "Caleb's Quest" is an endearing portrayal of a young prince's coming of age. Each town the prince visits is described clearly enough that the reader can picture it in his or her mind.
- C** "Caleb's Quest" tells the story of a young prince sent on a quest by his father. The prince travels far and ultimately succeeds in determining that which is most important for a man to possess.
- D** "Caleb's Quest," while well written, leaves the reader hoping for more. The prince journeys throughout the kingdom in a rather short amount of time. The author should have considered lengthening the prince's quest.

Read the speech and answer questions 8 through 14.

The Pros and Cons of Blogging

- 1 Lately, my teachers, parents, and I have noticed a significant improvement in my writing. I tell you this not to brag or to suggest that I have studied up on the art of writing; rather, I mention it to point out one of the benefits of my new hobby—blogging.
- 2 While most have probably heard of blogging, let me briefly define a “blog.” “Blog” is an abbreviation that comes from the term “Web log.” A Web log is a Web site on which an individual, group, or even business provides ongoing information. In other words, the “blogger” continually updates the Web site. An added feature of a blog is that the public has access to read and post comments to which the blogger responds.
- 3 For many individuals, blogging is similar to keeping a journal or diary. The blog differs, though, because it is accessible via the Internet for all of the world to see. As a result, I do not recommend this type of diary for those who prefer to keep their thoughts private. There are, however, many advantages to blogging that I think would be helpful to my peers.
- 4 First among these advantages, as I alluded to earlier, is its effect on my writing. Blogging, after all, primarily involves expressing thoughts and beliefs through writing. I started blogging about a year ago, mainly as a way to maintain contact with my extended family that relocated to Europe.
- 5 At first I only blogged once or twice a week, but as I received comments from my family, I began enjoying this communication method. On occasion,

even complete strangers would comment on one of my points or interests. I once mentioned a fly-fishing trip during which I found a particular fly difficult to use. Imagine my surprise upon finding a comment from an older man whose lifelong hobby is fly-fishing. Some of his suggestions helped me master using that fly.

- 6 To my embarrassment, though, the man also asked for clarification of a paragraph in my blog. Referring to that paragraph, I realized that the sentence fragments barely made sense, even to me. That realization made me strive for better clarity. It was not that I made a concerted effort to improve my grammar or my writing. Instead, contributing to the blog provided writing practice. Without even realizing it, I grew better at expressing myself in written words. Based on the grades on my papers, that improvement carried over to my schoolwork.
- 7 While improved writing is a definite blogging bonus, there are other pros, too. For instance, setting up and designing a blog requires certain computer codes and software. As I adjusted my blog design and protected it from viruses and spam, I learned how computer and Internet technology works. Since I began blogging, whenever something goes haywire in a computer program, I feel much more comfortable that I can successfully troubleshoot the problem.
- 8 Learning about its possible future uses is another blogging advantage. Many businesses, for example, use blogs to promote their products. Some even hire professional writers to create their blogs. Someday, my blogging experience might lead to a career opportunity.

- 9** Of course, I would be remiss in not mentioning the cons of blogging. As I noted earlier, a blog is a very public medium. So when blogging, people must carefully filter what they choose to write. In other words, it is a bad idea to blog when you are angry or upset and might say something regrettable. Another possible disadvantage is that blogging involves far more effort than just writing in a paper journal. Learning to set up a blog definitely involves a lot of hard work and learning.
- 10** Despite these possible cons, however, I encourage my peers to try blogging. The cons are fairly easy to overcome, and in the process of overcoming them, you will likely learn valuable lessons about computer technology, self-control, and most definitely written communication.

8. Read this sentence from Paragraph 4.

First among these advantages, as I alluded to earlier, is its effect on my writing.

Based on the context of the sentence, what does alluded mean?

- A** considered
- B** determined
- C** mentioned
- D** projected

9. Which sentence states a main point from the speech about the pros of blogging?

- A** Blogging is a good way to maintain contact with family located in distant parts of the world.
- B** Some businesses hire professional writers to create blogs designed to promote their products.
- C** The public can read and respond to points made in a blog by posting comments to it.
- D** Blogging is an excellent way to learn about computer coding, software, and Internet technology.

10. Which sentence from the speech best shows that the speaker is sensitive to criticism from others?

- A** As a result, I do not recommend this type of diary for those who prefer to keep their thoughts private.
- B** On occasion, even complete strangers would comment on one of my points or interests.
- C** To my embarrassment, though, the man also asked for clarification of a paragraph in my blog.
- D** Based on the grades on my papers, that improvement carried over to my schoolwork.

11. Which option best describes the structure of this speech?

- A** cause–effect
- B** proposition–support
- C** order of importance
- D** organization by category

12. Read this sentence from the speech.

As I adjusted my blog design and protected it from viruses and spam, I learned how computer and Internet technology works.

The sentence contains which rhetorical device?

- A** analogy
- B** hyperbole
- C** parallelism
- D** repetition

13. Which persuasive device is used in Paragraph 5?

- A** plain folks
- B** testimonial
- C** bandwagon
- D** snob appeal

14. In Paragraph 7, the speaker suggests that blogs have design elements. Which image would best illustrate these design elements?

- A** screen shots of several different blogs
- B** a photograph of a person writing a blog
- C** a picture of a product promoted in a blog
- D** drawings that re-create various blog designs

Read these sentences.

I called the doctor's office. In order to correct a billing error.

15. Which is the **best** way to revise the underlined section to correct the sentence fragment?

- A office, in order to
- B office in order to
- C office; in order to
- D office in order to,

Read this sentence.

The history professor likes my bibliography, however he wants me to verify the information with three more online sources.

16. Which revision best corrects the underlined section to avoid a run-on sentence?

- A my bibliography however, he wants
- B my bibliography; however he wants
- C my bibliography, however, he wants
- D my bibliography; however, he wants

Read these sentences.

The soccer league has not posted the game schedules. _____, Kristin could not confirm plans for the weekend.

17. Which word provides the best transition between the sentences?

- A Therefore
- B Otherwise
- C However
- D Likewise

Read the paragraph below.

For most students, the trip to school is a dull routine of either a walk or a car or bus ride. Not so for kids who live at the top of Columbia's Rio Negro Valley. Between their homes and their school lies a dense jungle of forest and rocky cliffs. Cutting through the forest and scaling the cliffs takes hours in each direction. So rather than constantly arriving late to school, these students zip from one side of the valley to the other at a speed of 40 miles per hour instead. The mode of travel is a zipline that traverses twelve steel cables. No doubt, this exciting ride adds a bit of a thrill to traveling to school each day!

18. What is the author's main purpose for writing the paragraph?

- A** to narrate a story about a thrilling way to go to school
- B** to describe an unusual way of traveling to school each day
- C** to explain that not all students travel to school in the same way
- D** to persuade students to find the most exciting way to go to school

Read the paragraph.

There is a new electronic application that just might save your life. It is an invisible bracelet. This is a Web-based virtual health registry that takes the idea of a medical alert bracelet into the world of modern technology. Through the Web site, a person can store basic health information and ten emergency contact numbers. The information can be accessed using a personal identification number (PIN) written on a wallet-sized card or on a sticker placed on a key chain. In the event of a sudden illness or an accident, emergency responders can ask the patient or search for this PIN, access the Web site, and input the number to obtain the patient's health history. They can also use the PIN to notify emergency contacts of the incident. Despite potential privacy concerns, emergency responders advocate for the availability of this system to extend nationwide.

19. Based on this paragraph, which statement is a false premise?

- A** There are virtually no drawbacks to widely offering this new electronic health registry.
- B** The invisible bracelet system expands upon the idea of traditional medical alert jewelry.
- C** Information from the registry alerts emergency responders to an existing medical condition.
- D** Through the invisible bracelet system, emergency responders can notify relatives easily and quickly.

A school will notify parents and the community about an upcoming fundraiser using this message.

Does your yard need a little sprucing up? Lakewood Elementary School can help! We are raising funds for our new science lab by selling flower seeds, bulbs, and tree saplings. The school will use profits from the sales to benefit the students in our school and to beautify our community. Please contact your neighbors or come to Lakewood Elementary School's administrative office to take part today! We will only take orders until October 15th, so do not delay.

20. How will the message best reach its intended audience?

- A** Mail the fliers to homes near the school.
- B** Post the flier on the school's Web page.
- C** Send the fliers home with the students.
- D** Place the flier in a local garden center.

Read the letter and answer questions 21 through 29.

Salvador Ruiz
654 Mockingbird Lane
Mulholland, TN 37440
August 15, 2011

City of Mulholland
255 Main Street
Mulholland, TN 37440

To the ladies and gentlemen serving on the Mulholland City Council:

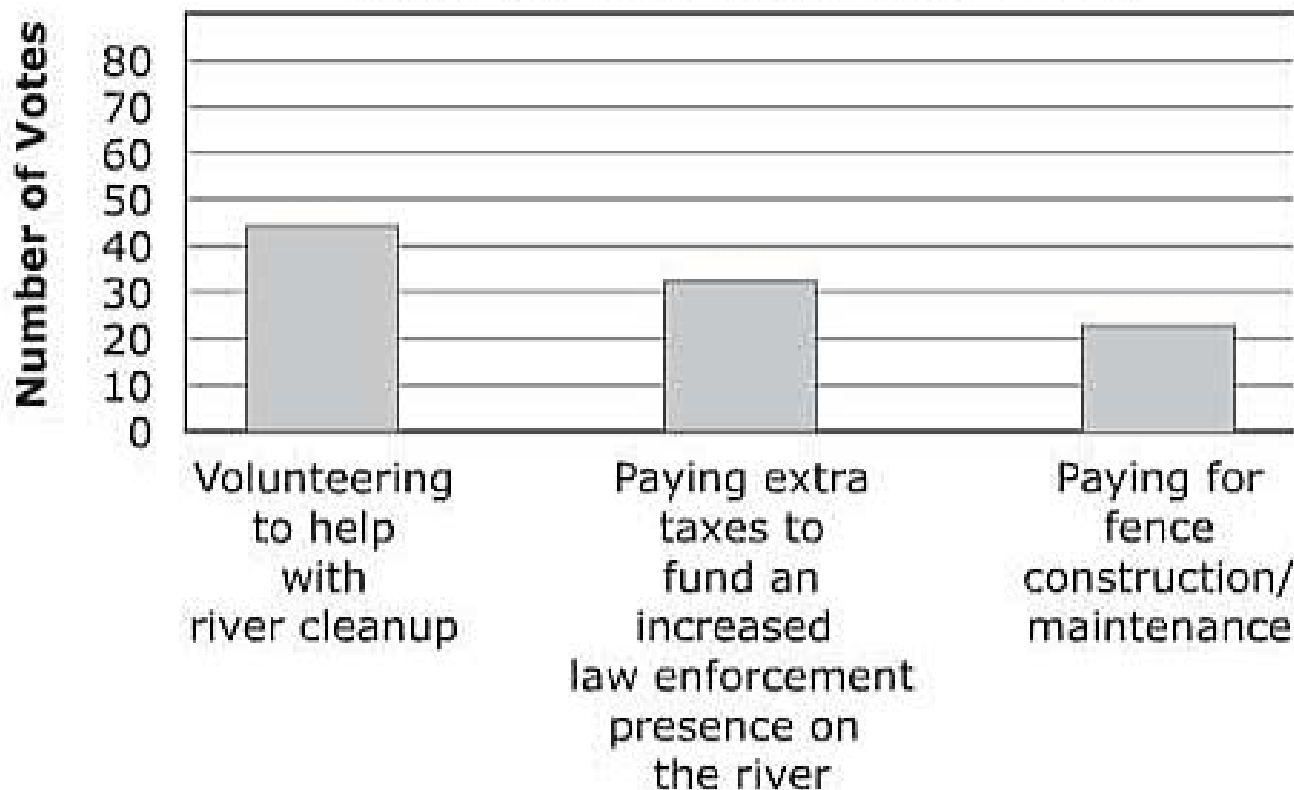
- 1** My name is Salvador Ruiz and I am a student attending Wilson High School. I have long admired the way our town's city council members carry responsibility, and I appreciate the difficult decisions you must make in order to improve our wonderful city. Today, I hope to persuade you to vote against the river fencing proposition—which would, in effect, block hundreds of people from enjoying our river's waters. Once I have presented you with solid evidence I feel confident you will see the reasoning behind my position and agree to keep our beloved river "fence free."
- 2** The Gordon River is one of the highlights of our town. Many local businesses depend upon the money spent by tourists who visit Mulholland because of the river. Floating down the river in inner tubes provides an economical family vacation. It leaves people with extra money to spend at restaurants and hotels in town.
- 3** As the Gordon River one of the loveliest waterways in the state has become a popular travel destination, the concerned citizens of our city have noticed

a troubling increase in the amount of litter washing up along the river shores. Devoted volunteers working to improve river conditions pull bagfuls of aluminum cans, plastic bottles, and juice boxes from the water each weekend. Not only is the floating garbage an eyesore, it is a danger to both the wildlife and the people using the river. Like you, I am extremely concerned, and I heartily agree that something must be done.

- 4 I would argue, however, that the “something” is not a fence. I understand that, by fencing off the river, access would be limited to specific areas where officials could check ice coolers and count potential trash. It would also force people to exit the river in specific locations where city workers could ensure that people deposit trash into trash cans rather than the river. I understand the city considered charging a small fee at entrance points. The fee would fund river cleanup efforts. This, too, is a noble idea.
- 5 While I understand this argument I must insist that the negative aspects outweigh the positive. I do not doubt that forcing people down an endless length of fencing along the river will leave them feeling trapped rather than refreshed. Certainly, the fence will require maintenance and cost the city additional money. I assure you that some people will simply disregard the intention of the fence and hop over it, causing the need for additional repairs. Many people take exception to the fact that the city will charge people to enjoy the river. If we choose to install this fence, our local business owners will lose, our families will lose—we all will lose.
- 6 So what is the answer? I believe we should continue to recruit volunteers to help with river cleanup. I believe it is important to enlist the help of local law agencies to enforce the litter laws that are already in place. I took an unofficial poll of friends and family members and attached the results to this

letter. As you can see, people are willing to work with the city in order to improve our river, but few are willing to stand by as a fence is built. By working together, we can ensure that our town remains a popular destination and that our river remains beautiful.

Salvador's Unofficial River Poll



7 Thank you for taking the time to consider my concerns and for voting to keep our river fence free.

Respectfully,

Salvador Ruiz

21. Read this sentence from the letter.

The Gordon River is one of the highlights of our town.

Which sentence pattern is used in the sentence?

- A** subject – linking verb
- B** subject – action verb – direct object
- C** subject – linking verb – subject complement
- D** subject – action verb – direct object – object complement

22. Read this sentence from the letter.

As the Gordon River one of the loveliest waterways in the state has become a popular travel destination, the concerned citizens of our city have noticed a troubling increase in the amount of litter washing up along the river shores.

Which revision of the underlined section shows correct comma usage?

- A** As, the Gordon River, one of the loveliest waterways in the state
- B** As the Gordon River, one of the loveliest waterways in the state,
- C** As, the Gordon River one of the loveliest, waterways in the state
- D** As the Gordon River one of the loveliest waterways, in the state,

23. Read this sentence from the letter.

I have long admired the way our town's city council members carry responsibility, and I appreciate the difficult decisions you must make in order to improve our wonderful city.

Which word best replaces the underlined word in the sentence?

- A** it
- B** he
- C** they
- D** them

24. Read this sentence from the letter.

While I understand this argument I must insist that the negative aspects outweigh the positive.

What is the correct way to punctuate the sentence?

- A** While I understand this argument; I must insist that the negative aspects outweigh the positive.
- B** While I understand this argument, I must insist that the negative aspects outweigh the positive.
- C** While, I understand this argument, I must insist that the negative aspects outweigh the positive.
- D** While I understand this argument, I must insist, that the negative aspects outweigh the positive.

25. Read Paragraph 1 of the letter.

(1) My name is Salvador Ruiz and I am a student attending Wilson High School.

(2) I have long admired the way our town's city council members carry responsibility, and I appreciate the difficult decisions you must make in order to improve our wonderful city.

(3) Today, I hope to persuade you to vote against the river fencing proposition—which would, in effect, block hundreds of people from enjoying our river's waters. (4) Once I have presented you with solid evidence I feel confident you will see the reasoning behind my position and agree to keep our beloved river "fence free."

Which sentence is the thesis statement of the letter?

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

26. Read the excerpt from the letter.

Many people take exception to the fact that the city will charge people to enjoy the river. If we choose to install this fence, our local business owners will lose, our families will lose—we all will lose.

Which logical fallacy is present in the excerpt?

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

27. Which sentence from the letter provides implied evidence that fencing the river will impact the tourism industry?

- A** Many local businesses depend upon the money spent by tourists who visit Mulholland because of the river.
- B** Floating down the river in inner tubes provides an economical family vacation.
- C** Devoted volunteers working to improve river conditions pull bagfuls of aluminum cans, plastic bottles, and juice boxes from the water each weekend.
- D** I do not doubt that forcing people down an endless length of fencing along the river will leave them feeling trapped rather than refreshed.

28. What does the bar graph help to clarify?

- A** which area of the river is used most by tourists
- B** which river improvement option citizens support
- C** the rate of increase in use the river has seen over the years
- D** the difference between river usage among citizens and tourists

29. Read this definition.

re-cruit (verb) to fill up the number of (as an army) with new members [from Fr. *recruiter*, variant of *recrue* "new growth"]

According to this dictionary entry, from which language does the word recruit originally come?

- A** Latin
- B** Greek
- C** English
- D** French

Read these sentences.

How much homework is too much? As a standard, many school districts are using the “ten-minute rule.” The rule says students should have ten minutes of homework a night per grade. For example, a first grader would have ten minutes of homework. A seventh grader would be required to complete seventy minutes. Many people agree that too much homework takes away from family time.

30. Which sentence best shows the writer’s attitude toward homework?

- A** As a standard, many school districts are using the “ten-minute rule.”
- B** For example, a first grader would have ten minutes of homework.
- C** A seventh grader would be required to complete seventy minutes.
- D** Many people agree that too much homework takes away from family time.

Read this sentence.

Major changes can be disturbing, but if one looks at the changes as a new chance, then the adjustment is likely to be easier.

31. Which word is a more precise replacement for chance in the sentence above?

- A** interest
- B** opportunity
- C** outlook
- D** turn

32. A student is researching the prices of popular investments in the stock market for an economics project. Which source will provide the most current information about the stock market?

- A** a list in a national daily newspaper
- B** a posting on an economist's Web log
- C** an interview with an economics professor
- D** an encyclopedia entry about stock markets

33. Which Web page would provide the best information on camping areas at state parks?

- A www.statepark.facilities.gov
- B www.campingneedsdemo.com
- C www.campwithus.net/recreation
- D www.familyactivities_instate.com

Read the sentences.

(1) Not all students have the opportunity to complete high school. **(2)** The dropout rate represents the number of 16 to 24 year-olds who do not attend school and do not have a diploma. **(3)** The dropout rate declined from 14 percent in 1980 to 8 percent in 2009, due in part to the efforts of schools and teachers. **(4)** This is excellent news for schools, the students, and the entire community.

34. Which sentence should have a cited source?

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

Read the paragraph.

Amber approached Professor Stanley and explained her need for a written recommendation so that she could participate in a summer internship at the local newspaper. Amber felt that, as a professor of journalism, Professor Stanley was the most appropriate person to assist her. To her delight, he granted the request.

35. Which of these is a paraphrase, not a summary, of the paragraph?

- A** Amber wanted a summer job at the local newspaper. Since Professor Stanley taught journalism, she asked him to write a letter on her behalf. She was happy when he agreed.
- B** Amber approached Professor Stanley and asked him to write her a letter of recommendation so she could be a summer intern at the local newspaper. Professor Stanley agreed.
- C** Amber felt that Professor Stanley, a professor of journalism, was the most appropriate person to assist her. Therefore, Amber approached him and explained her need for a written recommendation to participate in a summer internship at the local newspaper.
- D** Amber approached Professor Stanley and began to explain why she needed a written recommendation. She wanted to participate in a summer internship at the local newspaper. Since Professor Stanley taught journalism, she was delighted that he granted her request.

Read the research report and the journal entry, then answer questions 36 through 44.

Two Types of Diabetes

Most people have heard of diabetes, but did you know there is more than one type? Diabetes is a disorder in which the body lacks insulin, a hormone that helps move sugar from the blood to the cells. The lack of insulin makes it difficult for the body to break down and use nutrients from food. Without insulin, a person might eat a large amount of food, but his or her body is actually in a state of starvation. A state of starvation would be very difficult for the body to handle.

Type 1 diabetes, also called insulin-dependent diabetes or juvenile diabetes, is a condition in which the body does not produce any insulin. A virus or autoimmune disorder commonly causes type 1 diabetes. An autoimmune disorder is the term describing the body's inability to recognize an organ as its own and attacks it. In this case, the body attacks an organ known as the pancreas, which produces insulin for the body. Approximately 5 to 10 percent of people diagnosed with diabetes have type 1.

Type 1 diabetes cannot be prevented. Those with insulin-dependent diabetes require daily insulin injections to remove excess sugar from the bloodstream. The symptoms usually develop during childhood, are irreversible, and will continue throughout the patient's lifetime.

The most common form of diabetes is type 2. A person with type 2 diabetes has one of two problems and sometimes both. In this form of diabetes, the body does not produce enough insulin and/or the cells cannot properly utilize the insulin. This type of diabetes tends to appear later in life, which is why some people refer to it as adult-onset diabetes.

Two Types of Diabetes

Despite its common name, adult onset diabetes can develop at any age. Treatment for type 2 diabetes includes diet, exercise, weight loss, and possible medications. Occasionally, someone with type 2 diabetes may need a prescription for insulin to better control his or her blood sugar.

Both types of diabetes cause hyperglycemia, or high blood sugar. Symptoms vary depending on elevation of the blood sugar. Some people, especially those with type 2 diabetes, may not experience symptoms initially. In type 1 diabetes, however, symptoms tend to appear quickly and be more severe. Some signs and symptoms of both types of diabetes include increased thirst, frequent urination, extreme hunger, unexplained weight loss, fatigue, blurred vision, slow-healing sores, and frequent infections. Someone experiencing these symptoms should consult a doctor for further testing.

First Day at Camp

Today was the first day of diabetes camp. Mom and Dad came in with me and waited in line to fill out the medical forms and talk to the nurse in charge of my group. I think my parents felt a little worried about dropping me off, but I insisted that I would be fine. After our parents left, all the campers needed to check our blood sugar. Mine was high, so I injected my insulin to correct it. Then, we gathered in a huge circle and shared information about ourselves with the group. It was very interesting. Some of the kids have had diabetes since they were babies and some were only recently diagnosed, but we all share similar experiences. After we played games and became better acquainted, we went down to the lake to swim. We checked our blood sugar again before going in the water. Since my blood sugar was normal, I went into the water with a girl named Gwen. She has had diabetes since she was two years old.

After we finished swimming, it was time for lunch. We tested our blood sugar and took our injections before we went over the bridge to the mess hall, or cafeteria. We gobbled up our turkey dogs because we were all so hungry after swimming. After lunch, we went out to the yard for a while. I played table tennis with my new friend Alli and had a great time. Alli is hilarious, and neither of us could stop laughing.

Finally, we went to explore our cabins. I climbed into a top bunk and met the three girls sharing the cabin. We all became instant friends. We made a poster for the door with cabin rules on it before we heard the bell ringing to indicate that it was dinnertime. We checked our blood sugar again. Because my blood sugar was low, I stayed with the nurse until it came up over eighty. Then the nurse walked me to dinner. I could smell the food while we walked over to the mess hall. The menu on the door showed that tonight's meal was hamburgers, my favorite!

First Day at Camp

After dinner, we went to the campfire and the camp counselors performed a funny skit. Around eight o'clock, we did another blood sugar test and round of injections. My blood sugar level was ideal, around 120, and I joined my new friends for our evening snack of fruit yogurt parfaits. Then we slowly wandered back to our cabins together. We wrote letters home and wrote in our journals while lying in our bunks. Bedtime at camp is at 9:00 and the lights must be out by 9:30 pm, but we made light shows with our flashlights and giggled until late into the night when we finally fell asleep. A camp counselor came to check our blood sugar every three hours.

It was a great first day of camp. I enjoyed meeting my new friends who are just like me! I love coming to camp, and I cannot wait until Thursday. The nurse said we will learn to ride horses. I am excited and a little anxious about falling off the horse. But, I have learned that I am much braver than I realize sometimes.

36. The author's intended audience for "Two Types of Diabetes" is most likely people

- A** in the medical field with diabetic patients.
- B** wishing to learn more about the disease.
- C** who have type 2 diabetes.
- D** who have type 1 diabetes.

37. Read this paragraph from "Two Types of Diabetes."

Both types of diabetes cause hyperglycemia, or high blood sugar. Symptoms vary depending on elevation of the blood sugar. Some people, especially those with type 2 diabetes, may not experience symptoms initially. In type 1 diabetes, however, symptoms tend to appear quickly and be more severe. Some signs and symptoms of both types of diabetes include increased thirst, frequent urination, extreme hunger, unexplained weight loss, fatigue, blurred vision, slow-healing sores, and frequent infections. Someone experiencing these symptoms should consult a doctor for further testing.

What is the stated main idea of the paragraph?

- A** Type 2 diabetes can be difficult to diagnose.
- B** The symptoms of type 1 and 2 diabetes are similar.
- C** The symptoms of type 1 diabetes are easy to recognize.
- D** Doctors should test people for type 2 diabetes regularly.

38. Read this paragraph from “Two Types of Diabetes.”

(1) Most people have heard of diabetes, but did you know there is more than one type? **(2)** Diabetes is a disorder in which the body lacks insulin, a hormone that helps move sugar from the blood to the cells. **(3)** The lack of insulin makes it difficult for the body to break down and use nutrients from food. **(4)** Without insulin, a person might eat a large amount of food, but his or her body is actually in a state of starvation. **(5)** A state of starvation would be very difficult for the body to handle.

Which sentence is irrelevant and should be deleted?

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

39. How is the journal entry “First Day at Camp” organized?

- A** order of importance
- B** chronological order
- C** compare–contrast
- D** problem–solution

40. Which statement from “First Day at Camp” is an opinion?

- A** After we finished swimming, it was time for lunch.
- B** Alli is hilarious, and neither of us could stop laughing.
- C** I climbed into a top bunk and met the three girls sharing the cabin.
- D** We wrote letters home and wrote in our journals while lying in our bunks.

41. Which of these is the best statement of a theme shared by “Two Types of Diabetes” and “First Day at Camp”?

- A** Diabetes camp helps children with similar lifestyles bond.
- B** Type 1 diabetes is a preventable disease.
- C** Diabetes is a medical condition requiring regular treatment.
- D** Type 2 diabetes is more common than type 1.

42. What topic do “Two Types of Diabetes” and “First Day at Camp” have in common?

- A** Both discuss prevention of diabetes.
- B** Both describe daily life with diabetes.
- C** Both describe the two types of diabetes.
- D** Both discuss the medicine used to treat diabetes.

43. How is the subject of diabetes treated differently in “Two Types of Diabetes” and “First Day at Camp”?

- A** The journal communicates a personal perspective, whereas the report presents an objective view of diabetes.
- B** The journal provides information about the causes of diabetes, whereas the report discusses the treatment of diabetes.
- C** The journal contains factual information about diabetes, whereas the report states opinions about the cause of diabetes.
- D** The journal uses figurative language to describe diabetes, whereas the report uses rhetorical language to persuade the reader.

44. How do the journal “First Day at Camp” and the report “Two Types of Diabetes” differ in their portrayal of diabetes?

- A** The journal relates facts about diabetes, whereas the report relates details about diabetes testing.
- B** The journal focuses on the effects of diabetes from a single viewpoint, whereas the report focuses on the effects of diabetes on everyone who has the condition.
- C** The journal describes the writer’s thoughts about the condition, whereas the report describes a doctor’s methods of treating the condition.
- D** The journal presents a humorous approach to life with diabetes, whereas the report presents a serious approach to life with diabetes.

Read the sentences below.

In April 2010, a crew operating a remotely controlled submarine got a big surprise. Attached to the bottom was a *Bathynomus giganteus*. Living up to its name, the crustacean measured two and a half feet long.

45. Which revision best combines these sentences into one complex sentence?

- A** A crew operating a remotely controlled submarine in April 2010 was surprised by a *Bathynomus giganteus* attached to its bottom, which was a crustacean that was two and a half feet long.
- B** A *Bathynomus giganteus* surprised a submarine crew operating a remotely controlled submarine in April 2010 by attaching to the bottom measuring two and a half feet and living up to its name.
- C** In April 2010, a crew operating a remotely controlled submarine found a crustacean *Bathynomus giganteus* attached to its bottom, which, at two and a half feet long, lived up to its name.
- D** In April 2010, a crew operating a remotely controlled submarine found a surprise attached to its bottom, a *Bathynomus giganteus*, which lived up to its name by measuring two and a half feet long.

46. Which sentence uses correct pronoun–antecedent agreement?

- A** All of the boys who performed in the school play remembered to bring his script to the rehearsal.
- B** The excited girls hurried into the school cafeteria to secure enough space for her friends to sit at lunch.
- C** The voting committee was grateful for how quickly Principal Dole tallied the final results for their election.
- D** Mrs. Perkins, a member of the fundraising committee, volunteered her assistance to raise money for the debate team.

Read this sentence.

Erica's busy Saturday schedule included attending a dance class, a shopping trip with her mother, and finishing her research paper.

47. Choose the revision of the sentence that shows correct parallelism.

- A** Erica's busy Saturday schedule included attending a dance class, shopping with her mother, and finishing her research paper.
- B** Erica's busy Saturday schedule included attending a dance class, a shopping trip with her mother, and her research paper.
- C** Erica's busy Saturday schedule included a dance class, a shopping trip with her mother, and finishing her research paper.
- D** Erica's busy Saturday schedule included dancing class, a shopping trip with her mother, and finishing her research paper.

Read the sentence.

Marc stepped aside to avoid being sprayed by the lawn sprinkler and fell into the swimming pool.

48. What type of irony does this demonstrate?

- A situational irony
- B dramatic irony
- C verbal irony
- D tragic irony

49. In science class, the teacher assigns the students to groups to make a poster representation of the layers of the oceans. Which strategy would best help the group members organize the tasks for making their ocean poster?

- A** decide which materials are needed
- B** assign each member to work individually
- C** determine the strengths of each member
- D** choose one person to assign responsibilities

Look at the photo.



50. What is the primary conflict represented in the photo?

- A person vs. self
- B person vs. nature
- C person vs. person
- D person vs. society

Read the story and answer questions 51 through 60.

Prairie Songs

Silently, Olivia Worthington stares out the window of her sod house at the vast ocean of grass, endlessly stretching to the horizon in waves of green. Her eyes search, but not one shrub marks the flat, uncompromising plane of the prairie. The green sea is a world without shady trees, unpainted by wildflowers, lacking the friendship of songbirds.

“If only we had one neighbor within a few days’ walking distance,” Olivia mentions to her husband, William, the words slipping from her lips before she can stem them. Back East, they lived in a quaint wooden house planted in the middle of town, where neighbors were as commonplace as rain. Right now, she would even welcome a visit from the bad-tempered Mrs. Bell, who always offered a fountain of advice concerning Olivia’s shortcomings.

William grabs his hat from the log table and strides across the dirt floor, gently resting his calloused hand on her shoulder. He softly reminds her “At least we have our 160-acre plot”.

“Yes, we do,” Olivia agrees, forcing a thread of enthusiasm into her voice for her husband’s sake. Last year, the Homestead Act of 1862 offered settlers large plots of land to develop, but the law also required newcomers to live on their claim, effectively separating them from the life they left behind. Olivia feels like the fluff of a dandelion seed the wind blew onto the prairie, struggling to grow where she haphazardly landed.

“Tate and I have to travel to town today and purchase some corn for planting,” William announces, almost apologetically. “He’s out back hitching the oxen to the cart so we can get an early start.”

Olivia nods her head, understanding there will be no spare room on the cart for her. Gently, he pauses to hug her, but his footsteps are eager as he leaves. Olivia knows the prairie has sung a siren song to him about acres of golden corn, promises of a flourishing farm, and the pride of ownership. That song has power on a man who once earned a meager living as a traveling salesman. Her son, Tate, hears it, too.

With the men gone, Olivia busies herself with chores. She has stubborn weeds to pull from the garden, heavy buckets of water to haul from the spring, and work trousers to wash in the kettle. At noon, she steps inside their cool, dim sod house, grateful for the two-foot-thick walls that insulate her from the punishing sun. Rummaging in the back of her small kitchen cupboard, she pulls out a tin bowl that hides a small music box. It is the only survivor of their journey west. When their covered wagon broke apart on a rocky trail, they had to abandon trunks of garments, china plates, and her grandmother's rocking chair, but Olivia rescued the music box, gently wrapping it in dishcloths and placing it in the container.

Setting her wooden companion on the table, Olivia slowly opens the lid with a breath of anticipation. Instantly, the tinkling chimes break the shroud of silence. As the magical bells play "Meet Me by the Moonlight," Olivia closes her eyes. In her mind she is twenty-one again, laughing with William as they sit on the rickety park bench. The music box is an unexpected gift, a treasure he gave her one spring evening. She can almost smell the apple blossoms in the park.

Suddenly, a beetle creeps up her leg from the dirt floor, and Olivia jumps, brushing her unwanted visitor out the door. Sighing, she closes the music box and opens her sack of flour. She needs to make bread, and she hopes the mercantile did not try to stretch its supplies by adding plaster to the flour again. Scrubbing a lone tear from her cheek, she resolutely dumps some flour into the

tin pan. Her husband and son will never understand everything she has given up.

That evening, when William and Tate return, Olivia notices their sparkling eyes the moment they step inside. A beaming grin lights Tate's face, despite the layers of dust covering it, and behind him, William proudly carries a large burlap sack. He presents it to Olivia as if the bag contains the queen of England's jewels.

Curious, Olivia unfastens the twine at the top and pulls open the sack, imagining something extravagant like a fancy straw hat or something practical like a pot for her stove. Instead, the present holds a fragile wooden cage and two golden yellow canaries. Freed from the dark sack, one of the delicate feathered creatures puffs its chest, cheerfully warbling its song.

As the sweet sound fills the sod house, the bird's *joie de vivre* reaches a place deep in Olivia's heart. She cannot speak, but words are not necessary. Instead, Olivia listens to the song, letting the precious notes cast their magic spell, pulling her toward the future ahead.

51. Read this sentence from the story.

He softly reminds her "At least we have our 160-acre plot".

Which revision uses correct punctuation?

- A** "He softly reminds her, at least we have our 160-acre plot".
- B** "He softly reminds her. At least we have our 160-acre plot."
- C** He softly reminds her. "At least we have our 160-acre plot".
- D** He softly reminds her, "At least we have our 160-acre plot."

52. Read this sentence from the last paragraph.

As the sweet sound fills the sod house, the bird's joie de vivre reaches a place deep in Olivia's heart.

The foreign phrase joie de vivre means

- A** good luck.
- B** enjoyment of life.
- C** a supreme moment.
- D** a feeling of fellowship.

53. Read this sentence from the short story.

The green sea is a world without shady trees, unpainted by wildflowers, lacking the friendship of songbirds.

Which word, if added before world, would make the description more vivid?

- A** solitary
- B** different
- C** interesting
- D** extraordinary

54. "Prairie Songs" is written from which point of view?

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

55. The author best reveals Olivia's character

- A** through her conversations with other characters.
- B** by describing her inner thoughts.
- C** by describing the setting.
- D** through her actions.

56. Which is William's strongest argument for moving his family to the prairie?

- A** They will own their own land.
- B** They will plant and grow acres of corn.
- C** They will be able to enjoy the nature of the prairie.
- D** They will have a home and a large vegetable garden.

57. In "Prairie Songs," the music box is a symbol of

- A** Olivia's lost youth.
- B** Olivia's love of music.
- C** the life Olivia left behind.
- D** the hardships Olivia experiences.

58. Which sentence contains an allusion?

- A** Back East, they lived in a quaint wooden house planted in the middle of town, where neighbors were as commonplace as rain.
- B** Olivia feels like the fluff of a dandelion seed the wind blew onto the prairie, struggling to grow where she haphazardly landed.
- C** Olivia knows the prairie has sung a siren song to him about acres of golden corn, promises of a flourishing farm, and the pride of ownership.
- D** Setting her wooden companion on the table, Olivia slowly opens the lid with a breath of anticipation.

59. The scene in which William and Tate present Olivia with a gift is important to plot resolution because it

- A** emphasizes the joy the family shares when they are together.
- B** shows their willingness to be generous with their money.
- C** emphasizes Olivia's bond with animals and nature.
- D** shows their understanding of Olivia's feelings.

60. Which option is a potential primary source of information on the subject of this short story?

- A** an excerpt from the diary of a pioneer woman
- B** an encyclopedia article about the Homestead Act
- C** a magazine article about the daily life of pioneer women
- D** a government Web site about homesteading on the plains

Read the paragraph.

For my science project, I chose to demonstrate how to grow sodium chloride, or salt, crystals. In order to do this, I began by gathering information from the Internet. Then I brought two cups of water to a boil and poured the water into a glass. I added salt to the water until the salt would no longer dissolve. Next, I tied a string around a pencil to place across the top of the glass, enabling the string to hang down into the salt solution. Finally, I placed the glass in a location where it would be undisturbed and waited several days for the crystals to form on the string.

61. In which mode was this paragraph written?

- A narrative
- B descriptive
- C persuasive
- D informative

62. Which word best completes the analogy?

Vocalist is to harmonize as fanatic is to _____ .

- A admire
- B penalize
- C approve
- D recognize

Read the paragraph.

As William rummaged through his locker before gym class, he realized that he forgot his socks. He shoved his bare feet inside his running shoes, not wanting to be late for class. During gym class, William ran four times around the track. Later that evening, William discovered a blister on the side of his foot.

63. What caused William to get a blister?

- A** William went to gym class.
- B** William ran during gym class.
- C** William forgot his socks for gym class.
- D** William wanted to be on time for gym class.

Look at the photo.



64. What element does the photo use to convey the sense of time passing quickly?

- A layout
- B lighting
- C camera angle
- D special effects

Look at the photo.



65. What can be inferred from this photo?

- A The boy will get in trouble.
- B The boy will hurt someone.
- C The boy is practicing his aim.
- D The boy is playing with friends.

EOC English I Form 2
Answer Key

Item Number	Correct Answer
1	B
2	C
3	A
4	B
5	A
6	B
7	C
8	C
9	D
10	C
11	B
12	C
13	B
14	A
15	B
16	D
17	A
18	B
19	A
20	A
21	C
22	B

Item Number	Correct Answer
23	C
24	B
25	C
26	B
27	D
28	B
29	D
30	D
31	B
32	A
33	A
34	C
35	A
36	B
37	B
38	D
39	B
40	B
41	C
42	D
43	A
44	B

Item Number	Correct Answer
45	C
46	D
47	A
48	A
49	C
50	C
51	D
52	B
53	A
54	B
55	B
56	A
57	C
58	C
59	D
60	A
61	D
62	A
63	C
64	D
65	C

Reporting Categories

Below you will find that each item has been linked to its corresponding Reporting Category. These five Reporting Categories will be used to report scores from the actual test.

You can find the Reporting Categories and their Performance Indicators grouped together in the Tennessee End of Course Item Sampler for English I located on the Tennessee Department of Education Web site at http://tennessee.gov/education/assessment/sec_samplers.shtml.

Item	Reporting Category
1	2 – Writing and Research
2	6 – Literature
3	6 – Literature
4	6 – Literature
5	6 – Literature
6	2 – Writing and Research
7	3 – Communication and Media
8	1 – Language
9	3 – Communication and Media
10	4 – Logic
11	3 – Communication and Media
12	3 – Communication and Media
13	4 – Logic
14	3 – Communication and Media
15	1 – Language
16	1 – Language
17	2 – Writing and Research
18	2 – Writing and Research
19	4 – Logic
20	3 – Communication and Media
21	1 – Language
22	1 – Language

Item	Reporting Category
23	1 – Language
24	1 – Language
25	2 – Writing and Research
26	4 – Logic
27	4 – Logic
28	5 – Informational Text
29	1 – Language
30	2 – Writing and Research
31	2 – Writing and Research
32	2 – Writing and Research
33	2 – Writing and Research
34	2 – Writing and Research
35	3 – Communication and Media
36	2 – Writing and Research
37	5 – Informational Text
38	2 – Writing and Research
39	5 – Informational Text
40	4 – Logic
41	6 – Literature
42	5 – Informational Text
43	3 – Communication and Media
44	6 – Literature
45	1 – Language
46	1 – Language
47	2 – Writing and Research
48	6 – Literature
49	3 – Communication and Media
50	3 – Communication and Media
51	1 – Language
52	1 – Language
53	2 – Writing and Research

Item	Reporting Category
54	6 – Literature
55	6 – Literature
56	4 – Logic
57	6 – Literature
58	6 – Literature
59	6 – Literature
60	2 – Writing and Research
61	2 – Writing and Research
62	4 – Logic
63	4 – Logic
64	3 – Communication and Media
65	3 – Communication and Media