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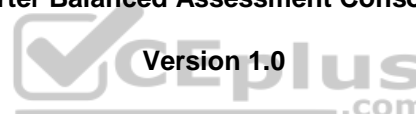
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SBAC

Smarter Balanced Assessment Consortium



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Exam A

QUESTION 1

Read the story
attached.

"Roughing It"
by Mark Twain

My brother had just been appointed Secretary of Nevada Territory – an office of such majesty that it concentrated in itself the duties and dignities of Treasurer, Comptroller, Secretary of State, and Acting Governor in the Governor's absence. A salary of eighteen hundred dollars a year and the title of "Mr. Secretary," gave to the great position an air of wild and imposing grandeur. I was young and ignorant, and I envied my brother. I coveted his distinction and his financial splendor, but particularly and especially the long, strange journey he was going to make, and the curious new world he was going to explore. He was going to travel! I never had been away from home, and that word "travel" had a seductive charm for

me. Pretty soon he would be hundreds and hundreds of miles away on the great plains and deserts, and among the mountains of the Far West, and would see buffaloes and Indians, and prairie dogs, and antelopes, and have all kinds of adventures, and may be get hanged or scalped, and have ever such a fine time, and write home and tell us all about it, and be a hero. And he would see the gold mines and the silver mines, and maybe go about of an afternoon when his work was done, and pick up two or three pailfuls of shining slugs, and nuggets of gold and silver on the hillside. And by and by he would become very rich, and return home by sea, and be able to talk as calmly about San Francisco and the ocean, and “the isthmus” as if it was nothing of any consequence to have seen those marvels face to face.

What I suffered in contemplating his happiness, pen cannot describe. And so, when he offered me, in cold blood, the sublime position of private secretary under him, it appeared to me that the heavens and the earth passed away, and the firmament was rolled together as a scroll! I had nothing more to desire. My contentment was complete.

At the end of an hour or two I was ready for the journey. Not much packing up was necessary, because we were going in the overland stage from the Missouri frontier to Nevada, and passengers were only allowed a small quantity of baggage apiece. There was no Pacific railroad in those fine times of ten or twelve years ago – not a single rail of it. I only proposed to stay in Nevada three months – I had no thought of staying longer than that. I meant to see all I could that was new and strange, and then hurry home to business. I little thought that I would not see the end of that three-month pleasure excursion for six or seven uncommonly long years! I dreamed all night about Indians, deserts, and silver bars, and in due time, next day, we took shipping at the St. Louis wharf on board a steamboat bound up the Missouri River.

We were six days going from St. Louis to “St. Jo.” – a trip that was so dull, and sleepy, and eventless that it has left no more impression on my memory than if its duration had been six minutes instead of that many days. No record is left in my mind, now, concerning it, but a confused jumble of savage-looking snags, which we deliberately walked over with one wheel or the other; and of reefs which we butted and butted, and then retired from and climbed over in some softer place; and of sand-bars which we roosted on occasionally, and rested, and then got out our crutches and sparred over.

In fact, the boat might almost as well have gone to St. Jo. by land, for she was walking most of the time, anyhow – climbing over reefs and clambering over snags patiently and laboriously all day long. The captain said she was a “bully” boat, and all she wanted was more “shear” and a bigger wheel. I thought she wanted a pair of stilts, but I had the deep sagacity not to say so.

The narrator of the attached story experiences a variety of feelings about his brother’s appointment to serve as Secretary of Nevada Territory. Among the emotions he describes are these three.

- A. joy, pity, and disgust
- B. concern, anger, and elation
- C. uneasiness, surprise, and hostility
- D. envy, jealousy, and excitement

Correct Answer: D

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:



QUESTION 2 Read the story attached.

“*Roughing It*”
by Mark Twain

My brother had just been appointed Secretary of Nevada Territory – an office of such majesty that it concentrated in itself the duties and dignities of Treasurer, Comptroller, Secretary of State, and Acting Governor in the Governor’s absence. A salary of eighteen hundred dollars a year and the title of “Mr. Secretary,” gave to the great position an air of wild and imposing grandeur. I was young and ignorant, and I envied my brother. I coveted his distinction and his financial splendor, but particularly and especially the long, strange journey he was going to make, and the curious new world he was going to explore. He was going to travel! I never had been away from home, and that word “travel” had a seductive charm for me. Pretty soon he would be hundreds and hundreds of miles away on the great plains and deserts, and among the mountains of the Far West, and would see buffaloes and Indians, and prairie dogs, and antelopes, and have all kinds of adventures, and may be get hanged or scalped, and have ever such a fine time, and write home and tell us all about it, and be a hero. And he would see the gold mines and the silver mines, and maybe go about of an afternoon when his work was done, and pick up two or three pailfuls of shining slugs, and nuggets of gold and silver on the hillside. And by and by he would become very rich, and return home by sea, and be able to talk as calmly about San Francisco and the ocean, and “the isthmus” as if it was nothing of any consequence to have seen those marvels face to face.

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At the end of an hour or two I was ready for the journey. Not much packing up was necessary, because we were going in the overland stage from the Missouri frontier to Nevada, and passengers were only allowed a small quantity of baggage apiece. There was no Pacific railroad in those fine times of ten or twelve years ago – not a single rail of it. I only proposed to stay in Nevada three months – I had no thought of staying longer than that. I meant to see all I could that was new and strange, and then hurry home to business. I little thought that I would not see the end of that three-month pleasure excursion for six or seven uncommonly long years! I dreamed all night about Indians, deserts, and silver bars, and in due time, next day, we took shipping at the St. Louis wharf on board a steamboat bound up the Missouri River.

We were six days going from St. Louis to “St. Jo.” – a trip that was so dull, and sleepy, and eventless that it has left no more impression on my memory than if its duration had been six minutes instead of that many days. No record is left in my mind, now, concerning it, but a confused jumble of savage-looking snags, which we deliberately walked over with one wheel or the other; and of reefs which we butted and butted, and then retired from and climbed over in some softer place; and of sand-bars which we roosted on occasionally, and rested, and then got out our crutches and sparred over.

In fact, the boat might almost as well have gone to St. Jo. by land, for she was walking most of the time, anyhow – climbing over reefs and clambering over snags patiently and laboriously all day long. The captain said she was a “bully” boat, and all she wanted was more “shear” and a bigger wheel. I thought she wanted a pair of stilts, but I had the deep sagacity not to say so.

Reread the last paragraph of the attached passage (reproduced here). “In fact, the boat might almost as well have gone to St. Jo by land, for she was walking most of the time, anyhow – climbing over reefs and clambering over snags patiently and laboriously all day long. The captain had said she was a “bully” boat, and all she wanted was more “shear” and a bigger wheel. I thought she wanted a pair of stilts, but I had the deep sagacity not to say so.” Which literary device does the narrator use in this paragraph?

- A. symbolism of the reefs and snags being obstacles in life to overcome
- B. euphemism with the description of “climbing over reefs” rather than “scraping along the bottom”
- C. alliteration with the “bully” boat description
- D. personification of the boat as a “she”

Correct Answer: D

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:

QUESTION 3 Read the story attached.

“*Roughing It*”
by Mark Twain

My brother had just been appointed Secretary of Nevada Territory – an office of such majesty that it concentrated in itself the duties and dignities of Treasurer, Comptroller, Secretary of State, and Acting Governor in the Governor’s absence. A salary of eighteen hundred dollars a year and the title of “Mr. Secretary,” gave to the great position an air of wild and imposing grandeur. I was young and ignorant, and I envied my brother. I coveted his distinction and his financial splendor, but particularly and especially the long, strange journey he was going to make, and the curious new world he was going to explore. He was going to travel! I never had been away from home, and that word “travel” had a seductive charm for me. Pretty soon he would be hundreds and hundreds of miles away on the great plains and deserts, and among the mountains of the Far West, and would see buffaloes and Indians, and prairie dogs, and antelopes, and have all kinds of adventures, and may be get hanged or scalped, and have ever such a fine time, and write home and tell us all about it, and be a hero. And he would see the gold mines and the silver mines, and maybe go about of an afternoon when his work was done, and pick up two or three pailfuls of shining slugs, and nuggets of gold and silver on the hillside. And by and by he would become very rich, and return home by sea, and be able to talk as calmly about San Francisco and the ocean, and “the isthmus” as if it was nothing of any consequence to have seen those marvels face to face.

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Reread this passage from the attached text. “Pretty soon he would be hundreds and hundreds of miles away on the great plains and deserts, and among the mountains of the Far West, and would see buffaloes and Indians, and prairie dogs, and antelopes, and have all kinds of adventures, and may be get hanged or scalped, and have ever such a fine time, and write home and tell us all about it, and be a hero. And he would see the gold mines and the silver mines, and maybe go about of an afternoon when his work was done, and pick up two or three pailfuls of shining slugs, and nuggets of gold and silver on the hillside.” This passage best illustrates the author’s use of ____.

- A. oxymoron
- B. imagery
- C. hyperbole
- D. metaphor

Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:

QUESTION 4 Read the story attached.

“*Roughing It*”
by Mark Twain

My brother had just been appointed Secretary of Nevada Territory – an office of such majesty that it concentrated in itself the duties and dignities of Treasurer, Comptroller, Secretary of State, and Acting Governor in the Governor’s absence. A salary of eighteen hundred dollars a year and the title of “Mr. Secretary,” gave to the great position an air of wild and imposing grandeur. I was young and ignorant, and I envied my brother. I coveted his distinction and his financial splendor, but particularly and especially the long, strange journey he was going to make, and the curious new world he was going to explore. He was going to travel! I never had been away from home, and that word “travel” had a seductive charm for me. Pretty soon he would be hundreds and hundreds of miles away on the great plains and deserts, and among the mountains of the Far West, and would see buffaloes and Indians, and prairie dogs, and antelopes, and have all kinds of adventures, and may be get hanged or scalped, and have ever such a fine time, and write home and tell us all about it, and be a hero. And he would see the gold mines and the silver mines, and maybe go about of an afternoon when his work was done, and pick up two or three pailfuls of shining slugs, and nuggets of gold and silver on the hillside. And by and by he would become very rich, and return home by sea, and be able to talk as calmly about San Francisco and the ocean, and “the isthmus” as if it was nothing of any consequence to have seen those marvels face to face.

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You are asked to describe the trustworthiness and reliability of the narrator of the attached passage. Which of these would be the best response?

- A. The narrator is not trustworthy because he is too concerned about what he might be missing out on because he says, “I never had been away from home, and that word ‘travel’ had a seductive charm for me.” He’ll be too busy being jealous that he’s only a secretary and not selected to as high a position as his brother to accurately relate the events that will unfold. Jealousy between brothers can run deep and will skew the narrator’s perspective as he recounts the events, so he will not be trustworthy.
- B. The narrator is trustworthy because he admits to being both excited for his brother and jealous of the opportunity. He admits that what he “suffered in contemplating his happiness, pen cannot describe” and then when he is offered the opportunity to join his brother, his “contentment was complete” and he hurriedly packed his bags in preparation for departure. This honesty shows we can trust the narrator.
- C. The narrator is not trustworthy because he clearly does not like his brother and is looking forward to him possibly being “hanged or scalped.” This means that we can’t trust his telling of the events because he will always have a negative slant toward his brother. He secretly wants him dead.
- D. The narrator is trustworthy because he was there on the trip, too, after his brother invited him to go along as his “private secretary.” Because he is so elated to go on this journey, we can trust that he will tell things exactly as they happened and we can trust his account.

Correct Answer: B

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:

QUESTION 5 Read the story attached.

“*Roughing It*”
by Mark Twain

My brother had
just been
appointed
Secretary of
Nevada
Territory – an
office of such
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concentrated in itself the duties and dignities of Treasurer, Comptroller, Secretary of State, and Acting Governor in the Governor's absence. A salary of eighteen hundred dollars a year and the title of "Mr. Secretary," gave to the great position an air of wild and imposing grandeur. I was young and ignorant, and I envied my brother. I coveted his distinction and his financial splendor, but particularly and especially the long, strange journey he was going to make, and the curious new world he was going to explore. He was going to travel! I never had been away from home, and that word "travel" had a seductive charm for me. Pretty soon he would be hundreds and hundreds of miles away on the great plains and deserts, and among the mountains of

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And he would
see the gold
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and maybe go
about of an
afternoon
when his work
was done, and
pick up two or
three pailfuls of
shining slugs,
and nuggets of
gold and silver
on the hillside.
And by and by
he would
become very
rich, and return
home by sea,
and be able to
talk as calmly
about San
Francisco and
the ocean, and
“the isthmus”
as if it was
nothing of any
consequence
to have seen
those marvels
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What I suffered in contemplating his happiness, pen cannot describe. And so, when he offered me, in cold blood, the sublime position of private secretary under him, it appeared to me that the heavens and the earth passed away, and the firmament was rolled together as a scroll! I had nothing more to desire. My contentment was complete.

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What is most likely the author’s intent in mentioning the difficult time when traveling from St. Louis to “St. Jo”?

- A. to show he now regrets accepting the offer to travel with his brother to Nevada Territory
- B. to show that riverboat captains were often unprepared for the hidden dangers in the rivers they navigated, which meant there were unnecessary delays
- C. to show the difficulty and drudgery of traveling in those days, which is juxtaposed against the excitement and anticipation he felt about the opportunity to travel earlier on in the passage
- D. to show how much railways eased the travel burden (Whereas the boat he traveled on kept getting caught on the sandbars and river bottom, making progress slow, a railroad would have sped up the trip immensely.)

Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:

QUESTION 6 Read

the text attached.

Workplace Diversity

The twenty-first century workplace features much greater diversity than was common even a couple of generations ago. Individuals who might once have faced employment challenges because of religious beliefs, ability differences, or sexual orientation now regularly join their peers in interview pools and on the job. Each may bring a new outlook and different information to the table; employees can no longer take for granted that their coworkers think the same way they do. This pushes them to question their own assumptions, expand their understanding, and appreciate alternate viewpoints. The result is more creative ideas, approaches, and solutions. Thus, diversity may also enhance corporate decisionmaking.

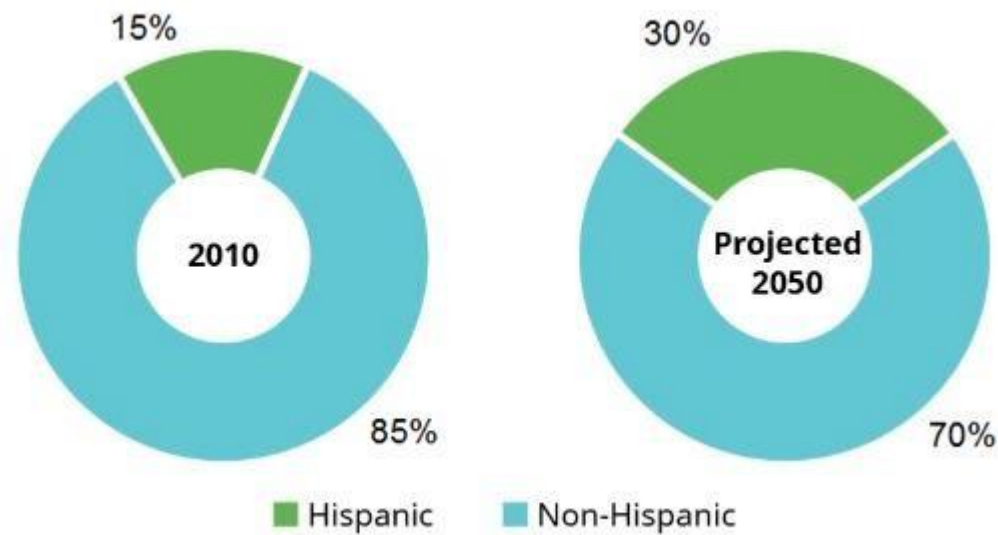
Communicating with those who differ from us may require us to make an extra effort and even change our viewpoint, but it leads to better collaboration and more favorable outcomes overall, according to David Rock, director of the NeuroLeadership Institute in New York City, who says diverse coworkers “challenge their own and others’ thinking.”² According to the Society for Human Resource Management (SHRM), organizational diversity now includes more than just racial, gender, and religious differences. It also encompasses different thinking styles and personality types, as well as other factors such as physical and cognitive abilities and sexual orientation, all of which influence the way people perceive the world. “Finding the right mix of individuals to work on teams, and creating the conditions in which they can excel, are key business goals for today’s leaders, given that collaboration has become a paradigm of the twenty-first century workplace,” according to an SHRM article.³

Attracting workers who are not all alike is an important first step in the process of achieving greater diversity. However, managers cannot stop there. Their goals must also encompass inclusion, or the engagement of all employees in the corporate culture. “The far bigger challenge is how people interact with each other once they’re on the job,” says Howard J. Ross, founder and chief learning officer at Cook Ross, a consulting firm specializing in diversity. “Diversity is being invited to the party; inclusion is being asked to dance. Diversity is about the ingredients, the mix of people and perspectives. Inclusion is about the container—the place that allows employees to feel they belong, to feel both accepted and different.”⁴

Workplace diversity is not a new policy idea; its origins date back to at least the passage of the Civil Rights Act of 1964 (CRA) or before. Census figures show that women made up less than 29 percent of the civilian workforce when Congress passed Title VII of the CRA prohibiting workplace discrimination. After passage of the law, gender diversity in the workplace expanded significantly. According to the U.S. Bureau of Labor Statistics (BLS), the percentage of women in the labor force increased from 48 percent in 1977 to a peak of 60 percent in 1999. Over the last five years, the percentage has held relatively steady at 57 percent. Over the past forty years, the total number of women in the labor force has risen from 41 million in 1977 to 71 million in 2017.⁵ The BLS projects that the number of women in the U.S. labor force will reach 92 million in 2050 (an increase that far outstrips population growth).

The statistical data show a similar trend for African American, Asian American, and Hispanic workers (Figure 8.2). Just before passage of the CRA in 1964, the percentages of minorities in the official on-the-books workforce were relatively small compared with their representation in the total population. In 1966, Asians accounted for just 0.5 percent of private-sector employment, with Hispanics at 2.5 percent and African Americans at 8.2 percent. ⁶ However, Hispanic employment numbers have significantly increased since the CRA became law; they are expected to more than double from 15 percent in 2010 to 30 percent of the labor force in 2050. Similarly, Asian Americans are projected to increase their share from 5 to 8 percent between 2010 and 2050.

Workforce Makeup by Ethnicity, 2010 to 2050



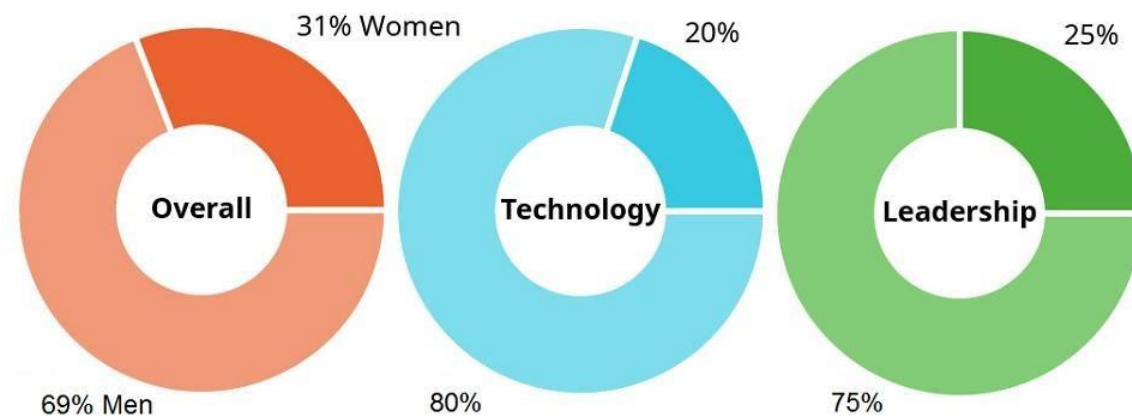
Source: Toossi, Mitra. "Projections of the Labor Force to 2050: A Visual Essay." *Monthly Labor Review*. Oct.2012. Data from U.S. Bureau of Labor Statistics.

Figure 8.2

There is a distinct contrast in workforce demographics between 2010 and projected numbers for 2050. (credit: attribution: Copyright Rice University, OpenStax, under CC BY 4.0 license)

Much more progress remains to be made, however. For example, many people think of the technology sector as the workplace of open-minded millennials. Yet Google, as one example of a large and successful company, revealed in its latest diversity statistics that its progress toward a more inclusive workforce may be steady but it is very slow. Men still account for the great majority of employees at the corporation; only about 30 percent are women, and women fill fewer than 20 percent of Google's technical roles (Figure 8.3). The company has shown a similar lack of gender diversity in leadership roles, where women hold fewer than 25 percent of positions. Despite modest progress, an ocean-sized gap remains to be narrowed. When it comes to ethnicity, approximately 56 percent of Google employees are white. About 35 percent are Asian, 3.5 percent are Latino, and 2.4 percent are black, and of the company's management and leadership roles, 68 percent are held by whites.

Google Workforce by Gender



Source: Donnelly, Grace. "Google's 2017 Diversity Report Shows Progress Hiring Women, Little Changes for Minority Workers." *Fortune*. June 29, 2017

Figure 8.3

Google is emblematic of the technology sector, and this graphic shows just how far from equality and diversity the industry remains. (credit: attribution: Copyright Rice University, OpenStax, under CC BY 4.0 license)

Google is not alone in coming up short on diversity. Recruiting and hiring a diverse workforce has been a challenge for most major technology companies, including Facebook, Apple, and Yahoo (now owned by Verizon); all have reported gender and ethnic shortfalls in their workforces.

The Equal Employment Opportunity Commission (EEOC) has made available 2014 data comparing the participation of women and minorities in the high-technology sector with their participation in U.S. private-sector employment overall, and the results show the technology sector still lags.⁸ Compared with all private-sector industries, the high-technology industry employs a larger share of whites (68.5%), Asian Americans (14%), and men (64%), and a smaller share of African Americans (7.4%), Latinos (8%), and women (36%). Whites also represent a much higher share of those in the executive category (83.3%), whereas other groups hold a significantly lower share, including African Americans (2%), Latinos

(3.1%), and Asian Americans (10.6%). In addition, and perhaps not surprisingly, 80 percent of executives are men and only 20 percent are women. This compares negatively with all other private-sector industries, in which 70 percent of executives are men and 30 percent women.

Technology companies are generally not trying to hide the problem. Many have been publicly releasing diversity statistics since 2014, and they have been vocal about their intentions to close diversity gaps. More than thirty technology companies, including Intel, Spotify, Lyft, Airbnb, and Pinterest, each signed a written pledge to increase workforce diversity and inclusion, and Google pledged to spend more than \$100 million to address diversity issues.⁹

Diversity and inclusion are positive steps for business organizations, and despite their sometimes slow pace, the majority are moving in the right direction. Diversity strengthens the company's internal relationships with employees and improves employee morale, as well as its external relationships with customer groups. Communication, a core value of most successful businesses, becomes more effective with a diverse workforce. Performance improves for multiple reasons, not the least of which is that acknowledging diversity and respecting differences is the ethical thing to do.

Which two of these reasons best explain why the author includes the statistics and numbers in the text?

1. The author is trying to appeal to the audience's logical side by supplying numbers and statistics that cannot be argued with to prove the point that diversity in the workplace is still lacking, despite some progress over the years.
2. The author is trying to appeal to the audience's emotions by giving them the stark reality in shocking numbers of how few women and minorities are working in high-level positions or certain types of companies.
3. The author is trying to convince the audience that he's not making this problem up; he's done his research and can speak with authority on this subject.
4. The author is trying to explain why there are disparities in the number of women and minorities in different professions.

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

Correct Answer: B

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:



QUESTION 7 Read the text attached.

Workplace Diversity

The twenty-first century workplace features much greater diversity than was common even a couple of generations ago. Individuals who might once have faced employment challenges because of religious beliefs, ability differences, or sexual orientation now regularly join their peers in interview pools and on the job. Each may bring a new outlook and different information to the table; employees can no longer take for granted that their coworkers think the same way they do. This pushes them to question their own assumptions, expand their understanding, and appreciate alternate viewpoints. The result is more creative ideas, approaches, and solutions. Thus, diversity may also enhance corporate decisionmaking.

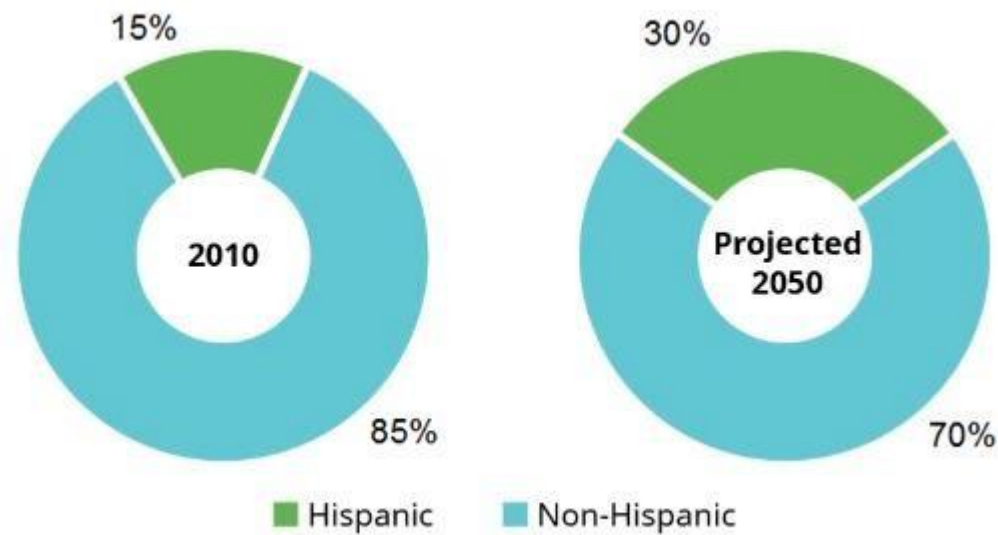
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The statistical data show a similar trend for African American, Asian American, and Hispanic workers (Figure 8.2). Just before passage of the CRA in 1964, the percentages of minorities in the official on-the-books workforce were relatively small compared with their representation in the total population. In 1966, Asians accounted for just 0.5 percent of private-sector employment, with Hispanics at 2.5 percent and African Americans at 8.2 percent.⁶ However, Hispanic employment numbers have significantly increased since the CRA became law; they are expected to more than double from 15 percent in 2010 to 30 percent of the labor force in 2050. Similarly, Asian Americans are projected to increase their share from 5 to 8 percent between 2010 and 2050.

Workforce Makeup by Ethnicity, 2010 to 2050



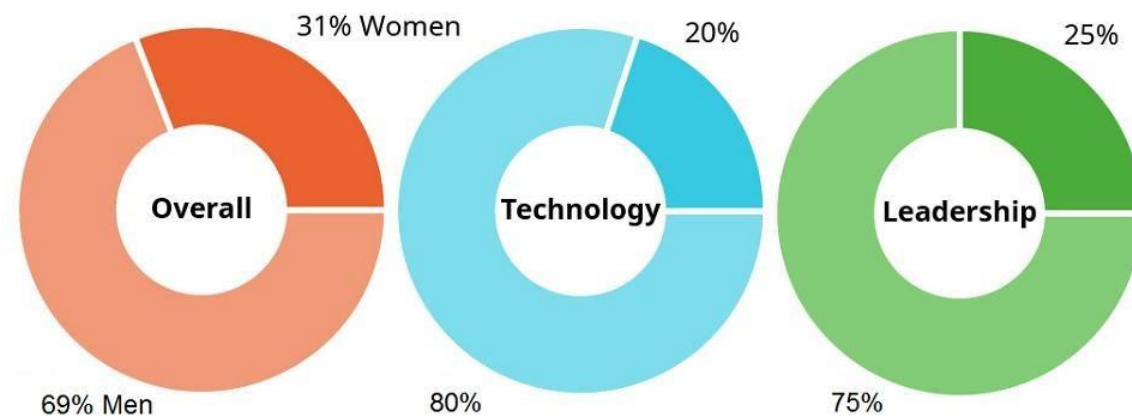
Source: Toossi, Mitra. "Projections of the Labor Force to 2050: A Visual Essay." *Monthly Labor Review*. Oct.2012. Data from U.S. Bureau of Labor Statistics.

Figure 8.2

There is a distinct contrast in workforce demographics between 2010 and projected numbers for 2050. (credit: attribution: Copyright Rice University, OpenStax, under CC BY 4.0 license)

Much more progress remains to be made, however. For example, many people think of the technology sector as the workplace of open-minded millennials. Yet Google, as one example of a large and successful company, revealed in its latest diversity statistics that its progress toward a more inclusive workforce may be steady but it is very slow. Men still account for the great majority of employees at the corporation; only about 30 percent are women, and women fill fewer than 20 percent of Google's technical roles (Figure 8.3). The company has shown a similar lack of gender diversity in leadership roles, where women hold fewer than 25 percent of positions. Despite modest progress, an ocean-sized gap remains to be narrowed. When it comes to ethnicity, approximately 56 percent of Google employees are white. About 35 percent are Asian, 3.5 percent are Latino, and 2.4 percent are black, and of the company's management and leadership roles, 68 percent are held by whites.

Google Workforce by Gender



Source: Donnelly, Grace. "Google's 2017 Diversity Report Shows Progress Hiring Women, Little Changes for Minority Workers." *Fortune*. June 29, 2017

Figure 8.3

Google is emblematic of the technology sector, and this graphic shows just how far from equality and diversity the industry remains. (credit: attribution: Copyright Rice University, OpenStax, under CC BY 4.0 license)

Google is not alone in coming up short on diversity. Recruiting and hiring a diverse workforce has been a challenge for most major technology companies, including Facebook, Apple, and Yahoo (now owned by Verizon); all have reported gender and ethnic shortfalls in their workforces.

The Equal Employment Opportunity Commission (EEOC) has made available 2014 data comparing the participation of women and minorities in the high-technology sector with their participation in U.S. private-sector employment overall, and the results show the technology sector still lags.⁸ Compared with all private-sector industries, the high-technology industry employs a larger share of whites (68.5%), Asian Americans (14%), and men (64%), and a smaller share of African Americans (7.4%), Latinos (8%), and women (36%). Whites also represent a much higher share of those in the executive category (83.3%), whereas other groups hold a significantly lower share, including African Americans (2%), Latinos (3.1%), and Asian Americans (10.6%). In addition, and perhaps not surprisingly, 80 percent of executives are men and only 20 percent are women. This compares negatively with all other private-sector industries, in which 70 percent of executives are men and 30 percent women.

Technology companies are generally not trying to hide the problem. Many have been publicly releasing diversity statistics since 2014, and they have been vocal about their intentions to close diversity gaps. More than thirty technology companies, including Intel, Spotify, Lyft, Airbnb, and Pinterest, each signed a written pledge to increase workforce diversity and inclusion, and Google pledged to spend more than \$100 million to address diversity issues.⁹

Diversity and inclusion are positive steps for business organizations, and despite their sometimes slow pace, the majority are moving in the right direction. Diversity strengthens the company's internal relationships with employees and improves employee morale, as well as its external relationships with customer groups. Communication, a core value of most successful businesses, becomes more effective with a diverse workforce. Performance improves for multiple reasons, not the least of which is that acknowledging diversity and respecting differences is the ethical thing to do.

You are asked to identify the central idea of the attached passage and use evidence from the text to support your inference. Which of these answers would best accomplish this?

- A. The central idea of this passage is that, while diversity and inclusion may be the current buzzwords, companies should be careful moving forward in trying to implement these ideas because the transition can be difficult and stressful and not everyone will embrace the transition easily. This is proven when the text says, "Communicating with those who differ from us may require us to make an extra effort and even change our viewpoint..."
- B. The central idea of this passage is that change is slow, and that includes the change in mindset of companies when it comes to hiring. Although the traditional approach has been to hire males, more females are finding their way into the workforce, though more work needs to be done. This is proven when the text says, "In addition, and perhaps not surprisingly, 80 percent of executives are men and only 20 percent are women."
- C. The central idea of this passage is to remind people that diversity and inclusion in the workplace not only increases a company's productivity and enhances the morale of the business, but it is the right thing to do to hire the best people for the job, regardless of race, gender, religious beliefs, differences in ability, or any of the other number of reasons people may be overlooked for a job. This is proven when the text says, "Diversity and inclusion are positive steps for business organization, and despite their sometimes slow pace, the majority are moving in the right direction."
- D. The central idea of this passage is that not enough is being done to have true inclusion and diversity in the technology sector of society and that many technology companies, including Google, Facebook, and Apple are failing miserably in "leveling the playing field" and encouraging diversity within their companies. This is proven when the text says, "Much more progress remains to be made, however."

Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:

QUESTION 8 Read the text attached.

Workplace Diversity

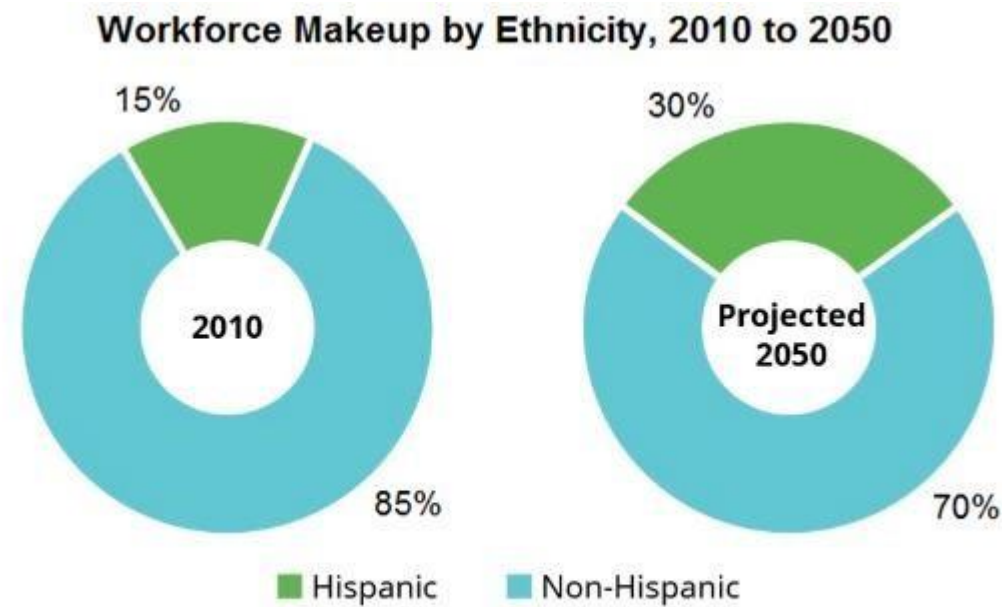
The twenty-first century workplace features much greater diversity than was common even a couple of generations ago. Individuals who might once have faced employment challenges because of religious beliefs, ability differences, or sexual orientation now regularly join their peers in interview pools and on the job. Each may bring a new outlook and different information to the table; employees can no longer take for granted that their coworkers think the same way they do. This pushes them to question their own assumptions, expand their understanding, and appreciate alternate viewpoints. The result is more creative ideas, approaches, and solutions. Thus, diversity may also enhance corporate decisionmaking.

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Attracting workers who are not all alike is an important first step in the process of achieving greater diversity. However, managers cannot stop there. Their goals must also encompass inclusion, or the engagement of all employees in the corporate culture. "The far bigger challenge is how people interact with each other once they're on the job," says Howard J. Ross, founder and chief learning officer at Cook Ross, a consulting firm specializing in diversity. "Diversity is being invited to the party; inclusion is being asked to dance. Diversity is about the ingredients, the mix of people and perspectives. Inclusion is about the container—the place that allows employees to feel they belong, to feel both accepted and different."⁴

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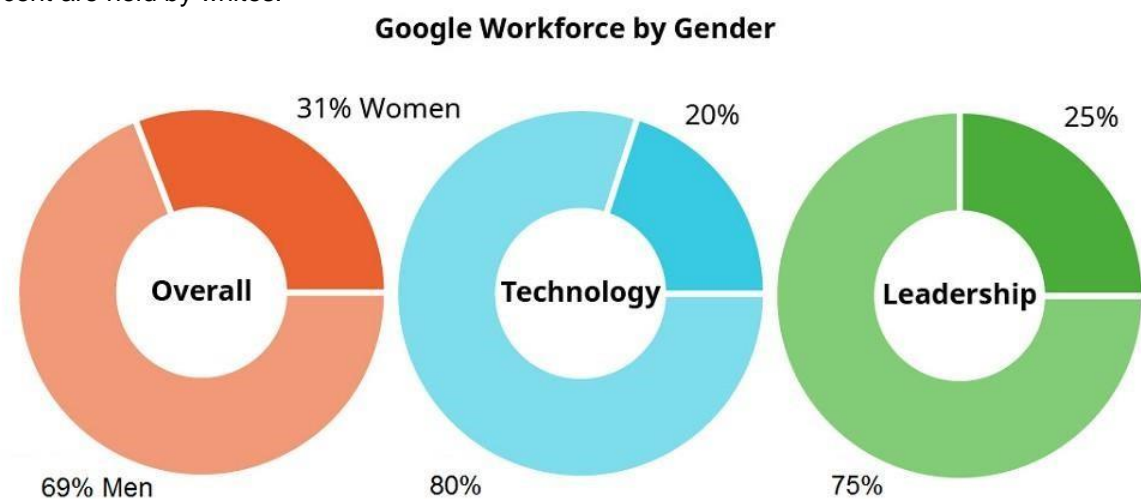
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Figure 8.2 There is a distinct contrast in workforce demographics between 2010 and projected numbers for 2050. (credit: attribution: Copyright Rice University, OpenStax, under CC BY 4.0 license)

Much more progress remains to be made, however. For example, many people think of the technology sector as the workplace of open-minded millennials. Yet Google, as one example of a large and successful company, revealed in its latest diversity statistics that its progress toward a more inclusive workforce may be steady but it is very slow. Men still account for the great majority of employees at the corporation; only about 30 percent are women, and women fill fewer than 20 percent of Google's technical roles (Figure 8.3). The company has shown a similar lack of gender diversity in leadership roles, where women hold fewer than 25 percent of positions. Despite modest progress, an ocean-sized gap remains to be narrowed. When it comes to ethnicity, approximately 56 percent of Google employees are white. About 35 percent are Asian, 3.5 percent are Latino, and 2.4 percent are black, and of the company's management and leadership roles, 68 percent are held by whites.



Source: Donnelly, Grace. "Google's 2017 Diversity Report Shows Progress Hiring Women, Little Changes for Minority Workers." *Fortune*. June 29, 2017

Figure 8.3

What is the best explanation of the impact the last sentence of the attached passage has on the overall tone of the text? "Performance improves for multiple reasons, not the least of which is that acknowledging diversity and respecting differences is the ethical thing to do."

Google is emblematic of the technology sector, and this graphic shows just how far from equality and diversity the industry remains. (credit: attribution: Copyright Rice University, OpenStax, under CC BY 4.0 license)

Google is not alone in coming up short on diversity. Recruiting and hiring a diverse workforce has been a challenge for most major technology companies, including Facebook, Apple, and Yahoo (now owned by Verizon); all have reported gender and ethnic shortfalls in their workforces.

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- A. The reader is reminded that this goes beyond being nice or fair, but that diversity not only improves performance in the business but is a moral responsibility employers have as people.
- B. The reader is encouraged to apply for that job he or she didn't think they would get because they wouldn't fit in as employers are looking to increase their diversity.
- C. The reader is confused by the double-standard taking place; companies claim to value diversity but continue to hire a very narrow section of society.
- D. The reader is warned that if employers don't increase the diversity and inclusion within their workforce, performance will suffer and the company may fail.

Correct Answer: A

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:

QUESTION 9 Read the text attached.

Workplace Diversity

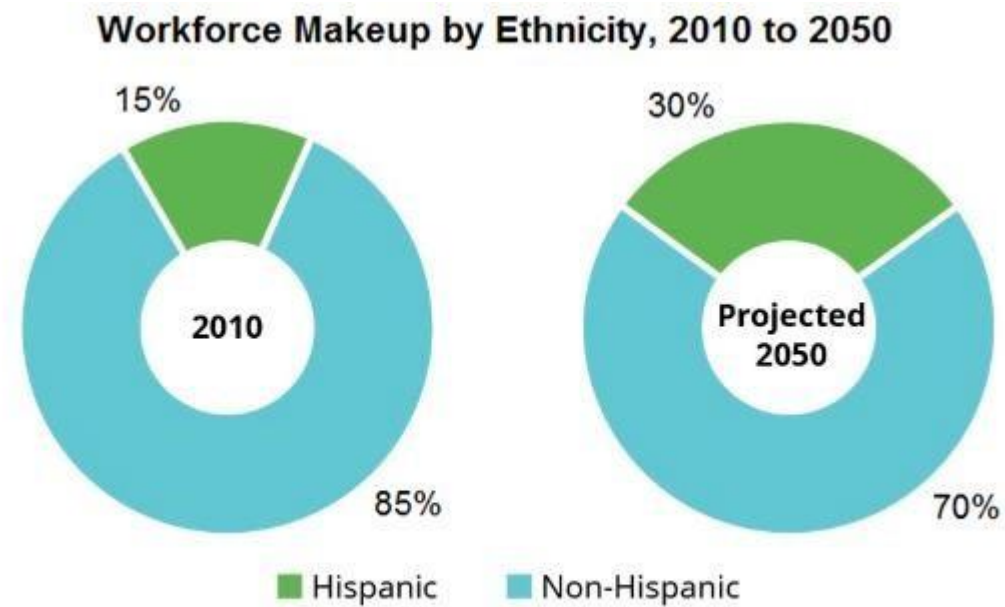
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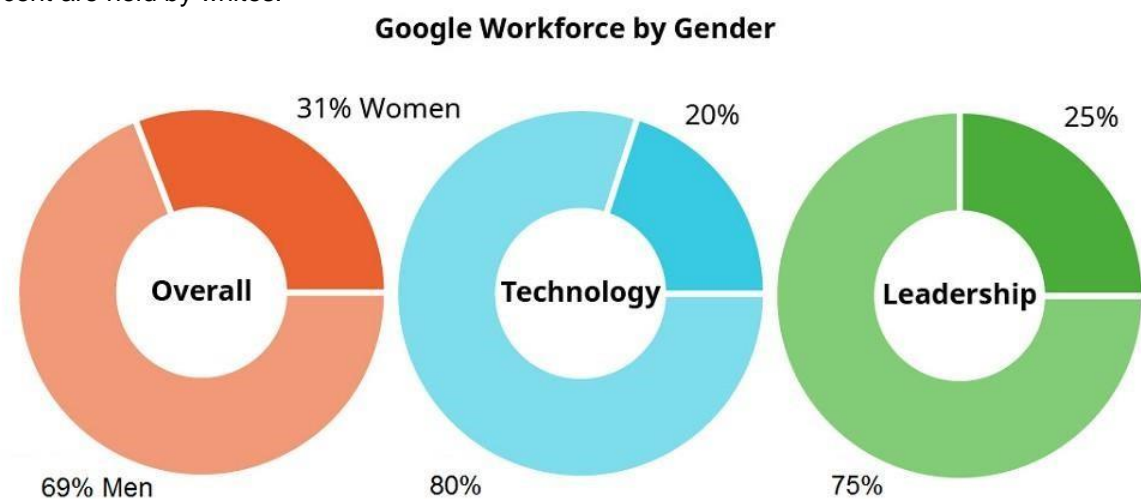
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Figure 8.2 There is a distinct contrast in workforce demographics between 2010 and projected numbers for 2050. (credit: attribution: Copyright Rice University, OpenStax, under CC BY 4.0 license)

Much more progress remains to be made, however. For example, many people think of the technology sector as the workplace of open-minded millennials. Yet Google, as one example of a large and successful company, revealed in its latest diversity statistics that its progress toward a more inclusive workforce may be steady but it is very slow. Men still account for the great majority of employees at the corporation; only about 30 percent are women, and women fill fewer than 20 percent of Google's technical roles (Figure 8.3). The company has shown a similar lack of gender diversity in leadership roles, where women hold fewer than 25 percent of positions. Despite modest progress, an ocean-sized gap remains to be narrowed. When it comes to ethnicity, approximately 56 percent of Google employees are white. About 35 percent are Asian, 3.5 percent are Latino, and 2.4 percent are black, and of the company's management and leadership roles, 68 percent are held by whites.



Source: Donnelly, Grace. "Google's 2017 Diversity Report Shows Progress Hiring Women, Little Changes for Minority Workers." *Fortune*. June 29, 2017

Figure 8.3

According to the attached passage, which of these statements is not true about diversity and inclusion in the workplace?

A. Workplace diversity is an idea that is new to the twenty-first century corporate world and has gained more attention since the turn of the millennium.

Google is emblematic of the technology sector, and this graphic shows just how far from equality and diversity the industry remains. (credit: attribution: Copyright Rice University, OpenStax, under CC BY 4.0 license)

Google is not alone in coming up short on diversity. Recruiting and hiring a diverse workforce has been a challenge for most major technology companies, including Facebook, Apple, and Yahoo (now owned by Verizon); all have reported gender and ethnic shortfalls in their workforces.

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B. Workplace diversity can increase creativity and enhance employee morale.

C. Workplace diversity and increased inclusion can be challenging for companies to institute.

D. Workplace diversity also requires workplace inclusion, where all employees are able to access and engage in the company's culture and feel like valuable members of the corporate "team."

Correct Answer: A

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:

QUESTION 10 Read

the text attached.

Workplace Diversity

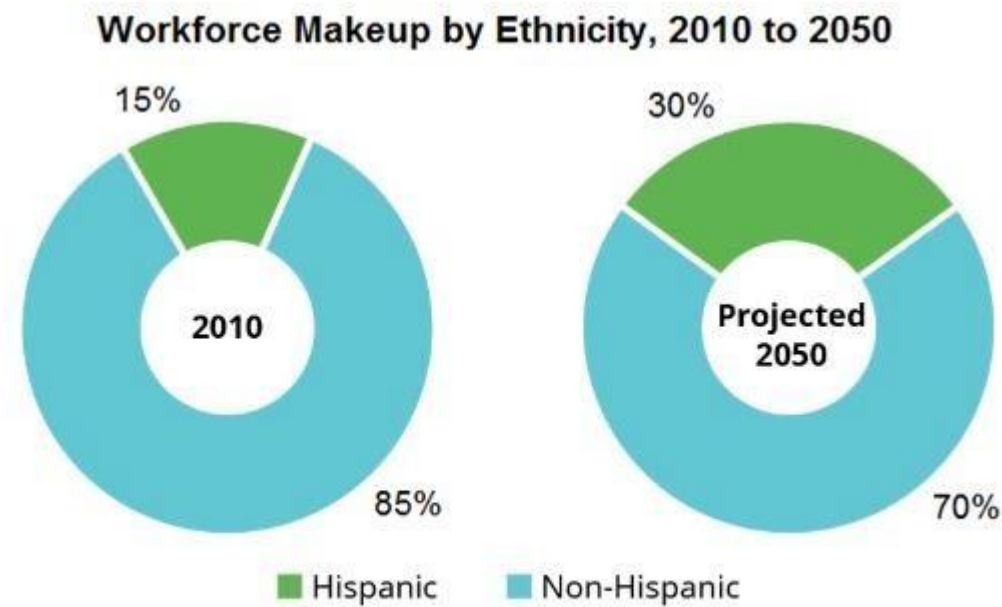
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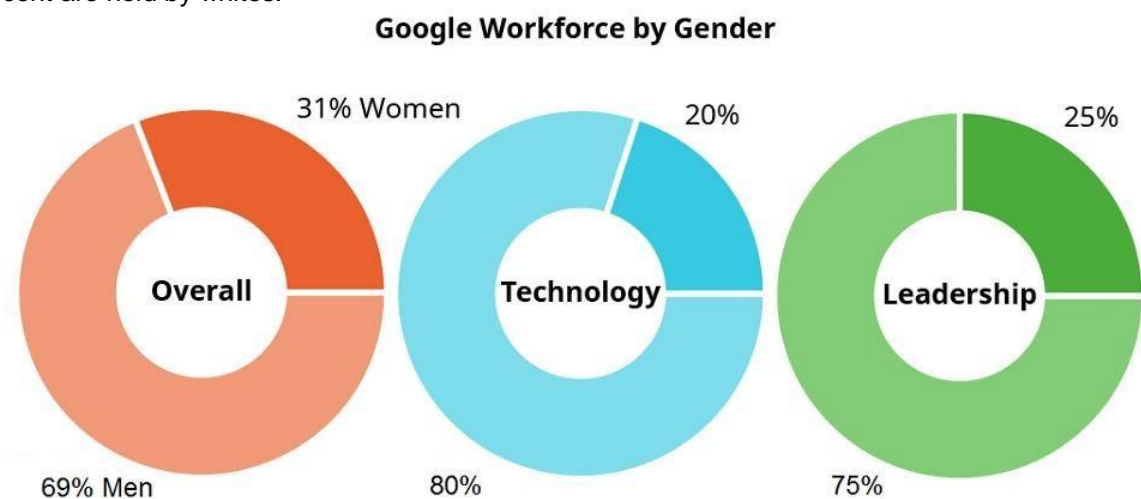
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Source: Donnelly, Grace. "Google's 2017 Diversity Report Shows Progress Hiring Women, Little Changes for Minority Workers." *Fortune*. June 29, 2017

Figure 8.3

Which three statements are true, according to the two graphs in the attached text?

1. In the Google workforce, men outnumber women in all categories presented.
2. The percentage of Black workers is projected to increase by 3% between 2010 and 2050.

Google is emblematic of the technology sector, and this graphic shows just how far from equality and diversity the industry remains. (credit: attribution: Copyright Rice University, OpenStax, under CC BY 4.0 license)

Google is not alone in coming up short on diversity. Recruiting and hiring a diverse workforce has been a challenge for most major technology companies, including Facebook, Apple, and Yahoo (now owned by Verizon); all have reported gender and ethnic shortfalls in their workforces.

The Equal Employment Opportunity Commission (EEOC) has made available 2014 data comparing the participation of women and minorities in the high-technology sector with their participation in U.S. private-sector employment overall, and the results show the technology sector still lags.⁸ Compared with all private-sector industries, the high-technology industry employs a larger share of whites (68.5%), Asian Americans (14%), and men (64%), and a smaller share of African Americans (7.4%), Latinos (8%), and women (36%). Whites also represent a much higher share of those in the executive category (83.3%), whereas other groups hold a significantly lower share, including African Americans (2%), Latinos (3.1%), and Asian Americans (10.6%). In addition, and perhaps not surprisingly, 80 percent of executives are men and only 20 percent are women. This compares negatively with all other private-sector industries, in which 70 percent of executives are men and 30 percent women.

Technology companies are generally not trying to hide the problem. Many have been publicly releasing diversity statistics since 2014, and they have been vocal about their intentions to close diversity gaps. More than thirty technology companies, including Intel, Spotify, Lyft, Airbnb, and Pinterest, each signed a written pledge to increase workforce diversity and inclusion, and Google pledged to spend more than \$100 million to address diversity issues.⁹

Diversity and inclusion are positive steps for business organizations, and despite their sometimes slow pace, the majority are moving in the right direction. Diversity strengthens the company's internal relationships with employees and improves employee morale, as well as its external relationships with customer groups. Communication, a core value of most successful businesses, becomes more effective with a diverse workforce. Performance improves for multiple reasons, not the least of which is that acknowledging diversity and respecting differences is the ethical thing to do.

3. In the Google workforce, there is greater diversity in Leadership roles than in Technology roles.

4. The percentage of Asian workers is projected to decline between 2010 and 2050.

5. The percentage of Hispanic workers is projected to double between 2010 and 2050.

6. In the Google workforce, Caucasian women make up a majority of the female workforce.

A. 4, 5, and 6 B.

1, 3, and 5 C. 1,

2, and 3

D. 1, 4, and 6

Correct Answer: B

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:

QUESTION 11 Read

the text attached.

“Declaration of Conscience” by Margaret Chase Smith June 1, 1950

Mr. President, I would like to speak briefly and simply about a serious national condition. It is a national feeling of fear and frustration that could result in national suicide and the end of everything that we Americans hold dear. It is a condition that comes from the lack of effective leadership either in the legislative branch or the executive branch of our government...

...I speak as a Republican. I speak as a woman. I speak as a United States senator. I speak as an American...

...I think that it is high time for the United States Senate and its members to do some real soul searching and to weigh our consciences as to the manner in which we are performing our duty to the people of America and the manner in which we are using or abusing our individual powers and privileges.

I think that it is high time that we remembered that we have sworn to uphold and defend the Constitution. I think that it is high time that we remembered that the Constitution, as amended, speaks not only of the freedom of speech, but also of trial by jury instead of trial by accusation.

Whether it is a criminal prosecution in court or a character prosecution in the Senate, there is little practical distinction when the life of a person has been ruined.

“The Basic Principles of Americanism”

Those of use who shout the loudest about Americanism in making character assassinations are all too frequently those who, by our own words and acts, ignore some of the basic principles of Americanism –

The right to criticize.

The right to hold unpopular beliefs.

The right to protest.

The right of independent thought.

The exercise of these rights should not cost one single American citizen his reputation or his right to a livelihood nor should he be in danger of losing his reputation or livelihood merely because he happens to know someone who holds unpopular beliefs. Who of us does not? Otherwise none of us could call our souls our own. Otherwise thought control would have set in.

The American people are sick and tired of being afraid to speak their minds lest they be politically smeared as “Communists” or “Fascists” by their opponents. Freedom of speech is not what it used to be in America. It has been so abused by some that it is not exercised by others.

The American people are sick and tired of seeing innocent people smeared and guilty people whitewashed. But there have been enough proved cases...to cause nationwide distrust and strong suspicion that there may be something to the unproved, sensational accusations.

A Challenge to the Republican Party

As a Republican, I say to my colleagues on this side of the aisle that the Republican Party faces a challenge today that is not unlike the challenge that it faced back in Lincoln's day. The Republican Party so successfully met that challenge that it emerged from the Civil War as the champion of a united nation – in addition to being a party that unrelentingly fought loose spending and loose programs....

The Democratic administration has greatly lost the confidence of the American people by its complacency to the threat of communism here at home and the leak of vital secrets to Russia through key officials of the Democratic administration. There are enough proved cases to make this point without diluting our criticism with unproved charges.

Surely these are sufficient reasons to make it clear to the American people that it is time for a change and that a Republican victory is necessary to the security of this country.... Yet to displace it with a Republican regime embracing a philosophy that lacks political integrity or intellectual honesty would prove equally disastrous to this Nation. The nation sorely needs a Republican victory. But I do not want to see the Republican party ride to political victory... [using] fear, ignorance, bigotry, and smear... I do not want to see the Republican party win that way. While it might be a fleeting victory for the Republican party, it would be a more lasting defeat for the American people. Surely it would ultimately be suicide for the Republican party and the two-party system that has protected our American liberties from the dictatorship of a one-party system.

As members of the minority party, we do not have the primary authority to formulate the policy of our government. But we do have the responsibility of rendering constructive criticism, of clarifying issues, of allaying fears by acting as responsible citizens.

As a woman, I wonder how the mothers, wives, sisters, and daughters feel about the way in which members of their families have been politically mangled in Senate debate - and I use the word "debate" advisedly...

I do not like the way the Senate has been made a rendezvous for vilification, for selfish political gain at the sacrifice of individual reputations and national unity. I am not proud of the way we smear outsiders from the floor of the Senate and hide behind the cloak of congressional immunity and still place ourselves beyond criticism on the floor of the Senate.

As an American, I am shocked at the way Republicans and Democrats alike are playing directly into the Communist design of "confuse, divide, and conquer." As an American, I don't want a Democratic administration "whitewash" or "coverup" any more than I want a Republican smear or witch hunt.

As an American, I condemn a Republican Fascist just as much as I condemn a Democrat Communist. I condemn a Democrat Fascist just as much as I condemn a Republican Communist. They are equally dangerous to you and me and to our country. As an American, I want to see our nation recapture the strength and unity it once had when we fought the enemy instead of ourselves.

It is with these thoughts that I have drafted what I call a Declaration of Conscience. I am gratified that the senator from New Hampshire, the senator from Vermont, the senator from Oregon, the senator from New York, the senator from Minnesota and the senator from New Jersey have concurred in that declaration and have authorized me to announce their concurrence.

Which answer best describes the central idea of the attached text?

- A. Men in the nation are not giving women the credit they are due or the voice they deserve. This is why she mentions that she is speaking as a woman about her concerns regarding the direction of the nation.
- B. Only the Republican Party can reinstate the order and decorum necessary to run the country. Without strong Republican leadership, we will continue to flounder and fight among ourselves and run the risk of failing as a nation on the world's stage.
- C. Communism is a real threat to the safety and security of the nation. If the politicians in the Senate don't pass some legislation soon to protect against the spread of Communism and Fascism, then the freedoms Americans know and live by are going to be lost forever.
- D. Too much infighting and negative politicking is ripping apart the very foundations of what this country stands for. We need to stop looking for excuses to be divided and work together to keep the nation strong against outside forces that might like to see this great nation fail.

Correct Answer: D

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:

QUESTION 12 Read the text attached.

"Declaration of Conscience" by Margaret Chase Smith June 1, 1950

Mr. President, I would like to speak briefly and simply about a serious national condition. It is a national feeling of fear and frustration that could result in national suicide and the end of everything that we Americans hold dear. It is a condition that comes from the lack of effective leadership either in the legislative branch or the executive branch of our government...

...I speak as a Republican. I speak as a woman. I speak as a United States senator. I speak as an American...

...I think that it is high time for the United States Senate and its members to do some real soul searching and to weigh our consciences as to the manner in which we are performing our duty to the people of America and the manner in which we are using or abusing our individual powers and privileges.

I think that it is high time that we remembered that we have sworn to uphold and defend the Constitution. I think that it is high time that we remembered that the Constitution, as amended, speaks not only of the freedom of speech, but also of trial by jury instead of trial by accusation.

Whether it is a criminal prosecution in court or a character prosecution in the Senate, there is little practical distinction when the life of a person has been ruined.

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The right to criticize.
The right to hold unpopular beliefs.
The right to protest.
The right of independent thought.

The exercise of these rights should not cost one single American citizen his reputation or his right to a livelihood nor should he be in danger of losing his reputation or livelihood merely because he happens to know someone who holds unpopular beliefs. Who of us does not? Otherwise none of us could call our souls our own. Otherwise thought control would have set in.

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The American people are sick and tired of seeing innocent people smeared and guilty people whitewashed. But there have been enough proved cases...to cause nationwide distrust and strong suspicion that there may be something to the unproved, sensational accusations.

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The Democratic administration has greatly lost the confidence of the American people by its complacency to the threat of communism here at home and the leak of vital secrets to Russia through key officials of the Democratic administration. There are enough proved cases to make this point without diluting our criticism with unproved charges.

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As members of the minority party, we do not have the primary authority to formulate the policy of our government. But we do have the responsibility of rendering constructive criticism, of clarifying issues, of allaying fears by acting as responsible citizens.

As a woman, I wonder how the mothers, wives, sisters, and daughters feel about the way in which members of their families have been politically mangled in Senate debate - and I use the word “debate” advisedly...

I do not like the way the Senate has been made a rendezvous for vilification, for selfish political gain at the sacrifice of individual reputations and national unity. I am not proud of the way we smear outsiders from the floor of the Senate and hide behind the cloak of congressional immunity and still place ourselves beyond criticism on the floor of the Senate.

As an American, I am shocked at the way Republicans and Democrats alike are playing directly into the Communist design of “confuse, divide, and conquer.” As an American, I don't want a Democratic administration “whitewash” or “coverup” any more than I want a Republican smear or witch hunt.

As an American, I condemn a Republican Fascist just as much as I condemn a Democrat Communist. I condemn a Democrat Fascist just as much as I condemn a Republican Communist. They are equally dangerous to you and me and to our country. As an American, I want to see our nation recapture the strength and unity it once had when we fought the enemy instead of ourselves.

It is with these thoughts that I have drafted what I call a Declaration of Conscience. I am gratified that the senator from New Hampshire, the senator from Vermont, the senator from Oregon, the senator from New York, the senator from Minnesota and the senator from New Jersey have concurred in that declaration and have authorized me to announce their concurrence.

The purpose of repeating the phrase “as an American” throughout the attached speech is most likely to do all of the following except ____.

- A. show a sense of unity with the audience – she is one of them
- B. arouse a sense of patriotism in the audience
- C. remind the audience of the principals and foundations of America
- D. inspire the audience to want to become American citizens if they are not already

Correct Answer: D

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:

QUESTION 13 Read the text attached.

“Declaration of Conscience” by Margaret Chase Smith June 1, 1950

Mr. President, I would like to speak briefly and simply about a serious national condition. It is a national feeling of fear and frustration that could result in national suicide and the end of everything that we Americans hold dear. It is a condition that comes from the lack of effective leadership either in the legislative branch or the executive branch of our government...

...I speak as a Republican. I speak as a woman. I speak as a United States senator. I speak as an American...

...I think that it is high time for the United States Senate and its members to do some real soul searching and to weigh our consciences as to the manner in which we are performing our duty to the people of America and the manner in which we are using or abusing our individual powers and privileges.

I think that it is high time that we remembered that we have sworn to uphold and defend the Constitution. I think that it is high time that we remembered that the Constitution, as amended, speaks not only of the freedom of speech, but also of trial by jury instead of trial by accusation.

Whether it is a criminal prosecution in court or a character prosecution in the Senate, there is little practical distinction when the life of a person has been ruined.

“The Basic Principles of Americanism”

Those of use who shout the loudest about Americanism in making character assassinations are all too frequently those who, by our own words and acts, ignore some of the basic principles of Americanism –

The right to criticize.
The right to hold unpopular beliefs.
The right to protest.
The right of independent thought.

The exercise of these rights should not cost one single American citizen his reputation or his right to a livelihood nor should he be in danger of losing his reputation or livelihood merely because he happens to know someone who holds unpopular beliefs. Who of us does not? Otherwise none of us could call our souls our own. Otherwise thought control would have set in.

The American people are sick and tired of being afraid to speak their minds lest they be politically smeared as “Communists” or “Fascists” by their opponents. Freedom of speech is not what it used to be in America. It has been so abused by some that it is not exercised by others.

The American people are sick and tired of seeing innocent people smeared and guilty people whitewashed. But there have been enough proved cases...to cause nationwide distrust and strong suspicion that there may be something to the unproved, sensational accusations.

A Challenge to the Republican Party

As a Republican, I say to my colleagues on this side of the aisle that the Republican party faces a challenge today that is not unlike the challenge that it faced back in Lincoln’s day. The Republican Party so successfully met that challenge that it emerged from the Civil War as the champion of a united nation - in addition to being a party that unrelentingly fought loose spending and loose programs....

The Democratic administration has greatly lost the confidence of the American people by its complacency to the threat of communism here at home and the leak of vital secrets to Russia through key officials of the Democratic administration. There are enough proved cases to make this point without diluting our criticism with unproved charges.

Surely these are sufficient reasons to make it clear to the American people that it is time for a change and that a Republican victory is necessary to the security of this country.... Yet to displace it with a Republican regime embracing a philosophy that lacks political integrity or intellectual honesty would prove equally disastrous to this Nation. The nation sorely needs a Republican victory. But I do not want to see the Republican party ride to political victory... [using] fear, ignorance, bigotry, and smear... I do not want to see the Republican party win that way. While it might be a fleeting victory for the Republican party, it would be a more lasting defeat for the American people. Surely it would ultimately be suicide for the Republican party and the two-party system that has protected our American liberties from the dictatorship of a one-party system.

As members of the minority party, we do not have the primary authority to formulate the policy of our government. But we do have the responsibility of rendering constructive criticism, of clarifying issues, of allaying fears by acting as responsible citizens.

As a woman, I wonder how the mothers, wives, sisters, and daughters feel about the way in which members of their families have been politically mangled in Senate debate - and I use the word “debate” advisedly...

I do not like the way the Senate has been made a rendezvous for vilification, for selfish political gain at the sacrifice of individual reputations and national unity. I am not proud of the way we smear outsiders from the floor of the Senate and hide behind the cloak of congressional immunity and still place ourselves beyond criticism on the floor of the Senate.

As an American, I am shocked at the way Republicans and Democrats alike are playing directly into the Communist design of “confuse, divide, and conquer.” As an American, I don’t want a Democratic administration “whitewash” or “coverup” any more than I want a Republican smear or witch hunt.

As an American, I condemn a Republican Fascist just as much as I condemn a Democrat Communist. I condemn a Democrat Fascist just as much as I condemn a Republican Communist. They are equally dangerous to you and me and to our country. As an American, I want to see our nation recapture the strength and unity it once had when we fought the enemy instead of ourselves.

It is with these thoughts that I have drafted what I call a Declaration of Conscience. I am gratified that the senator from New Hampshire, the senator from Vermont, the senator from Oregon, the senator from New York, the senator from Minnesota and the senator from New Jersey have concurred in that declaration and have authorized me to announce their concurrence.

Read this selection from the attached text. What is the central idea of this section? “I do not like the way the Senate has been made a rendezvous for vilification, for selfish political gain at the sacrifice of individual reputations and national unity. I am not proud of the way we smear outsiders from the floor of the Senate and hide behind the cloak of congressional immunity and still place ourselves beyond criticism on the floor of the Senate.”

- A. The speaker supports the idea of national unity at all costs. If this means needing to put forth one face while acting differently behind closed doors, so be it. The top consideration is the safety and security of the nation.
- B. The speaker disagrees with the behavior of her colleagues in the Senate. She is disturbed by the negative energy and selfish political motivation she sees in some of her colleagues and suggests a need for transparency and for all people of the United States, including the politicians, to be held to the same standard of decorum.
- C. The speaker wants to get rid of corrupt politicians she sees as taking advantage of the American people and who threaten national unity. She is tired of the lies and the negativity and is calling for her colleagues who behave badly to be replaced in upcoming elections to raise the sanctity of politics back to where it should be based on the ideas of the founders of this nation.
- D. The speaker is concerned about backroom deals that are being made by some of her colleagues in the Senate. She is trying to expose the secrecy and bring to light the truth of what is happening in government at the moment.

Correct Answer: B

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:

QUESTION 14 Read

the text attached.

“Declaration of Conscience” by Margaret Chase Smith June 1, 1950

Mr. President, I would like to speak briefly and simply about a serious national condition. It is a national feeling of fear and frustration that could result in national suicide and the end of everything that we Americans hold dear. It is a condition that comes from the lack of effective leadership either in the legislative branch or the executive branch of our government...

...I speak as a Republican. I speak as a woman. I speak as a United States senator. I speak as an American...

...I think that it is high time for the United States Senate and its members to do some real soul searching and to weigh our consciences as to the manner in which we are performing our duty to the people of America and the manner in which we are using or abusing our individual powers and privileges.

I think that it is high time that we remembered that we have sworn to uphold and defend the Constitution. I think that it is high time that we remembered that the Constitution, as amended, speaks not only of the freedom of speech, but also of trial by jury instead of trial by accusation.

Whether it is a criminal prosecution in court or a character prosecution in the Senate, there is little practical distinction when the life of a person has been ruined.

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The right to criticize.
The right to hold unpopular beliefs.
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The exercise of these rights should not cost one single American citizen his reputation or his right to a livelihood nor should he be in danger of losing his reputation or livelihood merely because he happens to know someone who holds unpopular beliefs. Who of us does not? Otherwise none of us could call our souls our own. Otherwise thought control would have set in.

The American people are sick and tired of being afraid to speak their minds lest they be politically smeared as “Communists” or “Fascists” by their opponents. Freedom of speech is not what it used to be in America. It has been so abused by some that it is not exercised by others.

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A Challenge to the Republican Party

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The Democratic administration has greatly lost the confidence of the American people by its complacency to the threat of communism here at home and the leak of vital secrets to Russia through key officials of the Democratic administration. There are enough proved cases to make this point without diluting our criticism with unproved charges.

Surely these are sufficient reasons to make it clear to the American people that it is time for a change and that a Republican victory is necessary to the security of this country.... Yet to displace it with a Republican regime embracing a philosophy that lacks political integrity or intellectual honesty would prove equally disastrous to this Nation. The nation sorely needs a Republican victory. But I do not want to see the Republican party ride to political victory... [using] fear, ignorance, bigotry, and smear... I do not want to see the Republican party win that way. While it might be a fleeting victory for the Republican party, it would be a more lasting defeat for the American people. Surely it would ultimately be suicide for the Republican party and the two-party system that has protected our American liberties from the dictatorship of a one-party system.

As members of the minority party, we do not have the primary authority to formulate the policy of our government. But we do have the responsibility of rendering constructive criticism, of clarifying issues, of allaying fears by acting as responsible citizens.

As a woman, I wonder how the mothers, wives, sisters, and daughters feel about the way in which members of their families have been politically mangled in Senate debate - and I use the word "debate" advisedly...

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As an American, I am shocked at the way Republicans and Democrats alike are playing directly into the Communist design of "confuse, divide, and conquer." As an American, I don't want a Democratic administration "whitewash" or "coverup" any more than I want a Republican smear or witch hunt.

As an American, I condemn a Republican Fascist just as much as I condemn a Democrat Communist. I condemn a Democrat Fascist just as much as I condemn a Republican Communist. They are equally dangerous to you and me and to our country. As an American, I want to see our nation recapture the strength and unity it once had when we fought the enemy instead of ourselves.

It is with these thoughts that I have drafted what I call a Declaration of Conscience. I am gratified that the senator from New Hampshire, the senator from Vermont, the senator from Oregon, the senator from New York, the senator from Minnesota and the senator from New Jersey have concurred in that declaration and have authorized me to announce their concurrence.

What inference can be made about the author of the attached text and her position?

- A. She feels this speech won't be listened to or taken seriously because she is a woman.
- B. She is passionate about Americans' rights, including the right to be wrong.
- C. She really has no rational, reasonable evidence to support her concerns and is quick to jump to conclusions that may not be accurate.
- D. She does not really believe these concerns are a serious problem.

Correct Answer: B

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:

QUESTION 15 Read the text attached.

"Declaration of Conscience" by Margaret Chase Smith June 1, 1950

Mr. President, I would like to speak briefly and simply about a serious national condition. It is a national feeling of fear and frustration that could result in national suicide and the end of everything that we Americans hold dear. It is a condition that comes from the lack of effective leadership either in the legislative branch or the executive branch of our government...

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...I think that it is high time for the United States Senate and its members to do some real soul searching and to weigh our consciences as to the manner in which we are performing our duty to the people of America and the manner in which we are using or abusing our individual powers and privileges.

I think that it is high time that we remembered that we have sworn to uphold and defend the Constitution. I think that it is high time that we remembered that the Constitution, as amended, speaks not only of the freedom of speech, but also of trial by jury instead of trial by accusation.

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Which answer most accurately identifies the overall tone of the attached speech and uses appropriate and accurate evidence as support?

- A. hopeless and defeated: “As members of the minority party, we do not have the primary authority to formulate the policy of our government.”
- B. supportive and hopeful: “As an American, I want to see our nation recapture the strength and unity it once had when we fought the enemy instead of ourselves.”
- C. scared and warning: “The exercise of these rights should not cost one single American citizen his reputation or his right to a livelihood nor should he be in danger of losing his reputation or livelihood merely because he happens to know someone who holds unpopular beliefs.”
- D. frustrated and disappointed: “I think that it is high time for the United States Senate and its members to do some real soul searching and to weigh our consciences as to the manner in which we are performing our duty to the people of America and the manner in which we are using or abusing our individual powers and privileges.”

Correct Answer: D

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:

QUESTION 16 Read the text attached.

Passage 1

Critical information needed in fight to save wildlife

With global temperatures rising, an international group of 22 top biologists is calling for a coordinated effort to gather important species information that is urgently needed to improve predictions for the impact of climate change on future biodiversity. Current predictions fail to account for important biological factors like species competition and movement that can have a profound influence on whether a plant or animal survives changes to its environment, the scientists say in the September 9 issue of the journal *Science*. While more sophisticated forecasting models exist, much of the detailed species information that is needed to improve predictions is lacking.

“Right now, we’re treating a mouse the same way as an elephant or a fish or a tree. Yet we know that those are all very different organisms and they are going to respond to their environment in different ways,” says University of Connecticut Ecologist Mark Urban, the *Science* article’s lead author. “We need to pull on our boots, grab our binoculars, and go back into the field to gather more detailed information if we are going to make realistic predictions.”

The 22 top biologists affiliated with the article identify six key types of biological information, including life history, physiology, genetic variation, species interactions, and dispersal, that will significantly improve prediction outcomes for individual species. Obtaining that information will not only help the scientific community better identify the most at-risk populations and ecosystems, the scientists say, it will also allow for a more targeted distribution of resources as global temperatures continue to rise at a record rate.

Current climate change predictions for biodiversity draw on broad statistical correlations and can vary widely, making it difficult for policymakers and others to respond accordingly. Many of those predictions tend not to hold up over time if they fail to account for the full range of biological factors that can influence an organism’s survival rate: species demographics, competition from other organisms, species mobility, and the capacity to adapt and evolve.

“We haven’t been able to sufficiently determine what species composition future ecosystems will have, and how their functions and services for mankind will change,” says co-author Dr. Karin Johst of the Helmholtz Centre for Environmental Research and the German Centre for Integrative Biodiversity Research. “This is because current ecological models often do not include important biological processes and mechanisms: so far only 23 percent of the reviewed studies have taken into account biological mechanisms.”

Generating more accurate predictions is essential for global conservation efforts. Many species are already moving to higher ground or toward the poles to seek cooler temperatures as global temperatures rise. But the capacity of different organisms to survive varies greatly. Some species of frog, for instance, can traverse their terrain for miles to remain in a habitable environment. Other species, such as some types of salamander, are less mobile and capable of moving only a few meters over generations.

“New Zealand’s strong foundation in ecological research will help,” explains study co-author Dr. William Godsoe, a Lincoln University lecturer and member of New Zealand’s Bio-Protection Research Centre. “One of our hopes is to build on these strengths and highlight new opportunities to improve predictions by explicitly considering evolution, interactions among species, and dispersal.” This will aid in the development of strategies to manage impacts on species and ecosystems before they become critical.

With more than 8.7 million species worldwide, gathering the necessary biological information to improve predictions is a daunting task. Even a sampling of key species would be beneficial, the authors say, as the more sophisticated models will allow scientists to extrapolate their predictions and apply them to multiple species with similar traits.

The researchers are calling for the launch of a global campaign to be spearheaded by the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services or IPBES. The IPBES operates under the auspices of four United Nations entities and is dedicated to providing scientific information to policymakers worldwide. One thousand scientists from all over the world currently contribute to the work of IPBES on a voluntary basis. The scientists are also encouraging conservation strategies to support biodiversity such as maintaining dispersal corridors, and preserving existing natural habitats and genetic diversity.

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Passage 2

Forecasting climate change’s effects on biodiversity hindered by lack of data

An international group of biologists is calling for data collection on a global scale to improve forecasts of how climate change affects animals and plants. Accurate model predictions can greatly aid efforts to protect biodiversity from disturbances such as climate change and urban sprawl by helping scientists and decision-makers better understand, anticipate and respond to threats that imperil species and ecosystems.

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Another challenge is that as models have grown in sophistication, they have far outpaced data collection. Put another way, a model is like a state-of-the-art kitchen, but the cupboards are bare.

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What is the effect of the last paragraph of the attached Passage 1 on the overall tone of the text?

- A. It gives a sense of humor with the metaphor of triaging the patients; the reader can imagine all the species of plants and animals lined up in their hospital gowns to be seen by the scientists.
- B. It gives a sense of hope; we can do this if we can pull together and conduct the necessary research.
- C. It gives a sense of urgency with the metaphor about triaging; there is a recognized problem, now we need to figure out how to do something about it before things literally die.
- D. It gives a sense of defeat; we are going to lose “patients” because we can’t act quickly enough with the amount of research and data that we have.

Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:



QUESTION 17 Read
the text attached.

Passage 1

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Reread this excerpt from Passage 2 in the attached text.

“Working with citizen scientists offers “an opportunity to get huge amounts of data and it’s foolish not to take advantage of it,” Zollner said. “The data might not be as rigorous and needs to be treated different, but it’s one more source of valuable information.” Which statement best describes what the phrase “citizen scientists” most likely means?

- A. Citizens of the United States or other country belonging to the UN and who work as scientists in their own or another country.
- B. Trained scientists who may not currently work in the field of science but who have a university degree in a scientific field and whose research can therefore be relied upon by current scientists.
- C. People with a passion for science who may not have specific scientific training but who can gather information that can be used by trained scientists in their research and study of environment.
- D. Students who have not yet earned their degrees in science, but who are training for a career in science and who understand the basics of scientific research.

Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:

QUESTION 18 Read
the text attached.

Passage 1

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The author's purpose in Passage 2 of the attached text is most likely to ____.

- A. convince the reader to join the global effort to gather data about the effects of climate change on plant and animal species
- B. scare the reader into being a more environmentally conscientious member of the planet, taking into consideration energy use and waste production
- C. inform the reader about the need for more data to more accurately predict the effect of climate change on plant and animal species
- D. persuade the reader that the current methods of modeling and predicting how plants and animals will respond to climate change are inadequate, and so funding for this kind of research needs to be increased

Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:

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The authors of the two passages in the attached reading are most likely to agree with all statements except ____?

- A. It will be impossible to save all species of plants and animals from the effects of climate change, but the more research that can be done to save as many as possible, the better.
- B. Scientists have a responsibility to gather as much data from as many reliable sources as possible to try to anticipate the effects of climate change on animals and plants and plan accordingly.
- C. Even with increased research and more data, there is likely nothing that can be done to help curb the effects of climate change on the diverse ecosystems around the world.
- D. Increased data collection will help fill in the gaps of understanding and allow scientists to more accurately predict the impact of climate change so that resources can be allocated in the most effective way possible.

Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:

QUESTION 20 Read
the text attached.

Passage 1

Critical information needed in fight to save wildlife

With global temperatures rising, an international group of 22 top biologists is calling for a coordinated effort to gather important species information that is urgently needed to improve predictions for the impact of climate change on future biodiversity. Current predictions fail to account for important biological factors like species competition and movement that can have a profound influence on whether a plant or animal survives changes to its environment, the scientists say in the September 9 issue of the journal *Science*. While more sophisticated forecasting models exist, much of the detailed species information that is needed to improve predictions is lacking.

“Right now, we’re treating a mouse the same way as an elephant or a fish or a tree. Yet we know that those are all very different organisms and they are going to respond to their environment in different ways,” says University of Connecticut Ecologist Mark Urban, the *Science* article’s lead author. “We need to pull on our boots, grab our binoculars, and go back into the field to gather more detailed information if we are going to make realistic predictions.”

The 22 top biologists affiliated with the article identify six key types of biological information, including life history, physiology, genetic variation, species interactions, and dispersal, that will significantly improve prediction outcomes for individual species. Obtaining that information will not only help the scientific community better identify the most at-risk populations and ecosystems, the scientists say, it will also allow for a more targeted distribution of resources as global temperatures continue to rise at a record rate.

Current climate change predictions for biodiversity draw on broad statistical correlations and can vary widely, making it difficult for policymakers and others to respond accordingly. Many of those predictions tend not to hold up over time if they fail to account for the full range of biological factors that can influence an organism’s survival rate: species demographics, competition from other organisms, species mobility, and the capacity to adapt and evolve.

“We haven’t been able to sufficiently determine what species composition future ecosystems will have, and how their functions and services for mankind will change,” says co-author Dr. Karin Johst of the Helmholtz Centre for Environmental Research and the German Centre for Integrative Biodiversity Research. “This is because current ecological models often do not include important biological processes and mechanisms: so far only 23 percent of the reviewed studies have taken into account biological mechanisms.”

Generating more accurate predictions is essential for global conservation efforts. Many species are already moving to higher ground or toward the poles to seek cooler temperatures as global temperatures rise. But the capacity of different organisms to survive varies greatly. Some species of frog, for instance, can traverse their terrain for miles to remain in a habitable environment. Other species, such as some types of salamander, are less mobile and capable of moving only a few meters over generations.

“New Zealand’s strong foundation in ecological research will help,” explains study co-author Dr. William Godsoe, a Lincoln University lecturer and member of New Zealand’s Bio-Protection Research Centre. “One of our hopes is to build on these strengths and highlight new opportunities to improve predictions by explicitly considering evolution, interactions among species, and dispersal.” This will aid in the development of strategies to manage impacts on species and ecosystems before they become critical.

With more than 8.7 million species worldwide, gathering the necessary biological information to improve predictions is a daunting task. Even a sampling of key species would be beneficial, the authors say, as the more sophisticated models will allow scientists to extrapolate their predictions and apply them to multiple species with similar traits.

The researchers are calling for the launch of a global campaign to be spearheaded by the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services or IPBES. The IPBES operates under the auspices of four United Nations entities and is dedicated to providing scientific information to policymakers worldwide. One thousand scientists from all over the world currently contribute to the work of IPBES on a voluntary basis. The scientists are also encouraging conservation strategies to support biodiversity such as maintaining dispersal corridors, and preserving existing natural habitats and genetic diversity.

“Our biggest challenge is pinpointing which species to concentrate on and which regions we need to allocate resources,” says UConn Associate Professor Urban. In an earlier study in *Science*, Urban predicted that as many as one in six species internationally could be wiped out by climate change. “We are at a triage stage at this point. We have limited resources and patients lined up at the door.”

Passage 2

Forecasting climate change’s effects on biodiversity hindered by lack of data

An international group of biologists is calling for data collection on a global scale to improve forecasts of how climate change affects animals and plants. Accurate model predictions can greatly aid efforts to protect biodiversity from disturbances such as climate change and urban sprawl by helping scientists and decision-makers better understand, anticipate and respond to threats that imperil species and ecosystems.

In a paper published in *Science* on Thursday (Sept. 8), biologists cite a critical lack of data on key biological mechanisms – such as how animals and plants spread during their lifetime and how they evolve in response to changes in the environment - as the main obstacle to improving models’ ability to forecast species’ response to climate change.

“This paper is a call to arms,” said Patrick Zollner, article co-author and Purdue associate professor of wildlife science. “The world is in dire circumstances. We’re losing a lot of species, and we’re largely unaware why. How do we need to rethink the kind of data we’re collecting so we can take advantage of modern modeling tools to understand the outcomes of climate change for ecological systems? This could help us forestall losing wildlife that we later deeply regret.” The group outlines two key problems that hinder the capability of current models to make realistic predictions about biological responses to climate change.

Most models are descriptive, based on statistical correlations and observations, and fail to capture the underlying processes that produce observed changes. For example, a descriptive model might show that lynx in the northern U.S. are declining while bobcat populations in the same region are on the rise. Understanding what is driving this change requires a different sort of model, one that incorporates biological mechanisms. A mechanistic model that accounts for how warming temperatures affect snow depth, for instance, could provide insights into why bobcats - better adapted to habitats with less snow - are gaining a competitive edge over lynx. But 77 percent of current models of climate change’s impacts on wildlife do not include biological mechanisms.

Another challenge is that as models have grown in sophistication, they have far outpaced data collection. Put another way, a model is like a state-of-the-art kitchen, but the cupboards are bare.

“We can now build videogame-like environments with computers where we can create multiple versions of Earth and ask what the implications under different scenarios are,” Zollner said. “But our ability to learn from these tools is constrained by the kinds of data we have.”

The group advanced several proposals on how to improve models, collect missing data and leverage available data to make broader predictions.

They identified six biological mechanisms that influence wildlife’s responses to climate change: physiology; demography and life history; evolutionary potential and adaptation; interactions between species; movement over land or water; and responses to changes in the environment. They ranked the information needed to account for these mechanisms in models and suggested proxies for data that are missing or hard to collect.

A globally coordinated effort to fill data gaps could greatly advance improvements in models and informed conservation approaches, the researchers wrote. They point to the Intergovernmental Panel on Climate Change and its consistent improvements in climate change modeling as a valuable blueprint for such a project.

But local and regional conservation groups need not wait for a global body to coalesce to start using a mechanistic approach in their own region, Zollner said “If the ideas put forth in this paper start to be adopted and integrated into climate change work in a grass roots way, that could make a big difference in a region and could scale up over time,” he said.

Citizen scientists also have an important role to play in pitching in with data collection, he said.

Working with citizen scientists offers “an opportunity to get huge amounts of data, and it’s foolish not to take advantage of it,” Zollner said. “The data might not be as rigorous and needs to be treated differently, but it’s one more source of valuable information.

Overall, the tone of the attached passages could best be described as ____.

- A. discouraged but defiant: “We haven’t been able to sufficiently determine what species composition future ecosystems will have...”; optimistic but cautious: “We can now build videogame-like environments with computers where we can create multiple versions of Earth and ask what the implications under different scenarios are.”
- B. uncertain and unachievable: “We need to pull on our boots, grab our binoculars, and go back into the field to gather more detailed information if we are going to make realistic predictions”; Defensive and dire: “This paper is a call to arms...The world is in dire circumstances.”
- C. urgent but hopeful: “We are at a triage stage at this point. We have limited resources and patients lined up at the door.”; Serious but optimistic: “If the ideas put forth in this paper start to be adopted and integrated into climate changework in a grass roots way, that could make a big difference in a region and could scale up over time, ’...”
- D. happy and reassuring: “Even a sampling of key species would be beneficial...as the more sophisticated models will allow scientists to extrapolate their predictions and apply them to multiple species with similar traits.”; Defeated and hopeless: “Most models are descriptive, based on statistical correlations and observations, and fail to capture the underlying processes that produce observed changes.”

Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: READING

Explanation

Explanation/Reference:

QUESTION 21 Read the information attached

Source 1: Climbing to the Heavens: a nonfiction autobiographical text about a woman who climbed Mt. Everest after the death of her husband and children in a car accident

Source 2: “My Experiences with Everest”: a blog by an unknown “adventurer” who claims to have traveled the world spending less than \$1 a day

Source 3: Backpacking Through Nepal: a nonfiction text about planning a hike through Nepal, where Mt. Everest is located

Source 4: Summits of the World: a documentary film about the top ten most summited mountains in the world

Source 5: A topographic map of Mt. Everest and the surrounding Himalayan mountains

Source 6: Geology Made Simple: a textbook explaining how mountains are formed

A student is writing an informational research report about climbing Mt. Everest. Look at the information attached and choose the two most credible sources that would most likely give the student more relevant information to include in her report

- A. sources 2 and 4
- B. sources 4 and 6
- C. sources 1 and 5
- D. sources 3 and 5

Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:



QUESTION 22 Read the information attached

Source 1: Pet parents who allow their pets to escape should have their pets removed from their custody. While microchips can help lost pets be reunited with their family, that family can obviously not be trusted with the care of an animal and the pet deserves to be placed with more responsible owners.

Source 2: Microchipping pets is a relatively low cost insurance policy for pet owners. If a microchipped pet is lost or separated from its owner, the pet can be scanned for a chip and that chip can provide a vet’s office or animal control agency with information about the pet’s owners to ensure that animal’s safe return.

Source 3: Microchipping a pet involves implanting a small chip under the skin of a pet. The chip contains an identification number unique to that pet and once scanned can be used to access pertinent owner information. Microchips are not GPS trackers, however, so you will not be able to use the chip to find a lost pet.

Source 4: Microchips may pose a danger to an animal’s overall health. In addition to the initial pain that may occur with the insertion, the microchip may shift from the insertion site and migrate to another area in the body.

A student is writing a persuasive essay about the need for pet owners to microchip their pets. He found several possible sources for his report. Read the attached information these sources provide and determine which source would best support his argument.

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

Correct Answer: B

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:

QUESTION 23 Read the passage attached.

“From early in their educational careers, students in the United States are encouraged to attend college and are indoctrinated with the idea that a college education will open an increased number of doors in their future and allow them access to higher paying jobs that will result in an increased quality of life. However, today’s college graduates find themselves heading out to the workforce saddled with tremendous debt from student loans taken out to pay for that college dream. Many of them find that those high-paying jobs they were promised are difficult to find as new graduates and the salaries they earn as they start their careers are barely enough to make ends meet, never mind making meaningful headway in paying off their student loans. As the cost of college continues to rise, so too does the student loan debt looming over new graduates. The college dream becomes a repayment nightmare for far too many highly educated young people.”

A student is writing an argumentative report about the rights of students to have free education through college. The attached passage is from a source she’d like to use. The student also wrote down some claims to use in her report. Which of these claims is best supported by the information in the attached source?

- A. One in three college graduates cannot find full-time employment upon graduation.
- B. Students have access to a variety of scholarship opportunities that may help alleviate some of the burden of borrowing money to pay for college expenses.
- C. The threat of skyrocketing debt may change some students’ minds about the value of attending college.
- D. Tuition is only one of many expenses college students must pay for.

Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:

QUESTION 24 Read the information attached

Source 1:

Military Supports Alternative Treatments for Treating Pain in Vets and Troops

The military has long worried that an over-reliance on prescription pain killers for the after-effects of tours of duty was putting both veterans and active-duty troops at risk of dependency, serious adverse reactions to the drugs and accidental death. The problem was found to be greatest among veterans returning from Iraq and Afghanistan – particularly those with post-traumatic stress disorder – who, according to a recent study published in the Journal of the American Medical Association (JAMA), may have been given “inappropriate prescriptions” for opioids in a misguided attempt to relieve their suffering quickly.

Now, however, change appears to be coming as the military expands its use of alternative treatments such as chiropractic care.

Dr. Robert D. Kerns, the national program director for pain management at the Department of Veterans Affairs, told the New York Times that the study “encourages” both his department, as well as the Pentagon’s health system, “to build on...existing initiatives.”

If done, that would be good news to Congressional committees following up on last year’s Veterans Health Administration scandal.

“We have said for a long time that sending a veteran out of the door with a bagful of pills is not a solution,” Rep. Jeff Miller, R-Fla., said in investigating allegations that a Tomah, Wisconsin, Veterans Affairs hospital was prescribing “excessive dosages of opiates.”

Even as more research pours in, chiropractic care continues to gain support. A 2013 study published in the journal Spine found that 73 percent of participating active-duty military patients with low back pain receiving a combination of chiropractic manipulative treatment and standard medical care rated their global improvement as “pain completely gone,” “much better,” or “moderately better.” In the same study, only 17 percent who received standard medical care alone said likewise.

Source 2:

Relief for Weekend Warriors Comes From Chiropractic Care, Not a Pill Bottle

Sports injuries can happen to anyone, and they may be more likely among amateur athletes than professionals.

Amateur athletes, whether they are weekend warriors or regular fitness buffs, can end up with an injury for a variety of reasons, from wearing the wrong shoes to an incorrect technique in a tennis or golf swing. However, amateurs and pros alike want relief when they get hurt, and anyone can become addicted to strong, opioid painkillers, according to a recent article in Outside magazine. “The reality is that all athletes are one fall, twist, or tweak away from landing their own opioid prescription,” the article notes.

In the wake of a directive from the Centers for Disease Control and Prevention to cut down on painkiller prescriptions, doctors and patients are seeking drug-free alternatives, and chiropractic care is one of them.

In fact, chiropractic care can provide not only short-term pain relief but long-term prevention of future pain by helping to address structural imbalances in the body that might be contributing to the problem.

Medications (including ibuprofen and other over-the-counter drugs as well as prescription drugs) can mask the pain from an injury but fail to address the cause. Doctors of chiropractic (DCs) use hands-on techniques to manipulate the joints and soft tissues of the body to address where pain syndromes may originate. DCs receive a minimum of seven years of higher education and are skilled in the diagnosis and art of spinal manipulation. In addition, according to Dr. Sherry McAllister of the Foundation for Chiropractic Progress, most insurance and health plans cover chiropractic care.

A student is writing an informational essay about the benefits of chiropractic care as part of a comprehensive wellness plan. He has found two sources, the text of which is given in the attached document. His essay makes the claim that “Chiropractic care may be able to help alleviate pain symptoms and negate the need for dangerous and addictive pain medications.” Decide if the information in source 1, source 2, both sources, or neither source supports the claim.

- A. neither source
- B. source 2
- C. source 1

D. both sources

Correct Answer: D

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:

QUESTION 25

Read the material attached:

Source 1:

Military Supports Alternative Treatments for Treating Pain in Vets and Troops

The military has long worried that an over-reliance on prescription pain killers for the after-effects of tours of duty was putting both veterans and active-duty troops at risk of dependency, serious adverse reactions to the drugs and accidental death. The problem was found to be greatest among veterans returning from Iraq and Afghanistan – particularly those with post-traumatic stress disorder – who, according to a recent study published in the Journal of the American Medical Association (JAMA), may have been given “inappropriate prescriptions” for opioids in a misguided attempt to relieve their suffering quickly.

Now, however, change appears to be coming as the military expands its use of alternative treatments such as chiropractic care.

Dr. Robert D. Kerns, the national program director for pain management at the Department of Veterans Affairs, told the New York Times that the study “encourages” both his department, as well as the Pentagon’s health system, “to build on...existing initiatives.”

If done, that would be good news to Congressional committees following up on last year’s Veterans Health Administration scandal.

“We have said for a long time that sending a veteran out of the door with a bagful of pills is not a solution,” Rep. Jeff Miller, R-Fla., said in investigating allegations that a Tomah, Wisconsin, Veterans Affairs hospital was prescribing “excessive dosages of opiates.”

Even as more research pours in, chiropractic care continues to gain support. A 2013 study published in the journal Spine found that 73 percent of participating active-duty military patients with low back pain receiving a combination of chiropractic manipulative treatment and standard medical care rated their global improvement as “pain completely gone,” “much better,” or “moderately better.” In the same study, only 17 percent who received standard medical care alone said likewise.

Source 2:

Relief for Weekend Warriors Comes From Chiropractic Care, Not a Pill Bottle

Sports injuries can happen to anyone, and they may be more likely among amateur athletes than professionals.

Amateur athletes, whether they are weekend warriors or regular fitness buffs, can end up with an injury for a variety of reasons, from wearing the wrong shoes to an incorrect technique in a tennis or golf swing. However, amateurs and pros alike want relief when they get hurt, and anyone can become addicted to strong, opioid painkillers, according to a recent article in Outside magazine. “The reality is that all athletes are one fall, twist, or tweak away from landing their own opioid prescription,” the article notes.

In the wake of a directive from the Centers for Disease Control and Prevention to cut down on painkiller prescriptions, doctors and patients are seeking drug-free alternatives, and chiropractic care is one of them.

In fact, chiropractic care can provide not only short-term pain relief but long-term prevention of future pain by helping to address structural imbalances in the body that might be contributing to the problem.

Medications (including ibuprofen and other over-the-counter drugs as well as prescription drugs) can mask the pain from an injury but fail to address the cause. Doctors of chiropractic (DCs) use hands-on techniques to manipulate the joints and soft tissues of the body to address where pain syndromes may originate. DCs receive a minimum of seven years of higher education and are skilled in the diagnosis and art of spinal manipulation.

In addition, according to Dr. Sherry McAllister of the Foundation for Chiropractic Progress, most insurance and health plans cover chiropractic care.

The student also makes the claim that “Chiropractic care offers immediate, but only short-term pain relief for patients. A balance of medication and chiropractic care should be considered.” Using the attached material, decide if the information in source 1, source 2, both sources, or neither source supports the claim.

- A. neither source
- B. both sources
- C. source 1
- D. source 2

Correct Answer: A

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:

QUESTION 26 Read the material attached.

Source 1:

Military Supports Alternative Treatments for Treating Pain in Vets and Troops

The military has long worried that an over-reliance on prescription pain killers for the after-effects of tours of duty was putting both veterans and active-duty troops at risk of dependency, serious adverse reactions to the drugs and accidental death. The problem was found to be greatest among veterans returning from Iraq and Afghanistan – particularly those with post-traumatic stress disorder – who, according to a recent study published in the Journal of the American Medical Association (JAMA), may have been given “inappropriate prescriptions” for opioids in a misguided attempt to relieve their suffering quickly.

Now, however, change appears to be coming as the military expands its use of alternative treatments such as chiropractic care.

Dr. Robert D. Kerns, the national program director for pain management at the Department of Veterans Affairs, told the New York Times that the study “encourages” both his department, as well as the Pentagon’s health system, “to build on...existing initiatives.”

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“We have said for a long time that sending a veteran out of the door with a bagful of pills is not a solution,” Rep. Jeff Miller, R-Fla., said in investigating allegations that a Tomah, Wisconsin, Veterans Affairs hospital was prescribing “excessive dosages of opiates.”

Even as more research pours in, chiropractic care continues to gain support. A 2013 study published in the journal Spine found that 73 percent of participating active-duty military patients with low back pain receiving a combination of chiropractic manipulative treatment and standard medical care rated their global improvement as “pain completely gone,” “much better,” or “moderately better.” In the same study, only 17 percent who received standard medical care alone said likewise.

Source 2:

Relief for Weekend Warriors Comes From Chiropractic Care, Not a Pill Bottle

Sports injuries can happen to anyone, and they may be more likely among amateur athletes than professionals.

Amateur athletes, whether they are weekend warriors or regular fitness buffs, can end up with an injury for a variety of reasons, from wearing the wrong shoes to an incorrect technique in a tennis or golf swing. However, amateurs and pros alike want relief when they get hurt, and anyone can become addicted to strong, opioid painkillers, according to a recent article in Outside magazine. “The reality is that all athletes are one fall, twist, or tweak away from landing their own opioid prescription,” the article notes.

In the wake of a directive from the Centers for Disease Control and Prevention to cut down on painkiller prescriptions, doctors and patients are seeking drug-free alternatives, and chiropractic care is one of them.

In fact, chiropractic care can provide not only short-term pain relief but long-term prevention of future pain by helping to address structural imbalances in the body that might be contributing to the problem.

Medications (including ibuprofen and other over-the-counter drugs as well as prescription drugs) can mask the pain from an injury but fail to address the cause. Doctors of chiropractic (DCs) use hands-on techniques to manipulate the joints and soft tissues of the body to address where pain syndromes may originate. DCs receive a minimum of seven years of higher education and are skilled in the diagnosis and art of spinal manipulation.

In addition, according to Dr. Sherry McAllister of the Foundation for Chiropractic Progress, most insurance and health plans cover chiropractic care.

In comparing the two sources in the attachment, which of these is not a valid comparison?

- A. Source 1 uses emotional appeals of discussing the pain experienced by veterans and active-duty military members to make its point, while source 2 uses more factual statements and statistics to appeal to the audience’s rational side.
- B. Both sources explain the benefits of chiropractic care for a specific group of people.
- C. Source 1 uses more credible and widely recognized references to support the claim, including the JAMA, a director with the Department of Veterans Affairs, and a Congressional Representative, while source 2 references Outsidemagazine and doctor from the Foundation for Chiropractic Progress.
- D. Source 2 suggests that chiropractic care can alleviate the need for both prescription and over-the-counter medication by addressing the underlying causes of pain and not just masking the symptoms of pain, while source 1 concentrates on the movement away from prescription medication through the use of chiropractic care.

Correct Answer: A

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:

QUESTION 27 The first attachment:

Source 1:

Military Supports Alternative Treatments for Treating Pain in Vets and Troops

The military has long worried that an over-reliance on prescription pain killers for the after-effects of tours of duty was putting both veterans and active-duty troops at risk of dependency, serious adverse reactions to the drugs and accidental death. The problem was found to be greatest among veterans returning from Iraq and Afghanistan – particularly those with post-traumatic stress disorder – who, according to a recent study published in the Journal of the American Medical Association (JAMA), may have been given “inappropriate prescriptions” for opioids in a misguided attempt to relieve their suffering quickly.

Now, however, change appears to be coming as the military expands its use of alternative treatments such as chiropractic care.

Dr. Robert D. Kerns, the national program director for pain management at the Department of Veterans Affairs, told the New York Times that the study “encourages” both his department, as well as the Pentagon’s health system, “to build on...existing initiatives.”

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“We have said for a long time that sending a veteran out of the door with a bagful of pills is not a solution,” Rep. Jeff Miller, R-Fla., said in investigating allegations that a Tomah, Wisconsin, Veterans Affairs hospital was prescribing “excessive dosages of opiates.”

Even as more research pours in, chiropractic care continues to gain support. A 2013 study published in the journal Spine found that 73 percent of participating active-duty military patients with low back pain receiving a combination of chiropractic manipulative treatment and standard medical care rated their global improvement as “pain completely gone,” “much better,” or “moderately better.” In the same study, only 17 percent who received standard medical care alone said likewise.

Source 2:

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Sports injuries can happen to anyone, and they may be more likely among amateur athletes than professionals.

Amateur athletes, whether they are weekend warriors or regular fitness buffs, can end up with an injury for a variety of reasons, from wearing the wrong shoes to an incorrect technique in a tennis or golf swing. However, amateurs and pros alike want relief when they get hurt, and anyone can become addicted to strong, opioid painkillers, according to a recent article in Outside magazine. “The reality is that all athletes are one fall, twist, or tweak away from landing their own opioid prescription,” the article notes.

In the wake of a directive from the Centers for Disease Control and Prevention to cut down on painkiller prescriptions, doctors and patients are seeking drug-free alternatives, and chiropractic care is one of them.

In fact, chiropractic care can provide not only short-term pain relief but long-term prevention of future pain by helping to address structural imbalances in the body that might be contributing to the problem.

Medications (including ibuprofen and other over-the-counter drugs as well as prescription drugs) can mask the pain from an injury but fail to address the cause. Doctors of chiropractic (DCs) use hands-on techniques to manipulate the joints and soft tissues of the body to address where pain syndromes may originate. DCs receive a minimum of seven years of higher education and are skilled in the diagnosis and art of spinal manipulation.

In addition, according to Dr. Sherry McAllister of the Foundation for Chiropractic Progress, most insurance and health plans cover chiropractic care.

The second attachment.

Paraphrase A:

An increased reliance on opioid painkillers to alleviate the pain of injured military personnel is a concern for the medical community.

Paraphrase B:

The military has been troubled by an increasing over-reliance on prescription pain killers for the after-effects of tours of duty that they feel puts both veterans and active duty troops at risk of dependency, serious adverse reactions to the drugs and accidental death. Studies suggest the problem is greatest among veterans returning from Iraq and Afghanistan – particularly those with post-traumatic stress disorder – who may have been given “inappropriate prescriptions” for opioids in an erroneous attempt to relieve their suffering quickly.

Paraphrase C:

There is a concern about the rising rates of dependency on prescription painkillers for troops returning from active duty. Using prescribed opioid painkillers puts both veterans and active-duty military personnel at increased risk of negative reactions to the drugs and accidental death. Veterans who served in Iraq and Afghanistan, who often return suffering from post-traumatic stress disorder, are often given quick and fast-acting painkiller prescriptions as well-intentioned doctors try to help alleviate their patients’ physical pain as swiftly as possible. But those prescriptions may not always be the best medicine.

Paraphrase D:

A rise in the number of “inappropriate prescriptions” being given by doctors and medical professionals to military personnel returning from active-duty or veterans who served in the past is alarming. These prescriptions include orders for opioid painkillers. Opioids have become an epidemic in this nation and the rates of addiction and premature death from these drugs is rising. To stop the increase in opioid dependency, a different approach to pain management must be introduced to the troops who return with battle scars both physical and mental.

The student really likes the first paragraph from source 1, as reproduced here, but he wants to paraphrase it. Look at the second attachment to this question .Which of the choices in that document is the best paraphrase of the paragraph? “The military has long worried that an over-reliance on prescription pain killers for the after-effects of tours of duty was putting both veterans and active-duty troops at risk of dependency, serious adverse reactions to the drugs and accidental death. The problem was found to be greatest among veterans returning from Iraq and Afghanistan—particularly those with post-traumatic stress disorder—who, according to a recent study published in the Journal of the American Medical Association (JAMA), may have been given “inappropriate prescriptions” for opioids in a misguided attempt to relieve their suffering quickly.”

- A. paraphrase C
- B. paraphrase A
- C. paraphrase B
- D. paraphrase D

Correct Answer: A

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:



QUESTION 28

You are asked to write an argumentative essay in support of paternity leave being extended to new fathers. Which of these sentences would not be important to include in support of the argument?

- A. Granting men paternity leave helps increase mothers’ incomes as women can re-enter the workforce sooner, giving both partners an increased sense of self-worth.
- B. Studies suggest that fathers who take paternity leave have an increased role in child-care-related tasks, and their involvement may have lasting impact on their children’s performance in school.
- C. There is a social stigma associated with men who want to take paternity leave after the birth of a child, and he may face negative criticism for this decision from friends, coworkers, and even family members
- D. A child’s brain develops significantly in the weeks and months following birth, and the interactions, relationships, and experiences babies are exposed to can set the stage for the rest of their lives.

Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:

QUESTION 29 Read the paragraph attached.

(1) School uniforms have a variety of benefits to the school environment. (2) First, they can help students focus more attention on their schoolwork rather than their fashion. (3) Today’s students are one of the largest consumer groups in the nation and fashion is a statement students can make about themselves without saying a word. (4) Fashion is a multi-billion dollar a year industry. (5) Fashion reflects personality, but it also creates a sense of peer pressure. (6) Students who cannot afford to buy the latest fashion trends or who wear outdated clothes may be looked down upon or even bullied. (7) School uniforms help reduce the chances of cliques forming based on fashion as everyone is “equal” in their appearance.

You are assigned to write an essay defending the claim that school uniforms are beneficial to student learning. Which sentence in the attached paragraph should not be included?

- A. sentence 6
- B. sentence 5
- C. sentence 4
- D. sentence 3

Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:

QUESTION 30 Read the paragraph attached.

Teeth Grinding Can Be A Real Headache

Did you know that if you suffer from nagging headaches – including migraines, tension headaches and behind-the-eye pain – your teeth could be the root of your problem? Involuntary and excessive clenching and grinding of the teeth (known in medical terms as bruxism) is a common condition, so prevalent that it affects 1 in 5 adults in the U.S. And this number continues to increase. It's probably no surprise to learn that bruxism can result in significant tooth wear and enamel erosion, leading to tooth surface sensitivity, chipped and fractured teeth, as well as a host of other dental issues that may require expensive treatment. But, what you may not realize is that over 90 percent of bruxism sufferers also experience headache pain caused by their teeth grinding. If you think about it, the link between teeth and jaw clenching, and headaches caused by teeth grinding, makes a lot of sense. Because the jaw is capable of exerting more than 250 pounds of force when clenching, this amount of force can crack a walnut. This extreme tooth-on-tooth force helps explain tooth wear caused by teeth grinding and may also lead to temporomandibular joint (TMJ) pain and potential TMJ issues from teeth grinding. The temporomandibular joints are flexible joints found on each side of your head in front of the ear. Responsible for all jaw movements including eating and talking, they are the most active joints in your body and thus endure a lot of wear and tear. They connect the lower jaw to the temporal bone of the skull. Excessive teeth clenching and grinding, which generally occurs during sleep, puts pressure on these joints and as a result can cause farreaching pain in your temples, behind the eyes, in the back of your neck and through your cheeks and ears. The exact cause of bruxism is not known, but it is widely believed that stress is a primary trigger and once the stressful event has passed, the clenching and grinding usually subsides. However, the amount of damage and tooth wear caused by teeth grinding that can be done within a brief period can be significant. That is why it is so important that you seek treatment once you realize you are a teeth grinder, not only to stop your nagging headache pain, but also to prevent any further damage to your teeth. While there is no medication currently available to treat bruxism, dental experts recommend wearing a dental grind guard to protect the teeth from further damage and potentially help alleviate TMJ pain.

Which of these claims does the attached paragraph support?

Claim 1: Teeth grinding can lead to long-term tooth damage.

Claim 2: Excessive teeth clenching and grinding is often done unconsciously and without realizing what is happening.

Claim 3: Brushing teeth daily with a fluoride-enhanced toothpaste can help fight the damaging effects of bruxism.

Claim 4: TMJ pain is manageable once its origins have been identified, but once a person has TMJ issues, they cannot be cured and there will be persistent issues.

Claim 5: Headache pain may be linked to your jaw and teeth.

Claim 6: The temporomandibular joint is the joint most prone to injury in the body because of the frequency of use.

- A. claims 1, 3, and 6
- B. claims 1, 2, and 5
- C. claims 2, 4, and 5
- D. claims 3, 4, and 6

Correct Answer: B

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:

QUESTION 31 Read the paragraph attached.

Teeth Grinding Can Be A Real Headache

Did you know that if you suffer from nagging headaches – including migraines, tension headaches and behind-the-eye pain – your teeth could be the root of your problem? Involuntary and excessive clenching and grinding of the teeth (known in medical terms as bruxism) is a common condition, so prevalent that it affects 1 in 5 adults in the U.S. And this number continues to increase. It's probably no surprise to learn that bruxism can result in significant tooth wear and enamel erosion, leading to tooth surface sensitivity, chipped and fractured teeth, as well as a host of other dental issues that may require expensive treatment. But, what you may not realize is that over 90 percent of bruxism sufferers also experience headache pain caused by their teeth grinding. If you think about it, the link between teeth and jaw clenching, and headaches caused by teeth grinding, makes a lot of sense. Because the jaw is capable of exerting more than 250 pounds of force when clenching, this amount of force can crack a walnut. This extreme tooth-on-tooth force helps explain tooth wear caused by teeth grinding and may also lead to temporomandibular joint (TMJ) pain and potential TMJ issues from teeth

grinding. The temporomandibular joints are flexible joints found on each side of your head in front of the ear. Responsible for all jaw movements including eating and talking, they are the most active joints in your body and thus endure a lot of wear and tear. They connect the lower jaw to the temporal bone of the skull. Excessive teeth clenching and grinding, which generally occurs during sleep, puts pressure on these joints and as a result can cause farreaching pain in your temples, behind the eyes, in the back of your neck and through your cheeks and ears. The exact cause of bruxism is not known, but it is widely believed that stress is a primary trigger and once the stressful event has passed, the clenching and grinding usually subsides. However, the amount of damage and tooth wear caused by teeth grinding that can be done within a brief period can be significant. That is why it is so important that you seek treatment once you realize you are a teeth grinder, not only to stop your nagging headache pain, but also to prevent any further damage to your teeth. While there is no medication currently available to treat bruxism, dental experts recommend wearing a dental grind guard to protect the teeth from further damage and potentially help alleviate TMJ pain.

Which of these sentences from the attached text would best support the claim that teeth clenching or grinding should not be ignored as it can cause lasting damage?

- A. While there is no medication currently available to treat bruxism; dental experts recommend wearing a dental grind guard to protect the teeth from further damage and potentially help alleviate TMJ pain.
- B. Involuntary and excessive clenching and grinding of the teeth (known in medical terms as bruxism) is a common condition, so prevalent that it affects 1 in 5 adults in the U.S.
- C. It's probably no surprise to learn that bruxism can result in significant tooth wear and enamel erosion, leading to tooth surface sensitivity, chipped and fractured teeth, as well as a host of other dental issues that may require expensivetreatment.
- D. Because the jaw is capable of exerting more than 250 pounds of force when clenching, this amount of force can crack a walnut.

Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:

QUESTION 32 Read the paragraph attached.

Teeth Grinding Can Be A Real Headache

Did you know that if you suffer from nagging headaches – including migraines, tension headaches and behind-the-eye pain – your teeth could be the root of your problem? Involuntary and excessive clenching and grinding of the teeth (known in medical terms as bruxism) is a common condition, so prevalent that it affects 1 in 5 adults in the U.S. And this number continues to increase. It's probably no surprise to learn that bruxism can result in significant tooth wear and enamel erosion, leading to tooth surface sensitivity, chipped and fractured teeth, as well as a host of other dental issues that may require expensive treatment. But, what you may not realize is that over 90 percent of bruxism sufferers also experience headache pain caused by their teeth grinding. If you think about it, the link between teeth and jaw clenching, and headaches caused by teeth grinding, makes a lot of sense. Because the jaw is capable of exerting more than 250 pounds of force when clenching, this amount of force can crack a walnut. This extreme tooth-on-tooth force helps explain tooth wear caused by teeth grinding and may also lead to temporomandibular joint (TMJ) pain and potential TMJ issues from teeth grinding. The temporomandibular joints are flexible joints found on each side of your head in front of the ear. Responsible for all jaw movements including eating and talking, they are the most active joints in your body and thus endure a lot of wear and tear. They connect the lower jaw to the temporal bone of the skull. Excessive teeth clenching and grinding, which generally occurs during sleep, puts pressure on these joints and as a result can cause farreaching pain in your temples, behind the eyes, in the back of your neck and through your cheeks and ears. The exact cause of bruxism is not known, but it is widely believed that stress is a primary trigger and once the stressful event has passed, the clenching and grinding usually subsides. However, the amount of damage and tooth wear caused by teeth grinding that can be done within a brief period can be significant. That is why it is so important that you seek treatment once you realize you are a teeth grinder, not only to stop your nagging headache pain, but also to prevent any further damage to your teeth. While there is no medication currently available to treat bruxism, dental experts recommend wearing a dental grind guard to protect the teeth from further damage and potentially help alleviate TMJ pain.

A student plans to use the attached passage as one source for his expository essay about possible sources of headaches. Which of these would be the best source of credible information he might look at to include in his research?

- A. a research study from a pharmaceutical company looking for FDA approval for one of its new headache medications
- B. an interview with a neurologist about the increase of patients reporting headaches related to work and family stress
- C. a biology textbook explaining the anatomy of the brain
- D. an essay about early dentistry written by a paleontologist who found evidence of dental work in human skeletons over 3000 years old

Correct Answer: B

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:

QUESTION 33

Read the attachments

Attachment 1

How to fight drug-resistant bacteria

This year, the U.S. reported for the first time that a patient had been infected by bacteria resistant to colistin, an antibiotic of last resort. The announcement followed several years of warnings that current antibiotics aren't diverse enough to fight pathogens as drug resistance spreads. The cover story of Chemical & Engineering News (C&EN), the weekly newsmagazine of the American Chemical Society, sums up how researchers are trying to stay ahead of the bugs. Ann M. Thayer, a senior correspondent at C&EN, notes that antibiotic-resistant pathogens already cause at least 2 million illnesses and 23,000 deaths each year in the U.S. alone. And the development pipeline for new treatments to deal with this growing problem is anemic. About 40 small molecules and two dozen other approaches, such as antibodies and vaccines, are in clinical testing. Only about one in five are expected to earn approval for patient use. In addition, sparse funding, poor business prospects and regulatory issues can stand in the way of development.

Despite the hurdles, there is hope. Researchers are getting creative in their strategies for defeating infection-causing bacteria. They're designing drugs to overcome existing resistance mechanisms. Their tactics include making drugs that attack pathogens on multiple fronts, and that neutralize illness-causing bacterial toxins rather than killing the bugs themselves. To help encourage the development of new solutions, policymakers are proposing various bills to ease the financial and regulatory burdens. And new government and nonprofit funding is becoming available. Attachment 2

Paraphrase A:

Researchers continue to pursue the quest to find alternative solutions to drug resistant deadly bacteria. They are exploring alternative approaches and with the support of government and nonprofit agency funding, may be getting closer to new drug options.

Paraphrase B:

Scientists are working hard to beat drug-resistant, infection-causing bacteria. Researchers are developing drugs that can outsmart a bacteria's current means of resistance. This includes designing drugs that assault pathogens in multiple ways and can diffuse the toxins that cause the illness rather than killing the bacteria itself. Policymakers are trying to help support the research into new drugs by proposing bills that will help lessen the financial and regulatory burdens that currently slow down the process and the government and nonprofit agencies are also providing research funding.

Paraphrase C:

Scientists have hope, despite the challenges they face. Researchers are getting fancy in devising strategies for defeating infection-causing bacteria. Drugs designed to overcome existing resistance mechanisms are being developed. They are focusing on making drugs that attack pathogens on multiple fronts, and neutralize illness-causing bacterial toxins rather than destroying the bugs themselves. Policymakers hope to encourage the development of new solutions by proposing legislative bills to ease the financial and regulatory burdens, with new government and nonprofit funding also becoming available.

Paraphrase D:

Researchers are desperately searching for new alternatives to treat patients who may become infected with drug-resistant strains of bacteria. Although it seems an uphill battle, they are hopeful that new drug treatment options for patients who are stricken with bacterial infections may soon be available and will save countless lives worldwide. Scientists are looking in to newly designed drugs that attack the offending bacteria in different ways. They are also trying to determine how to neutralize the bacterial toxins that cause illness as opposed to killing the bacteria completely. They are getting creative in their approach on how to handle this increasing health concern. In support of these scientific advances, government policymakers are working to get bills passed that will help ease the financial burden companies face in trying to conduct this critical research and cut back on some of the regulatory hurdles that make drug approval such a timeconsuming process. In addition to government support and assistance, nonprofit agencies are also providing private funding options.

Which of the choices in the attachment 2 is the best paraphrase of paragraph 2 of the attachment 1?

- A. paraphrase D
- B. paraphrase B
- C. paraphrase C
- D. paraphrase A

Correct Answer: B

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:

QUESTION 34 Read
the text attached.

How to fight drug-resistant bacteria

This year, the U.S. reported for the first time that a patient had been infected by bacteria resistant to colistin, an antibiotic of last resort. The announcement followed several years of warnings that current antibiotics aren't diverse enough to fight pathogens as drug resistance spreads. The cover story of Chemical & Engineering News (C&EN), the weekly newsmagazine of the American Chemical Society, sums up how researchers are trying to stay ahead of the bugs. Ann M. Thayer, a senior correspondent at C&EN, notes that antibiotic-resistant pathogens already cause at least 2 million illnesses and 23,000 deaths each year in the U.S. alone. And the development pipeline for new treatments to deal with this growing problem is anemic. About 40 small molecules and two dozen other approaches, such as antibodies and vaccines, are in clinical testing. Only about one in five are expected to earn approval for patient use. In addition, sparse funding, poor business prospects and regulatory issues can stand in the way of development.

Despite the hurdles, there is hope. Researchers are getting creative in their strategies for defeating infection-causing bacteria. They're designing drugs to overcome existing resistance mechanisms. Their tactics include making drugs that attack pathogens on multiple fronts, and that neutralize illness-causing bacterial toxins rather than killing the bugs themselves. To help encourage the development of new solutions, policymakers are proposing various bills to ease the financial and regulatory burdens. And new government and nonprofit funding is becoming available.

Which of these claims does the attached text support?

- A. Drug-resistant bacteria pose a serious health risk, and scientists are racing to keep up with new drugs to help combat illnesses.
- B. Increased use of antibiotics for "minor" illnesses has led to the emergence of dangerous bacteria that is now immune to all antibiotics.
- C. Drug manufacturers are wasting time and money looking for cures and vaccines for pathogens that affect relatively few people worldwide.
- D. More money needs to be spent on drug research and development so that researchers can guarantee the public the creation of new drugs that could wipe out "superbugs" forever.

Correct Answer: A

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:

QUESTION 35

Read the text attached.

How to fight drug-resistant bacteria

This year, the U.S. reported for the first time that a patient had been infected by bacteria resistant to colistin, an antibiotic of last resort. The announcement followed several years of warnings that current antibiotics aren't diverse enough to fight pathogens as drug resistance spreads. The cover story of Chemical & Engineering News (C&EN), the weekly newsmagazine of the American Chemical Society, sums up how researchers are trying to stay ahead of the bugs. Ann M. Thayer, a senior correspondent at C&EN, notes that antibiotic-resistant pathogens already cause at least 2 million illnesses and 23,000 deaths each year in the U.S. alone. And the development pipeline for new treatments to deal with this growing problem is anemic. About 40 small molecules and two dozen other approaches, such as antibodies and vaccines, are in clinical testing. Only about one in five are expected to earn approval for patient use. In addition, sparse funding, poor business prospects and regulatory issues can stand in the way of development.

Despite the hurdles, there is hope. Researchers are getting creative in their strategies for defeating infection-causing bacteria. They're designing drugs to overcome existing resistance mechanisms. Their tactics include making drugs that attack pathogens on multiple fronts, and that neutralize illness-causing bacterial toxins rather than killing the bugs themselves. To help encourage the development of new solutions, policymakers are proposing various bills to ease the financial and regulatory burdens. And new government and nonprofit funding is becoming available.

A student is going to use this text as support for his argumentative essay on the need for increased funding for drug development. He needs a counterargument to include in his essay. Which of these is the best counterargument to his claim that drug companies need increased funding for research and development into new drugs to stay ahead of the growing problem of drug-resistant pathogens?

- A. Prescription drug use has become an epidemic in the United States and around the world; continuing to fund drug development will only provide new and possibly more dangerous and addictive drug for patients to be exposed to.
- B. Without increased funding, researchers and scientists will not be able to find new drugs or therapy approaches to save people infected with antibiotic-resistant illnesses.
- C. Some drug companies have been accused of misappropriation of funds so the government and society should not support them.
- D. The fast mutation cycle of bacteria and pathogens means that scientists and researchers will forever be playing catch up as they try to develop stronger and more powerful drugs that can combat drug-resistant illnesses, so it is a waste of time, money, and resources to continue funding this kind of drug research.

Correct Answer: D

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:

QUESTION 36

Read the text attached

Source 1: a newspaper article about the increasing teen crime rates in suburban neighborhoods

Source 2: a YouTube video about how to successfully do a kick flip with a skateboard

Source 3: an article from a skateboarding magazine about the positive impact opening a skate park had on one small town that had seen a rise in adolescent arrest rates before the park opened

Source 4: an interview with an ER doctor who has dealt with multiple injuries of children and teens who have been hit by cars while riding their skateboards

Source 5: a study that shows the positive impact on mood and mental health for people who spend time outdoors in parks or nature areas

Source 6: a biography written about Tony Hawk, a famous skateboarder, and his experiences as a teenage skater

Your Performance Task prompt requires you to write a persuasive essay to the local city council about the need for a dedicated skateboarding park in your town. Choose the two best sources from the attached text that would likely offer authoritative information you can use.

- A. sources 3 and 4 B.
sources 1 and 5 C.
sources 5 and 6
D. sources 2 and 6

Correct Answer: A

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:

QUESTION 37

Read the text attached.

Study Suggests Today's US Students Are Less Efficient Readers

Do today's students perform better than their peers in 1960? Given the advances in education and technology, it would be natural to assume that the answer is a resounding "yes." But, when it comes to reading efficiency, new research suggests that that's not the case. The research, published by the International Literacy Association, compares the comprehension-based silent reading efficiency of US students (grades 2–12) in 2011 with data collected in 1960. A key finding was that students fall further behind as they advance through the grades, wrote Alexandra Spichtig, Ph.D., Chief Resource Officer of Reading Plus, and first author of the study. The study showed that today's second-grade students are comparable to their peers of 50 years ago, but that by the end of high school, students' comprehension-based silent reading rates average 19 percent slower than the rates of their 1960 peers. "What we know – and the data underscore this – is that for many students, the progression to efficient silent reading does not develop naturally. Many students need structured silent reading instruction," explains Mark Taylor, Chief Executive Officer of Reading Plus, a web-based silent reading program for schools. Some of the benefits of implementing silent reading instruction at home or in school are: expanded vocabulary, improved comprehension, increased efficiency, enhanced reading enjoyment, [and] improved writing skills. Experts agree that without extensive silent reading practices in the classroom or at home, students will continue to struggle and literacy rates will continue to fall short or fall behind. "Effective reading instruction must integrate fluency, vocabulary, and comprehension practice tailored to meet each student's unique needs. This study demonstrates that as long as structured silent reading practice is neglected in this country, the literacy problem is likely to continue," Taylor adds. While researchers can't pinpoint reasons for the decline in silent reading efficiency from that of 50 years ago, it stands to reason that those students who engage in structured silent reading practice become more efficient readers and take with them a love of books that lasts far past their high school graduation.

Which two of these claims does the attached text not support?

- Claim 1: The benefits of silent reading skills far outweigh the time and effort it may take to teach students how to do it effectively.
Claim 2: Parents must spend more time instilling a love of literature and reading in their children by reading with them from a young age. Claim
3: Technology is distracting today's readers, making it more difficult for them to concentrate on silent reading activity.
Claim 4: Silent reading is a skill that must be taught how to silent read effectively.
Claim 5: There is a decline in comprehension-based silent reading rates in today's students as compared with students in 1960.

- A. claims 3 and 4 B.
claims 1 and 5 C.
claims 2 and 5
D. claims 2 and 3

Correct Answer: D

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:

QUESTION 38 Read
the text attached.

Study Suggests Today's US Students Are Less Efficient Readers

Do today's students perform better than their peers in 1960? Given the advances in education and technology, it would be natural to assume that the answer is a resounding "yes." But, when it comes to reading efficiency, new research suggests that that's not the case. The research, published by the International Literacy Association, compares the comprehension-based silent reading efficiency of US students (grades 2–12) in 2011 with data collected in 1960. A key finding was that students fall further behind as they advance through the grades, wrote Alexandra Spichtig, Ph.D., Chief Resource Officer of Reading Plus, and first author of the study. The study showed that today's second-grade students are comparable to their peers of 50 years ago, but that by the end of high school, students' comprehension-based silent reading rates average 19 percent slower than the rates of their 1960 peers. "What we know – and the data underscore this – is that for many students, the progression to efficient silent reading does not develop naturally. Many students need structured silent reading instruction," explains Mark Taylor, Chief Executive Officer of Reading Plus, a web-based silent reading program for schools. Some of the benefits of implementing silent reading instruction at home or in school are: expanded vocabulary, improved comprehension, increased efficiency, enhanced reading enjoyment, [and] improved writing skills. Experts agree that without extensive silent reading practices in the classroom or at home, students will continue to struggle and literacy rates will continue to fall short or fall behind. "Effective reading instruction must integrate fluency, vocabulary, and comprehension practice tailored to meet each student's unique needs. This study demonstrates that as long as structured silent reading practice is neglected in this country, the literacy problem is likely to continue," Taylor adds. While researchers can't pinpoint reasons for the decline in silent reading efficiency from that of 50 years ago, it stands to reason that those students who engage in structured silent reading practice become more efficient readers and take with them a love of books that lasts far past their high school graduation.

Which of these is the most effective counterargument that an opponent of silent reading instruction might make to this text?

- A. Silent reading practice only works if students are good readers. If they lack fluency skills, those skills won't get remarkably better by silently reading a text.
- B. Silent reading is a skill often taken for granted. Parents and teachers must work together to help students improve their reading skills, both orally and silently.
- C. Reading scores in general are falling, not just those measuring silent reading comprehension.
- D. Silent reading is not a skill people really use today. The jobs and lifestyle of the 1960s lent itself more to a need for silent reading skills.

Correct Answer: A

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:

QUESTION 39 Read
the text attached.

Study Suggests Today's US Students Are Less Efficient Readers

Do today's students perform better than their peers in 1960? Given the advances in education and technology, it would be natural to assume that the answer is a resounding "yes." But, when it comes to reading efficiency, new research suggests that that's not the case. The research, published by the International Literacy Association, compares the comprehension-based silent reading efficiency of US students (grades 2–12) in 2011 with data collected in 1960. A key finding was that students fall further behind as they advance through the grades, wrote Alexandra Spichtig, Ph.D., Chief Resource Officer of Reading Plus, and first author of the study. The study showed that today's second-grade students are comparable to their peers of 50 years ago, but that by the end of high school, students' comprehension-based silent reading rates average 19 percent slower than the rates of their 1960 peers. "What we know – and the data underscore this – is that for many students, the progression to efficient silent reading does not develop naturally. Many students need structured silent reading instruction," explains Mark Taylor, Chief Executive Officer of Reading Plus, a web-based silent reading program for schools. Some of the benefits of implementing silent reading instruction at home or in school are: expanded vocabulary, improved comprehension, increased efficiency, enhanced reading enjoyment, [and] improved writing skills. Experts agree that without extensive silent reading practices in the classroom or at home, students will continue to struggle and literacy rates will continue to fall short or fall behind. "Effective reading instruction must integrate fluency, vocabulary, and comprehension practice tailored to meet each student's unique needs. This study demonstrates that as long as structured silent reading practice is neglected in this country, the literacy problem is likely to continue," Taylor adds. While researchers can't pinpoint reasons for the decline in silent reading efficiency from that of 50 years ago, it stands to reason that those students who engage in structured silent reading practice become more efficient readers and take with them a love of books that lasts far past their high school graduation.

A student plans to use the attached text to write an argument paper about the need for increased reading instruction in school. Which three of the following sources would provide the best and most credible information she might also use?

Source 1: A chart showing the reading assessment scores of students in grades 2-12 over the past 25 years.

Source 2: A blog written by a 4th grade teacher about his experiences with student readers over his 15 year teaching career.

Source 3: A map showing the states with the lowest reading comprehension scores.

Source 4: A research paper about learning disabilities in early childhood.

Source 5: A study on the impact of budget cuts on classroom instruction.

Source 6: A newspaper article about the reading demands required by employers and their disappointment in the reading skills of the next generation of employees.

- A. sources 1, 2, and 6
- B. sources 1, 3, and 6
- C. sources 2, 5 and 6
- D. sources 3, 4, and 5

Correct Answer: A

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:

QUESTION 40

Read the attachments

Attachment 1

Study Suggests Today's US Students Are Less Efficient Readers

Do today's students perform better than their peers in 1960? Given the advances in education and technology, it would be natural to assume that the answer is a resounding "yes." But, when it comes to reading efficiency, new research suggests that that's not the case. The research, published by the International Literacy Association, compares the comprehension-based silent reading efficiency of US students (grades 2–12) in 2011 with data collected in 1960. A key finding was that students fall further behind as they advance through the grades, wrote Alexandra Spichtig, Ph.D., Chief Resource Officer of Reading Plus, and first author of the study. The study showed that today's second-grade students are comparable to their peers of 50 years ago, but that by the end of high school, students' comprehension-based silent reading rates average 19 percent slower than the rates of their 1960 peers. "What we know – and the data underscore this – is that for many students, the progression to efficient silent reading does not develop naturally. Many students need structured silent reading instruction," explains Mark Taylor, Chief Executive Officer of Reading Plus, a web-based silent reading program for schools. Some of the benefits of implementing silent reading instruction at home or in school are: expanded vocabulary, improved comprehension, increased efficiency, enhanced reading enjoyment, [and] improved writing skills. Experts agree that without extensive silent reading practices in the classroom or at home, students will continue to struggle and literacy rates will continue to fall short or fall behind. "Effective reading instruction must integrate fluency, vocabulary, and comprehension practice tailored to meet each student's unique needs. This study demonstrates that as long as structured silent reading practice is neglected in this country, the literacy problem is likely to continue," Taylor adds. While researchers can't pinpoint reasons for the decline in silent reading efficiency from that of 50 years ago, it stands to reason that those students who engage in structured silent reading practice become more efficient readers and take with them a love of books that lasts far past their high school graduation. Attachment 2 **Summary A:**

Studies suggest that today's students are falling behind in silent reading comprehension when compared to their peers in 1960. Because the benefits of knowing how to effectively silent read are so numerous and important, student-tailored teaching and practicing of this skill is critical to stop the declining literacy rates.

Summary B:

Today's students can't silent read effectively and students are falling further behind as they advance through the grades. By the end of high school, students' comprehension-based silent reading rates average 19 percent slower than the rates of their 1960 peers.

Summary C:

While researchers can't pinpoint reasons for the decline in silent reading efficiency from that of 50 years ago, the need to institute some sort of structured silent reading program is clear. If nothing is done to address the decline, students will continue to struggle and literacy rates will continue to fall short or fall behind.

Summary D:

"What we know – and the data underscores this – is that for many students, the progression to efficient silent reading does not develop naturally." If schools want to fix this problem, targeted specific, student-driven silent reading instruction is needed in all classrooms.

Which of the summaries in the attachment 2 is an effective representation of the attachment 1 without committing plagiarism?

- A. summary B
- B. summary C
- C. summary A
- D. summary D

Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: RESEARCH

Explanation

Explanation/Reference:

QUESTION 41

A student is writing an informational essay about the impact of global warming on polar bears in the Arctic.

As climate change and the effects of global warming are felt worldwide, scientists have determined that polar bears in the Arctic are just one of the many species facing extinction from our rapidly warming planet. As the ocean waters warm, the main food source for the bears is disappearing. Shortages of food are literally causing these creatures to die of starvation.

Whereas bears could previously walk out onto the sea ice and wait for a seal to poke its snout through, shrinking sea ice means the bears must now walk or swim much farther than they did before to find food. These longer migrations to find food are taking their toll on the bear population.

Seals are a polar bear's main source of protein. They are also another victim of global warming. With the sea ice melting earlier in the warmer springtime and forming later in the warmer winters, seals struggle with finding a safe place to raise their pups. As a result, their numbers are starting to drop, meaning they are also no longer a plentiful food source for the bears

Read the attached passage and then answer this question about it. You are asked to help a student with his conclusion for the attached essay. Which would be the best conclusion option he should use?

- A. The effects of global warming and climate change are seen in a chain-reaction in nature. The melting of the ice creates a struggle for the seals as they seek a safe place to raise their young, and with fewer seals that are more difficult to find the polar bears are starving. The ecosystem is all interrelated and global warming shows us just how delicate a balance it is.
- B. Polar bears find themselves in a battle with humans over their main food source. With locals killing seals for food and fur, the polar bears are finding it more and more difficult to hunt. We must enact stricter hunting regulations to save the seals, which will, in turn help to save the polar bears.
- C. Before the majestic animals of the Arctic become extinct, people must work hard to drop their greenhouse gas emissions, including driving less and recycling more. Only by reversing the damaging effects of greenhouse gasses can the animals of the Arctic be saved. We must step up and do our part to help save the planet.
- D. Scientists are still working to understand the effects of global warming and climate change. In Australia, as climate change sparks huge and destructive wildfires, the eucalyptus trees native to the area are being destroyed. This, in turn, has a huge impact on another bear, the koala bear.

Correct Answer: A

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:

QUESTION 42

A student is writing an informational essay about the impact of global warming on polar bears in the Arctic.

As climate change and the effects of global warming are felt worldwide, scientists have determined that polar bears in the Arctic are just one of the many species facing extinction from our rapidly warming planet. As the ocean waters warm, the main food source for the bears is disappearing. Shortages of food are literally causing these creatures to die of starvation.

Whereas bears could previously walk out onto the sea ice and wait for a seal to poke its snout through, shrinking sea ice means the bears must now walk or swim much farther than they did before to find food. These longer migrations to find food are taking their toll on the bear population.

Seals are a polar bear's main source of protein. They are also another victim of global warming. With the sea ice melting earlier in the warmer springtime and forming later in the warmer winters, seals struggle with finding a safe place to raise their pups. As a result, their numbers are starting to drop, meaning they are also no longer a plentiful food source for the bears

Read the attached passage and then answer this question about it. Which simile could the author use in the attached passage to help the reader better understand this topic?

- A. The bear's skin hung in loose folds on its emaciated frame, like a child playing dress-up in clothes many sizes too big.
- B. Shuffling along the ice, the hungry bear snuffled in the cold icy flakes, sniffing for a sign of the seal for which he so hungrily yearned.
- C. As the bear's glassy eyes gazed into the camera, her hunger was obvious, like a sign of the suffering she was experiencing.
- D. Alone in the melting ice, the bear cried out in hunger and with worry, its voice carried away on the Arctic wind.

Correct Answer: A

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:

QUESTION 43

A student is writing an informational essay about the impact of global warming on polar bears in the Arctic.

As climate change and the effects of global warming are felt worldwide, scientists have determined that polar bears in the Arctic are just one of the many species facing extinction from our rapidly warming planet. As the ocean waters warm, the main food source for the bears is disappearing. Shortages of food are literally causing these creatures to die of starvation.

Whereas bears could previously walk out onto the sea ice and wait for a seal to poke its snout through, shrinking sea ice means the bears must now walk or swim much farther than they did before to find food. These longer migrations to find food are taking their toll on the bear population.

Seals are a polar bear's main source of protein. They are also another victim of global warming. With the sea ice melting earlier in the warmer springtime and forming later in the warmer winters, seals struggle with finding a safe place to raise their pups. As a result, their numbers are starting to drop, meaning they are also no longer a plentiful food source for the bears

Read the attached passage and then answer this question about it. Choose the transition sentence that would improve the links between the first and the second paragraph.

- A. Polar bears are not the only ones having a difficult time finding food.
- B. There are many reasons why the polar bears are starving.

- C. Polar bears are having a difficult time finding food.
- D. Scientists suggest that climate change is a result of the Earth's natural cycle of heating exacerbated by man-made causes.

Correct Answer: A

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:

QUESTION 44 *A student is writing a research report on the Civil War. Here is a draft of that report.*

The American Civil War erupted after years of tension between the North and the South. Differing views on westward expansion, states' rights, and possibly most notably slavery, Abraham Lincoln's win in the 1860 presidential election was the trigger that sparked the war. Eleven states announced their secession from the Union and the Confederate States of America was born.

As the southern states banded together to fight for their rights against a president and government they feared was trying to abolish their way of life and ruin their economy, the Civil War pitted brother against brother in some cases. Those who supported the abolition of slavery supported the northern Union army. Those who saw value in slavery fought for the Confederate south. As shots were fired at Fort Sumter on April 12, 1861, the deadliest war for American soldiers was officially underway.

The fighting would last another four years. Each side celebrated victories and suffered defeats during that time, but the North ultimately won. On April 9, 1865, three days shy of four years after it began, the Civil War came to an end. General Robert E. Lee surrendered to General Ulysses S. Grant at the Appomattox Court House in Appomattox County, Virginia.

Read the attached essay draft and answer this question about it. Which three of the following sentences provide the best evidence to support the main idea of the paper?

1. It has been estimated that 620,000 American soldiers died in the Civil War.
2. The period following the Civil War is known as the Reconstruction Era when much of the South was rebuilt and the southern states were readmitted back to the United States.
3. The Battle of Gettysburg is one of the most well-known Civil War battles.
4. Also known as "The War Between the States," the Civil War divided the nation over very fiery topics: the idea of central power and a federal government mandating state's rights and the issue of slavery.
5. The North was better equipped and had more men to fight than the South.

- A. sentences 1, 4, and 5
- B. sentences 1, 2, and 3
- C. sentences 2, 3, and 5
- D. sentences 3, 4, and 5

Correct Answer: A

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:

QUESTION 45 *A student is writing a research report on the Civil War. Here is a draft of that report.*

The American Civil War erupted after years of tension between the North and the South. Differing views on westward expansion, states' rights, and possibly most notably slavery, Abraham Lincoln's win in the 1860 presidential election was the trigger that sparked the war. Eleven states announced their secession from the Union and the Confederate States of America was born.

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Read the attached essay draft and answer this question about it. Which two of these sources are least likely to give the student relevant information to add to these paragraphs?

- The History of Slavery in America – A video about the history of slavery in America from the 1600s to the Emancipation Proclamation and the resulting fight for civil rights.
- The Roles of Women in the Civil War – an article by R.B. Brooks about the roles women played during the Civil War found on a Civil War history website

Riley M. Hoskinson letter to his wife, Martha Hoskinson of Rushville, Illinois, Oct. 27, 1863 – A letter written from a Union soldier to his family back home about his experiences serving in the Union Army
A Stillness at Appomattox – Pulitzer Prize-winning book by B. Catton about the Civil War's final year and the Confederate surrender at Appomattox
The Entire Civil War Animated Map – An animated map of the battles of the Civil War

- A. The Entire Civil War Animated Map and A Stillness at Appomattox
- B. A Stillness at Appomattox* and The History of Slavery in America
- C. The letter from the Union soldier and The Roles of Women in the Civil War
- D. The History of Slavery in America and The Roles of Women in the Civil War

Correct Answer: D

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:

QUESTION 46

The writer wants to create a more formal tone in this paragraph. Which collection of words from the paragraph has the *most* informal language and should definitely be replaced to make the tone more formal?

The school board met to talk about funding for after-school programs next year for kids in the district. They determined that, with the current budget, only some of the stuff could be funded. While trying to figure out what to cut, they asked for the students' input. The students didn't want to see any of their programs cut, so it's gonna be a tough fight.

- A. Collection 4: stuff, talk, it's, gonna
- B. Collection 3: met, kids, current, see
- C. Collection 1: determined, some, input, fight
- D. Collection 2: programs, asked, didn't, cut

Correct Answer: A

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:



QUESTION 47 Which of these sentences is written following the standard rules of grammar and punctuation?

- A. The bear settled in for its hibernation period after having stuffed itself with salmon and berries: two of the staple foods bears eat.
- B. When she met the man of her dreams: it was just like in the fairy tales, the birds started singing and fireworks exploded in the sky.
- C. Simone was hired to help the old woman shop for groceries, drive her to her doctor's appointments, and spend time with her; she was not hired to clean the house or do the gardening.
- D. Harold and Megan was flagged down on their way to the party by a driver whose car had died on the side of the road, they stopped to help.

Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:

QUESTION 48

The author needs help writing a thesis statement to come at the end of this introduction paragraph. Which of these would make the best thesis statement for this essay?

Starting college can be a difficult transition for high school graduates. Life in high school was relatively simple. Parents reminded their kids to get up on time and get to school. Teachers reminded students to turn in their homework and maybe gave extensions if it was forgotten. There was a daily routine that helped everything stay in balance. But in college, much of that disappears and students must find their new normal. Faced with a new level of independence, it can be difficult to juggle classes, studying, work, and a social life without parental supervision or house rules.

- A. Professors in college are unlikely to remind students to turn in assignments the way high school teachers did and extensions for assignments are rare.
- B. Students entering college should plan their class schedule according to when they focus best, either morning classes or afternoon classes when possible.

- C. Students should live at home, if possible, in order to increase their chances of success in college.
- D. To be successful in college, students must learn how to transition to this new world or they will quickly find themselves overwhelmed.

Correct Answer: D

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:

QUESTION 49 Which one of these sentences uses correct punctuation?

- A. Cats; though they are fickle creatures, are still one of the most beloved pets, comforting, yet short-tempered, playful, yet aloof, they run the household and don't let their humans forget it. B. Cats, though they are fickle creatures, are still one of the most beloved pets; comforting, yet short-tempered; playful, yet aloof, they run the household and don't let their humans forget it.
- C. Cats, though they are fickle creatures; are still one of the most beloved pets: comforting, yet short-tempered, playful, yet aloof; they run the household and don't let their humans forget it.
- D. Cats though they are fickle creatures, are still one of the most beloved pets; comforting, yet short-tempered, playful, yet aloof, they run the household and don't let their humans forget it.

Correct Answer: B

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:

QUESTION 50

What is a better way to write this sentence? "Me and Alex went to the movies last weekend and saw a great film by our favorite director Steven Spielberg."

- A. "Alex and me went to the movies last weekend and saw a great film by our favorite director: Steven Spielberg."
- B. "To see a great film by our favorite director: Steven Spielberg, Alex and me went to the movies last weekend."
- C. "Alex and I went to the movies last weekend and saw a great film by our favorite director, Steven Spielberg."
- D. "Steven Spielberg is mine's and Alex's favorite director, so we went to the movies last weekend to see a movie by him."

Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:

QUESTION 51 Which sentence contains a misplaced modifier?

- A. Swimming in the water, Mark saw a shark.
- B. Lying under the tree, Sam finished reading the last chapter of the book.
- C. The boy in the blue shirt and purple tie danced wildly across the dancefloor.
- D. I ate hardly any lunch at school today.

Correct Answer: A

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:

QUESTION 52

A student is writing a biography about a person she considers to be the most influential person of the twentieth century. She would like to conduct more research to find resources to include in her essay. Which two sites are the least likely to offer her reliable, factual information she can use in her biographical essay?

Site 1: The Smithsonian Institution website: www.si.edu
Site 2: The blog post of a Hollywood insider: www.insidehw.com
Site 3: The Public Broadcasting Service website: www.pbs.org
Site 4: The archives of the National Library: www.nlb.gov
Site 5: The top 10 most influential people list: www.people.com

- A. sites 1 and 5 B.
sites 1 and 3 C.
sites 2 and 4
D. sites 2 and 5

Correct Answer: D

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:

QUESTION 53

A student is writing a persuasive essay to the school board about school lunch options. This is a paragraph from that essay. Read the attached paragraph and complete this task:

Which two sentences would be the best pieces of evidence to add to this paragraph?

1. Reports indicate that up to \$5 million dollars a day in uneaten food is wasted in American schools.
2. Including more cafeteria staff will help increase the ease with which students can move through the lunch lines and get their food.
3. According to some sources, rates of childhood obesity have tripled in the last thirty years.
4. Students with food allergies face daily challenges when navigating school lunch options.
5. Offering vegetarian and vegan options are expensive suggestions.

- A. sentences 2 and 5 B.
sentences 2 and 4 C.
sentences 1 and 3
D. sentences 3 and 5



Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:

QUESTION 54

These six sentences could form a paragraph. What is the best order to put them in to create an organized, cohesive paragraph?

1. Western culture has only recently “accepted” tattoos.
2. Before the 1970s, tattoos were generally reserved for soldiers or sailors, but their popularity has grown over the past few years.
3. Tattoos are a form of body modification and self-expressive “art.”
4. Now it is common to see tattoos of all shapes and sizes on people from all walks of life.
5. Many cultures have used tattoos as a rite of passage or to indicate social rank or status for hundreds of years.
6. Each has its own significance and meaning to the individual person.

- A. sentence 3, sentence 5, sentence 1, sentence 2, sentence 4, sentence 6 B.
sentence 5, sentence 1, sentence 2, sentence 6, sentence 4, sentence 3 C.
sentence 1, sentence 3, sentence 5, sentence 4, sentence 6, sentence 2
D. sentence 4, sentence 6, sentence 5, sentence 1, sentence 3, sentence 2

Correct Answer: A

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:

QUESTION 55

A student is writing an editorial for the school newspaper about participating in after-school activities. Read the attached excerpt from a draft of the editorial and complete this task:

Choose the transition sentence that would best improve the links between the second and third paragraph.

- A. Meanwhile, participating in after-school programs can help students feel like they belong and can build their confidence.
- B. In conclusion, participating in an after-school program is a win-win for working parents and lonely students.
- C. Another reason attending an after-school program can benefit students and their community is that it gives them a sense of belonging and builds their confidence.
- D. On the other hand, students who participate in after-school programs are more likely to have better grades in school and increased participation in their communities.

Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:

QUESTION 56

Although some pet owners feel that spaying or neutering their pets is unnecessary, it actually gives pets the chance for a longer and healthier life. Pets who are spayed or neutered do not have to endure the stress of going into heat and looking for a mate. Spaying or neutering your pet also helps drop the number of unwanted pets living in shelters or on the streets.

People who are against the idea of spaying and neutering argue that the animals don't have a say in the process and we are taking away their "rights" to reproduce. Others suggest that spaying or neutering may change their pet's personality. Animal experts and pet care professionals have debunked both of these arguments and support spaying and neutering as one of the most responsible actions a pet owner can take.

A student is writing a persuasive speech for his speech class about the value of spaying and neutering pets. Read the attached paragraphs from the student's draft and complete this task: What are more concrete or specific words to replace the three underlined words/phrases in the text? Choose the best answer.

- A. lessen, proponents, affect
- B. stabilize, adversaries, transform
- C. reduce, opponents, alter
- D. improve, patrons, redesign



Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:

QUESTION 57

A student is writing a report for class about his favorite movie. Choose the two sentences that are correctly punctuated.

1. "The Princess Bride" is full of interesting characters, and memorable lines of dialogue.
2. My favorite character is Inigo Montoya, whose focus on avenging his father's death at the hands of the six-fingered man is admirable.
3. Montoya regularly practices what he will say to the six-fingered man when he finds him: "Hello. My name is Inigo Montoya. You killed my father. Prepare to die."
4. Ultimately, Montoya is successful and he gets his revenge on the man who killed his father, but it is a suspenseful motif that recurs throughout the film.

- A. sentences 2 and 4 B.
- sentences 3 and 4 C.
- sentences 1 and 3
- D. sentences 1 and 2

Correct Answer: B

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:

QUESTION 58 Which of these sentences does not use standard capitalization?

- A. Although she was invited, Alana claimed she was “way too busy” to join us for coffee.
- B. Sarah asked, “Where are we going tonight after the movie?”
- C. Harry applied to start college in the spring, as he planned to take a “gap semester” in the fall after his high school graduation.
- D. Traveling from Alaska to Argentina on a motorcycle: this was the trip he had waited his whole life to take.

Correct Answer: D

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:

QUESTION 59 Which of these sentences uses incorrect parallel structure?

- A. Every night, Markie brushes her teeth, puts on her pajamas, and kisses her parents good-night.
- B. Sandra likes to hike in the woods, ride her mountain bike, and go swimming with her friends.
- C. Michael not only hosted the graduation party for his nephew, but also bought him a vacation package.
- D. When he goes to the beach, Ian builds sandcastles, swims in the ocean, and enjoys the warm sunshine.

Correct Answer: B

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:

QUESTION 60 Which of these sentences uses the passive voice?

- A. The band played as the students shuffled into the auditorium.
- B. Our principal addressed the student body at the beginning of the assembly.
- C. Students from all over campus walked quickly to the auditorium for the assembly.
- D. Carlos' speech was read by him during the assembly.

Correct Answer: D

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: WRITING

Explanation

Explanation/Reference:

QUESTION 61 Which of these expressions is equivalent to $3x^2 - 4xy + y^2$?

- A. $(3x - y)(x - y)$
- B. $(3x + y)(x - y)$
- C. $(3x + y)(x + y)$
- D. $(3x - y)(x + y)$

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: ALGEBRA Explanation

Explanation/Reference:



QUESTION 62 You rent a car for the day from a rental company. The rental company charges \$35 plus \$0.15 per mile driven. Your budget is \$80. Which of the following represents the greatest number of miles, m you can drive the rental car for the day?

- A. $35m + 0.15 \geq 80$
 B. $35 + 0.15 \geq 80$
 C. $35m + 0.15 \leq 80$ D. $35 + 0.15m \leq 80$

Correct Answer: D

Section: 11TH GRADE MATHEMATICS: ALGEBRA

Explanation

Explanation/Reference:

QUESTION 63

If $x + y = 0$, which of the following represents $\frac{x}{x-y}$ if $x - y \neq 0$?

- A. $\frac{1}{3}$
 B. $\frac{1}{2}$
 C. $-\frac{1}{2}$
 D. 2

A.

B.

C.

D. 2

Correct Answer: D

Section: 11TH GRADE MATHEMATICS: ALGEBRA Explanation

Explanation/Reference:

QUESTION 64 What is the greatest common factor for $3x^2y + 6x^4y^3 - 12xy$?

- A. xy^2
 B. $3xy$ C. x^2y^2
 D. $3x^2y$

Correct Answer: B

Section: 11TH GRADE MATHEMATICS: ALGEBRA Explanation

Explanation/Reference:

QUESTION 65 If $f(x) = (x + 1)2$ and $g(x) = 3x - 5$, what is the value for $f(g(4))$?

- A. 49 B. 64
 C. 70
 D. 175

Correct Answer: B

Section: 11TH GRADE MATHEMATICS: ALGEBRA Explanation

Explanation/Reference:

QUESTION 66 If line l is perpendicular to line k and the equation for l is $3x + 2y = 5$, then the slope for k is ____?

A. $-\frac{3}{2}$

B. $\frac{3}{2}$

C. $-\frac{2}{3}$

D. $\frac{2}{3}$

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: ALGEBRA Explanation

Explanation/Reference:

QUESTION 67 Which of these is equivalent to $y = x^2 + 8x - 3$?

A. $y = (x + 4)^2 - 19$

B. $y = (x + 4)^2 + 13$

C. $y = (x + 4)^2 + 63$

D. $y = (x + 8)^2 - 69$



Correct Answer: A

Section: 11TH GRADE MATHEMATICS: ALGEBRA Explanation

Explanation/Reference:

QUESTION 68

Given this table of values for a polynomial function $y = f(x)$, which values of x could be possible zeros for the function?

| | | | | | |
|--------|----|---|----|----|---|
| x | -1 | 0 | 1 | 2 | 3 |
| $f(x)$ | -5 | 2 | -3 | -1 | 6 |

A. -0.5 and 2.5

B. 0.5 and 1.5

C. 1.5 and 2.5

D. -0.5 and 0.5

Correct Answer: D

Section: 11TH GRADE MATHEMATICS: ALGEBRA Explanation

Explanation/Reference:

QUESTION 69

After you paint $\frac{2}{3}$ of the walls in your bedroom, you realize you have painted 288 square feet. How many square feet of walls do you have left to paint in your bedroom?

- A. 288
- B. 192
- C. 144
- D. 432

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: ALGEBRA Explanation

Explanation/Reference:

QUESTION 70

Which of the following transforms the parent function $y = \sqrt{x}$ to $y = \sqrt{x-2}$?

- A. a vertical translation to the right 2 units
- B. a vertical translation to the left 2 units
- C. a horizontal translation to the right 2 units
- D. a horizontal translation to the left 2 units

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: ALGEBRA Explanation

Explanation/Reference:

QUESTION 71 How many terms are in the sequence 0.5, 1, 2, 4, ..., 256?

- A. 8
- B. 16
- C. 10
- D. The answer cannot be determined.



Correct Answer: C

Section: 11TH GRADE MATHEMATICS: ALGEBRA Explanation

Explanation/Reference:

QUESTION 72 Attached is the graph of a function in the form $y = ax^2 + c$. What *must* be the values for a and c ?

- A. $a > 0$ and $c < 0$ B. $a > 0$ and $c > 0$ C. $a < 0$ and $c > 0$ D. $a < 0$ and $c < 0$

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: ALGEBRA Explanation

Explanation/Reference:

QUESTION 73

There are 125 adults and children attending a movie in a theatre. The cost for an adult to attend the movie is \$5.75 and a child pays 3.50. The theatre raised \$617.50 in total sales for the movie. If a represents the number of adults and c represents the number of children that attend the movie, which of the following systems of equations can be used to find the number of adults and children that attended the movie?

- A. $a + c = 125$ $5.75a + 3.50c = 617.50$
- B. $5.75a + 3.50c = 125$ $a + c = 617.50$ C. $a + c = 125$ $3.50a + 5.75c = 617.50$ D. $a + c = 617.50$ $3.50a + 5.75c = 125$

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: ALGEBRA Explanation

Explanation/Reference:

QUESTION 74 Let $f(x) = 3x + 5$. If g is the inverse of f , which of the following must equal g ? A.

$$g(x) = -\frac{1}{3}x - \frac{5}{3}$$

$$g(x) = \frac{1}{3}x - \frac{3}{5}$$

$$g(x) = \frac{1}{3}x - \frac{5}{3}$$

$$g(x) = 5x + 3$$

B. C.

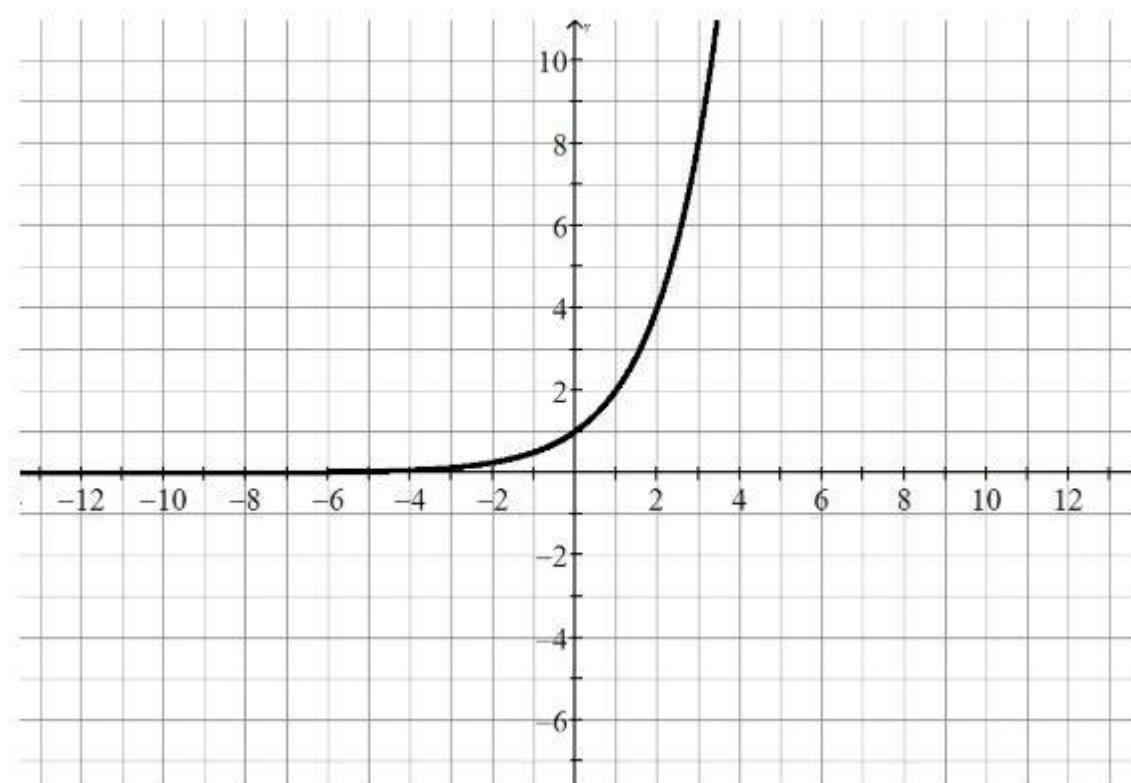
D.

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: ALGEBRA Explanation

Explanation/Reference:

QUESTION 75



The graph of the exponential function $y = a \times b^x$ is attached. Which of the following statements is true about the function?

A. The domain is all real numbers less than 4, and the range is all real numbers greater than 0.

- B. The domain is all real numbers greater than 0, and the range is all real numbers greater than 0.
 C. The domain is all real numbers, and the range is all real numbers greater than 0. D. The domain is all real numbers greater than 0, and the range is all real numbers.

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: ALGEBRA Explanation

Explanation/Reference:

QUESTION 76

In the table below are points on a linear function. At what rate is y changing with respect to the change in x ?

| x | y |
|-----|-----|
| 1 | 7 |
| 2.5 | 10 |
| 5 | 15 |
| 8.5 | 22 |

- A. -5
 B. 2 C. 5
 D. -2

Correct Answer: B

Section: 11TH GRADE MATHEMATICS: ALGEBRA Explanation

Explanation/Reference:



QUESTION 77 Which of these expressions is a factor of $8x^3 - 125$?

- A. $4x^2 - 10x + 25$
 B. $4x - 25$
 C. $2x^2 + 25$
 D. $2x - 5$

Correct Answer: D

Section: 11TH GRADE MATHEMATICS: ALGEBRA Explanation

Explanation/Reference:

QUESTION 78

For a given function, y varies directly with x . If $x = \frac{10}{3}$ when $y = 15$, which of these equations represents the function? A.

$$y = \frac{2}{9}x$$

B. $y = 50x$

$$y = -\frac{9}{2}x$$

$$y = \frac{9}{2}x$$

C.

D.

Correct Answer: A
Section: 11TH GRADE MATHEMATICS: ALGEBRA Explanation

Explanation/Reference:

QUESTION 79 What is the vertex for $y = x^2 - 6x + 13$?

- A. (-4,3)
- B. (-3,4)
- C. (3,4)
- D. (4,3)

Correct Answer: B
Section: 11TH GRADE MATHEMATICS: ALGEBRA Explanation

Explanation/Reference:

QUESTION 80

What is the domain for $y = \frac{x^2 + x}{x^3 - 9x}$??

- A. all real numbers except -3, 0, and 3
- B. all real numbers except 0 and -1
- C. all real numbers except -3 and 3
- D. all real numbers except -3, -1, 0, and 3

Correct Answer: A
Section: 11TH GRADE MATHEMATICS: ALGEBRA Explanation

Explanation/Reference:

QUESTION 81

Which section(s) of this table define(s) a function?

| a) | In | Out | b) | In | Out | c) | In | Out |
|----|----|-----|----|----|-----|----|----|-----|
| | 2 | 4 | | 9 | 3 | | 1 | 3 |
| | 3 | 7 | | 9 | 5 | | 3 | 9 |
| | 0 | 7 | | 6 | 2 | | 4 | 12 |

- A. a,
- B. a,
- C. none
- D

Correct Answer:

1
3
3
3
3

Section: 11TH GRADE MATHEMATICS: FUNCTIONS

Explanation
Explanation/Reference:

QUESTION 82 In a certain function, $f(x)$ the value of $f(5) = 7$. Which of these functions could that be?

a) $f(x) = x^2 + 3x$ b) $f(x) = (x + 2)(x - 4)$ c) $f(x) = x^2 - 3x - 3$ d) $f(x) = x^3 - 3x^2 - 11x + 12$

- A. b, c
- B. a, b, c
- C. b, c, d
- D. b, d

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: FUNCTIONS Explanation

Explanation/Reference:

QUESTION 83 Given $h(g) = 2g(g^2 - 18)$, which of these are true?

a) $h(3) < 0$ b) $h(4) > h(2)$ c) $h(2) - 40 = h(4)$ d) $h(5) > 0$ e) $h(2) > h(3)$

- A. b, c, d
- B. b, d
- C. a, b, and d
- D. a, b, d, e

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: FUNCTIONS Explanation

Explanation/Reference:

QUESTION 84 A certain sequence is defined this way:

$f(1) = 2$ and $f(n) = f(n - 1) + 3$ Which of the

following statements are true?

a) The sequence is arithmetic. b) The sequence is geometric. c) The definition is explicit. d) The definition is recursive. e) The 7th term is 20. f) The 5th term is 12 more than the first term

- A. b, c, e, f

- B. a, d, e, f
- C. a, c, f
- D. b, d, e

Correct Answer: B

Section: 11TH GRADE MATHEMATICS: FUNCTIONS Explanation

Explanation/Reference:

QUESTION 85 The graph of $f(x) = (x - 2)(x^2 - 3x - 10)$ will ____.

- a) cross the x-axis at three points
- b) approach two vertical asymptotes
- c) have a zero at $x = -5$
- d) increase without bound in the first quadrant
- e) decrease without bound in the fourth quadrant

- A. a, b
- B. b, c, d
- C. c, e
- D. a, d

Correct Answer: D

Section: 11TH GRADE MATHEMATICS: FUNCTIONS Explanation

Explanation/Reference:

QUESTION 86

We know the graph of $y = \frac{x+2}{x-2}$ has an asymptote at ____ because ____.

- A. $x = 2$; the numerator is $x + 2$
- B. $x = -2$; the numerator is $x + 2$
- C. $x = 2$; the denominator is $x - 2$
- D. $x = -2$; the denominator is $x - 2$

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: FUNCTIONS Explanation

Explanation/Reference:

QUESTION 87

What is the domain of the function $f(x) = \frac{x+2}{x^2-4}$?

- A. all real values
- B. all real values except 2 and -2
- C. all real values except 2
- D. all real values except -2

QUESTION 88 If $g(n)$ is an exponential growth function, which statements are true?

Correct Answer: B

Section: 11TH GRADE MATHEMATICS: FUNCTIONS

Explanation

Explanation/Reference:

a) $g(n) > g(n - 1)$ b) As n approaches $+\infty$, $g(n)$ approaches zero. c) As n approaches $-\infty$, $g(n)$ approaches zero. d) The domain is all real numbers. e) $g(n)$ may become negative.

- A. a, c, d
- B. a, d
- C. a, c, d, e
- D. b, e

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: FUNCTIONS Explanation

Explanation/Reference:

QUESTION 89 This list is meant to be increasing in value from top to bottom. Which two values are out of place?

- a) $\log_2 25$
- b) $\log_3 10$
- c) $\log_2 8$
- d) $\log 999$
- e) $\log_4 65$

- A. b, c
- B. d, e
- C. c, d
- D. a, b



Correct Answer: C

Section: 11TH GRADE MATHEMATICS: FUNCTIONS Explanation

Explanation/Reference:

QUESTION 90 Which of these equations is false?

- A. $\sin(110^\circ) = \sin(-250^\circ)$
- B. $\sin(300^\circ) = \sin(-420^\circ)$
- C. $\tan(30^\circ) = \tan(570^\circ)$
- D. $\cos(40^\circ) = \cos(140^\circ)$

Correct Answer: D

Section: 11TH GRADE MATHEMATICS: FUNCTIONS

Explanation

Explanation/Reference:

QUESTION 91 Of the six basic trigonometric function graphs, which two do not show asymptotes?

- A. sine and cosine
- B. sine and secant
- C. tangent and cotangent

D. cosine and cotangent

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: FUNCTIONS Explanation

Explanation/Reference:

QUESTION 92 If $f(x) = x^2 - 3$ and $g(x) = x + 4$, what is $f(g(x)) - g(f(x))$?

- A. $8x + 12$
- B. $9x^2 - 13$
- C. $8x + 14$
- D. $2x^2 + 8x + 12$

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: FUNCTIONS Explanation

Explanation/Reference:

QUESTION 93 What is the vertex of the graph of $f(x) = x^2 - 8x + 7$?

- A. (4, 23)
- B. (-4, -23)
- C. (4, -9)
- D. (-4, -9)

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: FUNCTIONS Explanation

Explanation/Reference:

QUESTION 94 A rectangular pen is to be made of 420 m of fencing with a partition parallel to the ends. What is the maximum area possible?

- A. 14,700 m²
- B. 7350 m²
- C. 11,025 m²
- D. 9150 m²

QUESTION 95

Solve this equation for x :

$$\log_3(x^2 - 16) = 2$$

- A. $x = \pm 5$
- B. ± 3
- C. $\pm\sqrt{-7}$
- D. $\pm\sqrt{7}$

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: FUNCTIONS Explanation

Correct Answer: B

Section: 11TH GRADE MATHEMATICS: FUNCTIONS



Explanation

Explanation/Reference:

Explanation/Reference:

QUESTION 96 Which of these statements is/are true for an exponential function?

a) Its graph increases as it goes to the right.
 b) It has a variable in the exponent. c) It is the inverse of a logarithmic function. d) The base may be negative. e) The exponent may be negative.

- A. b, c, e
- B. b, e
- C. a, b
- D. a, c, d

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: FUNCTIONS Explanation

Explanation/Reference:

QUESTION 97

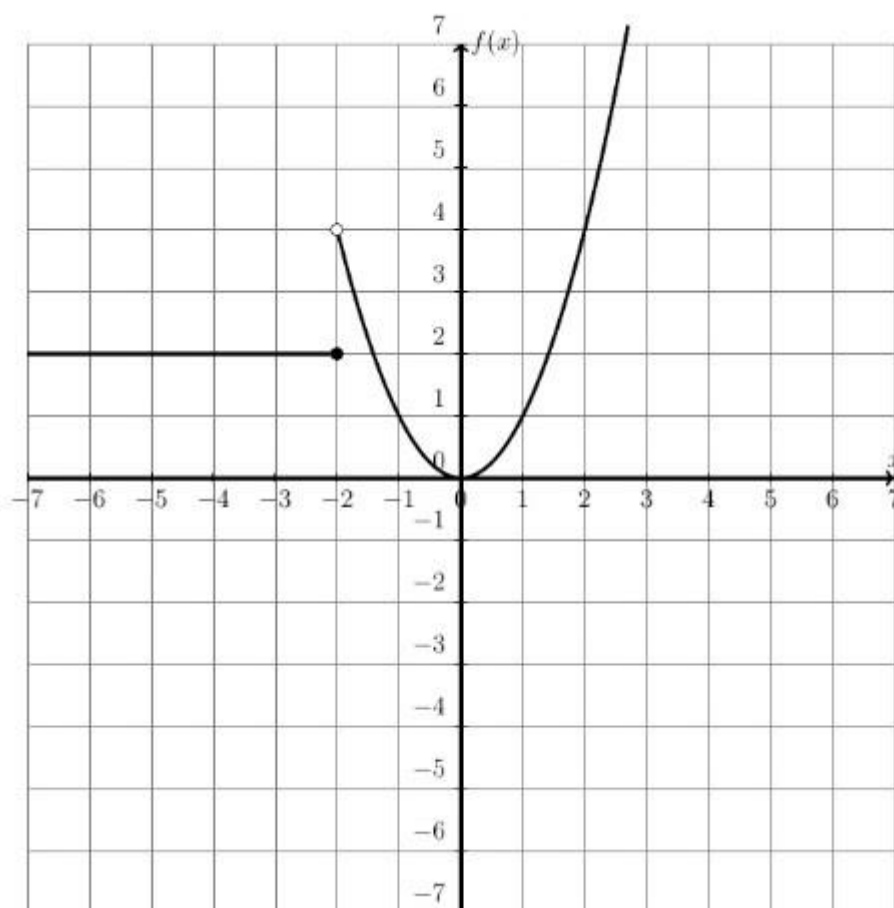
Which piecewise function below matches the attached graph?

$$\text{a) } f(x) = \begin{cases} 2 & \text{if } x \leq -2 \\ x^2 & \text{if } x > -2 \end{cases}$$

$$\text{b) } f(x) = \begin{cases} 2 & \text{if } x < -2 \\ x^2 & \text{if } x \geq -2 \end{cases}$$

$$\text{c) } f(x) = \begin{cases} 2 & \text{if } x \leq -2 \\ x^2 & \text{if } x \leq -2 \end{cases}$$

$$\text{d) } f(x) = \begin{cases} 2 & \text{if } x \leq -2 \\ x^2 & \text{if } x \geq -2 \end{cases}$$



A. dB.

a

C. b D.

c

QUES

TION

98

The tip of a wall clock's minute hand measures 2.0 m from the floor at 10:00. At 10:30 it measures 1.7 m from the floor. If the motion of the minute hand is modeled as a cosine graph over a time of several hours, what would be the period and amplitude of the graph?

A. Period = 45 min Amplitude = 2.0 m

B. Period = 30 min Amplitude = 0.30 m C. Period = 60 min Amplitude = 0.15 m

D. Period = 15 min Amplitude = 0.15 m

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: FUNCTIONS Explanation

Explanation/Reference:

QUESTION 99

Which of these is not equal to:
 $\tan(x) \sin(x) + \sec(x) \cos^2(x)$?

Correct Answer: B

Section: 11TH GRADE MATHEMATICS: FUNCTIONS

Explanation

Explanation/Reference:

a) $\frac{1}{\cos(x)}$

b) $\frac{\sin^2(x) + \cos^2(x)}{\cos(x)}$

c) $\tan(x) \sin(x) + \cos(x)$

d) $\sec(x)$

e) $\frac{\sin^2(x)}{\cos(x)} + \cos^2(x)$

- A. e
- B. c, e
- C. a, c
- D. d

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: FUNCTIONS Explanation

Explanation/Reference:



QUESTION 100

Solve this equation, leaving the answer in \log form: $10^2x = 34$

- A. \log_{17}
 B. $x = \frac{\log 24}{2}$
 C. \log_{34}
 D. $\log_{3.4}$

Correct Answer: B

Section: 11TH GRADE MATHEMATICS: FUNCTIONS Explanation

Explanation/Reference:

QUESTION 101 Let $f(x) = x^2$. If $g(x) = 3f(x)$ which these two statements is true about g ?

- A. g is a dilation of f so it is a rigid transformation.
 B. g is a horizontal shift of f so it is a rigid transformation.
 C. g is a compression of f so it is a translation.
 D. g is a dilation of f so it is a non-rigid transformation.

Correct Answer: D

Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

Explanation/Reference:

QUESTION 102 Which of these symmetries does not apply to a circle centered at the origin of the coordinate plane?

- A. the line $y = x$
 B. the origin
 C. the line $y = x + 2$
 D. the x - axis

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

Explanation/Reference:

QUESTION 103 $\triangle ABC$ is translated to $\triangle A'B'C'$ where $A = (2, 5)$ is translated to $A' = (6, -3)$. If $B = (3, 4)$ then $B' = (7, \underline{\hspace{1cm}})$

- A. 0
 B. -4
 C. 8
 D. 12

Correct Answer: B

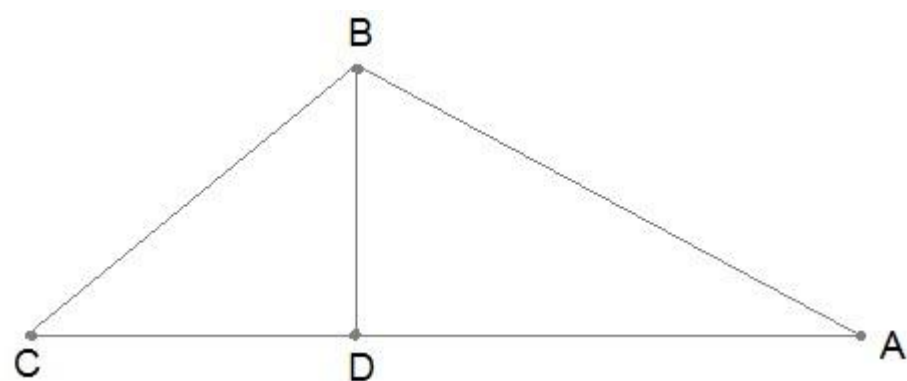
Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

Explanation/Reference:

QUESTION 104

Referring to the figure shown here, which of these statements is not necessarily true if segment \overline{BD} is the perpendicular bisector of segment \overline{AC} , where D lies on segment \overline{AC} ?





$\angle ABC$ is a right angle

the equation: $\overline{CD} \cong \overline{AD}$

D is the midpoint of segment \overline{AC}

$\angle CDB$ is a right angle

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

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

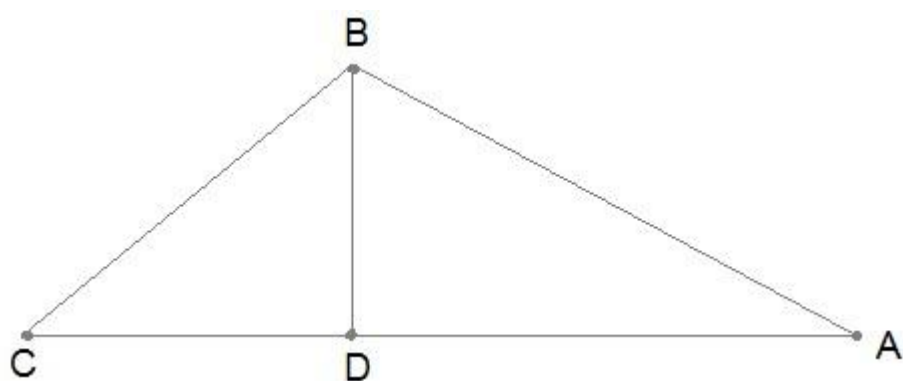
Explanation/Reference:



QUESTION 105

Fill in the blank in this chart to complete the proof for $\triangle ABC$, shown in the attached figure.

| STATEMENT | REASON |
|---------------------------------------------------|--------------------------------|
| A. $\overline{CD} \cong \overline{AD}$ | B bisects \overline{AC} |
| B. $\angle CDB$ and $\angle ADB$ are right angles | perpendicular bisector |
| C. $\angle CDB \cong \angle ADB$ | all right angles are congruent |
| D. $\overline{BD} \cong \overline{BD}$ | reflexive property |
| E. $\triangle CDB \cong \triangle ADB$ | _____ |
| F. $\overline{CB} \cong \overline{AB}$ | CPCTC |



- A. SSS
- B. SAS
- C. ASA
- D. SAA

Correct Answer: B

Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

Explanation/Reference:

QUESTION 106

Which set of symbols and numbers completes the equation of a circle whose center is shifted 3 units to the left and 2 units upward from the origin and has a radius of 4 units?

$$(x - 3)^2 + (y - _)^2 = _$$

- A. +, 2, 16
- B. -, 3, 4
- C. +, 9, 16
- D. -, 4, 9



Correct Answer: A

Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

Explanation/Reference:

QUESTION 107 Which of these is not an example of a conic section?

- A. $x^2 = 4y$
- B. They are all conic sections
- C. $y - 2x^2 = 1$
- D. $x^2 + y^2 = 25$

Correct Answer: B

Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

Explanation/Reference:

QUESTION 108

Which two of these expressions are equivalent to $\frac{\sqrt{2}}{2}$?

- a. $\cos \frac{\pi}{2}$
- b. $\cos \frac{\pi}{3}$
- c. $\cos \frac{\pi}{6}$
- d. $\sin \frac{\pi}{2}$
- e. $\sin \frac{\pi}{3}$
- f. $\sin \frac{\pi}{6}$

- A. a and c
- B. d and f
- C. b and e
- D. c and e

Correct Answer: D

Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

Explanation/Reference:

QUESTION 109 The line $y = mx + 5$ is parallel to another line that contains the points (3, -2) and (5, 7). The value for m is ____.

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

- A.
- B. C.
- D.

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

Explanation/Reference:

QUESTION 110 The graph of $y = x^2 - 6x + 1$ has its ____ at the point (3, -8).

- A. center
- B. y-intercept
- C. maximum
- D. vertex

Correct Answer: D

Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

Explanation/Reference:

QUESTION 111 For two triangles to be congruent using the ASA theorem, ____.

- A. the congruent pair of sides must be included between the pairs of congruent angles
- B. the congruent pair of sides must be opposite the congruent pairs of angles
- C. the congruent pair of sides is opposite one of the congruent pairs of angles
- D. the congruent pair of sides make up only one of the sides for the congruent pairs of angles

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

Explanation/Reference:

QUESTION 112 The distance between $A = (2, 15)$ and $B = (x, 3)$ is 13 units. The domain values for B could be ____.

- A. -3 or 7
- B. -2 or 0
- C. -13 or 15
- D. -2 or 1

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

Explanation/Reference:



QUESTION 113

A rectangular container whose dimensions are 5 *ft.* by 7 *ft.* by 2 *ft.* is filled with objects that weigh 15 oz. per cubic foot each. What is the total weight of the filled container?

- A. 1050 square ounces
- B. 1050 ounces
- C. 1050 cubic feet
- D. 1050 feet

Correct Answer: B

Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

Explanation/Reference:

QUESTION 114 The point (3, 6) is ____ the graph of the circle whose equation is $x^2 + y^2 = 25$

- A. outside
- B. at the center of
- C. on
- D. inside

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

Explanation/Reference:

QUESTION 115 What is the height of a right circular cylinder that has a radius of 5 units, and a volume of 300 cubic units?

- A. 19.09 units
- B. 3.82 unitsC. 4.61 units
- D. 9.55 units

Correct Answer: B

Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

Explanation/Reference:

QUESTION 116 Line p contains the points (3,5) and (2,7). Line n contains the points (6,2) and (8,3). Lines p and n must be ____.

- A. parallel
- B. neither parallel nor perpendicular
- C. perpendicular
- D. the same line

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

Explanation/Reference:



QUESTION 117 Two circles that have the same radius but different centers are ____.

- A. congruent and similar
- B. congruent but not similar
- C. neither congruent nor similar
- D. not congruent but similar

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

Explanation/Reference:

QUESTION 118

Let $\triangle ABC \sim \triangle DEF$ where $A = (1,0)$, $B = (1,6)$, $D = (0,5)$, and $E = (0,y)$. If the ratio of any two corresponding sides is given to be 2, what is the y -coordinate for point E ?

- A. 2 B. 8
- C. 6
- D. 5

Correct Answer: B

Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

Explanation/Reference:

QUESTION 119 In the attached figure, parallel lines l and m are cut by a transversal line n , forming angles labeled 1, 2, 3, 4, and 5 as shown in the attached diagram. If angle 1 measures 125 degrees, what is the sum of angles 3 and 5?

- A. 250 degrees
- B. 180 degrees
- C. 165 degrees
- D. 130 degrees

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

Explanation/Reference:

QUESTION 120 What is twice the difference of angles 5 and 2 in the attached figure, if angle 4 measures 55 degrees?

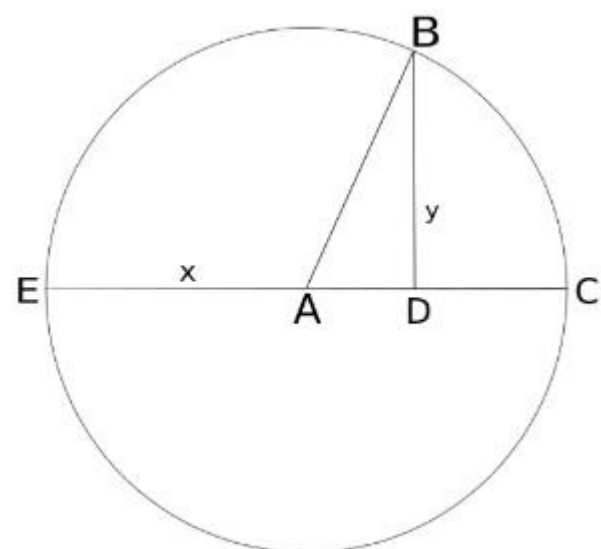
- A. 70 degrees
- B. 360 degrees
- C. 220 degrees
- D. 140 degrees

Correct Answer: D

Section: 11TH GRADE MATHEMATICS: GEOMETRY Explanation

Explanation/Reference:

QUESTION 121



The diagram shows a circle with a center at A . ADB is a right angle. EC is a line segment. Points A and D lie on this segment. Segment AE has length x , segment BD has length y , and angle BAC has measure m degrees. Which of these statements is/are true based on the given diagram?

1. segment $AD \cong$ segment DC
2. $\sin(BAC) = \frac{y}{x}$
3. EAB and CAB are complementary angles
4. segment $EC \cong 2(\text{segment } EA)$

- A. only statement 3
- B. All 4 statements are true.

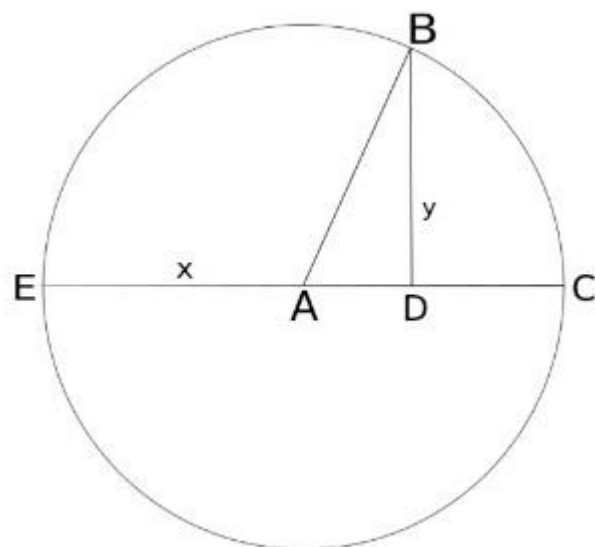
- C. statements 2 and 4 only
- D. statements 1, 3, and 4 only

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS Explanation

Explanation/Reference:

QUESTION 122



The diagram shows a circle with a center at A . ADB is a right angle. EC is a line segment. Points A and D lie on this segment. Segment AE has length x , segment BD has length y , and angle BAC has measure m degrees.

Which of these statements justify/justifies the conclusion that $AB \cong AC \cong AE$?

1. They are all radii of the circle.
2. They are all segments in the same circle.
3. They all have an endpoint on the circle and the other endpoint at the center.

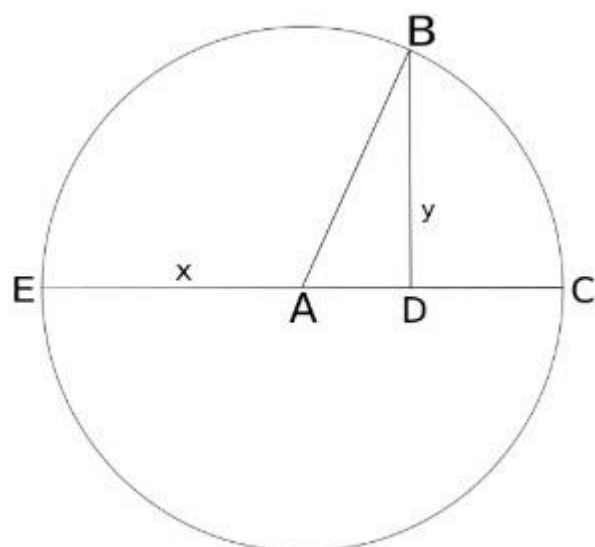
- A. statements 2 and 3 only
- B. All of the statements could justify the conclusion.
- C. statements 1 and 3 only
- D. statement 2 only

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS Explanation

Explanation/Reference:

QUESTION 123



The diagram shows a circle with a center at A . ADB is a right angle. EC is a line segment. Points A and D lie on this segment. Segment AE has length x , segment BD has length y , and angle BAC has measure m degrees. Which of these expressions can be used to determine the area of circle A ?

- A. $2\pi x^2$
- B. $2\pi x$
- C. πx^2 D. $\pi^2 x$

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS **Explanation**

Explanation/Reference:



QUESTION 124

Which expression is equivalent to $\sqrt{a^4 b^6}$?

- A. $a^8 b_{12}$
- $\sqrt{(ab)^{24}}$
- $\sqrt{14ab}$
- B.
- C.
- D. $a^2 b^3$

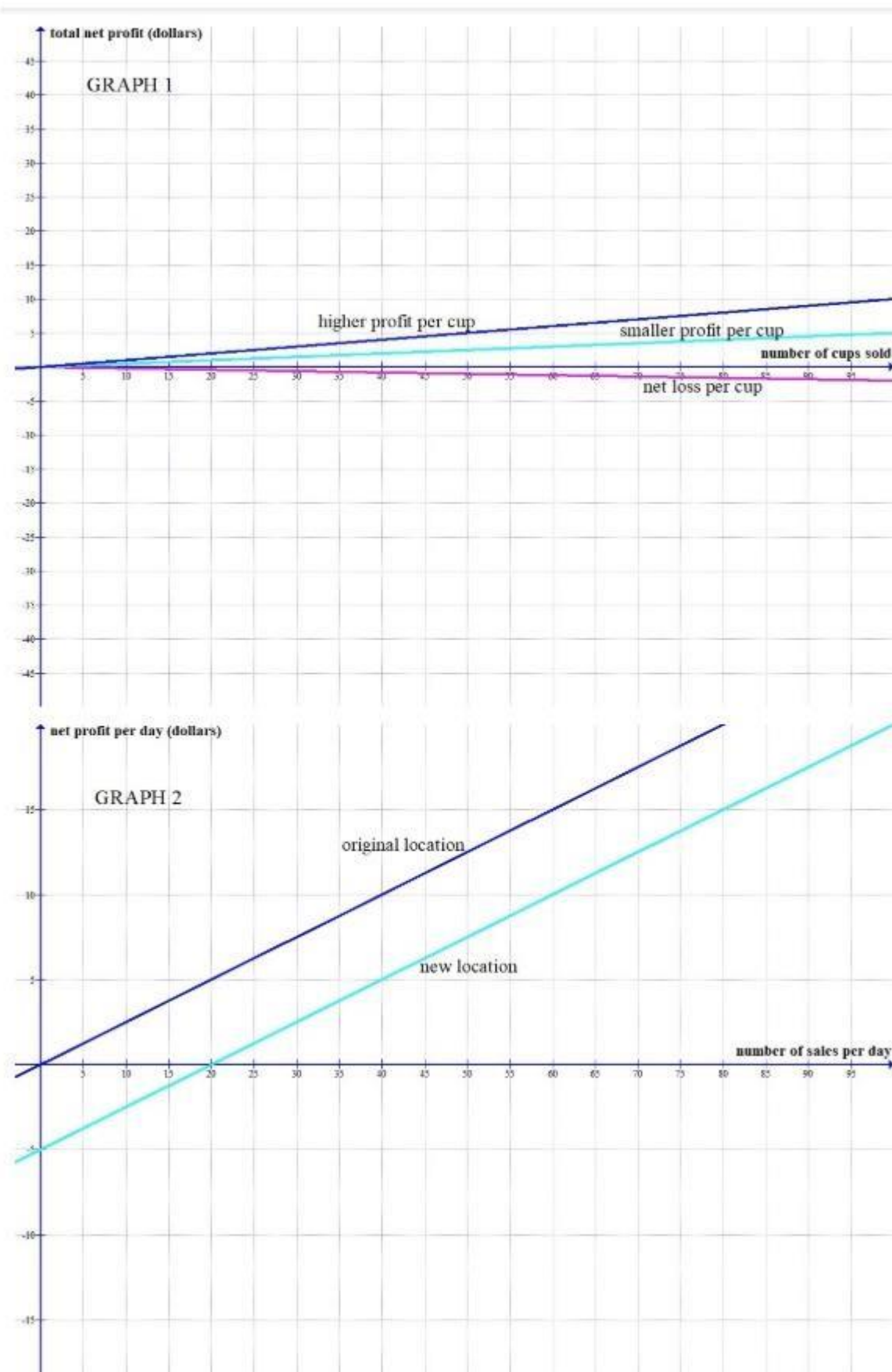
Correct Answer: D

Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS **Explanation**

Explanation/Reference:

QUESTION 125

Aimee plans to open a lemonade stand. She wants to determine whether to sell an 8 ounce or 10 ounce cup of lemonade. Each 8-ounce cup costs 2 cents and 10 ounce cups are 3 cents each. The lemons to make a half-gallon of lemonade cost 5 dollars and the sugar for the half-gallon costs 85 cents. She already has all the materials needed to make the stand and she can use the location at no cost. Aimee notices that about 150 people pass by the location of her stand each day and thinks that 20 percent of these people will buy a cup of lemonade. You have made the 2 accompanying graphs to help Aimee make business decisions.



Read the attached passage and consult the attached graphs. Which of these unit conversions will you need to use to calculate the costs per cup?

1. dollars to cents

- 2. gallons to ounces
- 3. gallons to cups
- 4. pounds to ounces

- A. conversions 1 and 2
- B. conversion 3 only
- C. conversions 1 and 4
- D. conversion 2 only

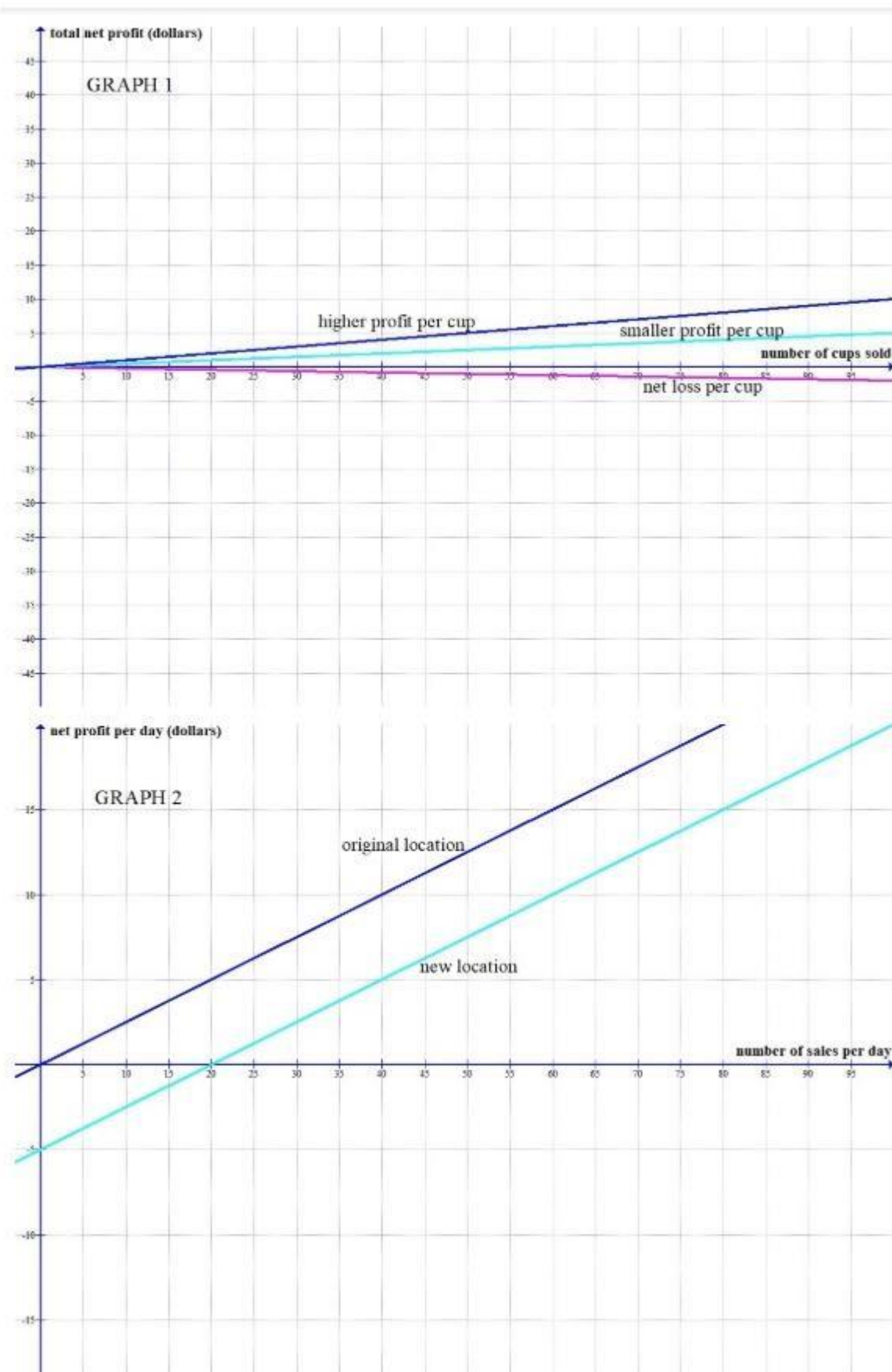
Correct Answer: A

Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS Explanation

Explanation/Reference:

QUESTION 126

Aimee plans to open a lemonade stand. She wants to determine whether to sell an 8 ounce or 10 ounce cup of lemonade. Each 8-ounce cup costs 2 cents and 10 ounce cups are 3 cents each. The lemons to make a half-gallon of lemonade cost 5 dollars and the sugar for the half-gallon costs 85 cents. She already has all the materials needed to make the stand and she can use the location at no cost. Aimee notices that about 150 people pass by the location of her stand each day and thinks that 20 percent of these people will buy a cup of lemonade. You have made the 2 accompanying graphs to help Aimee make business decisions.



Read the attached passage and consult the attached graphs.

Aimee has made this ordered list of the steps she will need to take to calculate a daily profit. You point out that she forgot to include the cost per cup for 8 or 10 ounces. Where in the list should this step be inserted?

Step 1—Calculate cost per ounce of lemonade for lemons.
Step 2—Calculate cost per ounce of lemonade for sugar.
Step 3—Calculate the profit per cup.
Step 4—Estimate the number of cups sold each day.
Step 5—Estimate the profit for each day.

- A. between steps 2 and 3 B. between steps 3 and 4
- C. between steps 1 and 2
- D. before step 1

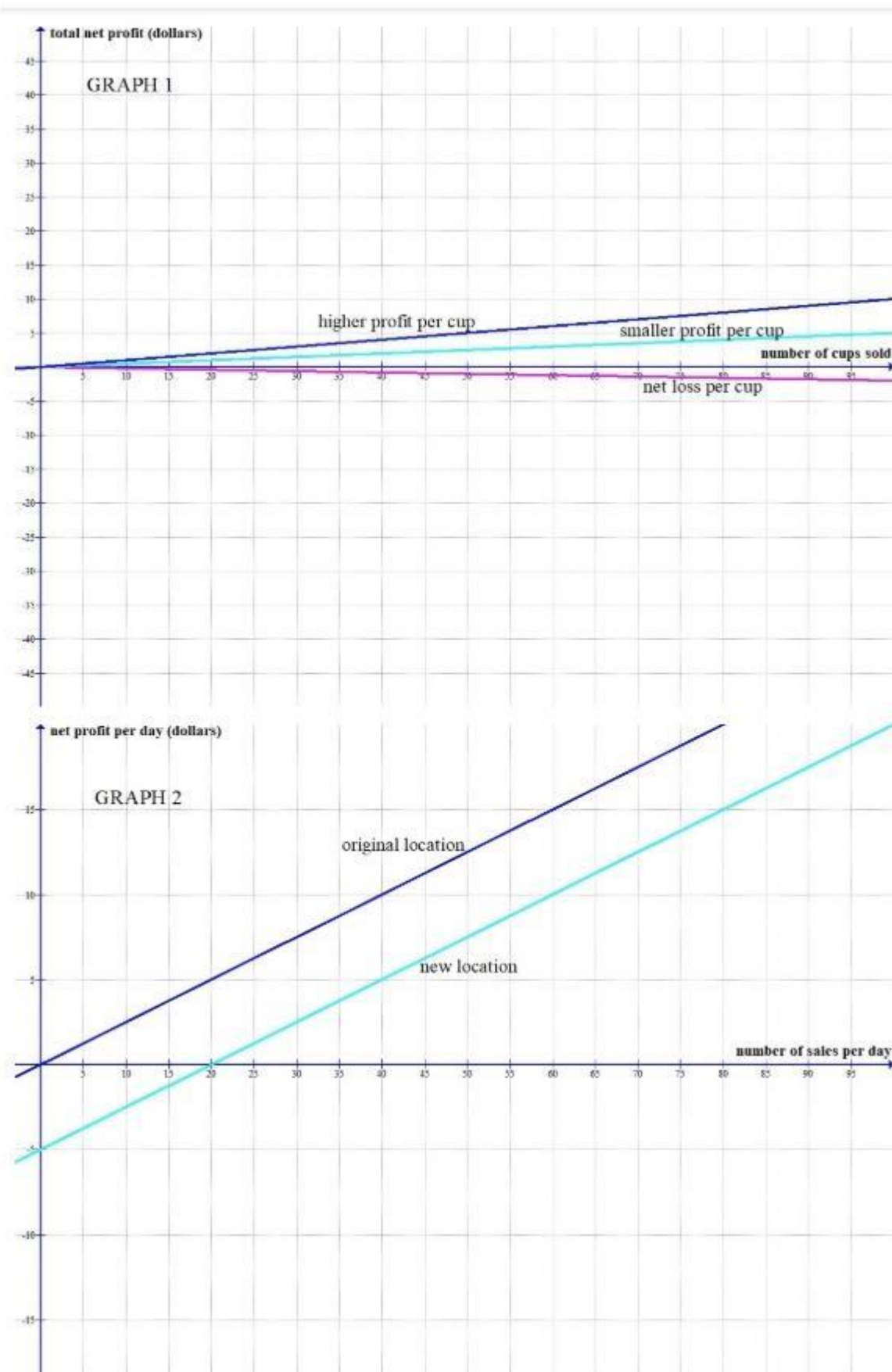
Correct Answer: A

Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS Explanation

Explanation/Reference:

QUESTION 127

Aimee plans to open a lemonade stand. She wants to determine whether to sell an 8 ounce or 10 ounce cup of lemonade. Each 8-ounce cup costs 2 cents and 10 ounce cups are 3 cents each. The lemons to make a half-gallon of lemonade cost 5 dollars and the sugar for the half-gallon costs 85 cents. She already has all the materials needed to make the stand and she can use the location at no cost. Aimee notices that about 150 people pass by the location of her stand each day and thinks that 20 percent of these people will buy a cup of lemonade. You have made the 2 accompanying graphs to help Aimee make business decisions.



Read the attached passage and consult the attached graphs. Joshua tells Aimee to sell at a small loss and people will like the deal so much that she will sell lots of cups and still make lots of money. Use one of the attached graphs to explain to him why this is wrong.

- A. Graph 2 shows that even if profit starts below zero it will go above zero at some point.
- B. Graph 2 shows that a smaller profit eventually will give more income than a larger profit.
- C. Graph 1 shows that selling at a net loss per cup will never reach a positive value no matter how many cups are sold.
- D. Graph 1 shows that the amount lost is very small.

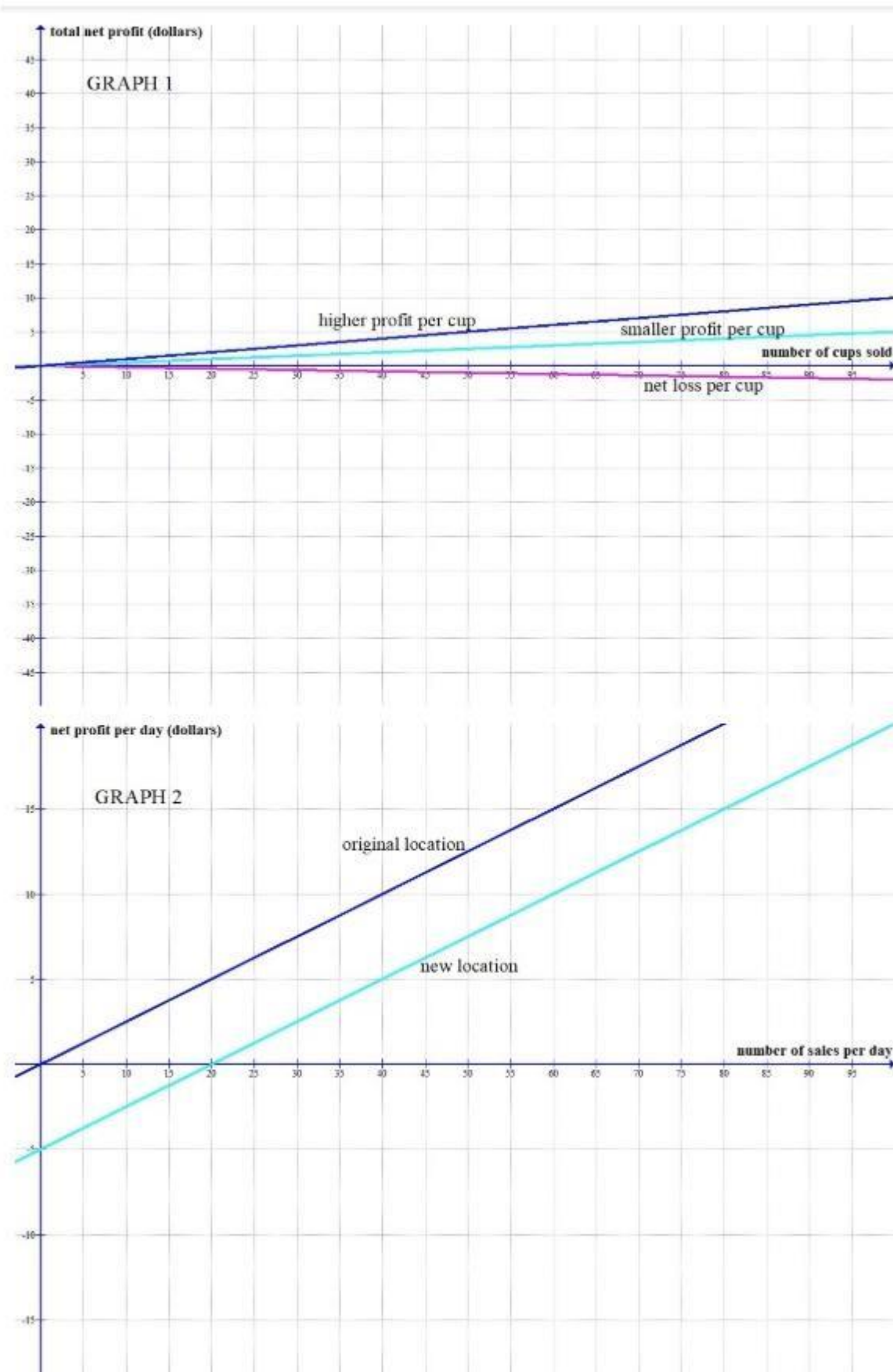
Correct Answer: C

Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS **Explanation**

Explanation/Reference:

QUESTION 128

Aimee plans to open a lemonade stand. She wants to determine whether to sell an 8 ounce or 10 ounce cup of lemonade. Each 8-ounce cup costs 2 cents and 10 ounce cups are 3 cents each. The lemons to make a half-gallon of lemonade cost 5 dollars and the sugar for the half-gallon costs 85 cents. She already has all the materials needed to make the stand and she can use the location at no cost. Aimee notices that about 150 people pass by the location of her stand each day and thinks that 20 percent of these people will buy a cup of lemonade. You have made the 2 accompanying graphs to help Aimee make business decisions.



Read the attached passage and consult the attached graphs.

Juanita has a location where 300 people per day pass by, but wants Aimee to pay \$5 per day rent. Assume the same 20% of them will buy, and she is currently selling at a profit of 25 cents per cup. You show Aimee graph 2 to show the potential of the new site, but she thinks the slope of line 2 should be steeper since she is getting more customers. Explain why the slope is correct as shown.

- A. Since there are more people each day, she will be using more cups.
- B. The amount she makes per cup stays the same no matter how many people come by.
- C. Since the new line starts lower the slope decreases to match the original slope.
- D. Since she is paying rent, the slope has to decrease to match the original site.

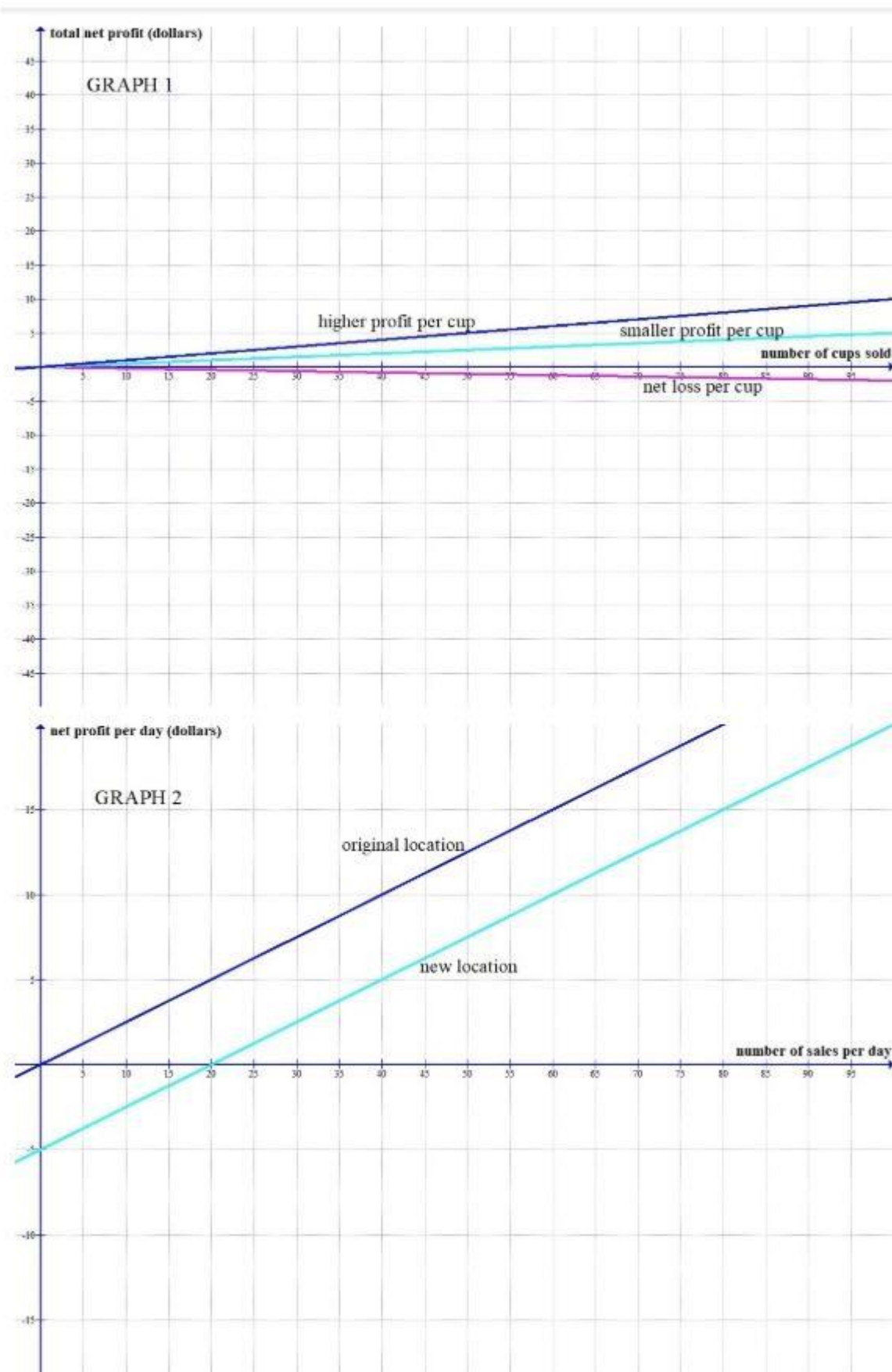
Correct Answer: B

Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS **Explanation**

Explanation/Reference:

QUESTION 129

Aimee plans to open a lemonade stand. She wants to determine whether to sell an 8 ounce or 10 ounce cup of lemonade. Each 8-ounce cup costs 2 cents and 10 ounce cups are 3 cents each. The lemons to make a half-gallon of lemonade cost 5 dollars and the sugar for the half-gallon costs 85 cents. She already has all the materials needed to make the stand and she can use the location at no cost. Aimee notices that about 150 people pass by the location of her stand each day and thinks that 20 percent of these people will buy a cup of lemonade. You have made the 2 accompanying graphs to help Aimee make business decisions.



Read the attached passage and consult the attached graph. In graph 2, which point shows the sales Aimee needs to break even at the new location?

- A. the y-intercept of the “new location” line

- B. the point where the 2 lines intersect
- C. the intercept of the “original location” line at (0,0)
- D. the x-intercept of the “new location” line

Correct Answer: D

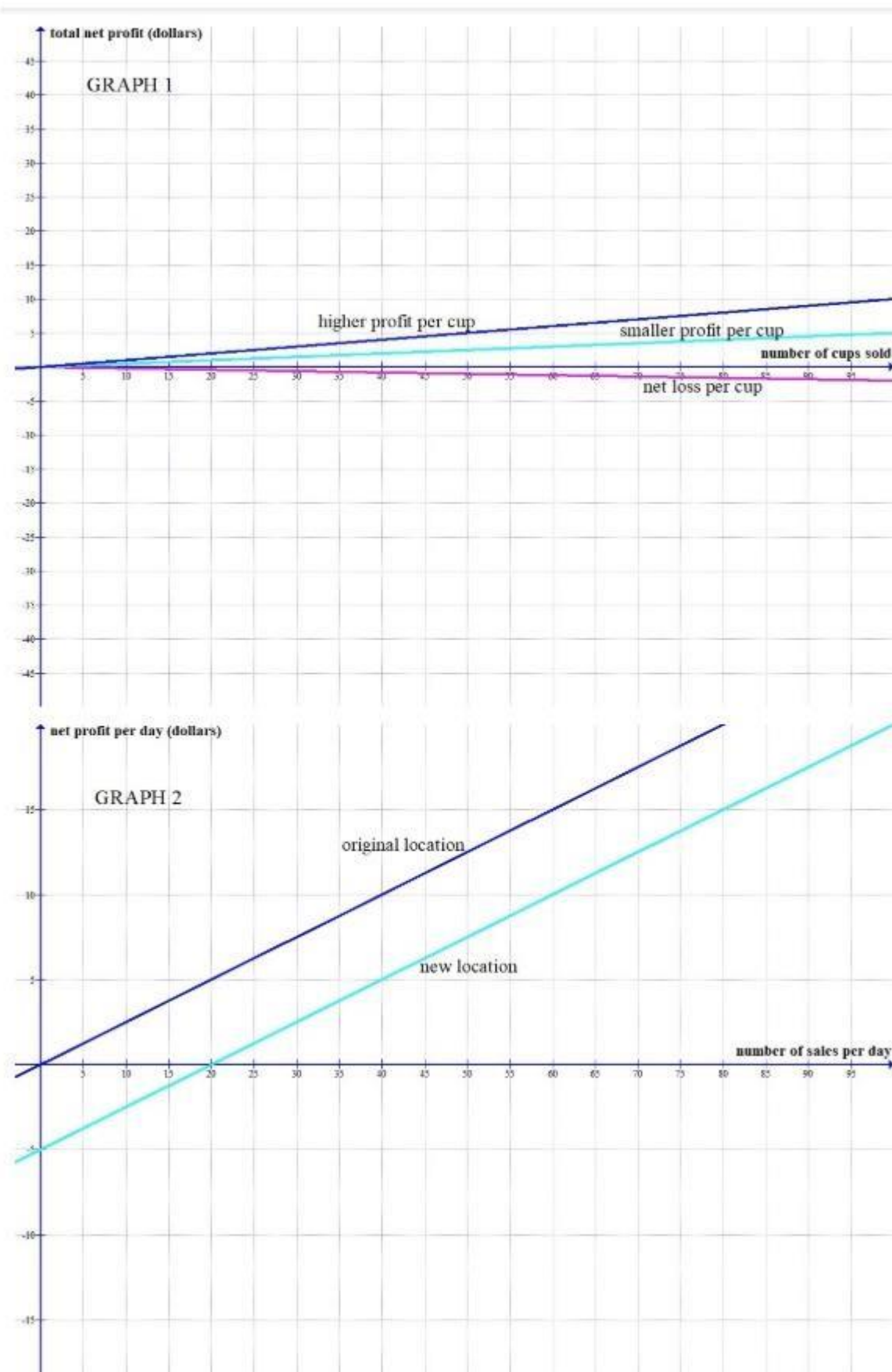
Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS **Explanation**

Explanation/Reference:

QUESTION 130

Aimee plans to open a lemonade stand. She wants to determine whether to sell an 8 ounce or 10 ounce cup of lemonade. Each 8-ounce cup costs 2 cents and 10 ounce cups are 3 cents each. The lemons to make a half-gallon of lemonade cost 5 dollars and the sugar for the half-gallon costs 85 cents. She already has all the materials needed to make the stand and she can use the location at no cost. Aimee notices that about 150 people pass by the location of her stand each day and thinks that 20 percent of these people will buy a cup of lemonade. You have made the 2 accompanying graphs to help Aimee make business decisions.





Read the attached passage and consult the attached graph. Suppose Aimee increases her profit per cup to 30 cents at the new location. How many fewer sales would be needed to break even at this new price than if she kept the profit per cup at 25 cents?

- A. 3
- B. 17
- C. 4
- D. 16

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS Explanation

Explanation/Reference:

QUESTION 131

Choose an expression equivalent to $\sqrt{b^5}$.

- A. $2\sqrt{5b}$
- B. $5\sqrt{b}$
- C. $5b^2$
- D. $b^{\frac{5}{2}}$

Correct Answer: D

Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS Explanation

Explanation/Reference:

QUESTION 132 Alex is making bread dough. The amount of dough he makes is measured in pounds (*lb*). The amount of time he takes is measured in minutes (*min*). Choose the appropriate unit for Alex's rate of making dough.

- A. $1/(lb-min)$
- B. lb/min
- C. min/lb
- D. $lb-min$

Correct Answer: B

Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS Explanation

Explanation/Reference:

QUESTION 133 Simplify the expression $(5x^2y + 7) + (2x + 4y - 2) - (x + 3y - 1)$

- A. $8x + y + 4$
- B. $6x + 3y + 6$
- C. $6x - y + 6$
- D. $6x + 9y + 4$

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS Explanation

Explanation/Reference:

QUESTION 134

Which of these inequalities represents all possible solutions of $-\frac{1}{3}c \geq -15$?

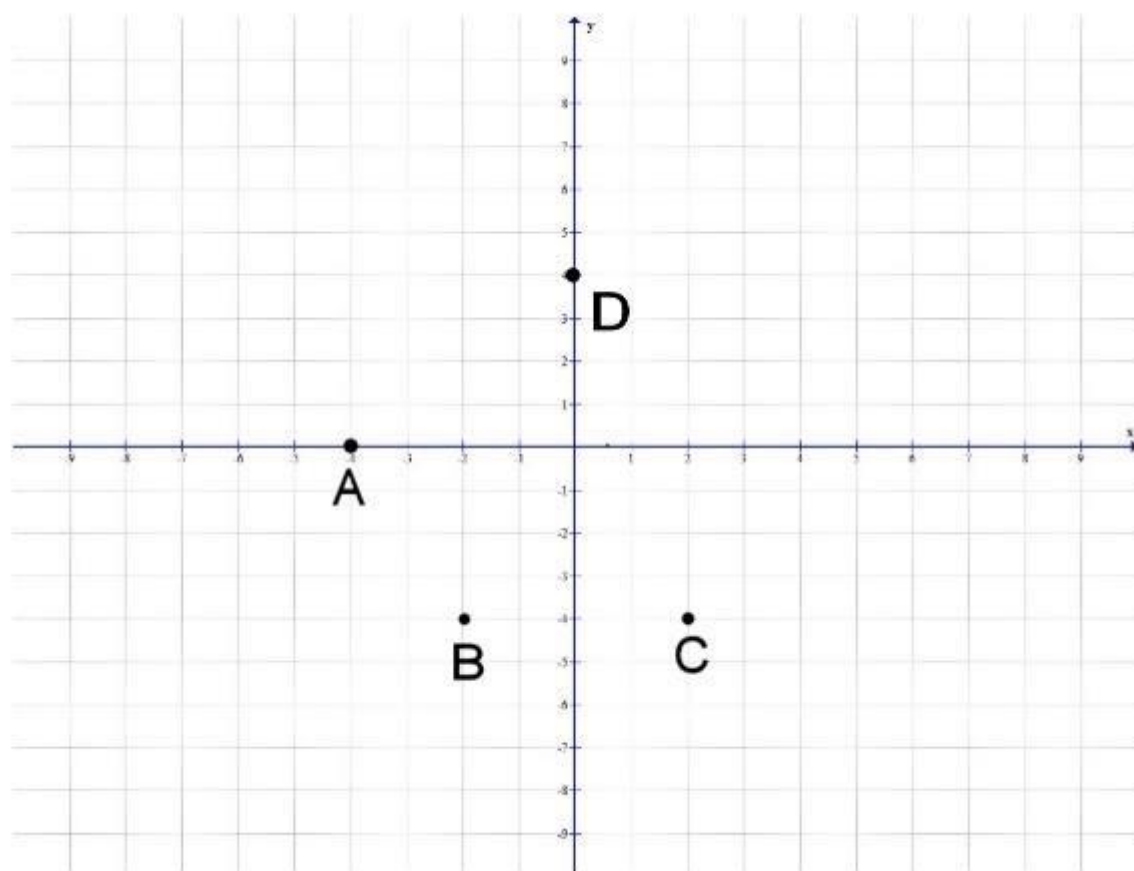
- A. $c \geq -5$
- B. $c \geq 45$ C. $3c \leq 5$
- D. $c \leq 45$

Correct Answer: D

Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS **Explanation**

Explanation/Reference:

QUESTION 135



Which point on the attached graph represents the vertex of the function $2x^2 - 8x + 4$?

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

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS

Explanation

Explanation/Reference:

QUESTION 136

Andrea has a 78 average after taking 7 tests in math class. The 8th and final test is coming up. She needs an average of 80 to get a *B* in the class. Which statement explains whether or not she can get a *B*?

- A. She can get the B . She needs to get an 82 or better on the last test.
- B. She can't get the B . Since she has a $C+$ average, she cannot get above that on any test.
- C. She can get the B . She needs to get a 94 or better on the last test.
- D. She can't get the B . She would need to get more than 100 points on the last test.

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS Explanation

Explanation/Reference:

QUESTION 137 Which of the explicit functions listed below is equivalent to this recursive function:

$$f(1) = 5 \quad f(n) = f(n-1) - 3 \quad n \geq 2$$

- A. $f(n) = 5\pi + 6$
- B. $f(n) = 5\pi$
- C. $f(n) = 8 - 3\pi$
- D. $f(n) = 2 - 3\pi$

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS Explanation

Explanation/Reference:

QUESTION 138

Choose the domain for which the function $f(x) = \frac{x}{2x-4}$ is defined.

- A. $x \neq 2$
- B. all real numbers
- C. $x \neq 4$
- D. $x \neq -2$

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS Explanation

Explanation/Reference:

QUESTION 139 Choose the expression equivalent to $(t - 5)^2$.

- A. $t^2 - 25$
- B. $(t - 5)(t + 5)$
- C. $t^2 - 10t + 25$
- D. $t^2 + 10t - 25$

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS Explanation

Explanation/Reference:

QUESTION 140



Jason is using a recipe that requires 3 teaspoons of salt for every 2 cups of flour. He needs to use 9 cups of flour to make enough for everyone. How much salt should he use?

- A. 4.5 teaspoons
- B. 10 teaspoons
- C. 6 teaspoons
- D. 13.5 teaspoons

Correct Answer: D

Section: 11TH GRADE MATHEMATICS: NUMBER AND OPERATIONS **Explanation**

Explanation/Reference:

QUESTION 141

Sharon has data for this list of variables for her classmates. She needs to make histograms for the count and categorical variables. For which of these variables should she make histograms?

- age routed to nearest year
 - weight ▪ height ▪ month of birth ▪ gender ▪ mean of test scores
- A. test score means, gender
 - B. age, gender, month of birth
 - C. weight, age, test score means
 - D. height and weight

Correct Answer: B

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY **Explanation**

Explanation/Reference:



QUESTION 142 Which of these statistical characteristics are shown in a box plot?

- mean ▪ median ▪ mode
 - maximum and minimum values ▪ first and third quartiles ▪ standard deviation ▪ standard error
- A. median, first and third quartiles, maximum and minimum values
 - B. mean, maximum and minimum values, standard deviation
 - C. mode, maximum and minimum values, standard error
 - D. mean, first and thirs quartiles, maximum and minimum values

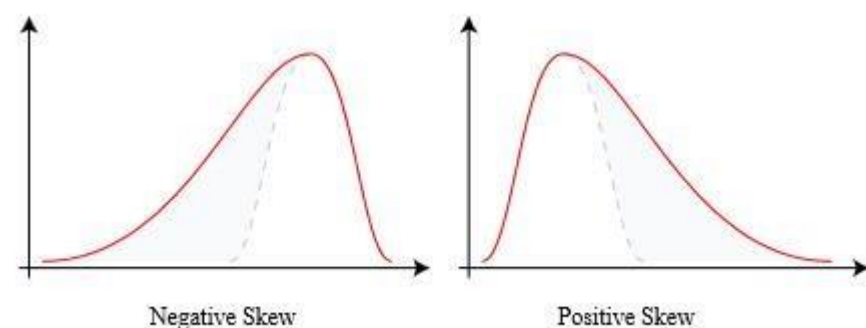
Correct Answer: A

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY **Explanation**

Explanation/Reference:

QUESTION 143

For the distributions shown in the attached image, which will be the *better* measure of the center of the data set?



- A. mean or median
- B. median or mode
- C. mean only
- D. mode only

Correct Answer: B

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY Explanation

Explanation/Reference:

QUESTION 144

Juan asked juniors and seniors in his school whether they will attend the final home football game of the season. He summarized the results in the attached two-way frequency table.

In the table, which labeled cell or cells contain joint frequencies?

| | Junior | Senior | Total |
|---------------|-------------|-------------|-------------|
| Attending | 36 <i>A</i> | 31 | 67 |
| Not Attending | 22 | 45 <i>C</i> | 67 <i>D</i> |
| Total | 58 <i>B</i> | 76 | 134 |



- A. A and B
- B. A and C
- C. B and D
- D. C and D

Correct Answer: B

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY Explanation

Explanation/Reference:

QUESTION 145

| | Junior | Senior | Total |
|---------------|-------------|-------------|-------------|
| Attending | 36 <i>A</i> | 31 | 67 |
| Not Attending | 22 | 45 <i>C</i> | 67 <i>D</i> |
| Total | 58 <i>B</i> | 76 | 134 |

In this survey (results attached), what is the relative frequency of seniors attending the game?

- A. 0.46
- B. 0.41
- C. 0.23
- D. 0.50

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY Explanation

Explanation/Reference:

QUESTION 146

| | Junior | Senior | Total |
|---------------|-------------|-------------|-------------|
| Attending | 36 <i>A</i> | 31 | 67 |
| Not Attending | 22 | 45 <i>C</i> | 67 <i>D</i> |
| Total | 58 <i>B</i> | 76 | 134 |



Referring to the attached results, what is the conditional probability of a student attending the game if they are a junior?

- A. 0.54
- B. 0.26
- C. 0.5
- D. 0.62

Correct Answer: D

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY Explanation

Explanation/Reference:

QUESTION 147

| | Junior | Senior | Total |
|---------------|-------------|-------------|-------------|
| Attending | 36 <i>A</i> | 31 | 67 |
| Not Attending | 22 | 45 <i>C</i> | 67 <i>D</i> |
| Total | 58 <i>B</i> | 76 | 134 |

Does the attached survey indicate an association between being a junior or senior and attending the game?

- A. Yes, because the conditional probability of attendance is different from the overall probability of attendance.
- B. Yes, because the number of junior is much less than the number of seniors.
- C. No, because the conditional probability of attendance is different from the overall probability of attendance.
- D. No, because the number of juniors is much less than the number of seniors.

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY Explanation

Explanation/Reference:

QUESTION 148

Rachel is going to buy a coffee-maker for her apartment. After some research she found 5 different coffee-makers for these prices:

\$62.99
\$77.99
\$43.99
\$17.99
\$66.99

Her aunt advised her that spending about the median amount will be a good deal, while spending about the mean amount will just be average. After looking at the prices, she decided that average will be good enough.

Read the attached description of a purchase decision process. How much did Rachel save by spending closer to the mean than spending closer to the median?

- A. \$10.80
- B. \$8.20
- C. \$0 because it was the same unit
- D. \$19

Correct Answer: D

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY Explanation

Explanation/Reference:



QUESTION 149

Victoria kept track of her weekly calorie intake, weight, and height. She summarized her results in the table shown here.

| Week | Calories Consumed | Weight (pounds) | Height (feet\inches) |
|------|-------------------|-----------------|----------------------|
| 1 | 15400 | 108 | 4 feet 11 inches |
| 2 | 16350 | 109 | 4 feet 11 inches |
| 3 | 14210 | 107 | 4 feet 11 inches |
| 4 | 14900 | 108 | 4 feet 11 inches |
| 5 | 15800 | 109 | 4 feet 11 inches |

Which of these conclusions can be made from the data in the attached passage?

- 1. If you gain weight you will get taller.
- 2. No conclusions can be made from this data.
- 3. The more you eat the taller you get.
- 4. The more you eat the heavier you get.

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

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY Explanation

Explanation/Reference:

QUESTION 150

Victoria kept track of her weekly calorie intake, weight, and height. She summarized her results in the table shown here.

| Week | Calories Consumed | Weight (pounds) | Height (feet/inches) |
|------|-------------------|-----------------|----------------------|
| 1 | 15400 | 108 | 4 feet 11 inches |
| 2 | 16350 | 109 | 4 feet 11 inches |
| 3 | 14210 | 107 | 4 feet 11 inches |
| 4 | 14900 | 108 | 4 feet 11 inches |
| 5 | 15800 | 109 | 4 feet 11 inches |

Rafael is convinced that eating helps you grow taller and is puzzled by these results. Which of these statements could you use to help him understand these results?

1. Victoria measured her height with a bad ruler.
2. Five weeks might be too short a time to see an increase in height
3. Victoria ate the wrong foods to stimulate growth.
4. The results show correlation and not causation.

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

Correct Answer: B

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY Explanation

Explanation/Reference:

QUESTION 151

A drug company is evaluating a new method to measure levels of sugar in blood samples. The test is run hundreds of times on samples where the true level of sugar is already known. No test will be perfectly accurate all of the time, but it is important that the result of any test be as close to the correct value as possible.

Which of these statistical measures will be most helpful in determining if the testing method in the attached description meets this condition?

1. the mode of the test results
2. the mean of the test results
3. the minimum and maximum values of the test results
4. the standard deviation of the test results

- A. 3 and 4

- B. 1 and 2
- C. 3 only
- D. 2 only

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY Explanation

Explanation/Reference:

QUESTION 152 Sarah took 8 tests in her history class. Her highest score was 94 and her lowest score was 82.

On the 9th test of the semester, she got a 96.

Using this information, how did her mean score change when the last test was included?

- A. It was unchanged
- B. It cannot be determined from the given information
- C. It increased.
- D. It decreased.

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY Explanation

Explanation/Reference:

QUESTION 153

James is training for the cross-country team. As part of his training he does a set of pushups for a minute every day. Over the past 3 days, he did 43, 40, and 45 pushups in these one-minute sessions.

On the 4th day, what is the minimum number of pushups he must do in order to increase his average?

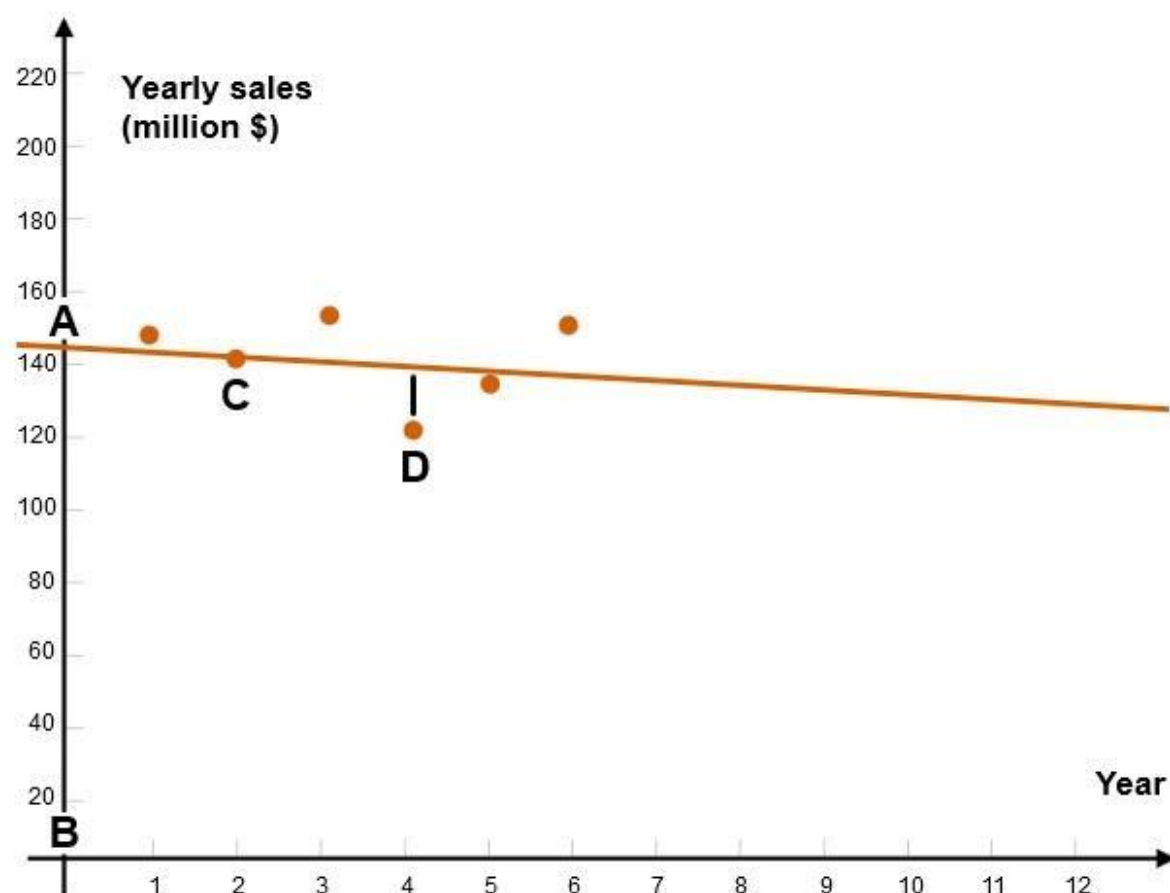
- A. 43
- B. 46
- C. 45
- D. 42

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY Explanation

Explanation/Reference:

QUESTION 154



Students in a business class are studying the performance of XYZ Widgets over the past 6 years. This is a scatterplot of yearly sales and a linear model trend line of the data. Referring to the attached graph and information, which of these *best* describes the point on the line near label A?

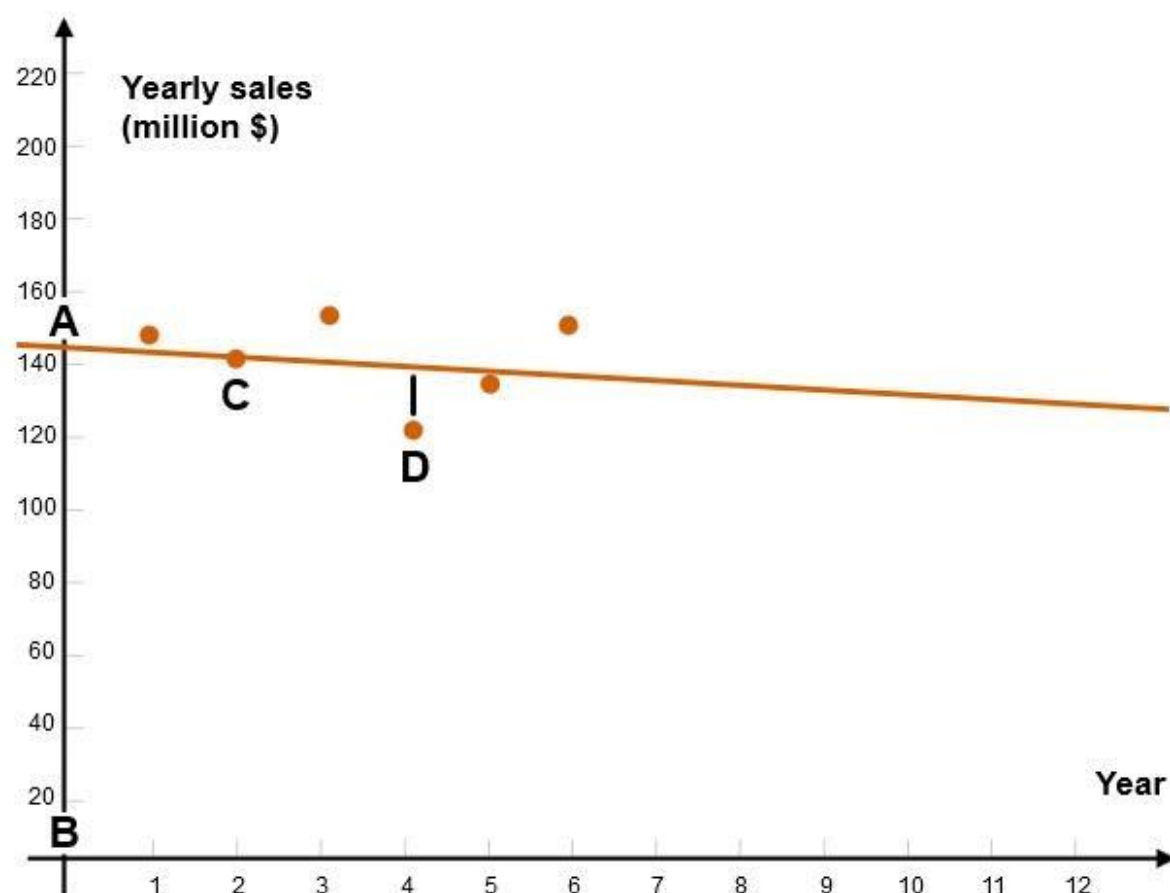
- A. intercept
- B. slope
- C. correlation coefficient
- D. residual

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY **Explanation**

Explanation/Reference:

QUESTION 155



Students in a business class are studying the performance of XYZ Widgets over the past 6 years. This is a scatterplot of yearly sales and a linear model trend line of the data. Which of these *best* represents the line between the point at label D and the trend line in the attached graphic?

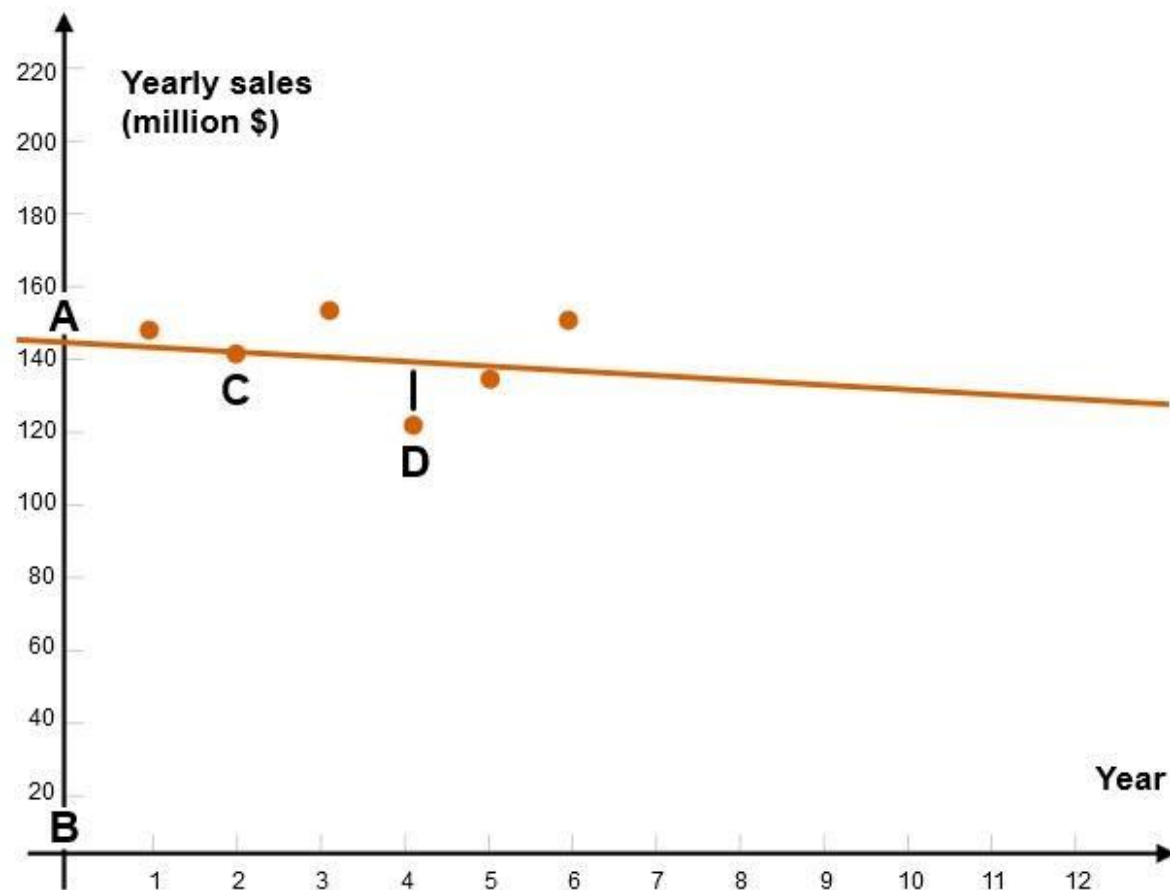
- A. interquartile range
- B. inercept
- C. residual
- D. standard deviation

Correct Answer: C

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY **Explanation**

Explanation/Reference:

QUESTION 156



Students in a business class are studying the performance of XYZ Widgets over the past 6 years. This is a scatterplot of yearly sales and a linear model trend line of the data. Several students are predicting the performance of the company in year 7. Which of these is *not* a reasonable interpretation of the attached model?

- A. They are showing steady growth after the problem year and so they should make about 150 million dollars.
- B. The result 3 years ago is unusual for this company. Except for that year, they have been making about 140 million dollars each year and so that is what they will make next year.
- C. The trend is slightly negative, so they will make about 138 million dollars.
- D. Next year they will make 180 million dollars. They already had a really bad year and so they are due for a really good year.

Correct Answer: D

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY Explanation

Explanation/Reference:

QUESTION 157

Ashley's class is doing experiments with probability. They have a box with 3 green balls, 2 blue balls, and 5 red balls.

Ashley picks a ball, records its color, and puts it back in the box. Her classmate Julio then picks a ball from the box.

What is the probability that both of them pick a green ball?

- A. 0.09
- B. 0.06
- C. 0.6
- D. 0.3

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY

Explanation**Explanation/Reference:**

QUESTION 158 Ashley's class is doing experiments with probability. They have a box with 3 green balls, 2 blue balls, and 5 red balls.

Ashley picks a red ball from the box and keeps the ball. She passes the box to Larissa.

What is the probability that Larissa picks a blue ball?

- A. 0.22
- B. 0.18
- C. 0.2
- D. 0.01

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY **Explanation**

Explanation/Reference:

QUESTION 159 Ashley's class is doing experiments with probability. They have a box with 3 green balls, 2 blue balls, and 5 red balls.

Ashley takes a ball from the box, keeps the ball, and passes the box to Manuel.

What is the probability that Ashley gets a blue ball and Manuel gets a green ball?

- A. 0.05
- B. .066
- C. 0.053
- D. 0.06



Correct Answer: B

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY **Explanation**

Explanation/Reference:

QUESTION 160 Ashley's class is doing experiments with probability. They have a box with 3 green balls, 2 blue balls, and 5 red balls.

Ashley takes a ball from the box, places it on the table, then chooses another ball.

What is the probability that one of the balls is red and the other blue?

- A. 0.222
- B. 0.12
- C. 0.7
- D. 0.1

Correct Answer: A

Section: 11TH GRADE MATHEMATICS: STATISTICS AND PROBABILITY

Explanation

Explanation/Reference:

QUESTION 161

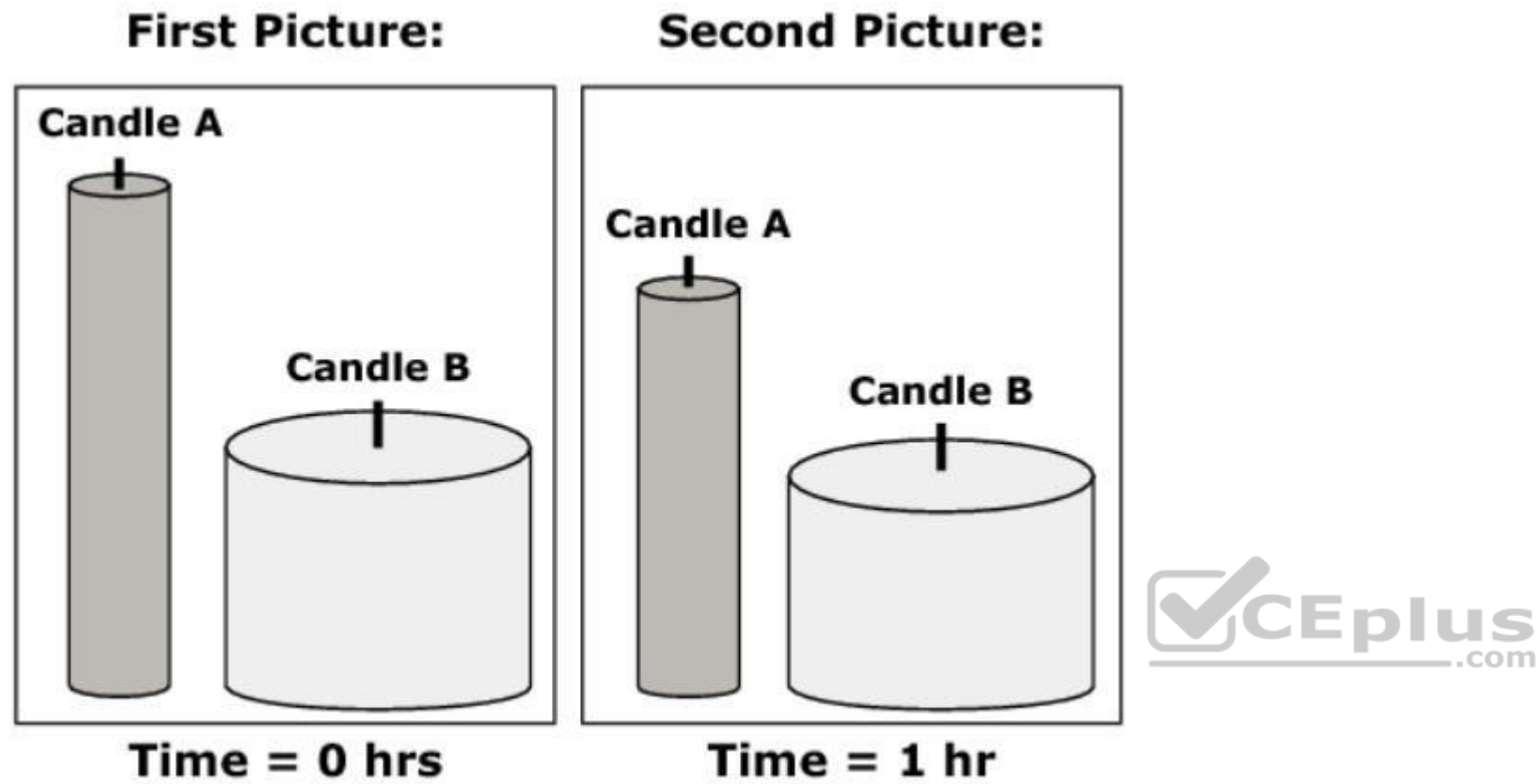
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Case study

Lights, Candles, Action!

Your friend Abbie is making a movie. She is filming a fancy dinner scene and she has two types of candles on the table. She wants to determine how long the candles will last.

She takes a picture, lights the candles, and then lets them burn for 1 hour. She then takes a second picture. You can assume that each candle burns at its won constant rate.



Candle Type A initial height = 20 cm

Candle Type B initial height = 10 cm

Candle Type A height after burning for 1 hour = 16 cm

Candle Type B height after burning for 1 hour = 9 cm

You will use this information to help Abbie think about the candles she might use for her film.

Candles A and B are lit at the same time. What will be the height, in cm, of each candle after 3 hours of burning?

Candle Type A:

Candle Type B:

Correct Answer: See explanation below

Section: 11TH GRADE Math Performance Task Explanation

Explanation/Reference:

Explanation:

Candle A: 8

Candle B: 7

QUESTION 162

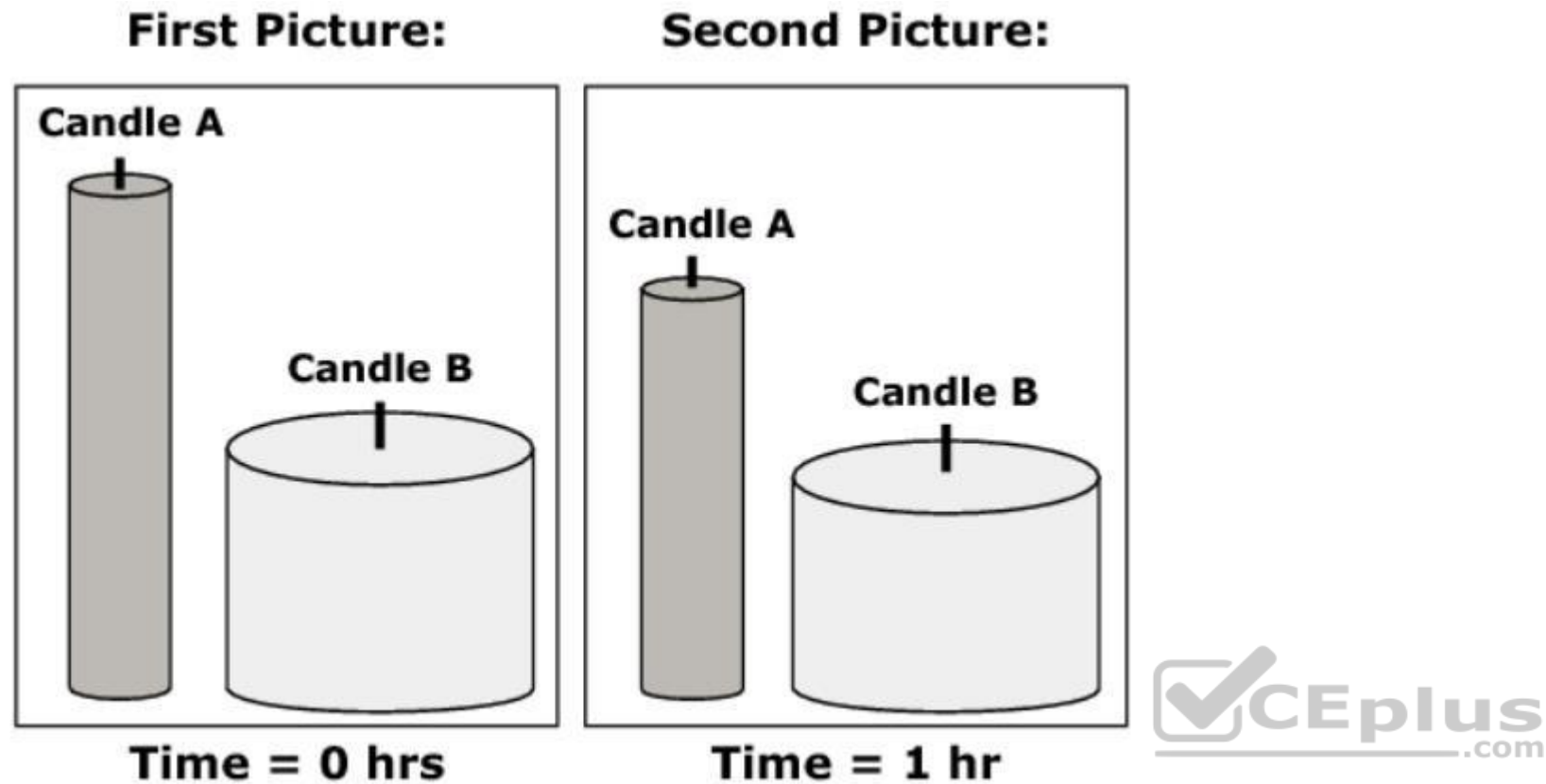
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Case study

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She takes a picture, lights the candles, and then lets them burn for 1 hour. She then takes a second picture. You can assume that each candle burns at its won constant rate.



Candle Type A initial height = 20 cm

Candle Type B initial height = 10 cm

Candle Type A height after burning for 1 hour = 16 cm

Candle Type B height after burning for 1 hour = 9 cm

You will use this information to help Abbie think about the candles she might use for her film.

Candles of each type were lit at the same time. Abbie thinks that since Candle Type A burns more quickly than Candle Type B, that it will burn out (have a height of 0cm) first.

Julie thinks that since Candle Type B starts out much shorter than Candle Type A, it will be the candle to burn out first.

Which candle will burn out first? Give a mathematical explanation to convince Abbie and Julie of your solution. Clearly identify the quantities involved.

Correct Answer: See explanation below

Section: 11TH GRADE Math Performance Task Explanation

Explanation/Reference:

Explanation:

Sample response a

Abbie is correct “because” candle A looks taller, but it burns at a rate of 4cm per hour, where candle B looks shorter and burns at a rate of 1cm per second. Since candle A is 20 cm tall, it will burn out in 5 hours where candle B would take 10 hours.

Score Point 2:

This student correctly identified that Candle Type A would burn out first and used both initial heights and burn rates to compute and compare the burn out times.

Sample response b

Candle A will burn out first because candle A burns 4 cms each hour while Candle B burns 1cm each hour. Candle A will burn out while candle B still has 5cm left.

Score Point 1:

Although this student correctly provided the information that 5 cm are left for Candle Type B, he/she did not give any indication as to how that information was derived. Sample response c

Candle A will burn out faster b/c it gets 4 inches shorter every hour when B only get 1 inch shorter.

Score Point 1:

The student correctly stated that Candle Type A would burn out first, but only attended to the burn rates and did not mention the initial heights.

Sample response d

I think candle b will burn out faster because its shorter and fatter candle a is tall in skinny therefore it will take longer to burn out.

Score point 0:

This student only attended to one quantity (height of candle) and concluded that Candle Type B would burn out first, which is incorrect.

QUESTION 163

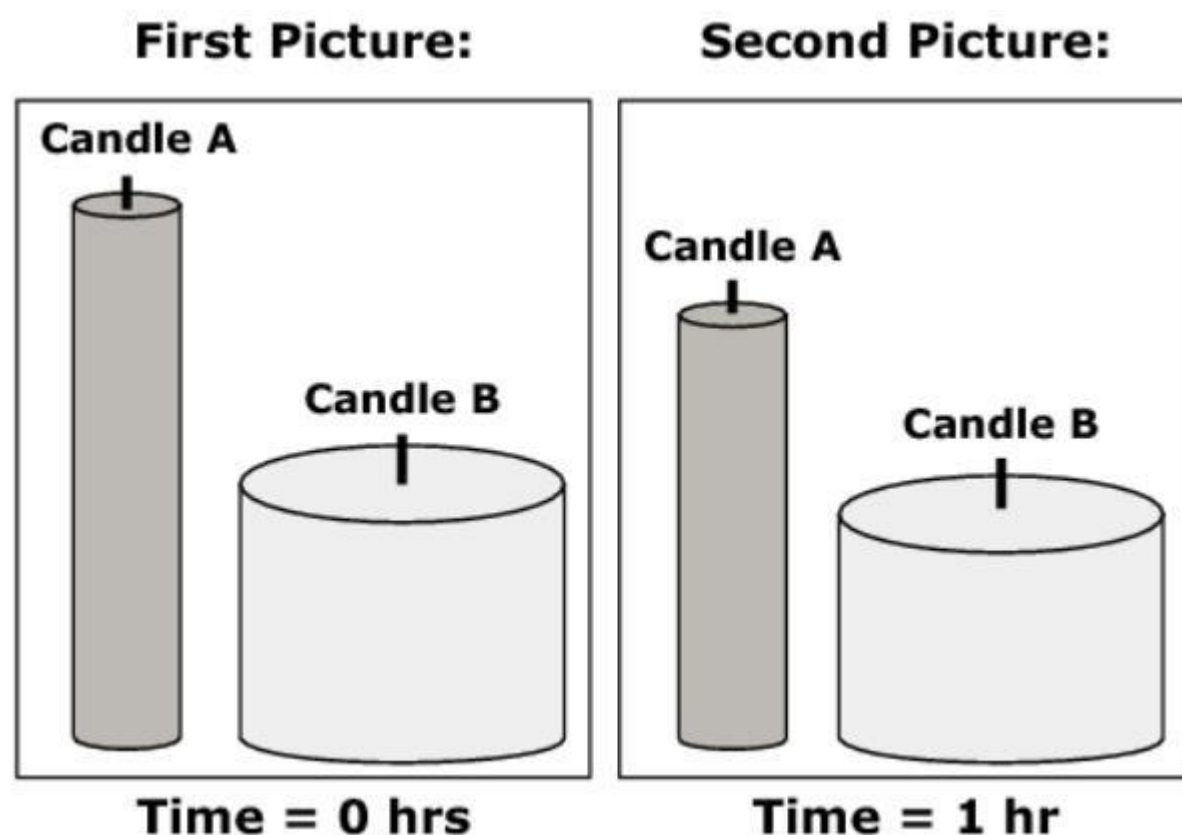
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Case study

Lights, Candles, Action!

Your friend Abbie is making a movie. She is filming a fancy dinner scene and she has two types of candles on the table. She wants to determine how long the candles will last.

She takes a picture, lights the candles, and then lets them burn for 1 hour. She then takes a second picture. You can assume that each candle burns at its won constant rate.



Candle Type A initial height = 20 cm
Candle Type B initial height = 10 cm

Candle Type A height after burning for 1 hour = 16 cm
Candle Type B height after burning for 1 hour = 9 cm



You will use this information to help Abbie think about the candles she might use for her film.

Abbie has 3 hours left to film. She lights a **new** Candle Type A and Candle Type B and then starts filming.

In the 3 hours she has left, will Abbie capture the moment when the candles are exactly the same height?

Explain to Abbie how you can determine the answer.

Correct Answer: See explanation below.

Section: 11TH GRADE Math Performance Task Explanation

Explanation/Reference:

Explanation:

Sample response a

$1(-4) = -4$ $1(-1) = -1$ No, Abbie will not see the 2 candles at the same height during 2(-4)
 $= -8$ $2(-1) = -2$ the 3 hours that she is filming.
 $3(-4) = -12$ $3(-1) = -3$

$20 - 4 = 16$ $10 - 1 = 9$
 $20 - 8 = 12$ $10 - 2 = 8$
 $20 - 12 = 8$ $10 - 3 = 7$

Score point 1:

This response is “almost a 2.” In order to move from a score of 1 to a score of 2, this student would need to be more explicit about the meaning of the numbers and calculations, and ultimately connect those to the context.

Sample response b

She will not have enough time to capture both candles having the same height. After 3 hours candle A will be at 8 cm & candle B will be a 6 cm.

Score point 1:

The student correctly states *No*, but does not provide a mathematically valid argument and makes a mistake in the calculation of the height of Candle Type B.

Sample response c

No b/c at 3 hours candle A is 8 cm and B is 7 hours. She would only be able to if she was filming for 4 hours.

Score point 1:

The student correctly states *No*, but does not provide a mathematically valid argument.

Sample response d

I don't know if they will be equal because candle b is burning out faster then candle a. She might be able to capture them burning but not at the same height.

Score point 0:

Student does not state a definitive answer and does not provide a mathematical justification.

QUESTION 164

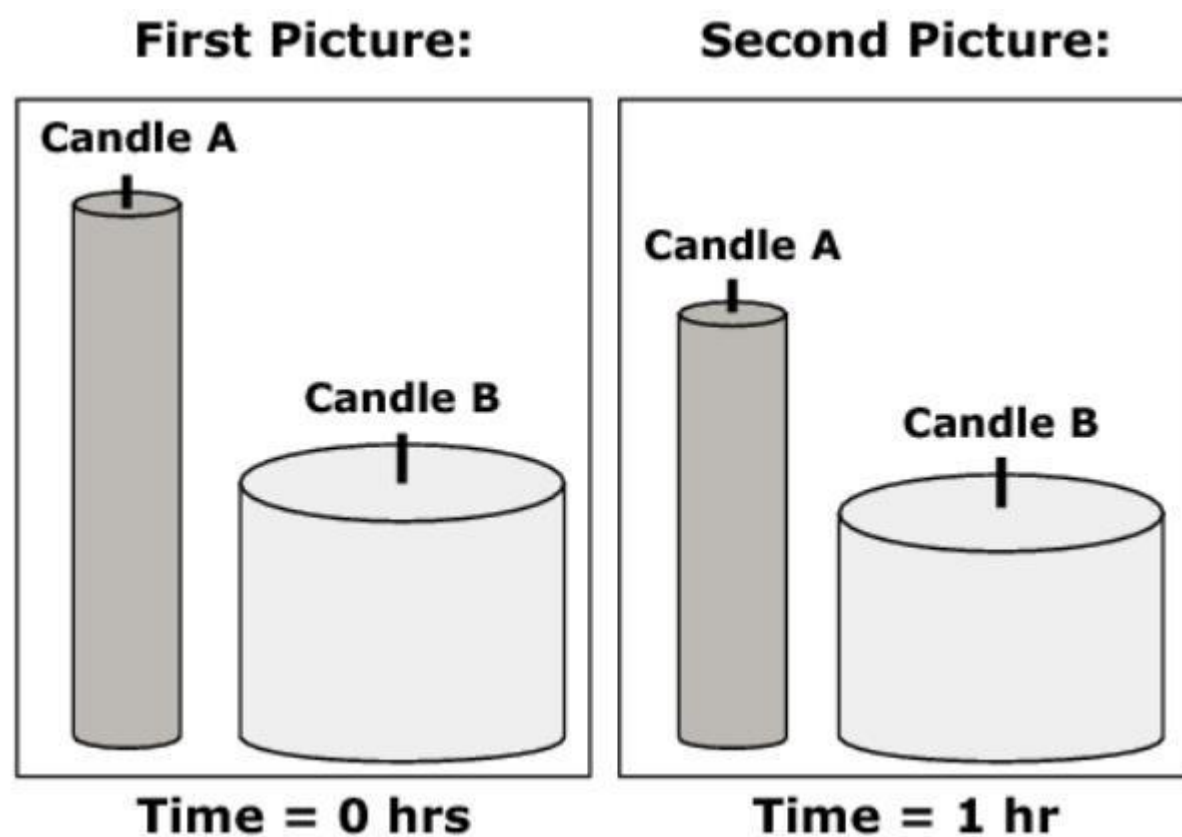
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Case study

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She takes a picture, lights the candles, and then lets them burn for 1 hour. She then takes a second picture. You can assume that each candle burns at its won constant rate.



Candle Type A initial height = 20 cm
Candle Type B initial height = 10 cm

Candle Type A height after burning for 1 hour = 16 cm
Candle Type B height after burning for 1 hour = 9 cm

You will use this information to help Abbie think about the candles she might use for her film.

You have decided to use functions to help Abbie think about the candles.

You show her how to represent the height of a candle, h , as a function of time, t , using this equation:

$$h = k + nt$$

First, explain to Abbie what k and n represent in order to model the different candles. Be specific in your explanation.

Correct Answer: See explanation below.

Section: 11TH GRADE Math Performance Task Explanation

Explanation/Reference:

Explanation:

2 points: The student correctly identifies that “ k ” represents the initial height of the candle and “ n ” represents the burn rate of the candle.

1 point: The student is only able to correctly identify one of the parameters, not both.

0 points: All other responses

Note: It is necessary for the student to identify “ k ” as the initial or original height in order to receive full credit, because the height of the candle changes as it burns and it is represented by “ h ” in the equation.

QUESTION 165

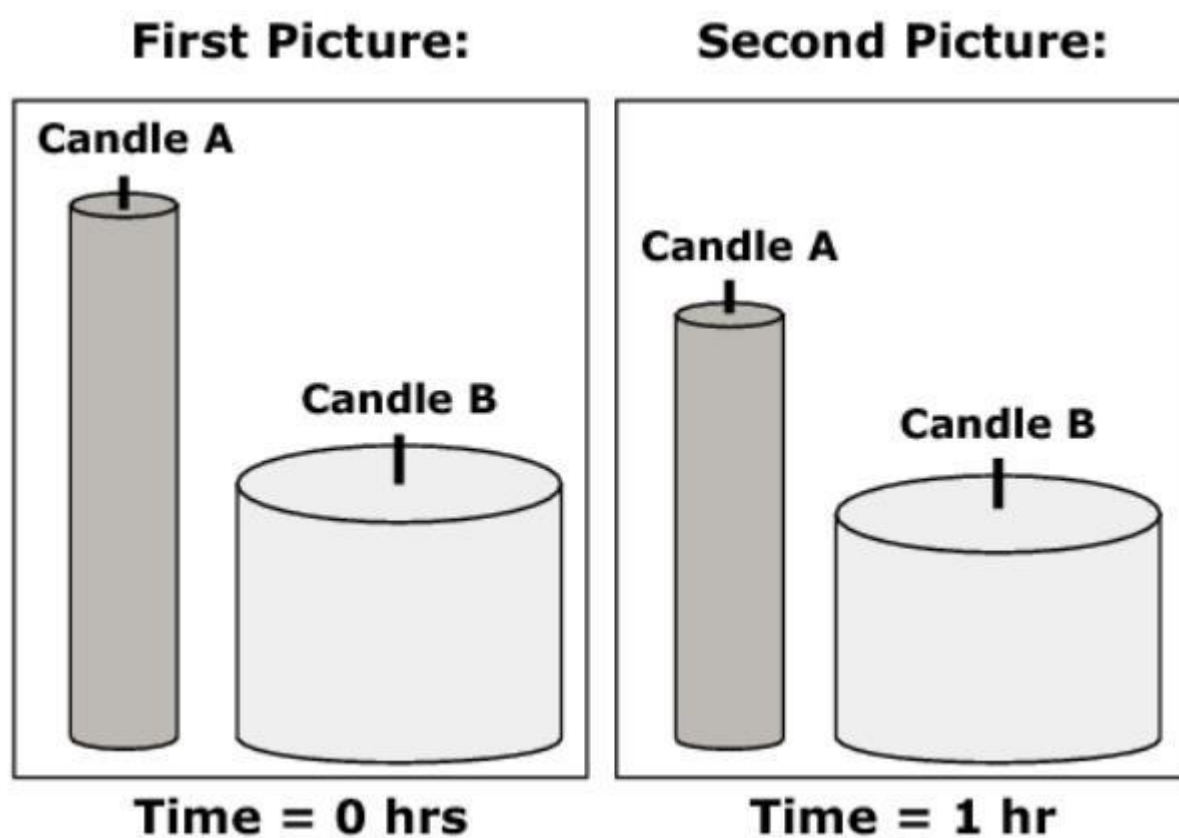
FILL BLANK

Case study

Lights, Candles, Action!

Your friend Abbie is making a movie. She is filming a fancy dinner scene and she has two types of candles on the table. She wants to determine how long the candles will last.

She takes a picture, lights the candles, and then lets them burn for 1 hour. She then takes a second picture. You can assume that each candle burns at its own constant rate.



Candle Type A initial height = 20 cm
Candle Type B initial height = 10 cm

Candle Type A height after burning for 1 hour = 16 cm
Candle Type B height after burning for 1 hour = 9 cm



You will use this information to help Abbie think about the candles she might use for her film.

Now, choose either Candle A or Candle B to create an equation that will tell Abbie the height of the candle at t hours after it is lit.

Determine what the numerical values for k and n should be for the candle you chose.

Using these k and n values, write an equation that tells Abbie the height h of the candle, in cm, at t hours after it is lit.

Correct Answer: See explanation below

Section: 11TH GRADE Math Performance Task Explanation

Explanation/Reference:

Explanation:

Either $h = 20 - 4t$ or $h = 10 - t$ (and equivalents)

QUESTION 166

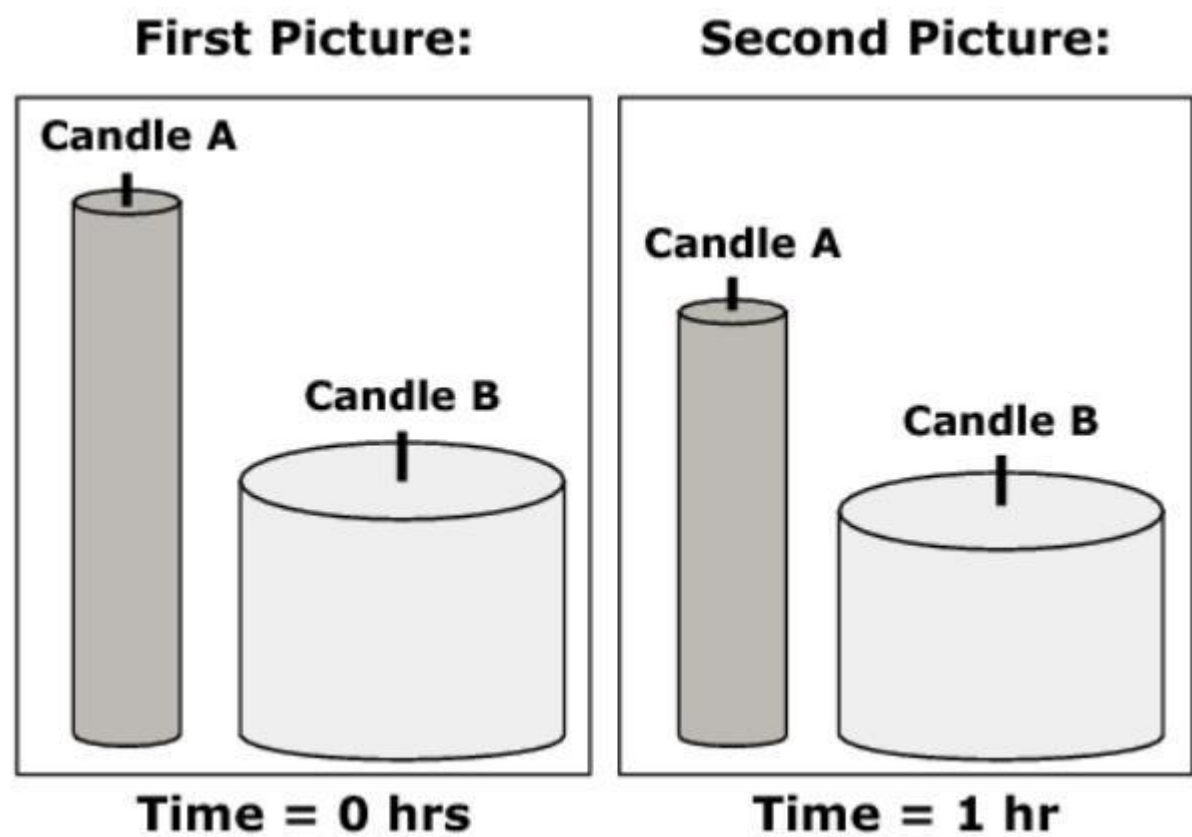
FILL BLANK

Case study

Lights, Candles, Action!

Your friend Abbie is making a movie. She is filming a fancy dinner scene and she has two types of candles on the table. She wants to determine how long the candles will last.

She takes a picture, lights the candles, and then lets them burn for 1 hour. She then takes a second picture. You can assume that each candle burns at its won constant rate.



Candle Type A initial height = 20 cm
Candle Type B initial height = 10 cm

Candle Type A height after burning for 1 hour = 16 cm
Candle Type B height after burning for 1 hour = 9 cm



You will use this information to help Abbie think about the candles she might use for her film.

For her next film, Abbie wants candles that will burn for exactly 8 hours. You want to give her a choice by designing two different candles (Type C and Type D).

Using the equation $h = k + nt$, determine two different pairs of values for k and n that will meet the requirement to burn down to a height of 0 cm in exactly 8 hours.

Complete the table to show two possible sets of values for k and n for your new candle designs.

| | k | n |
|---------------|-----|-----|
| Candle Type C | | |
| Candle Type D | | |

Correct Answer: See explanation below

Section: 11TH GRADE Math Performance Task

Explanation

Explanation/Reference:

Explanation:

2 points: The student creates values for k and n that result in Candle Type C and Candle Type D burning out in 8 hours.

1 point: The student creates values for k and n that result in Candle Type C or Candle Type D burning out in 8 hours.

0 points: All other responses.

Sample full-credit responses:

| | k | n |
|---------------|----------|----------|
| Candle Type C | 16 | -2 |
| Candle Type D | 8 | -1 |

| | k | n |
|---------------|----------|----------|
| Candle Type C | 12 | -1.5 |
| Candle Type D | 24 | -3 |

QUESTION 167 Choose the expression that is equivalent to $(m^2 - 25)$.

- A. $(m^2 - 10m + 25)$
- B. $(m^2 + 10m + 25)$
- C. $(m - 5)(m + 5)$
- D. $(m - 5)^2$

Correct Answer: C

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

QUESTION 168

Choose an expression that is equivalent to $\sqrt[3]{3^8}$.

- A. $3\frac{1}{4}$
- B. 3^3
- C. 3^4
- D. 3^6

Correct Answer: C

Section: 11TH GRADE Math Scoring Guide

Explanation

Explanation/Reference:

QUESTION 169

FILL BLANK

Enter an expression equivalent to $(3x^2 + 2y^2 - 3x) + (2x^2 + y^2 - 2x) - (x^2 + 3y^2 + x)$ using the fewest number of possible terms.

← → ↶ ↷ ✖

| | | | | | | | | | | | |
|---|---|---|---------------------|---------------|---------------|--------|--------|---------------|------------------|-------|---|
| 1 | 2 | 3 | x | y | | | | | | | |
| 4 | 5 | 6 | + | - | * | ÷ | | | | | |
| 7 | 8 | 9 | < | ≤ | = | ≥ | > | | | | |
| 0 | . | - | $\frac{\Box}{\Box}$ | \Box^{\Box} | \Box_{\Box} | () | | $\sqrt{\Box}$ | $\sqrt[n]{\Box}$ | π | i |
| | | | sin | cos | tan | arcsin | arccos | arctan | | | |

Correct Answer: See explanation below.

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

Explanation:

$$4x^2 - 6x \text{ or } -6x + 4x^2$$

QUESTION 170

FILL BLANK

When a transversal intersects a pair of parallel lines it will create two pairs of alternate exterior angles.

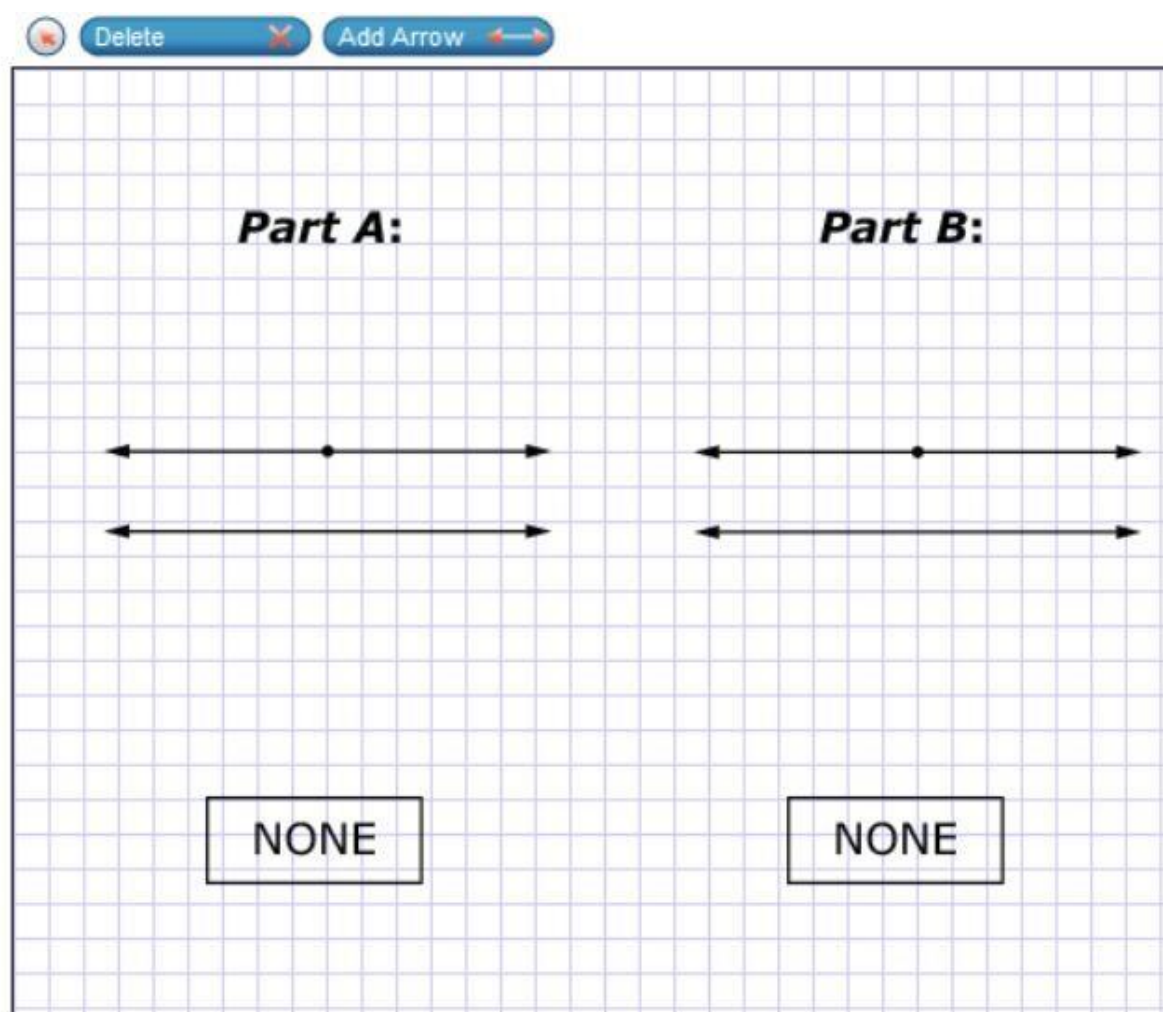
Ricky claims the angles within each pair are congruent to each other, but not congruent to either angle in the other pair.

Part A

Draw a transversal through the point that supports Ricky's claim or choose **NONE** if there is not a situation to support the claim.

Part B

Draw a transversal through the point that **refutes** Ricky's claim, or choose **NONE** if there is not a situation to refute the claim.



Correct Answer: See explanation below.

Section: 11TH GRADE Math Scoring Guide Explanation

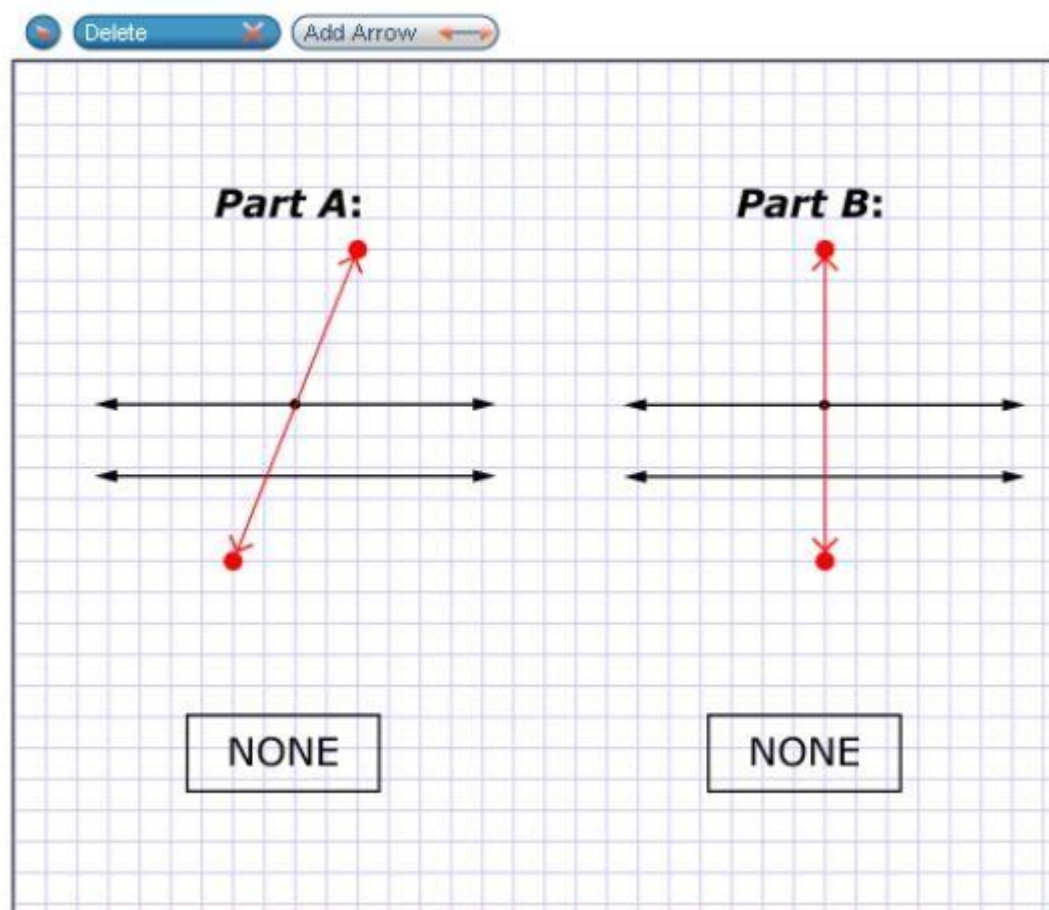
Explanation/Reference:

Explanation:

Exemplar: (shown below)

Part A: a pair of parallel lines cut by transversal that is not perpendicular to the parallel lines.

Part B: a pair of parallel lines cut by perpendicular transversal.



QUESTION 171 Which inequality represents all possible solutions of $-6m < -12$?

- A. $n < 72$
- B. $n > 2$
- C. $n < 2$
- D. $n > 72$

Correct Answer: B

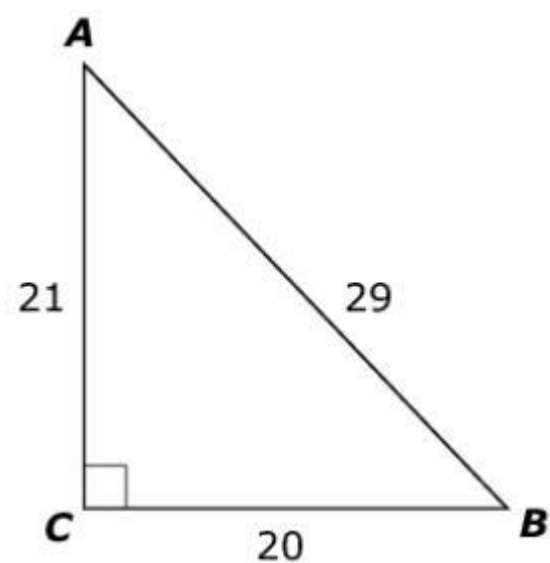
Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

QUESTION 172

FILL BLANK

Consider this right triangle.



Enter the ratio equivalent to $\sin(B)$.

← → ↶ ↷ ✖

| | | | | | | | | | | | |
|---|---|---|---------------------|-------------|-------------|--------|--------|---------------|---------------------|-------|-----|
| 1 | 2 | 3 | + | - | * | ÷ | | | | | |
| 4 | 5 | 6 | < | ≤ | = | ≥ | > | | | | |
| 7 | 8 | 9 | $\frac{\Box}{\Box}$ | \Box^\Box | \Box_\Box | () | | $\sqrt{\Box}$ | $\sqrt[\Box]{\Box}$ | π | i |
| 0 | . | - | sin | cos | tan | arcsin | arccos | arctan | | | |

Correct Answer: 21/29

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

QUESTION 173

DRAG DROP

Cheryl claims that any irrational number squared will result in a rational number.

Part A

Drag an irrational number into the first response box that when squared will result in a rational number.

Part B

Drag an irrational number into the second response box that when squared will result in an irrational number.

Select and Place:

Delete

$\frac{\sqrt[3]{2}}{\sqrt{3}}$

$\frac{\sqrt{3}}{\sqrt{2}}$

$\sqrt[3]{2}$

$\sqrt{2}$

π


$\sqrt{\pi}$

Part A

²²
= rational number

Part B

²²²²
= irrational number



Correct Answer:

Delete

$\frac{\sqrt[3]{2}}{\sqrt{3}}$

$\frac{\sqrt{3}}{\sqrt{2}}$

$\sqrt[3]{2}$

$\sqrt{2}$

π

$\sqrt{\pi}$

Part A

$\frac{\sqrt{3}}{\sqrt{2}}$

²

$\sqrt{2}$

²
= rational number

Part B

$\frac{\sqrt[3]{2}}{\sqrt{3}}$

²

$\sqrt[3]{2}$


²

π

²

$\sqrt{\pi}$

²
= irrational number



Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

QUESTION 174

FILL BLANK

A train travels 250 miles at a constant speed (x), in miles per hour.

Enter an equation that can be used to find the speed of the train, if the time to travel 250 miles is 5 hours.

←
→
↶
↷
✖

| | | | | | | |
|----------------------------------|---|---|---------------------------|-------------------|------------------|---------------------------|
| 1 | 2 | 3 | x | | | |
| 4 | 5 | 6 | + | - | * | ÷ |
| 7 | 8 | 9 | < | ≤ | = | ≥ |
| 0 | . | - | $\frac{\square}{\square}$ | \square^\square | $\sqrt{\square}$ | $\sqrt[\square]{\square}$ |
| | | | π | i | | |
| sin cos tan arcsin arccos arctan | | | | | | |

Correct Answer: See explanation below

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference: Explanation: $x = \frac{250}{5}$ or equivalent. However, do not accept $x = 50$ only.

QUESTION 175
HOTSPOT

Click above the numbers to create a line plot for the given percent chances of rain in different cities.

65, 65, 70, 70, 80, 80, 80, 80, 85, 95, 95, 95, 100

Hot Area:

Correct Answer:

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

QUESTION 176

The formula for the rate at which water is flowing is $R = \frac{V}{t}$, where

- R is the rate
- V is the volume of water measured in gallons (g), and
- t is the amount of time, in seconds (s), for which the water was measured.

Choose an appropriate measurement unit for the rate.

- A. $\frac{g}{s}$ B. $\frac{s}{g}$ C. $\frac{1}{sg}$ D. $\frac{1}{sg}$



Correct Answer: B

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

QUESTION 177
HOTSPOT

Emily is solving the equation $2(x + 9) = 4(x + 7) + 2$. Her steps are shown below.

Part A

Click on the first step in which Emily made an error.

Part B

Click on the solution to Emily's original equation.

Hot Area:

Correct Answer:

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

QUESTION 178

FILL BLANK

A store sells used and new video games. New video games cost more than used video games. All used video games cost the same. All new video games also cost the same.

Omar spent a total of \$84 on 4 used video games and 2 new video games. Sally spent a total of \$78 on 6 used video games and 1 new video game. Janet has \$120 to spend.

Enter the number of used video games Janet can purchase after she purchases 3 new video games.

Correct Answer: 5

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

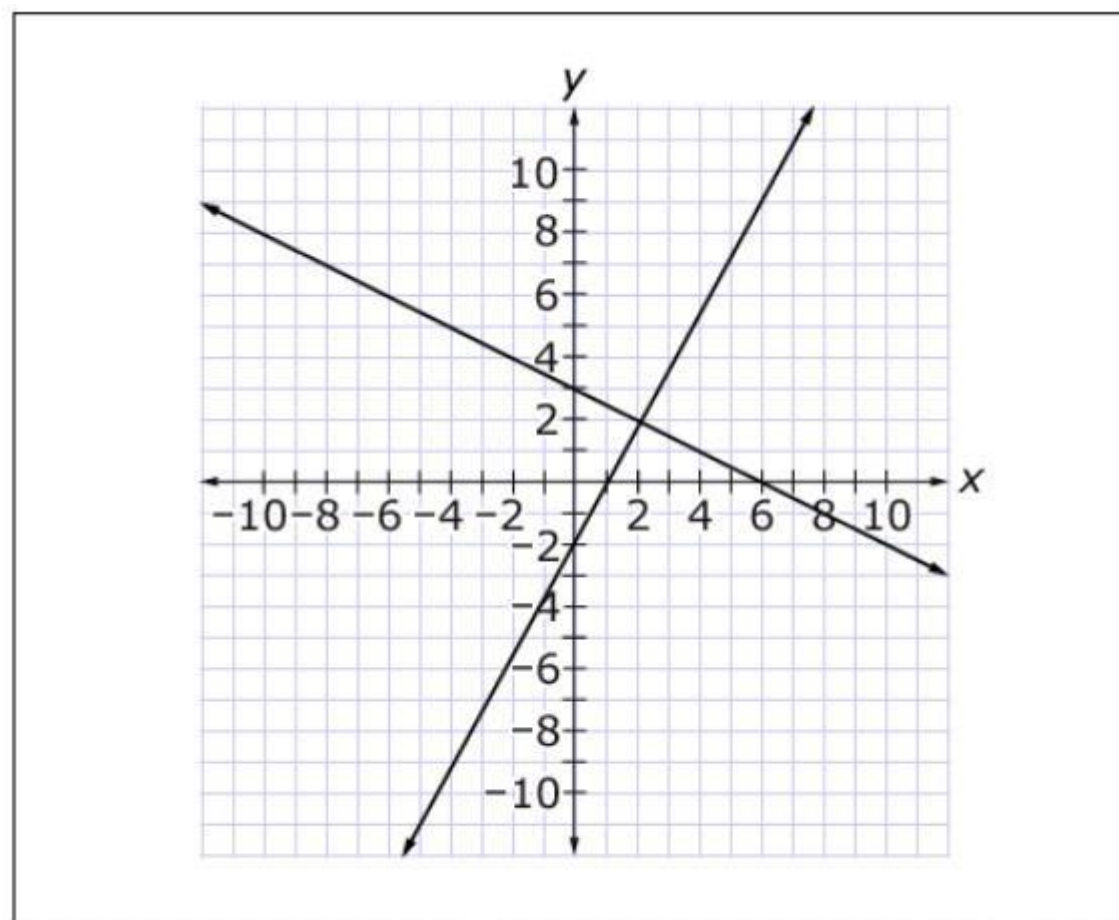
QUESTION 179

FILL BLANK

Click on the region of the graph that contains the solution set of the system of linear inequalities.

$$y \leq -\frac{1}{2}x + 3$$

$$y \geq 2x - 2$$

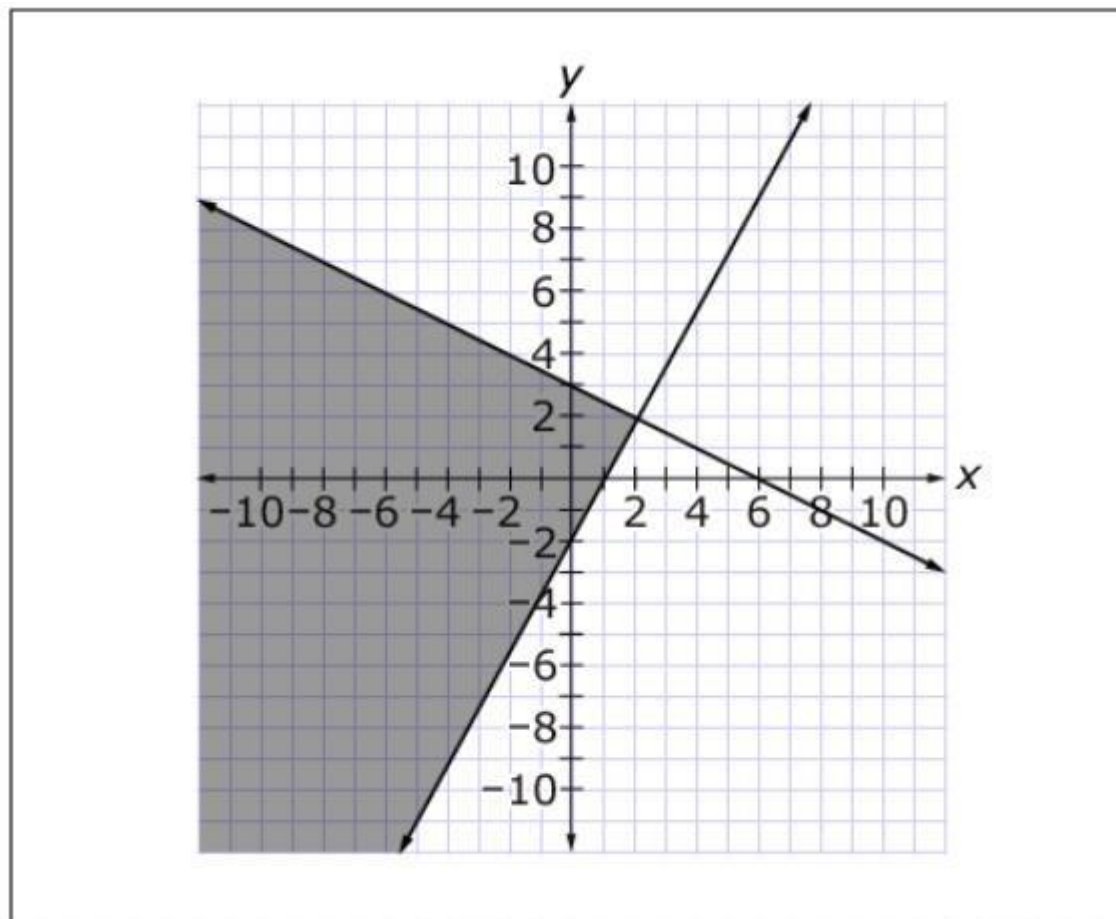


Correct Answer: See explanation below.

Section: 11TH GRADE Math Scoring Guide Explanation

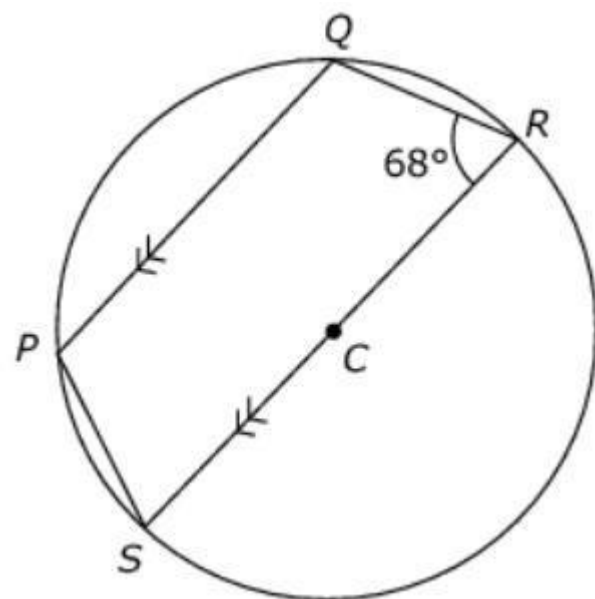
Explanation/Reference:

Explanation:



QUESTION 180

Use the circle below to answer the question.



The circle is centered at point C . Line segment PQ is parallel to SR . What is the measure of angle QPS ?

- A. 68°
- B. 112° C. 136°

D. 158°

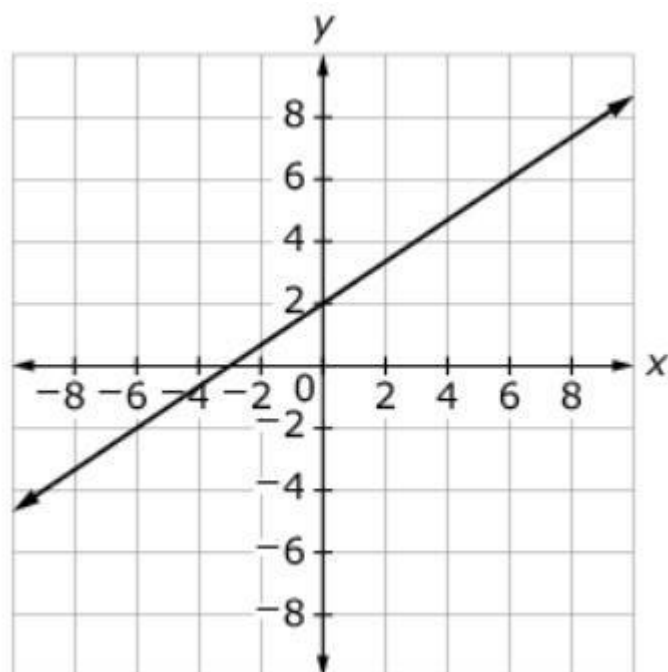
Correct Answer: B

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

QUESTION 181

Choose the ordered pair that is a solution to the equation represented by the graph.



- A. $(0, -3)$
- B. $(2, 0)$
- C. $(2, 2)$
- D. $(-3, 0)$

Correct Answer: D

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

QUESTION 182

FILL BLANK

Consider this solution to a problem.

Problem: $-4(6 - y) + 4 = -4$

Step 1: $-24 - 4y + 4 = -4$

Step 2: $-20 - 4y = -4$

Step 3: $-4y = 16$

Step 4: $y = -4$

Part 1: enter the number of the step where the mistake is made.

Part 2: enter the correct solution to the problem.

Correct Answer: See explanation below

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

Explanation:

Part 1: Step 1

Part 2: $y = 4$ (or 4)

QUESTION 183 Consider a sequence whose first five terms are: -1.75 , -0.5 , 0.75 , 2 , 3.25

Which function (with domain all integers $n \geq 1$) could be used to define and continue this sequence?

$$f(n) = \frac{7}{4}(n - 1) - \frac{5}{4}$$

$$f(n) = \frac{5}{4}(n - 1) - \frac{7}{4}$$

$$f(n) = \frac{7}{4}n - \frac{5}{4}$$

$$f(n) = \frac{5}{4}n - \frac{7}{4}$$

A.

B.

C.

D.

Correct Answer: B

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

QUESTION 184

FILL BLANK

Write an expression equivalent to $\frac{b^{11}}{b^4}$ in the form b^m .

Correct Answer: See explanation below.

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

Explanation: b^7

QUESTION 185

FILL BLANK

Nina has some money saved for a vacation she has planned.

- The vacation will cost a total of \$1600.
 - She will put \$150 every week into her account to help pay for the vacation. ▪
- She will have enough money for the vacation in 8 weeks.

If Nina was able to save \$200 a week instead of \$150 a week, how many fewer weeks would it take her to save enough money for the vacation?

Enter the result.

Correct Answer: 2

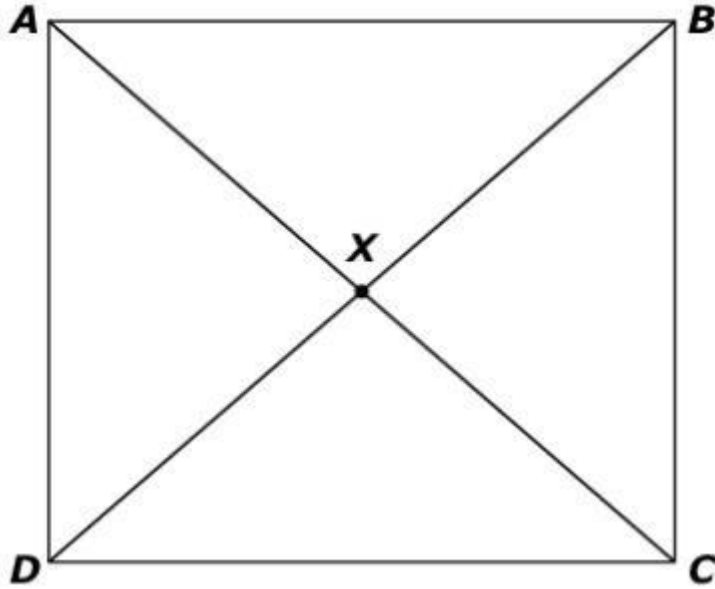
Section: 11TH GRADE Math Scoring Guide



Explanation
Explanation/Reference:

QUESTION 186

Consider parallelogram $ABCD$ with point X at the intersection of diagonal segments AC and BD .



Evelyn claims that $ABCD$ is a square. Choose **all** statements that must be true for Evelyn's claim to be true.

- A. $AB = BD$
- B. $AD = AB$
- C. $AC = BX$
- D. $m\angle ABC \neq 90^\circ$ E. $m\angle AXB = 90^\circ$



Correct Answer: BD

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

QUESTION 187

FILL BLANK

A student earns \$7.50 per hour at her part-time job. She wants to earn at least \$200.

Part A: Enter an inequality that represents all of the possible numbers of hours (h) the student could work to meet her goal.

Part B: Enter the least whole number of hours the student needs to work in order to earn at least \$200.

Correct Answer: See explanation below.

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

Explanation:

Part A: $7.5h \geq 200$ or equivalent

Part B: 27 or $h = 27$

QUESTION 188

HOTSPOT

Michael took 12 tests in his math class. His lowest test score was 78. His highest test score was 98. On the 13th test, he earned a 64. Choose whether the value of each statistic for his test scores increased, decreased, or could not be determined when the last test score was added.

Hot Area:

Correct Answer:

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

QUESTION 189

HOTSPOT

Emma is standing 10 feet away from the base of a tree and tries to measure the angle of elevation to the top. She is unable to get an accurate measurement, but determines that the angle of elevation is between 55 degrees and 75 degrees.

Decide whether each value given in the table is a reasonable estimate for the tree height. Choose Reasonable or Not Reasonable for each height.

Hot Area:

Correct Answer:

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

QUESTION 190

FILL BLANK



Emily has a gift certificate for \$10 to use at an online store. She can purchase songs for 1\$ each or episodes of TV shows for 3\$ each. She wants to spend exactly \$10.

Part A

Create an equation to show the relationship between the number of songs, x , Emily can purchase and the number of episodes of TV shows, y , she can purchase.

Part B

Use the Add Point tool to plot **all** possible combinations of songs and TV shows Emily can purchase.

 Delete
 Add Point

Part A

x +

y =

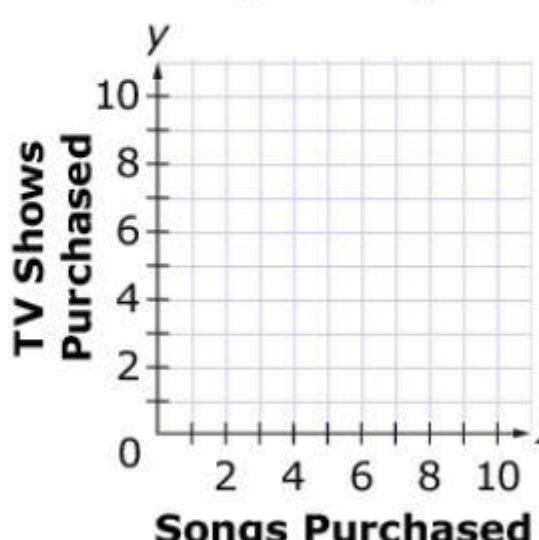
0
1
2
3
4
5
6
7
8
9
10

0
1
2
3
4
5
6
7
8
9
10

0
1
2
3
4
5
6
7
8
9
10

Part B

Emily's Online Spending



Correct Answer: See explanation below.
Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:
 Explanation:

Part A

1

 $x +$

3

 $y =$

10

0
1
2
3
4
5
6
7
8
9
10

0
1
2
3
4
5
6
7
8
9
10

0
1
2
3
4
5
6
7
8
9
10

Part B

Emily's Online Spending

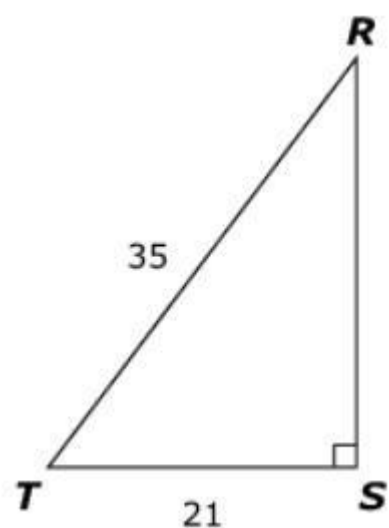
(2 points) The student creates the equation $1x + 3y = 10$ (or equivalent) and plots only the points (10,0), (7,1), (4, 2), and (1, 3).

(1 point) The student creates the equation $1x + 3y = 10$ (or equivalent) OR plots only the points (10, 0), (7, 1), (4, 2), and (1, 3).

Note: The student may leave the response box in front of the x blank as an assumed 1.

QUESTION 191
HOTSPOT

Consider this right triangle.



Determine whether each expression can be used to find the length of side RS .

Choose Yes or No for each expression.

Hot Area:

Correct Answer:

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

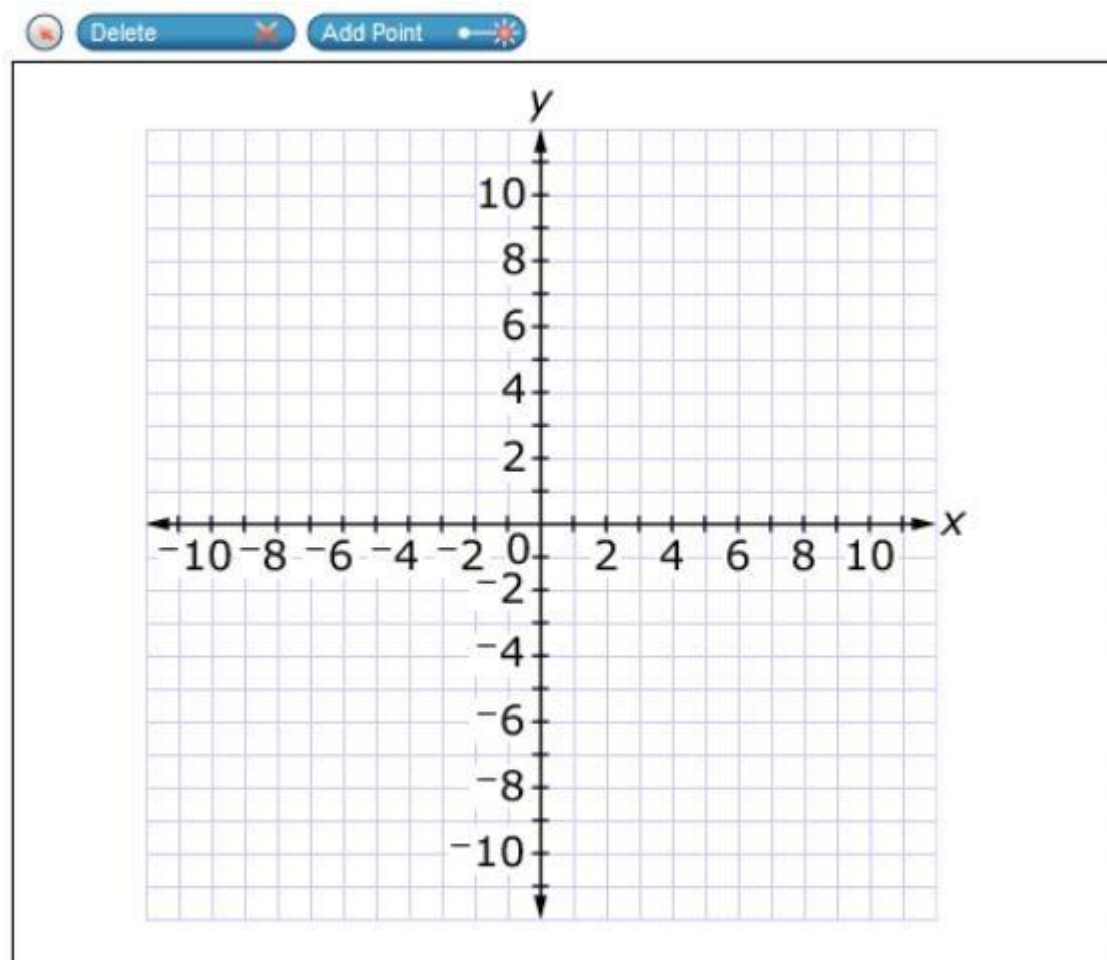
QUESTION 192

FILL BLANK

Given the function

$$y = 3x^2 - 12x + 9,$$

- Place a point on the coordinate grid to show each x-intercept of the function.
- Place a point on the coordinate grid to show the minimum value of the function.

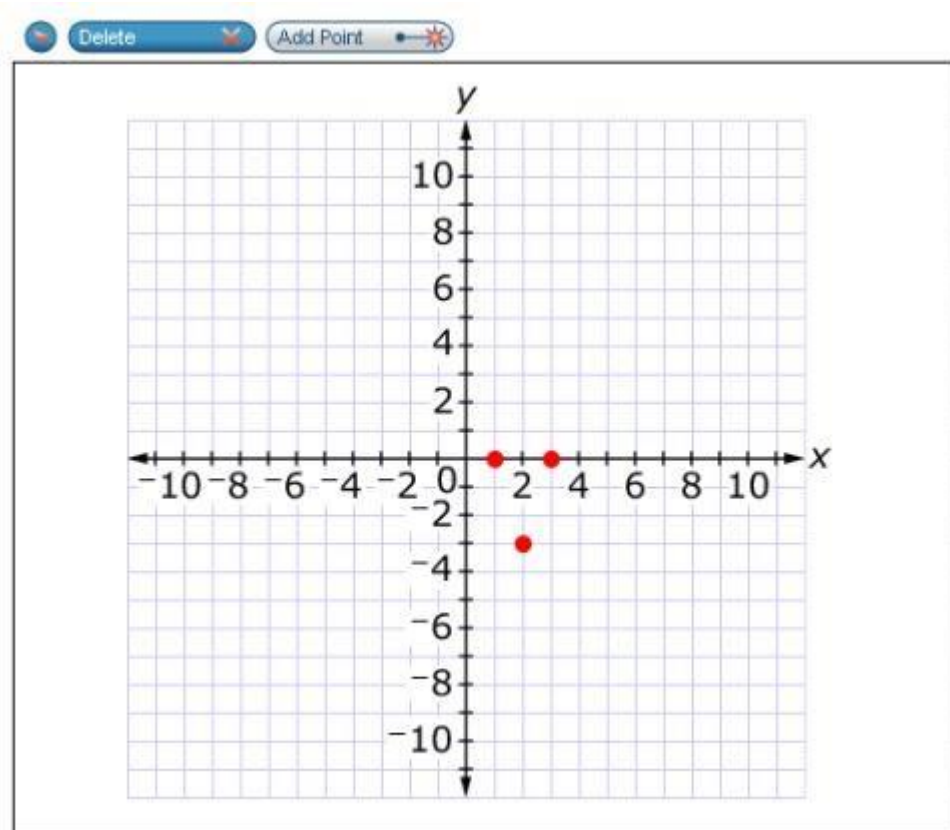


Correct Answer: See explanation below.

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

Explanation:



QUESTION 193

FILL BLANK

Mike earns \$6.50 per hour plus 4% of his sales.

Enter an equation for Mike's total earnings, E , when he works x hours and has a total of y sales, in dollars.

Correct Answer: See explanation below.

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

Explanation:

$$E = 6.5x + 0.04y \text{ OR equivalent.}$$

QUESTION 194

FILL BLANK

The basketball team sold t-shirts and hats as a fund-raiser. They sold a total of 23 items and made a profit of \$246. They made a profit of \$10 for every t-shirt they sold and \$12 for every hat they sold.

Determine the number of t-shirts and the number of hats the basketball team sold.

Enter the number of t-shirts in the Part A.

Enter the number of hats in the Part B.

Correct Answer: See explanation below.

Section: 11TH GRADE Math Scoring Guide Explanation

Explanation/Reference:

Explanation:

Part A: 15

Part B: 8

QUESTION 195

FILL BLANK

Read the text and answer the question.

Moving to the Back of Beyond

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour. I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach. However, I'd forgotten about my parents' penchant for the unconventional; they're definitely "the road less traveled" kind of people. Mom had a gopher snake for a pet when she was younger, and Dad was never happier than when he was climbing near-vertical cliffs that only mountain goats could love. These are not city folk.

They had chosen to buy a 900-square-foot cabin under a 250-year-old oak tree in the high chaparral¹ forest out in the back of beyond – so far away from Los Angeles that you couldn't even see the glow of the lights at night. When I first saw where we were going to live, I vacillated between feeling terrified and excited. This would be an adventure, for sure. But this was no camping trip where you could go home to civilization after a few days of roughing it; this was home, and roughing it was the new normal.

On move-in day, we drove fifteen miles out from Antelope Valley – where the nearest grocery store was located – on a two-lane road past llamas, cattle, and horses. Up and up we went, until finally we turned down a dirt road and headed into a canyon full of towering Coulter pines, blue-green sagebrush, and ancient canyon live oaks. I didn't know the names of these plants then, of course; I learned them later. That first day all I saw then was a million shades of green. We parked under an oak tree that shaded our cabin and a front yard of rock, sand, and sagebrush twice as large as the cabin itself. On the stone staircase that led to the front door, black lizards interrupted their push-ups to twist their heads and eye us as we passed. Scrub jays squawked and hummingbirds zoomed past the eaves, scolding us with their territorial calls.

No cars roared past. No radios blared from a neighbor's house. There were no neighbors – no human neighbors, anyway.

Our new home consisted of one bedroom, one bathroom, and one big room for everything else. A fireplace in the corner of the big room would be our sole source of heat in the winter. A swamp box (cooler) would blow a breeze over a big damp pad to keep us cool all summer, or so my father said. But it was early autumn that day, and the temperature was perfect in the shade of the oak tree. Our oak tree, I thought; I was settling in.

Mom wiped a layer of grime off the kitchen counter and muttered about getting a bottle of bleach on our next trip into town. That was the beginning of an important lesson about living in the back of beyond: you don't just zip over to the local convenience store anytime you need something out here. You have to make a careful list and check it twice so that you don't forget anything, because anywhere is a long way from here.

On my first walk around the property, I saw two horned toads, a red-tailed hawk, and some deer tracks. I wondered what else I might find deeper and higher in the canyon. Dad told me the real estate agent had mentioned that coyotes, bobcats, mountain lions, rattlesnakes, and even bears roamed these hills. To my surprise, I found I couldn't wait to see them. All of them. I felt my feet taking root in the earth, claiming this place as home.

With no street lamps timed to turn on at sunset, when night came it was darker than anything I had ever experienced. Mom and I went out to look at the stars while Dad tried to unplug the ancient toilet. In the city, or even in the suburbs where I had lived before, you could see only the brightest stars in the sky. But out here, it was like being in a planetarium, except there were no labels typed onto our sky. The sheer number and spread of stars was awe-inspiring. That first night, we slept on air mattresses on the living room floor because the movers had not yet arrived. There were no curtains on the windows, so when the moon rose, it shone in as if moonbeams were an integral part of the cabin. Eventually, I moved into the bedroom and Mom and Dad got a foldout bed for the living room. Over the next few months, I began to count the passage of time in full moons rather than by the pages of a calendar, and for the first time I really noticed the days growing shorter in winter and longer in summer.

It's hard to believe, but we've been here for six years now. I've been going to school in the valley, but I feel most at home up here with my wild fellow canyon dwellers. Soon, I will have to leave home for college, and I'm a little afraid of the culture shock I'm sure I will feel when I move back to civilization. Soon I'll be walking on pavement and well-mowed grass again, rooming with strangers, and eating meals in a cafeteria crowded with more people than live within twenty miles of this house. But I know I will come back. The back of beyond is home now.

1. chaparral: a dense thicket of shrubs and small trees

The reader can conclude that the narrator is open to living at "the back of beyond" and accepts her new life there. Click **three** sentences that **best** support this conclusion.

Our new home consisted of one bedroom, one bathroom, and one big room for everything else. A fireplace in the corner of the big room would be our sole source of heat in the winter. A swamp box (cooler) would blow a breeze over a big damp pad to keep us cool all summer, or so my father said. But it was early autumn that day, and the temperature was perfect in the shade of the oak tree. Our oak tree, I thought; I was setting in.

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Correct Answer: See explanation below.

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: Scoring Guide

Explanation

Explanation/Reference:

Explanation:

Our oak tree, I thought; I was settling in.; To my surprise, I found I couldn't wait to see them.; I felt my feet taking root in the earth, claiming this place as home.

QUESTION 196

FILL BLANK

Read the text and answer the question.

Moving to the Back of Beyond

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour. I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach. However, I'd forgotten about my parents' penchant for the unconventional; they're definitely "the road less traveled" kind of people. Mom had a gopher snake for a pet when she was younger, and Dad was never happier than when he was climbing near-vertical cliffs that only mountain goats could love. These are not city folk.

They had chosen to buy a 900-square-foot cabin under a 250-year-old oak tree in the high chaparral¹ forest out in the back of beyond – so far away from Los Angeles that you couldn't even see the glow of the lights at night. When I first saw where we were going to live, I vacillated between feeling terrified and excited. This would be an adventure, for sure. But this was no camping trip where you could go home to civilization after a few days of roughing it; this was home, and roughing it was the new normal.

On move-in day, we drove fifteen miles out from Antelope Valley – where the nearest grocery store was located – on a two-lane road past llamas, cattle, and horses. Up and up we went, until finally we turned down a dirt road and headed into a canyon full of towering Coulter pines, blue-green sagebrush, and ancient canyon live oaks. I didn't know the names of these plants then, of course; I learned them later. That first day all I saw then was a million shades of green. We parked under an oak tree that shaded our cabin and a front yard of rock, sand, and sagebrush twice as large as the cabin itself. On the stone staircase that led to the front door, black lizards interrupted their push-ups to twist their heads and eye us as we passed. Scrub jays squawked and hummingbirds zoomed past the eaves, scolding us with their territorial calls.

No cars roared past. No radios blared from a neighbor's house. There were no neighbors – no human neighbors, anyway.

Our new home consisted of one bedroom, one bathroom, and one big room for everything else. A fireplace in the corner of the big room would be our sole source of heat in the winter. A swamp box (cooler) would blow a breeze over a big damp pad to keep us cool all summer, or so my father said. But it was early autumn that day, and the temperature was perfect in the shade of the oak tree. Our oak tree, I thought; I was settling in.

Mom wiped a layer of grime off the kitchen counter and muttered about getting a bottle of bleach on our next trip into town. That was the beginning of an important lesson about living in the back of beyond: you don't just zip over to the local convenience store anytime you need something out here. You have to make a careful list and check it twice so that you don't forget anything, because anywhere is a long way from here.

On my first walk around the property, I saw two horned toads, a red-tailed hawk, and some deer tracks. I wondered what else I might find deeper and higher in the canyon. Dad told me the real estate agent had mentioned that coyotes, bobcats, mountain lions, rattlesnakes, and even bears roamed these hills. To my surprise, I found I couldn't wait to see them. All of them. I felt my feet taking root in the earth, claiming this place as home.

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It's hard to believe, but we've been here for six years now. I've been going to school in the valley, but I feel most at home up here with my wild fellow canyon dwellers. Soon, I will have to leave home for college, and I'm a little afraid of the culture shock I'm sure I will feel when I move back to civilization. Soon I'll be walking on pavement and well-mowed grass again, rooming with strangers, and eating meals in a cafeteria crowded with more people than live within twenty miles of this house. But I know I will come back. The back of beyond is home now.

1. chaparral: a dense thicket of shrubs and small trees

Click the **two** sentences that **best** support the inference that the narrator's expectations before the move were based on a kind of fantasy.

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour. I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach. However, I'd forgotten about my parents' penchant for the unconventional; they're definitely "the road less traveled" kind of people. Mom had a gopher snake for a pet when she was younger, and Dad was never happier than when she was younger, and Dad was never happier than when he was climbing near-vertical cliffs that only mountain goats could love. These are not city folk.

Correct Answer: See explanation below.

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: Scoring Guide

Explanation

Explanation/Reference:

Explanation:

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour; I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach.

QUESTION 197 Read the text and answer the question.

Moving to the Back of Beyond

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The narrator implies that living at the “back of beyond” helps her to connect to the natural world. Which detail from the **text** best supports this idea?

- A. “But this was no camping trip where you could go home to civilization after a few days of roughing it; this was home...”
- B. “Dad told me the real estate agent had mentioned that coyotes, bobcats, mountain lions, rattlesnakes, and even dears roamed these hills.”
- C. “Over the next few months, I began to count the passage of time in full moons rather than by the pages of a calendar...”
- D. “Soon, I will have to leave home for college, and I'm a little afraid of the culture shock I'm sure I will feel when I move back to civilization.”

Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: Scoring Guide

Explanation

Explanation/Reference:



QUESTION 198

FILL BLANK

Read the text and answer the question.

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Mom wiped a layer of grime off the kitchen counter and muttered about getting a bottle of bleach on our next trip into town. That was the beginning of an important lesson about living in the back of beyond: you don't just zip over to the local convenience store anytime you need something out here. You have to make a careful list and check it twice so that you don't forget anything, because anywhere is a long way from here.

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1. chaparral: a dense thicket of shrubs and small trees

What is the author's message about living with nature? Use details from the text to support your answer.

Correct Answer: See explanation below.

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: Scoring Guide

Explanation

Explanation/Reference:

Explanation:

For example:

Score 2

A response:

- Gives sufficient evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea
- Includes specific examples/details that make clear reference to the text
- Adequately explains the theme/central idea/message or analysis with clearly relevant information based on the text

The author's message about living in nature is that, although you think you might not like it, you'll never know. She expected to be living this in this city life fantasy, yet she moved to the woods, in a cabin. When you think about it you obviously won't like it, you'll think you're cut off from civilization and things like that, yet after a while she loved it. She was so used to the animals and the sky painted with stars that she's scared to move again. She's scared she won't be able to adapt to the city life and the barely able to see stars. The message about living with nature in her perspective is that you'll never know if you like it until you try it. Score 1

A response:

- Gives limited evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea
- Includes vague/limited examples/details that make reference to the text
- Explains the theme/central idea/message or analysis with vague/limited information based on the text

The author's message about nature is that nature is beautiful, and it has a lot to offer. There are animals in the wilderness, such as rattlesnakes, bobcats, mountain lions, coyotes and even bears. There is vegetation and animals. Score

0

A response:

- Gives no evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea
- OR
- Gives the theme/central idea/message or analysis, but includes no examples or no examples/details that make reference to the text
- OR
- Gives the theme/central idea/message or analysis, but includes no explanation or relevant information from the text

Home can be anywhere, as long as you believe it is home. The line stating how she had conflicting feelings explains this point

QUESTION 199 Read the text and answer the question.

Moving to the Back of Beyond

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour. I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach. However, I'd forgotten about my parents' penchant for the unconventional; they're definitely "the road less traveled" kind of people. Mom had a gopher snake for a pet when she was younger, and Dad was never happier than when he was climbing near-vertical cliffs that only mountain goats could love. These are not city folk.

They had chosen to buy a 900-square-foot cabin under a 250-year-old oak tree in the high chaparral¹ forest out in the back of beyond – so far away from Los Angeles that you couldn't even see the glow of the lights at night. When I first saw where we were going to live, I vacillated between feeling terrified and excited. This would be an adventure, for sure. But this was no camping trip where you could go home to civilization after a few days of roughing it; this was home, and roughing it was the new normal.

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We parked under an oak tree that shaded our cabin and a front yard of rock, sand, and sagebrush twice as large as the cabin itself. On the stone staircase that led to the front door, black lizards interrupted their push-ups to twist their heads and eye us as we passed. Scrub jays squawked and hummingbirds zoomed past the eaves, scolding us with their territorial calls.

No cars roared past. No radios blared from a neighbor's house. There were no neighbors – no human neighbors, anyway.

Our new home consisted of one bedroom, one bathroom, and one big room for everything else. A fireplace in the corner of the big room would be our sole source of heat in the winter. A swamp box (cooler) would blow a breeze over a big damp pad to keep us cool all summer, or so my father said. But it was early autumn that day, and the temperature was perfect in the shade of the oak tree. Our oak tree, I thought; I was settling in.

Mom wiped a layer of grime off the kitchen counter and muttered about getting a bottle of bleach on our next trip into town. That was the beginning of an important lesson about living in the back of beyond: you don't just zip over to the local convenience store anytime you need something out here. You have to make a careful list and check it twice so that you don't forget anything, because anywhere is a long way from here.

On my first walk around the property, I saw two horned toads, a red-tailed hawk, and some deer tracks. I wondered what else I might find deeper and higher in the canyon. Dad told me the real estate agent had mentioned that coyotes, bobcats, mountain lions, rattlesnakes, and even bears roamed these hills. To my surprise, I found I couldn't wait to see them. All of them. I felt my feet taking root in the earth, claiming this place as home.

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It's hard to believe, but we've been here for six years now. I've been going to school in the valley, but I feel most at home up here with my wild fellow canyon dwellers. Soon, I will have to leave home for college, and I'm a little afraid of the culture shock I'm sure I will feel when I move back to civilization. Soon I'll be walking on pavement and well-mowed grass again, rooming with strangers, and eating meals in a cafeteria crowded with more people than live within twenty miles of this house. But I know I will come back. The back of beyond is home now.

1. chaparral: a dense thicket of shrubs and small trees

The following question is divided into two parts. First, answer part A. Then, answer part B.

Part A

Which statement **best** expresses the theme of the text?

- A. Home may be found in an expected place.
- B. Nature is the best educator of young children.
- C. Turning your back on civilization is the only way to live.
- D. You must leave your past behind in order to find yourself.



Correct Answer: A

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: Scoring Guide

Explanation

Explanation/Reference:

QUESTION 200 Read the text and answer the question.

Moving to the Back of Beyond

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour. I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach. However, I'd forgotten about my parents' penchant for the unconventional; they're definitely "the road less traveled" kind of people. Mom had a gopher snake for a pet when she was younger, and Dad was never happier than when he was climbing near-vertical cliffs that only mountain goats could love. These are not city folk.

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1. chaparral: a dense thicket of shrubs and small trees

The following question is divided into two parts. First, answer part A. Then, answer part B.

Part B

Which statement from the text best supports your answer in part A?

Note:

Part A

Q: Which statement **best** expresses the theme of the text? A:

Home may be found in an expected place.

A. "When I first saw where we were going to live, I vacillated between feeling terrified and excited."

B. "On my first walk around the property, I saw two horned toads, a red-tailed hawk, and some deer tracks."

C. "With no street lights timed to turn on at sunset, when night came it was darker than anything I had ever experienced."D. "I've been going to school in the valley, but I feel most at home up here with my wild fellow canyon dwellers."

Correct Answer: D

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: Scoring Guide

Explanation

Explanation/Reference:

QUESTION 201 Read the text and answer the question.

Moving to the Back of Beyond

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour. I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach. However, I'd forgotten about my parents' penchant for the unconventional; they're definitely "the road less traveled" kind of people. Mom had a gopher snake for a pet when she was younger, and Dad was never happier than when he was climbing near-vertical cliffs that only mountain goats could love. These are not city folk.

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On move-in day, we drove fifteen miles out from Antelope Valley – where the nearest grocery store was located – on a two-lane road past llamas, cattle, and horses. Up and up we went, until finally we turned down a dirt road and headed into a canyon full of towering Coulter pines, blue-green sagebrush, and ancient canyon live oaks. I didn't know the names of these plants then, of course; I learned them later. That first day all I saw then was a million shades of green. We parked under an oak tree that shaded our cabin and a front yard of rock, sand, and sagebrush twice as large as the cabin itself. On the stone staircase that led to the front door, black lizards interrupted their push-ups to twist their heads and eye us as we passed. Scrub jays squawked and hummingbirds zoomed past the eaves, scolding us with their territorial calls.

No cars roared past. No radios blared from a neighbor's house. There were no neighbors – no human neighbors, anyway.

Our new home consisted of one bedroom, one bathroom, and one big room for everything else. A fireplace in the corner of the big room would be our sole source of heat in the winter. A swamp box (cooler) would blow a breeze over a big damp pad to keep us cool all summer, or so my father said. But it was early autumn that day, and the temperature was perfect in the shade of the oak tree. Our oak tree, I thought; I was settling in.

Mom wiped a layer of grime off the kitchen counter and muttered about getting a bottle of bleach on our next trip into town. That was the beginning of an important lesson about living in the back of beyond: you don't just zip over to the local convenience store anytime you need something out here. You have to make a careful list and check it twice so that you don't forget anything, because anywhere is a long way from here.

On my first walk around the property, I saw two horned toads, a red-tailed hawk, and some deer tracks. I wondered what else I might find deeper and higher in the canyon. Dad told me the real estate agent had mentioned that coyotes, bobcats, mountain lions, rattlesnakes, and even bears roamed these hills. To my surprise, I found I couldn't wait to see them. All of them. I felt my feet taking root in the earth, claiming this place as home.

With no street lamps timed to turn on at sunset, when night came it was darker than anything I had ever experienced. Mom and I went out to look at the stars while Dad tried to unplug the ancient toilet. In the city, or even in the suburbs where I had lived before, you could see only the brightest stars in the sky. But out here, it was like being in a planetarium, except there were no labels typed onto our sky. The sheer number and spread of stars was awe-inspiring. That first night, we slept on air mattresses on the living room floor because the movers had not yet arrived. There were no curtains on the windows, so when the moon rose, it shone in as if moonbeams were an integral part of the cabin. Eventually, I moved into the bedroom and Mom and Dad got a foldout bed for the living room. Over the next few months, I began to count the passage of time in full moons rather than by the pages of a calendar, and for the first time I really noticed the days growing shorter in winter and longer in summer.

It's hard to believe, but we've been here for six years now. I've been going to school in the valley, but I feel most at home up here with my wild fellow canyon dwellers. Soon, I will have to leave home for college, and I'm a little afraid of the culture shock I'm sure I will feel when I move back to civilization. Soon I'll be walking on pavement and well-mowed grass again, rooming with strangers, and eating meals in a cafeteria crowded with more people than live within twenty miles of this house. But I know I will come back. The back of beyond is home now.

1. chaparral: a dense thicket of shrubs and small trees

Read the sentence from the text.

When I first saw where we were going to live, I vacillated between feeling terrified and excited.

What does the author communicate to the reader with the use of “vacillated?” (Choose three.)

- A. The narrator's emotions were in conflict.
- B. The narrator had trouble deciding how to feel.
- C. The narrator was scared and thrilled at the same time.
- D. The narrator kept changing her mind about the situation.
- E. The narrator stopped being scared and began to feel happy.

Correct Answer: ABD

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: Scoring Guide

Explanation

Explanation/Reference:



QUESTION 202 Read the text and answer the question.

Moving to the Back of Beyond

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour. I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach. However, I'd forgotten about my parents' penchant for the unconventional; they're definitely “the road less traveled” kind of people. Mom had a gopher snake for a pet when she was younger, and Dad was never happier than when he was climbing near-vertical cliffs that only mountain goats could love. These are not city folk.

They had chosen to buy a 900-square-foot cabin under a 250-year-old oak tree in the high chaparral¹ forest out in the back of beyond – so far away from Los Angeles that you couldn't even see the glow of the lights at night. When I first saw where we were going to live, I vacillated between feeling terrified and excited. This would be an adventure, for sure. But this was no camping trip where you could go home to civilization after a few days of roughing it; this was home, and roughing it was the new normal.

On move-in day, we drove fifteen miles out from Antelope Valley – where the nearest grocery store was located – on a two-lane road past llamas, cattle, and horses. Up and up we went, until finally we turned down a dirt road and headed into a canyon full of towering Coulter pines, blue-green sagebrush, and ancient canyon live oaks. I didn't know the names of these plants then, of course; I learned them later. That first day all I saw then was a million shades of green. We parked under an oak tree that shaded our cabin and a front yard of rock, sand, and sagebrush twice as large as the cabin itself. On the stone staircase that led to the front door, black lizards interrupted their push-ups to twist their heads and eye us as we passed. Scrub jays squawked and hummingbirds zoomed past the eaves, scolding us with their territorial calls.

No cars roared past. No radios blared from a neighbor's house. There were no neighbors – no human neighbors, anyway.

Our new home consisted of one bedroom, one bathroom, and one big room for everything else. A fireplace in the corner of the big room would be our sole source of heat in the winter. A swamp box (cooler) would blow a breeze over a big damp pad to keep us cool all summer, or so my father said. But it was early autumn that day, and the temperature was perfect in the shade of the oak tree. Our oak tree, I thought; I was settling in.

Mom wiped a layer of grime off the kitchen counter and muttered about getting a bottle of bleach on our next trip into town. That was the beginning of an important lesson about living in the back of beyond: you don't just zip over to the local convenience store anytime you need something out here. You have to make a careful list and check it twice so that you don't forget anything, because anywhere is a long way from here.

On my first walk around the property, I saw two horned toads, a red-tailed hawk, and some deer tracks. I wondered what else I might find deeper and higher in the canyon. Dad told me the real estate agent had mentioned that coyotes, bobcats, mountain lions, rattlesnakes, and even bears roamed these hills. To my surprise, I found I couldn't wait to see them. All of them. I felt my feet taking root in the earth, claiming this place as home.

With no street lamps timed to turn on at sunset, when night came it was darker than anything I had ever experienced. Mom and I went out to look at the stars while Dad tried to unplug the ancient toilet. In the city, or even in the suburbs where I had lived before, you could see only the brightest stars in the sky. But out here, it was like being in a planetarium, except there were no labels typed onto our sky. The sheer number and spread of stars was awe-inspiring. That first night, we slept on air mattresses on the living room floor because the movers had not yet arrived. There were no curtains on the windows, so when the moon rose, it shone in as if moonbeams were an integral part of the cabin. Eventually, I moved into the bedroom and Mom and Dad got a foldout bed for the living room. Over the next few months, I began to count the passage of time in full moons rather than by the pages of a calendar, and for the first time I really noticed the days growing shorter in winter and longer in summer.

It's hard to believe, but we've been here for six years now. I've been going to school in the valley, but I feel most at home up here with my wild fellow canyon dwellers. Soon, I will have to leave home for college, and I'm a little afraid of the culture shock I'm sure I will feel when I move back to civilization. Soon I'll be walking on pavement and well-mowed grass again, rooming with strangers, and eating meals in a cafeteria crowded with more people than live within twenty miles of this house. But I know I will come back. The back of beyond is home now.

1. chaparral: a dense thicket of shrubs and small trees

The following question is divided into two parts. First, answer part A. Then, answer part B.

Part A

What is **most likely** the author’s intent by mentioning the “Rodeo Drive shopping spree” in the following paragraph?

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour. I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach. However, I’d forgotten about my parents’ penchant for the unconventional; they’re definitely “the road less traveled” kind of people. Mom has a gopher snake for a pet when she was younger, and Dad was never happier than when he was climbing near-vertical cliffs that only mountain goats could love. These are not city folk.

- A. to show that the narrator comes from a family that is used to spending money
- B. to reveal the narrator as someone who is shallow and cares only for nice things
- C. to contrast the narrator’s grand dreams with the sparse life her parent have in mind
- D. to emphasize the narrator’s nervousness about moving to a place so far removed from civilization

Correct Answer: C

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: Scoring Guide

Explanation

Explanation/Reference:

QUESTION 203 Read the text and answer the question.

Moving to the Back of Beyond

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour. I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach. However, I’d forgotten about my parents’ penchant for the unconventional; they’re definitely “the road less traveled” kind of people. Mom had a gopher snake for a pet when she was younger, and Dad was never happier than when he was climbing near-vertical cliffs that only mountain goats could love. These are not city folk.

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Mom wiped a layer of grime off the kitchen counter and muttered about getting a bottle of bleach on our next trip into town. That was the beginning of an important lesson about living in the back of beyond: you don’t just zip over to the local convenience store anytime you need something out here. You have to make a careful list and check it twice so that you don’t forget anything, because anywhere is a long way from here.

On my first walk around the property, I saw two horned toads, a red-tailed hawk, and some deer tracks. I wondered what else I might find deeper and higher in the canyon. Dad told me the real estate agent had mentioned that coyotes, bobcats, mountain lions, rattlesnakes, and even bears roamed these hills. To my surprise, I found I couldn’t wait to see them. All of them. I felt my feet taking root in the earth, claiming this place as home.

With no street lamps timed to turn on at sunset, when night came it was darker than anything I had ever experienced. Mom and I went out to look at the stars while Dad tried to unplug the ancient toilet. In the city, or even in the suburbs where I had lived before, you could see only the brightest stars in the sky. But out here, it was like being in a planetarium, except there were no labels typed onto our sky. The sheer number and spread of stars was awe-inspiring. That first night, we slept on air mattresses on the living room floor because the movers had not yet arrived. There were no curtains on the windows, so when the moon rose, it shone in as if moonbeams were an integral part of the cabin. Eventually, I moved into the bedroom and Mom and Dad got a foldout bed for the living room. Over the next few months, I began to count the passage of time in full moons rather than by the pages of a calendar, and for the first time I really noticed the days growing shorter in winter and longer in summer.

It’s hard to believe, but we’ve been here for six years now. I’ve been going to school in the valley, but I feel most at home up here with my wild fellow canyon dwellers. Soon, I will have to leave home for college, and I’m a little afraid of the culture shock I’m sure I will feel when I move back to civilization. Soon I’ll be walking on pavement and well-mowed grass again, rooming with strangers, and eating meals in a cafeteria crowded with more people than live within twenty miles of this house. But I know I will come back. The back of beyond is home now.

1. chaparral: a dense thicket of shrubs and small trees

The following question is divided into two parts. First, answer part A. Then, answer part B.

Part B

Which sentence from the text **best** supports your answer in part A?

Note:

Part A

Q: What is **most likely** the author's intent by mentioning the "Rodeo Drive shopping spree" in the following paragraph?

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour. I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach. However, I'd forgotten about my parents' penchant for the unconventional; they're definitely "the road less traveled" kind of people. Mom has a gopher snake for a pet when she was younger, and Dad was never happier than when he was climbing near-vertical cliffs that only mountain goats could love. These are not city folk.

A: to contrast the narrator's grand dreams with the sparse life her parent have in mind

A. "On the stone staircase that led to the front door, black lizards interrupted their push-ups to twist their heads and eye us as we passed."

B. "Our new home consisted of one bedroom, one bathroom, and one big room for everything else."

C. "Dad told me the real estate agent had mentioned that coyotes, bobcats, mountain lions, rattlesnakes, and even bears roamed these hills."D. "In the city, or even in the suburbs where I had lived before, you could see only the brightest stars in the sky."

Correct Answer: B

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: Scoring Guide

Explanation

Explanation/Reference:

QUESTION 204 Read the text and answer the question.

Blue Crabs Provide Evidence of Oil Tainting Gulf Food

Weeks ago, before engineers pumped in mud and cement to plug the gusher, scientists began finding specks of oil in crab larvae plucked from waters across the Gulf coast.

The government said last week that three-quarters of the spilled oil has been removed or naturally dissipated from the water. But the crab larvae discovery was an ominous sign that crude had already infiltrated the Gulf's vast food web—and could affect it for years to come.

"It would suggest the oil has reached a position where it can start moving up the food chain instead of just hanging in the water," said Bob Thomas, a biologist at Loyola University in New Orleans.

"Something likely will eat those oiled larvae . . . and then that animal will be eaten by something bigger and so on."

Tiny creatures might take in such low amounts of oil that they could survive, Thomas said. But those at the top of the chain, such as dolphins and tuna, could get fatal "megadoses."

Marine biologists routinely gather shellfish for study. Since the spill began, many of the crab larvae collected have had the distinctive orange oil droplets, said Harriet Perry, a biologist with the University of Southern Mississippi's Gulf Coast Research Laboratory.

"In my 42 years of studying crabs I've never seen this," Perry said.

She wouldn't estimate how much of the crab larvae are contaminated overall, but said about 40 percent of the area they are known to inhabit has been affected by oil from the spill.

While fish can metabolize dispersant and oil, crabs may accumulate the hydrocarbons, which could harm their ability to reproduce, Perry said in an earlier interview with *Science* magazine.

She told the magazine there are two encouraging signs for the wild larvae—they are alive when collected and may lose oil droplets when they molt.

Tulane University researchers are investigating whether the splotches also contain toxic chemical dispersants that were spread to break up the oil but have reached no conclusions, biologist Caz Taylor said.

If large numbers of blue crab larvae are tainted, their population is virtually certain to take a hit over the next year and perhaps longer, scientists say. The spawning season occurs between April and October, but the peak months are in July and August.

How large the die-off would be is unclear, Perry said. An estimated 207 million gallons of oil have spewed into the Gulf since an April 20 drilling rig explosion triggered the spill, and thousands of gallons of dispersant chemicals have been dumped.

Scientists will be focusing on crabs because they're a "keystone species" that play a crucial role in the food web as both predator and prey, Perry said.

Richard Condrey, a Louisiana State University oceanographer, said the crabs are "a living repository of information on the health of the environment."

Named for the light-blue tint of their claws, the crabs have thick shells and 10 legs, allowing them to swim and scuttle across bottomlands. As adults, they live in the Gulf's bays and estuaries amid marshes that offer protection and abundant food, including snails, tiny shellfish, plants and even smaller crabs. In turn, they provide sustenance for a variety of wildlife, from redfish to raccoons and whooping cranes.

Adults could be harmed by direct contact with oil and from eating polluted food. But scientists are particularly worried about the vulnerable larvae.

That's because females don't lay their eggs in sheltered places, but in areas where estuaries meet the open sea. Condrey discovered several years ago that some even deposit offspring on shoals miles offshore in the Gulf.

The larvae grow as they drift with the currents back toward the estuaries for a month or longer. Many are eaten by predators and only a handful of the 3 million or so eggs from a single female live to adulthood. But their survival could drop even lower if the larvae run into oil and dispersants.

"Crabs are very abundant. I don't think we're looking at extinction or anything close to it," said Taylor, one of the researchers who discovered the orange spots.

Still, crabs and other estuary-dependent species such as shrimp and red snapper could feel the effects of remnants of the spill for years, Perry said.

"There could be some mortality, but how much is impossible to say at this point," said Vince Guillory, biologist manager with the Louisiana Department of Wildlife and Fisheries.

Perry, Taylor and Condrey will be among scientists monitoring crabs for negative effects such as population drop-offs and damage to reproductive capabilities and growth rates.

Crabs are big business in the region. In Louisiana alone, some 33 million pounds are harvested annually, generating nearly \$300 million in economic activity, Guillory said. Blue crabs are harvested year-round, but summer and early fall are peak months for harvesting, Guillory said.

Prices for live blue crab generally have gone up, partly because of the Louisiana catch scaling back due to fishing closures, said Steve Hedlund, editor of SeafoodSource.com, a website that covers the global seafood industry.

Fishers who can make a six-figure income off crabs in a good year now are now idled – and worried about the future.

"If they'd let us go out and fish today, we'd probably catch crabs," said Glen Despaux, 37, who sets his traps in Louisiana's Barataria Bay. "But what's going to happen next year, if this water is polluted and it's killing the eggs and the larvae? I think it's going to be a long-term problem."

Excerpt from "Blue Crabs Provide Evidence of Oil Tainting Gulf Food Web" by John Flesher. Copyright © 2010 by The Associated Press. Reprinted by permission of The Associated Press.

Choose the **two** sentences from the text that **best** support the inference that blue crabs may be less impacted by the oil spill than some scientists predict.

- A. Tiny creatures might take in such low amounts of oil that they could survive, Thomas said.
- B. "In my 42 years of studying crabs I've never seen this", Perry said.
- C. She told the magazine there are two encouraging signs for the wild larvae—they are alive when collected and may lose oil droplets when they molt.
- D. "Crabs are very abundant. I don't think we're looking at extinction or anything close to it," said Taylor, one of the researchers who discovered the orange spots.
- E. Still crabs and other estuary-dependent species such as shrimp and red snapper could feel the effects of remnants of the spill for years, Perry said.

Correct Answer: CD

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: Scoring Guide

Explanation

Explanation/Reference:

QUESTION 205

FILL BLANK

Read the text and answer the question.

Blue Crabs Provide Evidence of Oil Tainting Gulf Food

Weeks ago, before engineers pumped in mud and cement to plug the gusher, scientists began finding specks of oil in crab larvae plucked from waters across the Gulf coast.

The government said last week that three-quarters of the spilled oil has been removed or naturally dissipated from the water. But the crab larvae discovery was an ominous sign that crude had already infiltrated the Gulf's vast food web – and could affect it for years to come.

"It would suggest the oil has reached a position where it can start moving up the food chain instead of just hanging in the water," said Bob Thomas, a biologist at Loyola University in New Orleans.

"Something likely will eat those oiled larvae . . . and then that animal will be eaten by something bigger and so on."

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How large the die-off would be is unclear, Perry said. An estimated 207 million gallons of oil have spewed into the Gulf since an April 20 drilling rig explosion triggered the spill, and thousands of gallons of dispersant chemicals have been dumped.

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Adults could be harmed by direct contact with oil and from eating polluted food. But scientists are particularly worried about the vulnerable larvae.

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The larvae grow as they drift with the currents back toward the estuaries for a month or longer. Many are eaten by predators and only a handful of the 3 million or so eggs from a single female live to adulthood. But their survival could drop even lower if the larvae run into oil and dispersants.

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Excerpt from "Blue Crabs Provide Evidence of Oil Tainting Gulf Food Web" by John Flesher. Copyright © 2010 by The Associated Press. Reprinted by permission of The Associated Press.

Summarize the author's point about why scientists are monitoring the blue crab population so closely. Support your summary using key evidence from the text.

Correct Answer: See explanation below.

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: Scoring Guide

Explanation

Explanation/Reference:

Explanation:

For example:

Score 2

A response:

- Gives sufficient evidence of the ability to determine/summarize the author's message/claim/point/central idea, or to explain the support for a central idea ▪ Includes specific examples/details that make clear reference to the text
- Adequately explains the author's message/ claim/point/central idea or explanation with clearly relevant information based on the text

Oil tainted water has contaminated populations of blue crabs, a species relatively low on the food chain. The primary concern here is that while these crabs may survive the poisoning, their position on the food chain could be disastrous for the environment overall. For example, the oil may negate their ability to reproduce and the animals who hunt blue crab may die off- and in turn their predators will starve as well. Poisoned blue crabs could also survive small doses of oil but those at the top of the food chain could consume fatal megadoses. "Something likely will eat those oiled larvae... and then that animal will be eaten by something bigger and so on." says the scientist in the text. Scientists must monitor the blue crab population because the effects that the oil may have had on them could disrupt the entire food chain. Score 1

A response:

- Gives limited evidence of the ability to determine/summarize the author's message/ claim/point/central idea, or to explain the support for a central idea ▪ Includes vague/limited examples/details that make reference to the text
- Explains the author's message/ claim/point/central idea or explanation with vague/limited information based on the text

They are monitoring the blue crab population so closely because they are a key part to the food chain. If the species cannot reproduce then they will die off causing a chain reaction that will effect the consumers of the food chain. Score

0

A response:

- Gives no evidence of the ability to determine/summarize the author's message/claim/point/central idea, or to explain the support for a central idea
- OR
- Gives the author's message/claim/point/central idea or explanation, but includes no examples or no examples/details that make reference to the text
- OR
- Gives the author's message/claim/point/central idea or explanation, but includes no explanation or no relevant information from the text

Scientists began finding specks of oil in crab larvae plucked from waters across the Gulf coast. The government said last week that three- quarters of the spilled oil has been removed or naturally dissipated from the water.

QUESTION 206 Read the text and answer the question.

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"Something likely will eat those oiled larvae . . . and then that animal will be eaten by something bigger and so on."

Tiny creatures might take in such low amounts of oil that they could survive, Thomas said. But those at the top of the chain, such as dolphins and tuna, could get fatal "megadoses."

Marine biologists routinely gather shellfish for study. Since the spill began, many of the crab larvae collected have had the distinctive orange oil droplets, said Harriet Perry, a biologist with the University of Southern Mississippi's Gulf Coast Research Laboratory.

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She wouldn't estimate how much of the crab larvae are contaminated overall, but said about 40 percent of the area they are known to inhabit has been affected by oil from the spill.

While fish can metabolize dispersant and oil, crabs may accumulate the hydrocarbons, which could harm their ability to reproduce, Perry said in an earlier interview with *Science* magazine.

She told the magazine there are two encouraging signs for the wild larvae – they are alive when collected and may lose oil droplets when they molt.

Tulane University researchers are investigating whether the splotches also contain toxic chemical dispersants that were spread to break up the oil but have reached no conclusions, biologist Caz Taylor said.

If large numbers of blue crab larvae are tainted, their population is virtually certain to take a hit over the next year and perhaps longer, scientists say. The spawning season occurs between April and October, but the peak months are in July and August.

How large the die-off would be is unclear, Perry said. An estimated 207 million gallons of oil have spewed into the Gulf since an April 20 drilling rig explosion triggered the spill, and thousands of gallons of dispersant chemicals have been dumped.

Scientists will be focusing on crabs because they're a "keystone species" that play a crucial role in the food web as both predator and prey, Perry said.

Richard Condrey, a Louisiana State University oceanographer, said the crabs are "a living repository of information on the health of the environment."

Named for the light-blue tint of their claws, the crabs have thick shells and 10 legs, allowing them to swim and scuttle across bottomlands. As adults, they live in the Gulf's bays and estuaries amid marshes that offer protection and abundant food, including snails, tiny shellfish, plants and even smaller crabs. In turn, they provide sustenance for a variety of wildlife, from redfish to raccoons and whooping cranes.

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Still, crabs and other estuary-dependent species such as shrimp and red snapper could feel the effects of remnants of the spill for years, Perry said.

"There could be some mortality, but how much is impossible to say at this point," said Vince Guillory, biologist manager with the Louisiana Department of Wildlife and Fisheries.

Perry, Taylor and Condrey will be among scientists monitoring crabs for negative effects such as population drop-offs and damage to reproductive capabilities and growth rates.

Crabs are big business in the region. In Louisiana alone, some 33 million pounds are harvested annually, generating nearly \$300 million in economic activity, Guillory said. Blue crabs are harvested year-round, but summer and early fall are peak months for harvesting, Guillory said.

Prices for live blue crab generally have gone up, partly because of the Louisiana catch scaling back due to fishing closures, said Steve Hedlund, editor of SeafoodSource.com, a website that covers the global seafood industry.

Fishers who can make a six-figure income off crabs in a good year now are now idled – and worried about the future.

"If they'd let us go out and fish today, we'd probably catch crabs," said Glen Despaux, 37, who sets his traps in Louisiana's Barataria Bay. "But what's going to happen next year, if this water is polluted and it's killing the eggs and the larvae? I think it's going to be a long-term problem."

Excerpt from "Blue Crabs Provide Evidence of Oil Tainting Gulf Food Web" by John Flesher. Copyright © 2010 by The Associated Press. Reprinted by permission of The Associated Press.

The following question is divided into two parts. First, answer part A. Then, answer part B.

Part A

Read this section from the text and the directions that follow.

Weeks ago, before engineers pumped in mud and cement to plug the gusher, scientists began finding specks of oil in crab larvae plucked from waters across the Gulf coast.

The government said last week that three-quarters of the spilled oil has been removed or naturally dissipated from the water. But the crab larvae discovery was an ominous sign that crude had already infiltrated the Gulf's vast food web – and could affect it for years to come.

"It would suggest the oil has reached a position where it can start moving up the food chain instead of just hanging in the water", said Bob Thomas, a biologist at Loyola University in New Orleans. "Something likely will eat those oiled larvae... and then that animal will be eaten by something bigger and so on."

What is the central idea of the section?

- A. Other organisms in the Gulf waters feed on the larvae of blue crabs.
- B. Most of the spilled oil that contaminated the Gulf waters recently has been cleaned up.
- C. Scientists recently discovered oil droplets on blue crab larvae in waters along the Gulf coast
- D. Scientists fear long-term negative effects on Gulf coast organisms from contaminated blue crab larvae.

Correct Answer: D

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: Scoring Guide

Explanation

Explanation/Reference:

QUESTION 207 Read the text and answer the question.

Blue Crabs Provide Evidence of Oil Tainting Gulf Food

Weeks ago, before engineers pumped in mud and cement to plug the gusher, scientists began finding specks of oil in crab larvae plucked from waters across the Gulf coast.

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"In my 42 years of studying crabs I've never seen this," Perry said.

She wouldn't estimate how much of the crab larvae are contaminated overall, but said about 40 percent of the area they are known to inhabit has been affected by oil from the spill.

While fish can metabolize dispersant and oil, crabs may accumulate the hydrocarbons, which could harm their ability to reproduce, Perry said in an earlier interview with *Science* magazine. She told the magazine there are two encouraging signs for the wild larvae – they are alive when collected and may lose oil droplets when they molt.

Tulane University researchers are investigating whether the splotches also contain toxic chemical dispersants that were spread to break up the oil but have reached no conclusions, biologist Caz Taylor said.

If large numbers of blue crab larvae are tainted, their population is virtually certain to take a hit over the next year and perhaps longer, scientists say. The spawning season occurs between April and October, but the peak months are in July and August.

How large the die-off would be is unclear, Perry said. An estimated 207 million gallons of oil have spewed into the Gulf since an April 20 drilling rig explosion triggered the spill, and thousands of gallons of dispersant chemicals have been dumped.

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Richard Condrey, a Louisiana State University oceanographer, said the crabs are "a living repository of information on the health of the environment."

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Adults could be harmed by direct contact with oil and from eating polluted food. But scientists are particularly worried about the vulnerable larvae.

That's because females don't lay their eggs in sheltered places, but in areas where estuaries meet the open sea. Condrey discovered several years ago that some even deposit offspring on shoals miles offshore in the Gulf.

The larvae grow as they drift with the currents back toward the estuaries for a month or longer. Many are eaten by predators and only a handful of the 3 million or so eggs from a single female live to adulthood. But their survival could drop even lower if the larvae run into oil and dispersants.

"Crabs are very abundant. I don't think we're looking at extinction or anything close to it," said Taylor, one of the researchers who discovered the orange spots.

Still, crabs and other estuary-dependent species such as shrimp and red snapper could feel the effects of remnants of the spill for years, Perry said.

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Fishers who can make a six-figure income off crabs in a good year now are now idled – and worried about the future.

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The following question is divided into two parts. First, answer part A. Then, answer part B.

Part B

Which sentence from the text **best** expresses the same central idea you choose in part A?

Note:

Part A

Q: Read this section from the text and the directions that follow.

Weeks ago, before engineers pumped in mud and cement to plug the gusher, scientists began finding specks of oil in crab larvae plucked from waters across the Gulf coast.

The government said last week that three-quarters of the spilled oil has been removed or naturally dissipated from the water. But the crab larvae discovery was an ominous sign that crude had already infiltrated the Gulf's vast food web – and could affect it for years to come.

"It would suggest the oil has reached a position where it can start moving up the food chain instead of just hanging in the water", said Bob Thomas, a biologist at Loyola University in New Orleans. "Something likely will eat those oiled larvae... and then that animal will be eaten by something bigger and so on."

What is the central idea of the section?

A: Scientists fear long-term negative effects on Gulf coast organisms from contaminated blue crab larvae.

- A. The government said last week that three-quarters of the spilled oil has been removed or naturally dissipated from the water.
- B. "Something likely will eat those oiled larvae...and then that animal will be eaten by something bigger and so on."
- C. She told the magazine there are two encouraging signs for the wild larvae – they are alive when collected and may lose oil droplets when they molt.
- D. Adults could be harmed by direct contact with oil and from eating polluted food. But scientists are particularly worried about the vulnerable larvae.
- E. "But what's going to happen next year, if this water is polluted and it's killing the eggs and larvae? I think it's going to be a long-term problem."

Correct Answer: E

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: Scoring Guide

Explanation

Explanation/Reference:

QUESTION 208

Read the text and answer the question.

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Read the sentence from the text.

The government said last week that three-quarters of the spilled oil has been removed or naturally dissipated from the water. What

does the use of the word dissipated **suggest**? (Choose two.)

- A. Some of the spilled oil has left the Gulf waters.
- B. Some of the spilled oil has been made non-toxic.
- C. Some of the spilled oil has intensified in strength.
- D. Some of the spilled oil has separated into smaller parts.
- E. Some of the spilled oil has been consumed by ocean organisms.

Correct Answer: AD

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: Scoring Guide

Explanation

Explanation/Reference:

QUESTION 209

FILL BLANK

Read the text and answer the question.

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That's because females don't lay their eggs in sheltered places, but in areas where estuaries meet the open sea. Condrey discovered several years ago that some even deposit offspring on shoals miles offshore in the Gulf.

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What inference can be made about the evidence the author uses to support claims in the text? Support your answer with evidence from the text.

Correct Answer: See explanation below.

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: Scoring Guide

Explanation

Explanation/Reference:

Explanation:

For example:

Score 2

A response:

- Gives sufficient evidence of the ability to make a clear inference/conclusion
- Includes specific examples/details that make clear reference to the text
- Adequately explains inference/conclusion with clearly relevant information based on the text

All of the evidence that the author uses are from "authority" figures, or people who can give a credible say in the matter. For example, the author included Vince Guillory, who is the biologist manager with the Louisiana Department of Wildlife and Fisheries, Taylor, who was one of the researched who discovered the orange spots, Perry, another researcher, Richard Condrey, a Louisiana State University oceanographer, Caz Taylor, a biologist, and even Steve Hedlund, who is the editor of SeafoodSource.com so that the could provide an opinion of how the incident has affected humans.

Score 1

A response:

- Gives limited evidence of the ability to make an inference/conclusion
- Includes vague/limited examples/details that make reference to the text
- Explains inference/conclusion with vague/limited information based on the text



The author, John Flesher, uses many influential and credible people's statements as evidence to support his claim. For example, Bob Thomas is a biologist, and Flesher uses Thomas' words to illustrate that "oil has reached a position where it can start moving up the food chain".

Score 0

A response:

- Gives no evidence of the ability to make an inference/conclusion
- OR
- Gives an inference /conclusion but includes no examples or no examples/ details that make reference to the text
- OR
- Gives an inference/conclusion but includes no explanation or relevant information from the text

The author tried to use reliable sources by getting quotes from scientists and our government.

QUESTION 210 Read the text and answer the question.

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What does the conflicting information about the effects of oil on blue crab larvae reveal about the author's point of view?

- A. It reinforces the author's belief that scientists do not yet know how the oil will affect the blue crab population.
- B. It suggests that the author disagrees with scientists who predict long-term damage to the blue crab population.
- C. It reinforces the author's feeling that scientists may never know the true effects of oil on the blue crab population.
- D. It suggests that the author feels scientists have not devoted enough attention to the effects of oil on blue crab larvae.

Correct Answer: A

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: Scoring Guide

Explanation

Explanation/Reference:

QUESTION 211 Read the text and answer the question.

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The government said last week that three-quarters of the spilled oil has been removed or naturally dissipated from the water. But the crab larvae discovery was an ominous sign that crude had already infiltrated the Gulf's vast food web – and could affect it for years to come.

"It would suggest the oil has reached a position where it can start moving up the food chain instead of just hanging in the water," said Bob Thomas, a biologist at Loyola University in New Orleans.

"Something likely will eat those oiled larvae . . . and then that animal will be eaten by something bigger and so on."

Tiny creatures might take in such low amounts of oil that they could survive, Thomas said. But those at the top of the chain, such as dolphins and tuna, could get fatal "megadoses."

Marine biologists routinely gather shellfish for study. Since the spill began, many of the crab larvae collected have had the distinctive orange oil droplets, said Harriet Perry, a biologist with the University of Southern Mississippi's Gulf Coast Research Laboratory.

"In my 42 years of studying crabs I've never seen this," Perry said.

She wouldn't estimate how much of the crab larvae are contaminated overall, but said about 40 percent of the area they are known to inhabit has been affected by oil from the spill. While fish can metabolize dispersant and oil, crabs may accumulate the hydrocarbons, which could harm their ability to reproduce, Perry said in an earlier interview with *Science* magazine. She told the magazine there are two encouraging signs for the wild larvae – they are alive when collected and may lose oil droplets when they molt. Tulane University researchers are investigating whether the splotches also contain toxic chemical dispersants that were spread to break up the oil but have reached no conclusions, biologist Caz Taylor said. If large numbers of blue crab larvae are tainted, their population is virtually certain to take a hit over the next year and perhaps longer, scientists say. The spawning season occurs between April and October, but the peak months are in July and August. How large the die-off would be is unclear, Perry said. An estimated 207 million gallons of oil have spewed into the Gulf since an April 20 drilling rig explosion triggered the spill, and thousands of gallons of dispersant chemicals have been dumped. Scientists will be focusing on crabs because they're a "keystone species" that play a crucial role in the food web as both predator and prey, Perry said. Richard Condrey, a Louisiana State University oceanographer, said the crabs are "a living repository of information on the health of the environment." Named for the light-blue tint of their claws, the crabs have thick shells and 10 legs, allowing them to swim and scuttle across bottomlands. As adults, they live in the Gulf's bays and estuaries amid marshes that offer protection and abundant food, including snails, tiny shellfish, plants and even smaller crabs. In turn, they provide sustenance for a variety of wildlife, from redfish to raccoons and whooping cranes. Adults could be harmed by direct contact with oil and from eating polluted food. But scientists are particularly worried about the vulnerable larvae. That's because females don't lay their eggs in sheltered places, but in areas where estuaries meet the open sea. Condrey discovered several years ago that some even deposit offspring on shoals miles offshore in the Gulf. The larvae grow as they drift with the currents back toward the estuaries for a month or longer. Many are eaten by predators and only a handful of the 3 million or so eggs from a single female live to adulthood. But their survival could drop even lower if the larvae run into oil and dispersants. "Crabs are very abundant. I don't think we're looking at extinction or anything close to it," said Taylor, one of the researchers who discovered the orange spots. Still, crabs and other estuary-dependent species such as shrimp and red snapper could feel the effects of remnants of the spill for years, Perry said. "There could be some mortality, but how much is impossible to say at this point," said Vince Guillory, biologist manager with the Louisiana Department of Wildlife and Fisheries. Perry, Taylor and Condrey will be among scientists monitoring crabs for negative effects such as population drop-offs and damage to reproductive capabilities and growth rates. Crabs are big business in the region. In Louisiana alone, some 33 million pounds are harvested annually, generating nearly \$300 million in economic activity, Guillory said. Blue crabs are harvested year-round, but summer and early fall are peak months for harvesting, Guillory said. Prices for live blue crab generally have gone up, partly because of the Louisiana catch scaling back due to fishing closures, said Steve Hedlund, editor of SeafoodSource.com, a website that covers the global seafood industry. Fishers who can make a six-figure income off crabs in a good year now are now idled – and worried about the future. "If they'd let us go out and fish today, we'd probably catch crabs," said Glen Despaux, 37, who sets his traps in Louisiana's Barataria Bay. "But what's going to happen next year, if this water is polluted and it's killing the eggs and the larvae? I think it's going to be a long-term problem." Excerpt from "Blue Crabs Provide Evidence of Oil Tainting Gulf Food Web" by John Flesher. Copyright © 2010 by The Associated Press. Reprinted by permission of The Associated Press.

How does the last paragraph affect the presentation of information? (Choose three.) A. It illustrates the possible economic effects of the Gulf oil spill.

- B. It makes the report more personal by showing its effects on one individual.
- C. It provides a contrasting point of view to those expressed earlier in the text.
- D. It reinforces the idea that the oil contamination in the Gulf will have long-lasting effects.
- E. It summarizes the main types of damage scientists have identified in the Gulf ecosystem.
- F. It provides predictions about the length of time scientists expect the effects of the oil spill to last.

Correct Answer: ABD

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Explanation

Explanation/Reference:

QUESTION 212 Read the text and answer the question.

Blue Crabs Provide Evidence of Oil Tainting Gulf Food

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Named for the light-blue tint of their claws, the crabs have thick shells and 10 legs, allowing them to swim and scuttle across bottomlands. As adults, they live in the Gulf's bays and estuaries amid marshes that offer protection and abundant food, including snails, tiny shellfish, plants and even smaller crabs. In turn, they provide sustenance for a variety of wildlife, from redfish to raccoons and whooping cranes.

Adults could be harmed by direct contact with oil and from eating polluted food. But scientists are particularly worried about the vulnerable larvae.

That's because females don't lay their eggs in sheltered places, but in areas where estuaries meet the open sea. Condrey discovered several years ago that some even deposit offspring on shoals miles offshore in the Gulf.

The larvae grow as they drift with the currents back toward the estuaries for a month or longer. Many are eaten by predators, and only a handful of the 3 million or so eggs from a single female live to adulthood. But their survival could drop even lower if the larvae run into oil and dispersants.

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"If they'd let us go out and fish today, we'd probably catch crabs," said Glen Despaux, 37, who sets his traps in Louisiana's Barataria Bay. "But what's going to happen next year, if this water is polluted and it's killing the eggs and the larvae? I think it's going to be a long-term problem."

Excerpt from "Blue Crabs Provide Evidence of Oil Tainting Gulf Food Web" by John Flesher. Copyright © 2010 by The Associated Press. Reprinted by permission of The Associated Press.

Read the sentence from the text.

Scientists will be focusing on crabs because they're a "keystone species" that play a crucial role in the food web as both predator and prey, Perry said.

Which statement **best** describes what the phrase keystone species adds to the meaning of the text?

- A. It emphasizes the strength and durability of the blue crabs' outer shells.
- B. It emphasizes the mystery and uncertainty of blue crabs' future in the Gulf.
- C. It emphasizes the importance of the blue crabs' role in the Gulf's ecosystem.
- D. It emphasizes the blue crabs' ability to survive the threats to their environment.

Correct Answer: C

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Explanation

Explanation/Reference:

QUESTION 213 A student is writing an editorial for the school newspaper about volunteering in the community. Read the excerpt from a draft of the editorial and complete the task that follows.

The Value of Volunteering

There are many positive aspects to volunteering. You gain valuable hands-on experience wherever you are working. If you volunteer in a homework help program at the library, you learn how to teach others. Some students use volunteering as a way to try out a career direction. A student who wants to be a children's doctor can volunteer in the children's wing of a hospital. You can learn leadership skills as a volunteer. If you work in an afterschool program at the local recreation center, you might find yourself leading a group of children in a game of basketball.

Many teens simply do not have the time to fit another activity into a busy schedule that includes schoolwork, sports, clubs, jobs, and a social life. Some students view their extracurricular activities as a way to accomplish the same goals that volunteering does. You can gain leadership skills as the captain of the volleyball team or organizational skills by working on the high school yearbook.

But one thing you gain from volunteering that you cannot get from other activities is the sense that you are making a difference in the world. This is an intangible benefit that is perhaps the most important aspect of volunteer work. One of the main goals in educating our youth is to teach them to become productive members of society. As a way to reach that goal, there is very little to compare with volunteering.

Choose the transition sentence that would improve the links between the first and the second paragraph.

- A. The negative aspects of volunteering should not be overstated.
- B. Many teens need to be convinced that volunteering should be mandatory.
- C. However challenging volunteering may be, it will, in the end, provide many benefits.
- D. It is understandable why students feel they can not commit to volunteering in the community.

Correct Answer: D

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Explanation

Explanation/Reference:

QUESTION 214

A student is writing an article about safety in high school athletics. Read the draft of the article and complete the task that follows.

Just how safe are high school athletics? Critics would argue that most sports are highly dangerous to those teens who participate in them. Recently football has been the most closely scrutinized. The dangers of the high school gridiron are many: head injuries, knee injuries, and heat exhaustion. It seems as if every year more studies are released implicating the immediate and long-term effects of this highly physical sport. Football, however, is not the only sport that has drawn attention. Any sport that involves contact (basketball, hockey, lacrosse) can leave its players vulnerable to injury. The question then becomes: what is being done to prevent these injuries?

Steps are being taken to reduce the most serious complications of all sports. One way that these issues are being addressed is through the development of new equipment. Another way is through more stringent rules that govern practices as well as game time situations. Most importantly, educating players, coaches, and parents to the real dangers of athletics has taken a new priority. Through education, regulations, and equipment, high school sports can continue to be a source of entertainment, not danger.

Choose the **two** sentences that provide the **best** evidence to support the main idea of the paper.

- A. It has been estimated that nearly half of all high school participates in athletics on some level.
- B. This school district reports that each high school has a minimum of five varsity sports; this number does not include junior varsity or community leagues.
- C. Bob Jones, Southern High's athletic director, added this comment: "We had a very successful season; injuries did not play a measurable role in our record."
- D. District wide data indicates that students are injured on school property at a relatively low rate; last year only thirty-three accidents were reported that resulted in student injury.
- E. One of the most visible educational campaigns has been launched by the National Football League (NFL); it is entitled "Heads UP" and trains coaches and student athletes on techniques to avoid head injuries.
- F. In a 2010 study, American University found that close to 80 percent of high school athletes had reported injuries during their athletic careers; approximately 25 percent of these injuries were considered serious.

Correct Answer: EF

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Explanation

Explanation/Reference:

QUESTION 215

FILL BLANK

A student is writing a report for history class about the importance of the Magna Carta. Read the draft of the report and complete the task that follows.

When we think of the most important government documents in history, we often think first of the U.S. Constitution or the Declaration of Independence. While the importance of these documents can hardly be overestimated, it is all too easy to forget that without the Magna Carta neither of them would have been possible. The Magna Carta was a landmark government document that played a key role in the development of modern democracy. The effects of this critical piece of legislation are still felt today,

The roots of the Magna Carta were tied to the reign of King John, who took control of the English throne in 1199. Almost from the moment he became king, John ruled forcefully over his people, imposing harsh laws and severely punishing anyone who dared not to follow them. He was also focused on becoming even more powerful than he already was and repeatedly declared war on France to widen his kingdom. In need of money to fund his wars, King John required his nobles to pay large fees if they chose not to fight on his behalf.

Eventually, King John's constant abuses of power became too much for the nobles to bear. In 1213, they began a rebellion against the king, and, by 1215, England was on the brink of civil war. Realizing he had no other choice, King John met with his nobles on June 15, 1215, and agreed to sign a document that placed limitations on his power and gave the nobles certain guaranteed rights. First called the Articles of the Barons, the document soon became known as the Magna Carta. Though the Magna Carta did not end the conflict between King John and the nobles, it ultimately remained in place after being revised several times.

The rights guaranteed by the Magna Carta came in time to have a significant effect on England's system of government. Most importantly, it helped to establish a fair legal system that granted everyone the right to due process of the law. It also led to the formation of a legislative body that became known as Parliament. Centuries after it was first written, the Magna Carta's influence was again felt when the United States of America was founded. The abuses of power listed in the Declaration of Independence echo the claims made against King John by his nobles. When the framers wrote the U.S. Constitution, they looked to the Magna Carta to outline the rights of citizens and design the new country's legal system.

Write a conclusion that follows logically from the information in the essay.

Correct Answer: See explanation below.

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Explanation

Explanation/Reference:

Explanation:

For example:

Score 2

A response:

- Provides an adequate conclusion that follows from and supports the preceding information in the body of writing as a whole or provides a “so what” statement (or provides an answer as to why this information is important or what should happen)
- Does more than restate or summarize the points/reasons—not formulaic
- Provides adequate connections and/or progression of ideas to contribute to coherence

The Magna Carta has played a vital role through history in the founding of countries and the rights given to those countries citizens. The Magna Carta was the first document to explain in writing the rights of citizens and what power their ruler or rulers could have. The Magna Carta is the founding document that set in motion our rights as citizens of the United States of America and helped create our freedoms and rights clearly written on the Declaration of Independence and the Bill of Rights.

Score 1

A response:

- Provides a limited conclusion that is partially related to the information in the body of writing as a whole
- Lists, restates, or summarizes the points/reasons—formulaic
- Provides an awkward or partial connection and/or limited progression of ideas

The Magna Carta formed the U.S Constitution and the Declaration of Independence. With laws from the Magna Carta like separation of powers is in our government now with the checks and balances system. Also the Magna Carta had a law called trial by jury so that everyone had a fair chance to defend themselves which is now in our Constitution. Plus the Magna Carta gave the people the power which then led to Americans having a voice in government matters by voting. The Magna Carta is how America became the land of the free.

Score 0

A response:

- Provides no conclusion or a conclusion that is minimally related to the information in the body of writing
 - May restate random and/or incorrect details from the preceding information
- Provides no connections or progression of ideas

King John constant abuses of power became too much for the nobles to bear. King John met his nobles on June 15, 1215, and agreed to sign a document that placed limitations on his power and gave the nobles certain guaranteed rights.

QUESTION 216 A student is writing a persuasive speech for his speech class about the value of fine arts programs in public education, Read the paragraphs from the student's draft and complete the task that follows.

Value of the Arts

Fine arts programs in public education furnish critical thinking. Artists must evaluate their work for form and substance to ensure it accurately represents their vision and make any adjustments that are needed. Musicians must practice their skills continually and evaluate accuracy of their performance.

Arts programs also encourage goal setting. Both artists and musicians must make a vision of what they want their skills to be, and work to achieve that vision. They must constantly evaluate their abilities and decide what they must do to reach their goals. Goal setting is a skill that will be valuable to them not only in the arts, but also in other areas of life.

What are more concrete or specific words to replace the **two** underlined words? (Choose two.)

- A. promote
- B. provide
- C. supply
- D. establish
- E. implement
- F. start

Correct Answer: AD

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Explanation

Explanation/Reference:

QUESTION 217

A student is writing a report for class about her favorite sport. Choose **two** sentences that are correctly punctuated.

- A. Basketball is a fun and exciting sport to play; but it takes hard work and dedication to develop the necessary skills to become a star player.
- B. To be a good basketball player, a person must be in good condition; basketball requires a great deal of running up and down the length of the court.
- C. Having one really goof player on a basketball team is great; however, basketball is a team sport that requires each person to perform his or her role.
- D. Only five players from each team can be on the court at the same time during a basketball game, other sports; such as football and soccer; allow more players to be on the field.
- E. A high school basketball game consists of four quarters and two halves separated by halftime; with players usually going to their locker rooms so the coaches can go over plays for the second half.
- F. Learning to dribble the ball; using the correct form to shoot the ball; and making sure one makes good passes are all important skills; players must practice these skills a great deal if the team is going to win.

Correct Answer: BC

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Explanation

Explanation/Reference:



QUESTION 218

Which sentence uses **incorrect** parallel structure?

- A. Students who participate in sports also learn teamwork, confidence, and they learn to manage their time better.
- B. My autumn Saturday work projects usually include raking the leaves, cleaning out the rain gutters, and putting away the garden hoses.
- C. In order to achieve academic success, a student needs to study for tests, not have many absences, and complete all assigned readings.
- D. Hoping to get in better physical shape, Janet started her workout program by jogging a mile a day, carrying light weights around the house, and eating healthier foods.

Correct Answer: A

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Explanation

Explanation/Reference:

QUESTION 219

A student is writing a research report about the Iditarod Trail and annual dogsled race in northern Alaska. Read the paragraphs from her report and the directions that follow.

Alaska's Iditarod National Historic Trail has a long and rich history of travel and trade routes, including during the Gold Rush of the nineteenth century. Located close to the Arctic Circle, the one-thousand-mile trail system is known for its rugged terrain and harsh winters. But it is primarily known for the internationally famous Iditarod Trail Sled Dog Race, commonly referred to as simply the Iditarod. The Iditarod was founded in the 1970s by a few Alaskans determined to commemorate the state's rich history of dogsledding and to honor a famous event: the halt of a serious diphtheria epidemic in 1925, when a crucial medical serum was delivered by dogsled to the Alaskan citizens in need.

'The Iditarod is an epic challenge for man and man's best friend: it's a grueling 1150-mile trek from Anchorage to Nome, Alaska. Although held in early spring, the conditions are extremely harsh. Each team consists of a human captain (also called a musher) leading a team of more than a dozen sled dogs-mostly Siberian Huskies, Alaskan Malamutes, or Eskimo Dogs. Together, they brave frigid conditions, including frozen tundra and icy forests. "The Last Great Race on Earth," as it is also called, starts during the first week in March with teams generally reaching home in 10-15 days.

Choose **two** credible sources that would **most likely** give the student more information for her paragraphs.

- A. "Snow Huskies" Commercial Film
This 1998 PG-13 film is a heartwarming tale about a team of ragtag Alaskan Malamutes who save their owner's ranch by winning the nation's premier dogsled race.
- B. www.northernparks.com
This website has information about all of Alaska's state parks for tourists planning a visit to the country's largest state.
- C. www.racetheiditarod.com
Our business will provide you with all the information you will need to race in the Iditarod. Let our team of experts help you register your dogs, find local veterinarians, and secure housing and supplies.
- D. *Balto: Our Hero* by C.R. Benson
This book, first published in 1957 by children's literature author C.R. Benson, tells the true dramatic tale of Balto, the lead sled dog in a race against time to deliver serum during the 1925 diphtheria epidemic in Nome, Alaska.
- E. "The Iditarod Trail Dog Sled Race" United States Geographical Society www.usgeog.com/iditarod
In celebration of its 100-year history of documenting our planet's uniqueness, our staff ventured to the 49th state to cover the Iditarod. This article chronicles the history of one of the most grueling competitions in the world, nicknamed "The Last Great Race."
- F. "MUSH! Alaska's Most Challenging Race" Documentary Film
This 2007 six-hour miniseries documentary by award-winning filmmaker, Bernard Kerns, details the history and route of the famous Iditarod.

Correct Answer: EF

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Explanation

Explanation/Reference:

QUESTION 220

FILL BLANK

A student is writing a research report for science class about sunscreens. Read the credible source the student found and the directions that follow.

Source 1: "Understanding how Sunscreen Works" by Tim Sheib

People are exposed to ultraviolet radiation, or UV, from the sun whenever they are outdoors.

Ultraviolet rays produce radiation at wave lengths that are shorter than light rays but longer than X-rays. Sunscreen is made to protect skin from the damage UV can cause and is made from a combination of chemicals designed to either reflect light away from the skin or to absorb the sun's rays so that they do not affect the skin. Sunscreens are designed to block two types of ultraviolet radiation. The first type of UV is the one that causes wrinkling and age spots because it affects the deeper skin layers. The second type of UV causes sunburns. Sunscreens are rated by their Sun Protection Factor, or SPF, which indicates how well the sunscreen will protect the skin and approximately how long it will take before the skin begins to burn. For example, SPF 20 sunscreen will prevent burning for 20 times longer than it usually takes a person's skin to burn with no protection at all. However, studies have shown that sunscreens with an SPF higher than 50 are not likely to offer more protection than a sunscreen of 50.

The student found another source. Read Source 2 and choose on **one** sentence that has information with gaps, or information that is inconsistent with the information in Source 1.

Source 2: "Ultraviolet Rays and Sunscreen" by Louie Benjamin

The sun produces ultraviolet radiation, which can have damaging effects on the skin. The redness and pain of sunburns is caused by the sun's invisible rays. In addition to sunburn, ultraviolet rays can cause age spots and wrinkling. The combination of ingredients in sunscreen can either reflect or absorb UV radiation and provide protection that is measured in SPF (Sun Protection Factor). The higher the SPF, the more protection the sunscreen provides. The type of sunscreen is also important since some kinds of UV can cause cell damage to the skin.

Correct Answer: See explanation below.

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Explanation

Explanation/Reference:

Explanation:

The higher the SPF, the more protection the sunscreen provides.

QUESTION 221

HOTSPOT

A student is writing an argumentative report about the causes of sleepwalking. She found possible sources for her report. Read the sources and the directions that follow.

Source 1: "What is Sleepwalking?" by Mat Valerio

Sleepwalking is a sleep disorder that causes a person to get up and walk while still asleep, usually during the deepest stages of sleep. While sleepwalking, a person does not often respond when someone asks a question or touches him or her. Though sometimes a sleepwalker will verbally respond, the response will make no sense. A sleepwalking episode can include the person just walking quietly around a room or demonstrating very agitated behavior and trying to “escape” the room.

Source 2: “Is Sleepwalking Genetic?” by Chris Shue

Sleepwalking occurs most often during middle childhood through adolescence. Some adults also sleepwalk, but it is much more common among children. Genetics may play a big role in determining who will be a sleepwalker as the tendency runs in families. Environmental and medical conditions also may contribute to sleepwalking episodes. Sleepwalking was described in some of the earliest recorded medical literature, even before Hippocrates, the “father of medicine,” lived.

Source 3: “Am I a Sleepwalker?” by Angelique Kandar

Research has shown that a variety of factors contribute to sleepwalking episodes. Sleepwalkers are usually operating under a severe lack of sleep or have an irregular or hectic sleep schedule. Often, they are under great amounts of stress or anxiety. Some medical conditions, such as abnormal heart rhythms, nighttime seizures, and sleep apnea, have been known to cause sleepwalking. Sometimes a person who has taken a certain medication experiences a sleepwalking episode.

The student wrote down some claims to use in her report. Look at the claims on the table. Determine if the information in the sources supports each claim. Choose the boxes to show the claims that each source supports. A source may have more than one box chosen.

Hot Area:

| | Source 1 | Source 2 | Source 3 |
|---------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| Claim 1: Some outside influences make a person more likely to sleepwalk. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Claim 2: If your mother was a sleepwalker, it is more likely that you will be, too. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Claim 3: When people are sleepwalking they are not aware of their surroundings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Claim 4: Going to bed at the same time every night can help some children not to sleepwalk. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Correct Answer:

| | Source 1 | Source 2 | Source 3 |
|---------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Claim 1: Some outside influences make a person more likely to sleepwalk. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Claim 2: If your mother was a sleepwalker, it is more likely that you will be, too. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Claim 3: When people are sleepwalking they are not aware of their surroundings. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Claim 4: Going to bed at the same time every night can help some children not to sleepwalk. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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Explanation

Explanation/Reference:

QUESTION 222

FILL BLANK

Student Directions

Mandatory Financial Literacy Classes Argumentative Performance Task

Task:

In your economics class, you are discussing the importance of making smart financial decisions. Your teacher tells you that, in some school districts, students are required to take a financial literacy class before graduating. Your school board is hosting a meeting to decide whether to offer such a course for graduation, and wants students to contribute their perspectives. As part of your initial research, you have found four sources about financial literacy classes.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

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You will now examine several sources. You can re-examine any of the sources as often as you like.

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Both the Global Notes on the computer and your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task. **Part**

1

Sources for Performance Task:

Source #1

This article, from April 9, 2010, is from the *New York Times*, and is about the potential benefits of financial literacy courses.

Working Financial Literacy in With the Three R's by Tara Siegel Bernard

Most Americans aren't fluent in the language of money. Yet we're expected to make big financial decisions as early as our teens— Should I take on thousands of dollars of student debt? Should I buy a car? – even though most of us received no formal instruction on financial matters until it was too late.

While no course in personal finance could have prevented many Americans from getting caught up in the housing bubble¹, it's clear that most of us need some help, preferably starting when we're still in school. And I'm not just talking about learning to balance your checkbook. Its understanding concepts like the time value of money, risk and reward, and, yes, the importance of savings.

All of this raises the question: What's happening inside our classrooms? And how many schools even broach the topic? As it turns out, for a country that prizes personal responsibility, we're doing very little.

"We need to teach the basics of economics and finances so people can make financial decisions in a changing world," said Annamaria Lusardi, economics professor at Dartmouth College and a research associate at the National Bureau of Economic Research. "It's the compounding of interest², the problem of inflation³. These are the principles. And these are really scientific topics."

While more states are beginning to require some sort of personal finance instruction, there aren't enough that do, financial literacy experts say, and there is little consistency in the quality of the education. Just 13 states require students to take a personal finance course or include the subject in an economics course before they graduate from high school, up from seven states in 2007, according to the Council for Economic Education. Meanwhile, 34 states (including those 13) have personal finance within their curriculum guidelines, up from 28 states in 2007...

But that hasn't stopped enterprising teachers like Mathew Frost, who teaches 11th and 12th graders American history and economics at Sunset High School in Dallas, from working the topic into his student's school day. The Texas economics curriculum carves out time for personal finance, but it doesn't test students on the material. Mr. Frost says it's just too important to ignore. So he tries to bring the lesson to life for his students by pairing them up as married couples and giving them a couple of children. The students must then create a budget based on the average income range for their neighborhood, or about \$21,000 to \$40,000 a year. As in the board game "Life," the students are dealt real-world circumstances. Mr. Frost has them randomly pick "chance cards" from a bag, which might tell them they need new brakes for their car, broke an arm, suffered a death in the family, or found \$20.

"I try to make it as realistic as possible," he said. "We talk about building budgets, expenses, investing money," he added, as well as "how to use credit wisely, insurance and careers."

One of his students later wrote about the experience. The 11th grader, who simulated life with a wife and two children on \$21,000 a year, told of balancing needs versus wants, trying to find an apartment in a safe neighborhood that fit the family budget, and the effect of an unexpected rent increase on their savings.

"I first learned that real life isn't going to be as nice as this game," he said. "I also learned that good budgeting has to be maintained throughout a person's life no matter the income, no matter the living conditions."

Research shows that this type of financial education tends to resonate with the students later.

Michael S. Gutter, an assistant professor of family financial management at the University of Florida, studied the issue in 2009, after he surveyed 15,700 students at 15 universities who came from states with different (or nonexistent) personal finance schooling requirements. The study was financed by the National Endowment for Financial Education, a nonprofit organization in Denver that provides financial education curriculums.

"College students who came from states where there was a course required were more likely to budget, were more likely to be saving, and were less likely to have maxed out their credit cards in the last year and were more likely to be paying off their credit cards fully," Professor Gutter said. But his research also suggested that "social learning is also very powerful as well," he said. "What your parents tell you matters."

"It's hard because there is no silver bullet to get this into every school," said Matthew Yale, deputy chief of staff to Education Secretary Arne Duncan. "It's not as simple as saying, 'We're going to institute this in the 100,000 public schools in America.' But our plan for reauthorization does make room for financial literacy in schools, which is a really big, big deal." Mr. Yale was referring to the Obama administration's plan to revise the Elementary and Secondary Education Act, commonly known as No Child Left Behind.

He said the Department of Education's next step is to work with districts and teachers and help them find the money they need, whether it's through the many literacy-minded nonprofits or the private sector. Mr. Yale also said that department officials were working on competitive grant programs, which would allow schools to compete for money to pay for the financial literacy programs. As a joint effort with the Treasury Department, the Education Department is currently running the National Financial Capability Challenge, an online exam for high school students that measures financial know-how and recognizes outstanding performers, to help raise awareness.

President Bush created the first Advisory Council on Financial Literacy in 2008, and President Obama plans to assemble his own team. In its annual report, the first council recommended that Congress or state legislatures mandate financial education in all schools for students in kindergarten through 12th grade. But the new administration follows through with that recommendation? Mr. Yale said education officials were "not interested in introducing unfunded mandates."

So what can we do? According to Scott Truelove, who teaches personal finance as part of a work-study program for seniors at Chesterton High School in Indiana, "It will take a parent movement."

Mr. Truelove has already seen the power of financial education in his school's hallways, where a student told him and another personal finance teacher that she set up a Roth 1.R.A.* given what she learned in class.

"That, to me, is huge," Mr. Truelove said.

¹ousing bubble: when housing prices rapidly increase to unsustainable levels and then collapse

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Source #2

In this article from February 6, 2009, *the Chicago Tribune* discusses problems with financial literacy education.

Financial Education Leaving Americans Behind

by Greg Burns

With so many personal finance decisions turning into disasters, a chorus of voices is singing the praises of financial-literacy education.

Make every American a financial whiz, the thinking goes, and credit bubbles never will bedevil us again.

Trouble is, growing evidence suggests that financial-literacy courses don't work. Worse, they may actually hurt, in part by making their graduates overconfident about limited skills. Few

want to hear that message, according to Lauren Willis, a professor at Loyola Law School in Los Angeles, whose recent paper, "Against Financial Literacy

Education," shook up all sorts of vested interests. . . .

Plenty of people make a living off these courses, and lawmakers love them, since they give the impression that something is being done about the intractable problem of financial ignorance.

Utah, Missouri, and Tennessee require students to take a semester-long personal-finance class before graduating from high school. Illinois and 16 other states incorporate financial education into other subjects—by decree, of course.

The Indiana Senate this month approved a bill that would require "personal financial responsibility" to be taught from kindergarten through high school. Its sponsor described it as an appropriate response to "difficult times." Other states are mulling expanded mandates

These measures don't affect only youth. Adults face similar obligatory instruction when they seek bankruptcy protection or, in some cases, apply for loans.

Academics have known for years about the scant evidence in support of the programs, but few are willing to go as far as Willis in bluntly denouncing them as a counterproductive racket."

She cites examples, such as the high school students who took a semester-long personal finance course and tested worse than those who didn't. Or the graduates of retirement-planning classes who thought their literacy had increased, when their financial test scores had not.

Now comes a study from Harvard Business School raising more doubts. Using rigorous methodology, it concluded that programs in widespread use during the past two decades were no use at all.

"They weren't effective in changing people's financial decisions," said Shawn Cole, one of two professors behind the report, titled "If You Are So Smart, Why Aren't You Rich?"

"We find no effect," he said. "My gut feeling is that teaching math or statistics would be more useful."

Still, Cole believes it may be possible to design an effective program. That's a common theme among those who favor financial education: Just because no one has proven these courses work is no reason to give up searching for the right formula.

Willis has other ideas. She wants to forget about making Americans capable of handling their credit and investment needs – most will never get there, especially given the fast-moving, complicated nature of financial services.

She favors pro-consumer regulation and one-on-one counseling with unbiased advisers. Sure, those could be tough to come by. But no one said saving Americans from themselves would be easy.

¹racket: a dishonest scheme or business activity

Burns, Greg. (2009, February 6). Financial Education Leaving Americans Behind. Chicago Tribune. Retrieved from http://articles.chicagotribune.com/2009-02-16/news/0902150143_1_financial-literacy-financial-literacy-education-financialignorance.

Source #3

This October 6, 2013 article from the *New York Times* is about the drawbacks of financial literacy courses, and what the research shows about teaching financial literacy skills.

Financial Literacy, Beyond the Classroom

by Richard H. Thaler

Even if we grade on a very generous curve, many Americans flunk when it comes to financial literacy. Consider this three-item quiz:

▪ Suppose you had \$100 in a savings account and the interest rate was 2 percent a year. After five years, how much do you think you would have if you left the money to grow? More than \$102, exactly \$102 or less than \$102? ▪ Imagine that the interest rate on your savings account was 1 percent a year and that inflation was 2 percent. After one year, would you be able to buy more than, the same as, or less than you could today with the money? ▪ Do you think this statement is true or false: "Buying a single company stock usually provides a safer return than a stock mutual fund"?

Anyone with even a basic understanding of compound interest, inflation and the answers to these questions are "than" and "false." Yet in a survey of Americans over age 50 conducted by the economists Annamaria Lusardi of George Washington University and Olivia S Mitchell of the Wharton School of the University of Pennsylvania, only a third could answer all three questions correctly.

This is particularly troubling given the inherent complexity of our modern economy. Whether in taking out a student loan, buying a house, or saving for retirement, people are being asked to make decisions that are difficult even if they have graduate training in finance and economics. Throwing the financially illiterate into that maelstrom is like taking students currently enrolled in driver's education and asking them to compete in the Indianapolis 500.

A popular approach to this problem is to work harder to improve financial literacy – for example, by including household finance in the basic high school curriculum. One reason to think this solution will have big payoffs is that people who are more knowledgeable about financial matters, as measured by a test, perform better at tasks like saving for retirement and staying out of debt. This may seem a straightforward argument in support of financial literacy courses. Unfortunately, it isn't.

The problem is that measured financial literacy is highly correlated with other factors, most notably higher education in general, so it's hard to sort out causes. (The ability to solve the Sunday crossword puzzle is probably also positively correlated with good financial outcomes.) So to see whether a financial education curriculum is likely to pay dividends, we should review specific efforts to shore up financial skills in those who are deficient, and not just measure what people already know.

A new paper by three business school professors – Daniel Fernandes of Erasmus University in the Netherlands and the Catholic University of Portugal, John G. Lynch Jr. of the University of Colorado, and Richard Netemeyer of the University of Virginia – presents a discouraging assessment of attempts to teach people how to deal with money. Their article uses a technique called meta-analysis,¹ looking at results from 168 scientific studies of efforts to teach people to be financially astute, or at least less clueless.

The authors' conclusions are clear: over all, financial education is laudable,² but not particularly helpful. Those who receive it do not perform noticeably better when it comes to saving more, for example, or avoiding ruinous debt. . . .

Don't get me wrong. I am all for trying to teach household finance in schools, starting as early as possible. And when it comes to high school, I think learning about compound interest is at least as important as trigonometry or memorizing the names of all 50 state capitals. If we try enough approaches, and evaluate what works, we may improve such programs' effectiveness. But we shouldn't fool ourselves into thinking that adding a household finance class to a high school curriculum will in itself create knowledgeable consumers who can understand today's wide array of financial products.

...In the meta-analysis, even the most time-intensive programs – those with more than 24 hours of education and training, almost the length of a college course – had no discernible effects just two years later.

It would be premature to conclude that all efforts at improving financial literacy are futile. But it is a fair conclusion that simply doing more of the training commonly used now will not produce significant results. So what else might we try? Although no approach offers a panacea,³ three types of efforts seem worthy of more attention.

The first is what Professor Lynch, one of the authors of the meta-analysis, calls just-in-time education.

Because learning decays quickly, it's best to provide assistance just before a decision is made. High school seniors should receive help in how to think about a student loan and how to make sure that the education bought with the loan offers good prospects for repayment. Just-in-time education can be offered at other crucial moments—when taking out a mortgage or figuring out when to retire. But unless such education is compulsory, many of the consumers most in need of help don't take advantage of it. And we need to be sure not to confuse self-serving marketing⁵ with objective advice.

Another approach is to offer simple rules of thumb to help people cope. Because few people can calculate how much they need to save for a comfortable retirement, it might help to offer simple guidelines like “invest as much as possible in your 401(k), plan H⁶ “save 15 percent of your income,” or “get a 15-year mortgage if you are over 50.”

One example comes from a field experiment involving microentrepreneurs⁷ in the Dominican Republic. Of those who expressed an interest in receiving help, some were offered training in basic accounting principles while others were given simple rules of thumb. The accounting education did not have apparent effects, but simple rules – like keeping personal money and business money in separate drawers – led to better outcomes. This seemingly trivial concept helped smallbusiness owners keep better track of how their businesses were faring.

The third approach, and the one I believe offers the best prospects of immediate help, is to make our financial system more user-friendly. You don't need to be a computer scientist to use a smartphone. If we made choosing a suitable mortgage as easy as checking the weather in Timbuktu, fewer households would find themselves underwater* when real estate markets tumble...

The same principle can be used in other areas, from credit cards to checking accounts. The financial services industry – either on its own or as required by government regulators – needs to find ways to make it easier for people to make sound decisions. And those financial firms that engage in fraudulent practices should be prosecuted and stopped.

¹diversification: investing in different assets in order to minimize risk

²meta-analysis: an analysis of several separate but similar studies to determine if an observed effect is not due to chance alone

³laudable: praiseworthy

⁴panacea: a solution or remedy for all difficulties or diseases

⁵self-serving marketing: surveys, top 10 lists, and technical papers that contain seemingly useful consumer information but are being used as a marketing strategy

⁶401(k) plan: a retirement savings plan in which deductions are automatically made from an employee's paycheck before taxes are deducted and that are sometimes matched by the employer

⁷microentrepreneur: operator of a microenterprise, or very small business; microenterprises typically employ fewer than ten people and have relatively low start-up costs

⁸ underwater: when an individual owes more on a loan than the market value of the loan; this term is typically applied to home mortgages

Thaler, Richard H. (2013, October 6). Financial Literacy, Beyond the Classroom. New York Times. Retrieved from <http://www.nytimes.com/2013/10/06/business/financial-literacy-beyond-the-classroom.html>.

Source #4

This article, from October 15, 2006, is from the *Baltimore Sun* and is about concerns surrounding mandated financial literacy classes.

Finance Course Prompts Debate

by Gina Davis

While Carroll County students will be required to take a financial literacy course to graduate starting next year, concerns linger over whether mandating the course is the most effective way to teach money matters to teens.

"The course is likely a good thing, but I am convinced it is not the best thing," school board President Thomas G. Hiltz said last week. "One course is not a panacea and, alone, will not make our students financially literate."

After a lengthy debate about requiring the class, board members voted 4-1 to require students beginning next school year to take the half-credit course. It will cover concepts such as money management, consumer rights and responsibilities, credit, savings, and investing.

Carroll joins a handful of Maryland school systems – including Harford, St. Mary's, Talbot and Baltimore counties—with a similar requirement.

The financial course was one of several changes to the high school program of studies that the board approved.

During last week's meeting, Hiltz joined Cynthia L. Foley in supporting a motion to amend the proposal that would have eliminated financial literacy as a required course. The motion to amend failed in a 3-2 vote.

Foley was the lone dissenter¹ when the original proposal came to a vote. Hiltz said he voted to approve the high school program of studies that included the financial literacy requirement because he supported the overall plan.

"While it did not turn out the way I may have wanted... unless I believe there has been an egregious mistake in judgment, a vote against the entire high school program of studies is, in my view, sour grapes," Hiltz said in an email.

During the meeting, Hiltz suggested the board needed more time to consider alternatives, such as incorporating elements of the course into already required classes or developing a comprehensive “financial literacy program,” not a single course.

Hiltz also said a required course would necessitate about 10 teachers each year and cost the system about \$600,000 annually.

"My overwhelming concern is not cost – it is effectiveness," Hiltz said. "The \$600,000 is a low cost if the course is effective. An effective course will return that investment. It is a high cost if it is ineffective."

School officials said statistics suggest teens and young adults are assuming too much credit card debt and are not knowledgeable about finances.

About one in five students gets a personal finance course during high school, according to the JumpStart Coalition for Personal Financial Literacy, which surveys high school seniors every other year to gauge financial aptitude.

Of the 5,775 high school seniors in 37 states who participated in that survey this year, students on average scored 52.4 percent on 30 questions, according to the group.

A 2004 poll of college administrators found that excessive credit card debt was the primary reason students dropped out and the secondary reason was low grades, according to the Maryland Coalition for Financial Literacy.

Carroll school officials said last week that in a "pre-test" given to about 30 students taking the financial literacy elective this semester, the highest score was about 60 percent—with some students scoring much lower.

"Personal finances are not being taught in the home," said Patricia Hummel, a parent who also teaches financial literacy at Winters Mill High as a permanent substitute. "Studies have shown that only 26 percent of 13- to 21-year-olds reported that their parents actively taught them how to manage money."

Hummel supported a required financial literacy course because, "unless this class is mandated, students will not take advantage of the class." Hiltz

said that while the district has piloted [tested] a financial literacy course, no local data has been collected on its effectiveness.

"We all agree that financial literacy is essential," he said. "The lack of a real consideration of other options ... troubled me greatly. I am concerned that we picked low-hanging fruit, which may be the most expensive and least effective option."

¹dissenter: someone who disagrees with a particular view

Davis, Gina. (2006, October 15). Finance Course Prompts Debate. Baltimore Sun. Retrieved from http://articales.baltimoresun.com/2006-10-15/news/0610140104_1_hiltz-high-school-program-financial-literacy.

Paraphrase information from Source #1 that refutes information from Source #2 without plagiarizing.

Correct Answer: See explanation below.

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: Performance Task Explanation

Explanation/Reference:

Explanation:

Key Elements:

Source #1 (Working Financial Literacy in With the Three R's)

- Students in Matthew Frost's American history and economics class reported that they had positive outcomes from participating in the personal finance portion of this course. One student said he learned about the importance of budgeting money. Another student reported that the class prompted her to open a Roth I.R.A.
- A study conducted by a professor at the University of Florida found that students who were required to take financial literacy classes in high school were more likely to budget and save their money, and less likely to accrue credit card debt.

Source #2 (Financial Education Leaving Americans Behind)

- There is evidence that financial literacy courses don't work and can potentially even harm the students who take them by making them overconfident in their ability to make good financial decisions.
- Willis says that financial literacy classes can actually keep people from attaining their financial literacy goals. She cites examples of students whose financial literacy skills stayed the same or decreased after taking financial literacy classes.
- A Harvard Business School study concluded that common financial literacy programs used in the past two decades did not alter the choices participants made about their finances.

For example:

(2 points) According to Source #2, financial literacy classes are ineffective and can even harm the people who participate in them by making them overconfident in their ability to make good financial decisions. Source #1 refutes this information. It includes a study conducted by a professor at the University of Florida that found students who were required to take financial literacy classes in high school were more likely to budget and save their money and less likely to accrue credit card debt. This refutes the information in Source #2 because it is concrete evidence that financial literacy classes can be effective.

(1 point) According to Source #2, financial literacy classes are ineffective and can even harm the people who participate in them by making them overconfident in their ability to make good financial decisions. Source #1 refutes this information. It includes a study conducted by a professor at the University of Florida that found students who were required to take financial literacy classes in high school were more likely to budget and save their money, and less likely to accrue credit card debt.

(0 points) According to Source #2, financial literacy classes are ineffective.

QUESTION 223

HOTSPOT

Student Directions

Mandatory Financial Literacy Classes Argumentative Performance Task

Task:

In your economics class, you are discussing the importance of making smart financial decisions. Your teacher tells you that, in some school districts, students are required to take a financial literacy class before graduating. Your school board is hosting a meeting to decide whether to offer such a course for graduation, and wants students to contribute their perspectives. As part of your initial research, you have found four sources about financial literacy classes.

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All of this raises the question: What's happening inside our classrooms? And how many schools even broach the topic? As it turns out, for a country that prizes personal responsibility, we're doing very little.

"We need to teach the basics of economics and finances so people can make financial decisions in a changing world," said Annamaria Lusardi, economics professor at Dartmouth College and a research associate at the National Bureau of Economic Research. "It's the compounding of interest², the problem of inflation³. These are the principles. And these are really scientific topics."

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The Indiana Senate this month approved a bill that would require "personal financial responsibility" to be taught from kindergarten through high school. Its sponsor described it as an appropriate response to "difficult times." Other states are mulling expanded mandates

These measures don't affect only youth. Adults face similar obligatory instruction when they seek bankruptcy protection or, in some cases, apply for loans.

Academics have known for years about the scant evidence in support of the programs, but few are willing to go as far as Willis in bluntly denouncing them as a counterproductive racket."

She cites examples, such as the high school students who took a semester-long personal finance course and tested worse than those who didn't. Or the graduates of retirement-planning classes who thought their literacy had increased, when their financial test scores had not.

Now comes a study from Harvard Business School raising more doubts. Using rigorous methodology, it concluded that programs in widespread use during the past two decades were no use at all.

"They weren't effective in changing people's financial decisions," said Shawn Cole, one of two professors behind the report, titled "If You Are So Smart, Why Aren't You Rich?"

"We find no effect," he said. "My gut feeling is that teaching math or statistics would be more useful."

Still, Cole believes it may be possible to design an effective program. That's a common theme among those who favor financial education: Just because no one has proven these courses work is no reason to give up searching for the right formula.

Willis has other ideas. She wants to forget about making Americans capable of handling their credit and investment needs – most will never get there, especially given the fast-moving, complicated nature of financial services.

She favors pro-consumer regulation and one-on-one counseling with unbiased advisers. Sure, those could be tough to come by. But no one said saving Americans from themselves would be easy.

¹racket: a dishonest scheme or business activity

Burns, Greg. (2009, February 6). Financial Education Leaving Americans Behind. Chicago Tribune. Retrieved from http://articles.chicagotribune.com/2009-02-16/news/0902150143_1_financial-literacy-financial-literacy-education-financialignorance.

Source #3

This October 6, 2013 article from the *New York Times* is about the drawbacks of financial literacy courses, and what the research shows about teaching financial literacy skills.

Financial Literacy, Beyond the Classroom

by Richard H. Thaler

Even if we grade on a very generous curve, many Americans flunk when it comes to financial literacy. Consider this three-item quiz:

▪ Suppose you had \$100 in a savings account and the interest rate was 2 percent a year. After five years, how much do you think you would have if you left the money to grow? More than \$102, exactly \$102 or less than \$102? ▪ Imagine that the interest rate on your savings account was 1 percent a year and that inflation was 2 percent. After one year, would you be able to buy more than, the same as, or less than you could today with the money? ▪ Do you think this statement is true or false: "Buying a single company stock usually provides a safer return than a stock mutual fund"?

Anyone with even a basic understanding of compound interest, inflation and the answers to these questions are "than" and "false." Yet in a survey of Americans over age 50 conducted by the economists Annamaria Lusardi of George Washington University and Olivia S Mitchell of the Wharton School of the University of Pennsylvania, only a third could answer all three questions correctly.

This is particularly troubling given the inherent complexity of our modern economy. Whether in taking out a student loan, buying a house, or saving for retirement, people are being asked to make decisions that are difficult even if they have graduate training in finance and economics. Throwing the financially illiterate into that maelstrom is like taking students currently enrolled in driver's education and asking them to compete in the Indianapolis 500.

A popular approach to this problem is to work harder to improve financial literacy – for example, by including household finance in the basic high school curriculum. One reason to think this solution will have big payoffs is that people who are more knowledgeable about financial matters, as measured by a test, perform better at tasks like saving for retirement and staying out of debt. This may seem a straightforward argument in support of financial literacy courses. Unfortunately, it isn't.

The problem is that measured financial literacy is highly correlated with other factors, most notably higher education in general, so it's hard to sort out causes. (The ability to solve the Sunday crossword puzzle is probably also positively correlated with good financial outcomes.) So to see whether a financial education curriculum is likely to pay dividends, we should review specific efforts to shore up financial skills in those who are deficient, and not just measure what people already know.

A new paper by three business school professors – Daniel Fernandes of Erasmus University in the Netherlands and the Catholic University of Portugal, John G. Lynch Jr. of the University of Colorado, and Richard Netemeyer of the University of Virginia – presents a discouraging assessment of attempts to teach people how to deal with money. Their article uses a technique called meta-analysis,¹ looking at results from 168 scientific studies of efforts to teach people to be financially astute, or at least less clueless.

The authors' conclusions are clear: over all, financial education is laudable,² but not particularly helpful. Those who receive it do not perform noticeably better when it comes to saving more, for example, or avoiding ruinous debt. . . .

Don't get me wrong. I am all for trying to teach household finance in schools, starting as early as possible. And when it comes to high school, I think learning about compound interest is at least as important as trigonometry or memorizing the names of all 50 state capitals. If we try enough approaches, and evaluate what works, we may improve such programs' effectiveness. But we shouldn't fool ourselves into thinking that adding a household finance class to a high school curriculum will in itself create knowledgeable consumers who can understand today's wide array of financial products.

...In the meta-analysis, even the most time-intensive programs – those with more than 24 hours of education and training, almost the length of a college course – had no discernible effects just two years later.

It would be premature to conclude that all efforts at improving financial literacy are futile. But it is a fair conclusion that simply doing more of the training commonly used now will not produce significant results. So what else might we try? Although no approach offers a panacea,³ three types of efforts seem worthy of more attention.

The first is what Professor Lynch, one of the authors of the meta-analysis, calls just-in-time education.

Because learning decays quickly, it's best to provide assistance just before a decision is made. High school seniors should receive help in how to think about a student loan and how to make sure that the education bought with the loan offers good prospects for repayment. Just-in-time education can be offered at other crucial moments—when taking out a mortgage or figuring out when to retire. But unless such education is compulsory, many of the consumers most in need of help don't take advantage of it. And we need to be sure not to confuse self-serving marketing⁵ with objective advice.

Another approach is to offer simple rules of thumb to help people cope. Because few people can calculate how much they need to save for a comfortable retirement, it might help to offer simple guidelines like “invest as much as possible in your 401(k) plan, H⁶ “save 15 percent of your income,” or “get a 15-year mortgage if you are over 50.”

One example comes from a field experiment involving microentrepreneurs⁷ in the Dominican Republic. Of those who expressed an interest in receiving help, some were offered training in basic accounting principles while others were given simple rules of thumb. The accounting education did not have apparent effects, but simple rules – like keeping personal money and business money in separate drawers – led to better outcomes. This seemingly trivial concept helped smallbusiness owners keep better track of how their businesses were faring.

The third approach, and the one I believe offers the best prospects of immediate help, is to make our financial system more user-friendly. You don't need to be a computer scientist to use a smartphone. If we made choosing a suitable mortgage as easy as checking the weather in Timbuktu, fewer households would find themselves underwater* when real estate markets tumble...

The same principle can be used in other areas, from credit cards to checking accounts. The financial services industry – either on its own or as required by government regulators – needs to find ways to make it easier for people to make sound decisions. And those financial firms that engage in fraudulent practices should be prosecuted and stopped.

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⁵self-serving marketing: surveys, top 10 lists, and technical papers that contain seemingly useful consumer information but are being used as a marketing strategy

⁶401(k) plan: a retirement savings plan in which deductions are automatically made from an employee's paycheck before taxes are deducted and that are sometimes matched by the employer

⁷microentrepreneur: operator of a microenterprise, or very small business; microenterprises typically employ fewer than ten people and have relatively low start-up costs

⁸ underwater: when an individual owes more on a loan than the market value of the loan; this term is typically applied to home mortgages

Thaler, Richard H. (2013, October 6). Financial Literacy, Beyond the Classroom. New York Times. Retrieved from <http://www.nytimes.com/2013/10/06/business/financial-literacy-beyond-the-classroom.html>.

Source #4

This article, from October 15, 2006, is from the *Baltimore Sun* and is about concerns surrounding mandated financial literacy classes.

Finance Course Prompts Debate

by Gina Davis

While Carroll County students will be required to take a financial literacy course to graduate starting next year, concerns linger over whether mandating the course is the most effective way to teach money matters to teens.

"The course is likely a good thing, but I am convinced it is not the best thing," school board President Thomas G. Hiltz said last week. "One course is not a panacea and, alone, will not make our students financially literate."

After a lengthy debate about requiring the class, board members voted 4-1 to require students beginning next school year to take the half-credit course. It will cover concepts such as money management, consumer rights and responsibilities, credit, savings, and investing.

Carroll joins a handful of Maryland school systems – including Harford, St. Mary's, Talbot and Baltimore counties—with a similar requirement.

The financial course was one of several changes to the high school program of studies that the board approved.

During last week's meeting, Hiltz joined Cynthia L. Foley in supporting a motion to amend the proposal that would have eliminated financial literacy as a required course. The motion to amend failed in a 3-2 vote.

Foley was the lone dissenter¹ when the original proposal came to a vote. Hiltz said he voted to approve the high school program of studies that included the financial literacy requirement because he supported the overall plan.

"While it did not turn out the way I may have wanted... unless I believe there has been an egregious mistake in judgment, a vote against the entire high school program of studies is, in my view, sour grapes," Hiltz said in an email.

During the meeting, Hiltz suggested the board needed more time to consider alternatives, such as incorporating elements of the course into already required classes or developing a comprehensive “financial literacy program,” not a single course.

Hiltz also said a required course would necessitate about 10 teachers each year and cost the system about \$600,000 annually.

"My overwhelming concern is not cost – it is effectiveness," Hiltz said. "The \$600,000 is a low cost if the course is effective. An effective course will return that investment. It is a high cost if it is ineffective."

School officials said statistics suggest teens and young adults are assuming too much credit card debt and are not knowledgeable about finances.

About one in five students gets a personal finance course during high school, according to the JumpStart Coalition for Personal Financial Literacy, which surveys high school seniors every other year to gauge financial aptitude.

Of the 5,775 high school seniors in 37 states who participated in that survey this year, students on average scored 52.4 percent on 30 questions, according to the group.

A 2004 poll of college administrators found that excessive credit card debt was the primary reason students dropped out and the secondary reason was low grades, according to the Maryland Coalition for Financial Literacy.

Carroll school officials said last week that in a "pre-test" given to about 30 students taking the financial literacy elective this semester, the highest score was about 60 percent—with some students scoring much lower.

"Personal finances are not being taught in the home," said Patricia Hummel, a parent who also teaches financial literacy at Winters Mill High as a permanent substitute. "Studies have shown that only 26 percent of 13- to 21-year-olds reported that their parents actively taught them how to manage money."

Hummel supported a required financial literacy course because, "unless this class is mandated, students will not take advantage of the class." Hiltz

said that while the district has piloted [tested] a financial literacy course; no local data has been collected on its effectiveness.

"We all agree that financial literacy is essential," he said. "The lack of a real consideration of other options ... troubled me greatly. I am concerned that we picked low-hanging fruit, which may be the most expensive and least effective option."

¹dissenter: someone who disagrees with a particular view

Davis, Gina. (2006, October 15). Finance Course Prompts Debate. Baltimore Sun. Retrieved from http://articales.baltimoresun.com/2006-10-15/news/0610140104_1_hiltz-high-school-program-financial-literacy.

Click on the boxes to show the claim(s) that each source supports. Some supports will have more than one box selected.

Hot Area:

| | Source #1: Working Financial Literacy in With the Three R's | Source #2: Financial Education Leaving Americans Behind | Source #3: Financial Literacy, Beyond the Classroom | Source #4: Finance Course Prompts Debate |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------|
| People should take financial literacy classes when they are young so they are prepared to make good financial decisions as young adults. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Some people support financial literacy despite evidence that it does not work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Financial literacy education could be effective if we rethink the way it is taught. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Resources for improving financial literacy should be spent on financial regulation instead. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Correct Answer:

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Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: Performance Task Explanation

Explanation/Reference:

QUESTION 224

FILL BLANK

Student Directions

Mandatory Financial Literacy Classes Argumentative Performance Task

Task:

In your economics class, you are discussing the importance of making smart financial decisions. Your teacher tells you that, in some school districts, students are required to take a financial literacy class before graduating. Your school board is hosting a meeting to decide whether to offer such a course for graduation, and wants students to contribute their perspectives. As part of your initial research, you have found four sources about financial literacy classes.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write an argumentative essay on a topic related to the sources.

Directions for Beginning:

You will now examine several sources. You can re-examine any of the sources as often as you like.

Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and looked at, which should help you write your argumentative essay.

You may click on the Global Notes button or refer back to your scratch paper to look at your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Both the Global Notes on the computer and your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task. **Part**

1

Sources for Performance Task:**Source #1**

This article, from April 9, 2010, is from the *New York Times*, and is about the potential benefits of financial literacy courses.

Working Financial Literacy in With the Three R's by
Tara Siegel Bernard

Most Americans aren't fluent in the language of money. Yet we're expected to make big financial decisions as early as our teens— Should I take on thousands of dollars of student debt? Should I buy a car? — even though most of us received no formal instruction on financial matters until it was too late.

While no course in personal finance could have prevented many Americans from getting caught up in the housing bubble¹, it's clear that most of us need some help, preferably starting when we're still in school. And I'm not just talking about learning to balance your checkbook. Its understanding concepts like the time value of money, risk and reward, and, yes, the importance of savings.

All of this raises the question: What's happening inside our classrooms? And how many schools even broach the topic? As it turns out, for a country that prizes personal responsibility, we're doing very little.

"We need to teach the basics of economics and finances so people can make financial decisions in a changing world," said Annamaria Lusardi, economics professor at Dartmouth College and a research associate at the National Bureau of Economic Research. "It's the compounding of interest², the problem of inflation³. These are the principles. And these are really scientific topics."

While more states are beginning to require some sort of personal finance instruction, there aren't enough that do, financial literacy experts say, and there is little consistency in the quality of the education. Just 13 states require students to take a personal finance course or include the subject in an economics course before they graduate from high school, up from seven states in 2007, according to the Council for Economic Education. Meanwhile, 34 states (including those 13) have personal finance within their curriculum guidelines, up from 28 states in 2007...

But that hasn't stopped enterprising teachers like Mathew Frost, who teaches 11th and 12th graders American history and economics at Sunset High School in Dallas, from working the topic into his student's school day. The Texas economics curriculum carves out time for personal finance, but it doesn't test students on the material. Mr. Frost says it's just too important to ignore. So he tries to bring the lesson to life for his students by pairing them up as married couples and giving them a couple of children. The students must then create a budget based on the average income range for their neighborhood, or about \$21,000 to \$40,000 a year. As in the board game "Life," the students are dealt real-world circumstances. Mr. Frost has them randomly pick "chance cards" from a bag, which might tell them they need new brakes for their car, broke an arm, suffered a death in the family, or found \$20.

"I try to make it as realistic as possible," he said. "We talk about building budgets, expenses, investing money," he added, as well as "how to use credit wisely, insurance and careers."

One of his students later wrote about the experience. The 11th grader, who simulated life with a wife and two children on \$21,000 a year, told of balancing needs versus wants, trying to find an apartment in a safe neighborhood that fit the family budget, and the effect of an unexpected rent increase on their savings.

"I first learned that real life isn't going to be as nice as this game," he said. "I also learned that good budgeting has to be maintained throughout a person's life no matter the income, no matter the living conditions."

Research shows that this type of financial education tends to resonate with the students later.

Michael S. Gutter, an assistant professor of family financial management at the University of Florida, studied the issue in 2009, after he surveyed 15,700 students at 15 universities who came from states with different (or nonexistent) personal finance schooling requirements. The study was financed by the National Endowment for Financial Education, a nonprofit organization in Denver that provides financial education curriculums.

"College students who came from states where there was a course required were more likely to budget, were more likely to be saving, and were less likely to have maxed out their credit cards in the last year and were more likely to be paying off their credit cards fully," Professor Gutter said. But his research also suggested that "social learning is also very powerful as well," he said. "What your parents tell you matters."

"It's hard because there is no silver bullet to get this into every school," said Matthew Yale, deputy chief of staff to Education Secretary Arne Duncan. "It's not as simple as saying, 'We're going to institute this in the 100,000 public schools in America.' But our plan for reauthorization does make room for financial literacy in schools, which is a really big, big deal." Mr. Yale was referring to the Obama administration's plan to revise the Elementary and Secondary Education Act, commonly known as No Child Left Behind.

He said the Department of Education's next step is to work with districts and teachers and help them find the money they need, whether it's through the many literacy-minded nonprofits or the private sector. Mr. Yale also said that department officials were working on competitive grant programs, which would allow schools to compete for money to pay for the financial literacy programs. As a joint effort with the Treasury Department, the Education Department is currently running the National Financial Capability Challenge, an online exam for high school students that measures financial know-how and recognizes outstanding performers, to help raise awareness.

President Bush created the first Advisory Council on Financial Literacy in 2008, and President Obama plans to assemble his own team. In its annual report, the first council recommended that Congress or state legislatures mandate financial education in all schools for students in kindergarten through 12th grade. But the new administration follows through with that recommendation? Mr. Yale said education officials were "not interested in introducing unfunded mandates."

So what can we do? According to Scott Truelove, who teaches personal finance as part of a work-study program for seniors at Chesterton High School in Indiana, "It will take a parent movement."

Mr. Truelove has already seen the power of financial education in his school's hallways, where a student told him and another personal finance teacher that she set up a Roth 1.R.A.* given what she learned in class.

"That, to me, is huge," Mr. Truelove said.

¹ousing bubble: when housing prices rapidly increase to unsustainable levels and then collapse

²compound interest: interest paid on both the original amount of money invested and on the interest it has already earned

³inflation: a general increase in prices that decrease the purchasing power of money

⁴"Roth I.R.A.: a type of individual retirement account

Bernard Siegal, Tara. (2010, April 9). Working Financial Literacy in With the Three R's. *The New York Times*. Retrieved from <http://www.nytimes.com/2010/04/10/your-money/10money.html>

Source #2

In this article from February 6, 2009, *the Chicago Tribune* discusses problems with financial literacy education.

Financial Education Leaving Americans Behind

by Greg Burns

With so many personal finance decisions turning into disasters, a chorus of voices is singing the praises of financial-literacy education.

Make every American a financial whiz, the thinking goes, and credit bubbles never will bedevil us again.

Trouble is, growing evidence suggests that financial-literacy courses don't work. Worse, they may actually hurt, in part by making their graduates overconfident about limited skills. Few

want to hear that message, according to Lauren Willis, a professor at Loyola Law School in Los Angeles, whose recent paper, "Against Financial Literacy

Education," shook up all sorts of vested interests. . . .

Plenty of people make a living off these courses, and lawmakers love them, since they give the impression that something is being done about the intractable problem of financial ignorance.

Utah, Missouri, and Tennessee require students to take a semester-long personal-finance class before graduating from high school. Illinois and 16 other states incorporate financial education into other subjects—by decree, of course.

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Academics have known for years about the scant evidence in support of the programs, but few are willing to go as far as Willis in bluntly denouncing them as a counterproductive racket."

She cites examples, such as the high school students who took a semester-long personal finance course and tested worse than those who didn't. Or the graduates of retirement-planning classes who thought their literacy had increased, when their financial test scores had not.

Now comes a study from Harvard Business School raising more doubts. Using rigorous methodology, it concluded that programs in widespread use during the past two decades were no use at all.

"They weren't effective in changing people's financial decisions," said Shawn Cole, one of two professors behind the report, titled "If You Are So Smart, Why Aren't You Rich?"

"We find no effect," he said. "My gut feeling is that teaching math or statistics would be more useful."

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⁵self-serving marketing: surveys, top 10 lists, and technical papers that contain seemingly useful consumer information but are being used as a marketing strategy

⁶401(k) plan: a retirement savings plan in which deductions are automatically made from an employee's paycheck before taxes are deducted and that are sometimes matched by the employer

⁷microentrepreneur: operator of a microenterprise, or very small business; microenterprises typically employ fewer than ten people and have relatively low start-up costs

⁸ underwater: when an individual owes more on a loan than the market value of the loan; this term is typically applied to home mortgages

Thaler, Richard H. (2013, October 6). Financial Literacy, Beyond the Classroom. New York Times. Retrieved from <http://www.nytimes.com/2013/10/06/business/financial-literacy-beyond-the-classroom.html>.

Source #4

This article, from October 15, 2006, is from the *Baltimore Sun* and is about concerns surrounding mandated financial literacy classes.

Finance Course Prompts Debate

by Gina Davis

While Carroll County students will be required to take a financial literacy course to graduate starting next year, concerns linger over whether mandating the course is the most effective way to teach money matters to teens.

"The course is likely a good thing, but I am convinced it is not the best thing," school board President Thomas G. Hiltz said last week. "One course is not a panacea and, alone, will not make our students financially literate."

After a lengthy debate about requiring the class, board members voted 4-1 to require students beginning next school year to take the half-credit course. It will cover concepts such as money management, consumer rights and responsibilities, credit, savings, and investing.

Carroll joins a handful of Maryland school systems – including Harford, St. Mary's, Talbot and Baltimore counties—with a similar requirement.

The financial course was one of several changes to the high school program of studies that the board approved.

During last week's meeting, Hiltz joined Cynthia L. Foley in supporting a motion to amend the proposal that would have eliminated financial literacy as a required course. The motion to amend failed in a 3-2 vote.

Foley was the lone dissenter¹ when the original proposal came to a vote. Hiltz said he voted to approve the high school program of studies that included the financial literacy requirement because he supported the overall plan.

"While it did not turn out the way I may have wanted... unless I believe there has been an egregious mistake in judgment, a vote against the entire high school program of studies is, in my view, sour grapes," Hiltz said in an email.

During the meeting, Hiltz suggested the board needed more time to consider alternatives, such as incorporating elements of the course into already required classes or developing a comprehensive "financial literacy program," not a single course.

Hiltz also said a required course would necessitate about 10 teachers each year and cost the system about \$600,000 annually.

"My overwhelming concern is not cost – it is effectiveness," Hiltz said. "The \$600,000 is a low cost if the course is effective. An effective course will return that investment. It is a high cost if it is ineffective."

School officials said statistics suggest teens and young adults are assuming too much credit card debt and are not knowledgeable about finances.

About one in five students gets a personal finance course during high school, according to the JumpStart Coalition for Personal Financial Literacy, which surveys high school seniors every other year to gauge financial aptitude.

Of the 5,775 high school seniors in 37 states who participated in that survey this year, students on average scored 52.4 percent on 30 questions, according to the group.

A 2004 poll of college administrators found that excessive credit card debt was the primary reason students dropped out and the secondary reason was low grades, according to the Maryland Coalition for Financial Literacy.

Carroll school officials said last week that in a "pre-test" given to about 30 students taking the

financial literacy elective this semester, the highest score was about 60 percent—with some students scoring much lower.

"Personal finances are not being taught in the home," said Patricia Hummel, a parent who also teaches financial literacy at Winters Mill High as a permanent substitute. "Studies have shown that only 26 percent of 13- to 21-year-olds reported that their parents actively taught them how to manage money."

Hummel supported a required financial literacy course because, "unless this class is mandated, students will not take advantage of the class." Hiltz

said that while the district has piloted [tested] a financial literacy course, no local data has been collected on its effectiveness.

"We all agree that financial literacy is essential," he said. "The lack of a real consideration of other options ... troubled me greatly. I am concerned that we picked low-hanging fruit, which may be the most expensive and least effective option."

¹dissenter: someone who disagrees with a particular view

Davis, Gina. (2006, October 15). Finance Course Prompts Debate. Baltimore Sun. Retrieved from http://articales.baltimoresun.com/2006-10-15/news/0610140104_1_hiltz-high-school-program-financial-literacy.

Student Directions

Mandatory Financial Literacy Classes Argumentative Performance Task

Part 2

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and refer to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment:

After completing your research, you share your findings with your teacher, who suggests that you write an argumentative essay about financial literacy courses for the upcoming school board meeting.

Today, in preparation for the school board meeting, you will write a multi-paragraph argumentative essay in which you take a stance on the topic of financial literacy courses. Make sure you establish an argumentative claim, address potential counterarguments, and support your claim from the sources you have read. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the sources by title or number when using details or facts directly from the sources.

Argumentative Essay Scoring:

Your argumentative essay will be scored using the following:

1. **Organization/purpose:** How well did you state your claim, address opposing claims, and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective was your introduction and your conclusion?
2. **Evidence/elaboration:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas in your own words using precise language that is appropriate for your audience and purpose? How well did you reference the sources you used by title or number?
3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your argumentative essay. Manage your time carefully so that you can

- plan your multi-paragraph argumentative essay ▪
- write your multi-paragraph argumentative essay
- revise and edit the final draft of your multi-paragraph argumentative essay

Word-processing tools and spell check are available to you.

For Part 2, you are being asked to write a multi-paragraph argumentative essay so be as thorough as possible. Type your response in the space provided. The box will expand as you type.

Remember to check your notes and your prewriting/planning as you write and then revise and edit your argumentative essay.

Correct Answer: See explanation below

Section: 11TH GRADE ENGLISH LANGUAGE ARTS AND LITERACY: Performance Task Explanation

Explanation/Reference:

Explanation:

Please, write your essay.