The Massachusetts Comprehensive Assessment System

(MCAS)

Release of

2002

Test Items

ELA

Grade 7
Many beautiful things last only a little while. But are they worth the time it takes to create them? Read the selection below. Use information from the selection to answer the questions that follow.

Sand Art, on Deadline

Talent Is a Divine Gift—Not to Be Squandered

Anonymous

The young man arrived on the Massachusetts beach early carrying a portable radio, a shovel, and an odd assortment of tools. There were a bricklayer’s trowel, a palette knife, spatulas, spoons, and a spray bottle.

He walked down near the water—the tide was out—put down the radio and tuned it to soft rock. Then he shoveled wet sand into a pile nearly four feet high and as many feet across. He took up the trowel and used it to slice large hunks off the pile, creating a rectangular shape.

After that, he set to work with palette knife, spatulas, and spoons. He shaped a graceful tower, topped walls with crenelated battlements, fashioned elegant bay windows, and carved out a massive front gate.

The man knew his sand. With deft strokes, he smoothly finished some surfaces, embroidered baroque designs on others. As delicate shapes began to dry, he gently moistened them with water from the spray bottle, lest they crumble in the breeze.

All this took hours. People gathered, commenting to each other and asking questions of the sculptor. Lost in concentration, he gave only perfunctory replies. At last he stood back, apparently satisfied with a castle worthy of the Austrian countryside or Disneyland.

Then he gathered his tools and radio and moved them up to drier sand. He had known for a while what many in the rapt crowd still overlooked; the tide was coming in. Not only had he practiced his craft with confidence and style, he had done so against a powerful, immutable deadline.

squandered — wasted
crenelated — notched; indented
deft — quick and expert
perfunctory — showing little interest or care
As the spectators looked on, water began to lap at the base of the castle. In minutes it was surrounded, a miniature Mont-Saint-Michel. Then the rising flood began to erode the base, chunks of wall fell, the tower tumbled, finally the gate’s arch collapsed. More minutes passed, and small waves erased bay windows and battlements—soon no more than a modest lump was left.

Many in the crowd looked distraught; some voiced dismay. But the sculptor remained serene. He had, after all, had a wonderful day, making beauty out of nothing, and watching it return to nothing as time and tide moved on.

Mont-Saint-Michel — a small island in northwestern France connected to the mainland by a road that is covered by water at high tide.
Session 1, Multiple-Choice Questions

1. In this selection, why does the sculptor start early in the day?
   - A. He knows the tide is out on this particular morning.
   - B. It gives time for the crowd to gather.
   - C. He needs the sun to help dry the sand.
   - D. It is easier to begin with only a few people around.

   Reporting Category/Learning Standard for item 1: Literature/Learning Standard 12

2. The writer uses paragraphs 3 and 4 to describe the sculptor’s
   - A. enthusiasm.
   - B. skill.
   - C. speed.
   - D. motivation.

   Reporting Category/Learning Standard for item 2: Literature/Learning Standard 13

3. Which statement best indicates that the sculptor was an expert?
   - A. He attracted a large crowd.
   - B. He had an ability to create elaborate details.
   - C. He was able to finish his work.
   - D. His satisfaction with the results showed on his face.

   Reporting Category/Learning Standard for item 3: Literature/Learning Standard 13

4. In this selection, what does the incoming tide signal?
   - A. It is time to begin working.
   - B. It is the busiest time of the day.
   - C. It is the end of a day’s work.
   - D. It is time for the spectators to leave.

   Reporting Category/Learning Standard for item 4: Literature/Learning Standard 13
How did the spectators react when the tide began to come in?

A. They tried to save the sand castle.
B. They were upset to see the art ruined.
C. They were nervous about their own belongings.
D. They helped the artist finish the castle.

The reader can tell that the sculptor’s reward for his work is

A. personal satisfaction.
B. attention from the crowd.
C. fame as an artist.
D. payment for his work.

In paragraph 8, the word serene means

A. nervous.
B. alert.
C. drowsy.
D. calm.
The artist does not feel that sand art is a waste of time. What evidence from the story indicates that the artist values his work? Use information from the story to support your answer.

Score Point 4

The artist in the story really values his work on the castle. You can tell by the way he works. He crafts the castle with intricate designs, bay windows and a huge front gate. Since it takes him hours to sculpt the design, he works very slowly and carefully. He squirts the castle with water when it gets dry so the sand doesn't crumble. He says very few words so that he doesn't break his concentration. It also says in the story that he makes his castle in confidence and style, like he is proud of his work. As the tide rolls in he gathers his tools and he moves to drier land. He watches his masterpiece of a sand castle get slowly eroded by the shore.
Score Point 3

Evidence from the story indicates that the artist values his work is he worked on it for hours and then it got ruined. The story says that the artist had a wonderful day making the castle and watching it be destroyed by the tide. The artist used many different tools and a lot of time and he knew that the tide was going to come back and ruin it.

The artist made many small details on the castle and he was glad when he finished. He was able to make a beautiful sculpture out of nothing, even though he know it would not last long.

Score Point 2

When the sand started to dry, he sprayed it from the water bottle so it wouldn’t be blown away by the wind. All his moves were very gentle, and he didn’t try to show off in front of people; that shows that he only cared about his work.

Score Point 1

He values his work because he worked hard on it he know it was going to get ruined that’s why he wasn’t so upset.

Score Point 0

He valued his work because he has a big crowd of people come over and look at his sand castle.
Session 1, Reading Selection #3

The poem “A Drowsy Day” describes impressions of a rainy day. Read the poem below. Use information from the poem to answer the questions that follow.

A Drowsy Day

The air is dark, the sky is gray,
The misty shadows come and go,
And here within my dusky room
Each chair looks ghostly in the gloom.

Outside the rain falls cold and slow—
Half-stinging drops, half-blinding spray.

Each slightest sound is magnified,
For drowsy quiet holds her reign;
The burnt stick in the fireplace breaks,

The nodding cat with start awakes,
And then to sleep drops off again,
Unheeding Towser¹ at her side.

I look far out across the lawn,
Where huddled stand the silly sheep;

My work lies idle at my hands,
My thoughts fly out like scattered strands
Of thread, and on the verge of sleep—
Still half awake—I dream and yawn.

What spirits rise before my eyes!
How various of kind and form!
Sweet memories of days long past,
The dreams of youth that could not last,
Each smiling calm, each raging storm,
That swept across my early skies.

Half seen, the bare, gaunt-fingered boughs
Before my window sweep and sway,
And chafe² in tortures of unrest.
My chin sinks down upon my breast;
I cannot work on such a day,

But only sit and dream and drowse.

—Paul Laurence Dunbar

¹ Towser — traditional name for a dog
² chafe — to feel irritated or impatient

Session 1, Multiple-Choice Questions

14. In stanza 2, the speaker describes what he can
   A. feel.
   B. taste.
   C. hear.
   D. smell.

   Reporting Category/Learning Standard for item 14: Literature/Learning Standard 14

15. In line 26, “sweep and sway” is an example of
   A. irony.
   B. alliteration.
   C. hyperbole.
   D. symbolism.

   Reporting Category/Learning Standard for item 15: Literature/Learning Standard 15

16. Stanza 4 provides clues about the speaker’s
   A. cat.
   B. friends.
   C. age.
   D. work.

   Reporting Category/Learning Standard for item 16: Literature/Learning Standard 14

17. The exclamation points at the end of lines 19 and 20 are meant to express the speaker’s
   A. grief.
   B. anger.
   C. curiosity.
   D. amazement.

   Reporting Category/Learning Standard for item 17: Literature/Learning Standard 5
Lines 23 and 24 let the reader know that during the speaker’s youth, he

A. would daydream frequently.
B. experienced good and bad times.
C. played outside during storms.
D. was happy all of the time.
In the poem, how does the weather influence the speaker’s mood? Use details from the poem to support your answer.

**Question 19 Scoring Guide & Student Responses**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Response provides an insightful explanation of the weather-related imagery the poet uses to describe the effect of the weather on the speaker. Response has relevant supporting details from the poem.</td>
</tr>
<tr>
<td>3</td>
<td>Response provides an adequate explanation of the weather-related imagery the poet uses to describe the effect of the weather on the speaker. Response has relevant supporting details from the poem.</td>
</tr>
<tr>
<td>2</td>
<td>Response provides a partial explanation of the weather-related imagery the poet uses to describe the effect of the weather on the speaker. Response has some supporting details from the poem.</td>
</tr>
<tr>
<td>1</td>
<td>Response provides an explanation of the weather-related imagery the poet uses to describe the effect of the weather on the speaker. Few or no supporting details from the poem are provided.</td>
</tr>
<tr>
<td>0</td>
<td>Response is totally incorrect or irrelevant.</td>
</tr>
</tbody>
</table>

**Score Point 4**

The weather that occurs in the poem greatly influences the speaker’s mood and overall attitude. The speaker is drowsy, his spirit engulfed in the gloom. The author seems unable to do anything but “sit and dream and drowse.”

The “Drowsy Day” is described as “dark ... the sky is gray.” The speaker is sitting in a “dusky room,” where “each chair looks ghostly in the gloom.” The atmosphere inside while “the rain falls cold and slow” is dull enough to make anybody fall asleep. In fact, the speaker is “on the verge of sleep” yet “half awake.” The speaker yawns as he sits utterly bored while “my work lies idle at my hands.” His thoughts are unable to join together, and they “fly out like scattered strands.” Fallen into a sort of stupor, he sits “in the tortures of unrest.”

As his chin slowly sinks down to his chest, befuddled by this wasted day, the speaker can “only sit and dream and drowse.” A s half-formed thoughts trip about his muddled brain, he thinks how could anyone work on such a dismal day?
Score Point 3

The weather influences the speaker by making him daydream and be full of thoughts. He is also slightly irritated by the thought of he can only daydream and ponder and not work on such a day. This type of rain also reminds him of his past and all he has been through. The weather seems to dull the man's brain from a very smart and hard working man to a sweet daydreaming ponderer the weather changes his thoughts a lot. Thus changing his mood to a dull boring mood from a working mood.

Score Point 2

The weather makes her tired and lazy like when she says “My chin droops down upon my breast I can not work on such a day.”

Score Point 1

It’s a gloomy day out so the writer is in a gloomy mood.

Score Point 0

The weather of the influence that the speakers it becomes rainy, misty and dirty. When you smell of that combine together it smells musty.
The characters in the excerpt you are about to read are Kate Keller, the mother; Captain Arthur Keller, the father; Helen Keller, the child; and a doctor. The Miracle Worker is a play for television about Helen Keller, whose vision and hearing were lost following a childhood illness. This scene from Helen Keller’s life takes place in 1882. Read the excerpt below. Use information from the excerpt to answer the questions that follow.

THE MIRACLE WORKER
A PLAY FOR TELEVISION
by William Gibson
ACT ONE

[It is night, and we are in a child’s crib, looking up: what we see are the crib railings and three faces in lamplight, looking down. They have been through a long vigil, it shows in their tired eyes and disarranged clothing. One is a gentlewoman in her twenties with a kindly and forbearing face, KATE KELLER; the second is a dry elderly DOCTOR, stethoscope at neck, thermometer in fingers; the third is a dignified gentleman in his forties with chin whiskers, CAPTAIN ARTHUR KELLER. Their dress is that of 1880, and their voices are southern. The KELLERS’ faces are drawn and worried, until the DOCTOR speaks.]

DOCTOR
She’ll live.

[KATE closes her eyes.]

You’re lucky, Captain Keller. Tell you now, I thought she wouldn’t.

KELLER [heavily]
Doctor. Don’t spare us. Will she be all right?

DOCTOR
Has the constitution of a goat. Outlive us all. Especially if I don’t get some sleep.

[He removes his stethoscope, his face leaves the railing; we continue to hear him, but see KELLER’s hand across the crib take and squeeze KATE’s.]

You run an editorial in that paper of yours, Captain Keller, wonders of modern medicine, we may not know what we’re curing but we cure it. Well, call it acute congestion of the stomach and brain.

[KELLER moves after the DOCTOR, we hear them off-camera; we see only KATE’s tearfully happy face hovering over us, her hand adjusting the blanket.]
KELLER
I’ll see you to your buggy. I won’t undertake to thank you, Doctor—

DOCTOR [simultaneously]
Main thing is the fever’s gone. I’ve never seen a baby, more vitality, that’s the truth. By morning she’ll be knocking down your fences again.

KELLER
Anything that you recommend us to do, we’ll do—

DOCTOR
Might put up stronger fencing. Just let her get well, she knows how to do it better than we do. Don’t poke at Providence, rule I’ve always made it a practice to—

[But throughout, their voices have been dying out of focus, and the image of KATE’s face has begun to swim. Music steals in; we hear the music without distortion, but light and sound otherwise are failing. KATE’s serene face smiles down with love, blurring in a halo of light, then is a spot, then is gone. Darkness.]

[Cut to CAPTAIN KELLER standing in his yard, inside the gate, lamp in hand, the lighted house behind him; we hear, but do not see the DOCTOR.]

DOCTOR
You’re a pair of lucky parents, Captain Keller.

KELLER [with weight]
Thank you.

[The DOCTOR clicks a giddy-yap, we hear the clop of hoofs and roll of wheels. KELLER’s eyes follow the unseen buggy out of sight, then lift to the stars, thanking them too. Suddenly from the house behind him comes a knifing scream; music out.]

[Cut to KATE’s face again, not from the baby’s eyes, but across the crib, and her look is terrible; she chokes down a second scream. KELLER hurries in to her, the lamp aloft.]

KELLER
Katie!

KATE
Look.

[She makes a pass with her hand in the crib, at the unseen child’s face.]

KELLER
What, Katie? She’s well, she needs only time to—
KATE
She can’t see.

[She takes the lamp from him, moves it before the child’s face.]

She can’t see!

KELLER [hoarsely]
Helen.

KATE
Or hear. When I screamed she didn’t blink. Not an eyelash—

KELLER
Helen. Helen!

KATE
She can’t hear you.

KELLER
Helen!

[His face has something like fury in it, crying the child’s name; KATE almost fainting takes up the baby’s hand, pressing it to her mouth to stop her own cry. We go close to her lips, kissing the baby’s hand. Dissolve on lips and hand.]
Session 2, Multiple-Choice Questions

20 In the opening text, the playwright sets the mood by discussing the

A. baby’s temperature.
B. faces of the characters.
C. doctor’s voice.
D. ages of the characters.

Reporting Category/Learning Standard for item 20: Literature/Learning Standard 15

21 Captain Keller’s first words in the play express what feeling?

A. anxiety
B. relief
C. thankfulness
D. hostility

Reporting Category/Learning Standard for item 21: Literature/Learning Standard 12

22 The doctor clearly believes that baby Helen is unusually

A. content.
B. smart.
C. strong.
D. lucky.

Reporting Category/Learning Standard for item 22: Literature/Learning Standard 8

23 Mrs. Keller screams because she is

A. angry.
B. confused.
C. horrified.
D. injured.

Reporting Category/Learning Standard for item 23: Literature/Learning Standard 12

24 Throughout this excerpt, the doctor’s words show him to be what kind of person?

A. conceited
B. confident
C. nervous
D. soft-spoken

Reporting Category/Learning Standard for item 24: Literature/Learning Standard 12
25 Which of the following sentences from this excerpt is used as a stage direction?

A. She’ll live.
B. Kate closes her eyes.
C. You’re lucky, Captain Keller.
D. Tell you now, I thought she wouldn’t.

Reporting Category/Learning Standard for item 25: Literature/Learning Standard 10

26 What is the main idea of this excerpt?

A. Love is the best solution for all problems.
B. Miracles can happen.
C. Happiness can change to grief in an instant.
D. Medical opinion can usually be trusted.

Reporting Category/Learning Standard for item 26: Literature/Learning Standard 11
Session 2, Open-Response Question #27

Compare the reactions of the mother and the father when they realize Helen is deaf and blind. Use information from this excerpt to support your answer.

Reporting Category/Learning Standard for item 27: Literature/Learning Standard 12

Question 27 Scoring Guide & Student Responses

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Response provides an insightful comparison of the reactions of the mother and the father when they realize Helen is deaf and blind. Response includes relevant details from the play to support his/her observations.</td>
</tr>
<tr>
<td>3</td>
<td>Response provides a general comparison of the reactions of the mother and the father, but lacks some relevant details to support his/her observations.</td>
</tr>
<tr>
<td>2</td>
<td>Response provides a partial comparison of the mother's and/or the father's reaction(s) with little or no supporting details.</td>
</tr>
<tr>
<td>1</td>
<td>Response gives a vague or minimal response to the question or simply retells the story.</td>
</tr>
<tr>
<td>0</td>
<td>Response is totally incorrect or irrelevant.</td>
</tr>
<tr>
<td>Blank</td>
<td>No Response.</td>
</tr>
</tbody>
</table>

Score Point 4

The mother, Kate Keller, and the father, Captain Arthur Keller, had very different reactions when they realize Helen is blind and deaf. Both of them, however, could not believe it all. They had just been told by the Doctor, “she'll live,” and, “she has the constitution of a goat.” By this the doctor meant that Helen would be fine.

The Kellers had just gone through agony, then to relief, and back to agony, in a matter of minutes. Helen had just gotten over a terrible fever. They thought she was okay, but she really wasn’t.

Kate began to scream when she found out. She tried flashing a lamp in front of Helen, but Helen did not see it. When Kate screamed Helen did not blink at all. Kate was so stricken by grief and horror that she almost fainted.

Captain Keller tries yelling and calling Helen's name. He keeps yelling, “Helen, Helen,” somehow hoping she'll hear him because angry and persisted on calling to Helen. Both parents continued their methods in calling her, until they gave up in despair.
When Mr. & Mrs. Keller realize that their daughter is deaf and blind they both have very different reactions. Mrs. Keller is confused, and scared. She screams. Mr. Keller is also very scared, and hopes it is not true, although he remains calmer than Mrs. Keller. He refuses to believe it. He says hoarsely “Helen” and his wife again tells him, she can’t hear you, then she becomes the calm one. This is how the Keller’s initial reactions were when they found out that their baby was blind and deaf.

Mr. Keller and Mrs. Keller feel different about Helen. First, Mr. Keller doesn’t want to believe Mrs. Keller because the doctor said she was fine. Next, Mrs. Keller screams right next to Helen and she doesn’t blink. Then Mrs. Keller puts her hand across the baby’s eyes and she doesn’t blink. In conclusion, happiness can change to sadness in a flash.

She is sad that Helen is deaf and blind. She act very sad about Helen.

If they didn’t know that Helen was deaf and blind, what kind of mother and father are they. I think the only way to keep Helen happy is to make her happy and to as long as she is she living.
This excerpt from “Can Bears Predict Earthquakes?” presents evidence that scientists have found to explain how animals seem to predict earthquakes. Read the excerpt below. Use information from the excerpt to answer the questions that follow.

Can Bears Predict Earthquakes?

by Russell Freedman

Students read a selection titled “Can Bears Predict Earthquakes?” and then answered questions 28 through 34 that follow on the next pages of this document.

Due to copyright restrictions the passage cannot be released to the public in this document.

For more information, see the copyright citation below.

Copyright 1982 Russell Freedman.
Session 3, Multiple-Choice Questions

28 This excerpt is best described as nonfiction rather than fiction because it

A. tells about extraordinary events.
B. tells a story about animals.
C. includes surprising descriptions.
D. provides mostly factual information.

Reporting Category/Learning Standard for item 28: Literature/Learning Standard 10

29 The main purpose of the first three paragraphs of this excerpt is to provide examples of

A. how earthquakes destroy the environment.
B. unusual animal behavior before earthquakes.
C. different ways animals adapt to earthquakes.
D. how earthquakes affect magnetic fields.

Reporting Category/Learning Standard for item 29: Literature/Learning Standard 13

30 According to the excerpt, which animals may sense earthquakes because they can hear low-frequency sounds coming from earth?

A. fish
B. honeybees
C. birds
D. bears

Reporting Category/Learning Standard for item 30: Literature/Learning Standard 8

31 In paragraph 12, what is the main purpose of the two questions?

A. to demonstrate that the author can answer them in the last paragraph
B. to summarize the information in the preceding paragraphs
C. to give the reader more information about the animals
D. to show that there is much left to learn about the subject

Reporting Category/Learning Standard for item 31: Literature/Learning Standard 8
In paragraph 5, the author writes, “we know little about the ability of animals to detect such changes.” What does *detect* mean?

A. predict  
B. react to  
C. sense  
D. understand

*Reporting Category/Learning Standard for item 32: Literature/Learning Standard 4*

If you wanted to find the origin of the word *investigate*, which source would be the best to use?

A. an almanac  
B. an encyclopedia  
C. a dictionary  
D. a thesaurus

*Reporting Category/Learning Standard for item 33: Literature/Learning Standard 5*
Session 3, Open-Response Question #34

What convincing evidence have scientists found to support the possibility that animals can predict earthquakes? Use information from the excerpt to support your answer.

**Question 34 Scoring Guide & Student Responses**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Response thoroughly describes the evidence scientists have found to support the possibility that some animals seem to detect changes in the earth’s magnetic field prior to an earthquake. Response provides relevant information from the excerpt as support.</td>
</tr>
<tr>
<td>3</td>
<td>Response adequately describes the evidence scientists have found to support the possibility that some animals seem to detect changes in the earth’s magnetic field prior to an earthquake, but supporting examples are general or lack development.</td>
</tr>
<tr>
<td>2</td>
<td>Response lists scientific evidence concerning animal behavior but may not indicate that some animals seem to detect changes in the earth’s magnetic field prior to an earthquake. Student gives no explanation or provides weak or incomplete evidence. Answer may contain minor inaccuracies.</td>
</tr>
<tr>
<td>1</td>
<td>Response is a brief content statement and may contain some major inaccuracies.</td>
</tr>
<tr>
<td>0</td>
<td>Response is totally incorrect or irrelevant.</td>
</tr>
<tr>
<td>Blank</td>
<td>No response.</td>
</tr>
</tbody>
</table>

**Score Point 4**

Scientists have found evidence that suggest that animals may be able to detect earthquakes before they occur. Several incidents involving strange animal behavior preceding an earthquake have been recorded, in areas such as Alaska, California, Italy, China, Japan, Russia and Guatemala. Tests have been performed on many different animals, testing their ability to detect magnetic or atmospheric changes. The possibility is under examination.

At major colleges and universities worldwide, tests are being run. They have proven that certain species react to changes in the Earth’s magnetic field. Slugs, protozoans, and flatworms change direction when a magnet is placed in their path. Honey bees become disoriented when their hives magnetic field is changed. Pigeons and honey bees have been found to contain magnetite, a
substance that may enable them to be aware of the Earth's magnetic field. Other species of birds can also hear low-frequency sounds coming from the Earth, along with atmospheric changes. Research is still being done.

With no proven evidence yet, scientists continue to search for the answer to why animals can predict impending earthquakes.

**Score Point 3**

Scientists have many reasons to believe that animals do have senses to detect if an earthquake is coming. First, they have proof that animals do know when an earthquake is coming because they have actually seen animals act weird before an earthquake hits. Such as in 1974 when in Alaska, there were bears coming out of hibernation two weeks before they were supposed to. Another thing that proves it is in 1975, farm animals near Oroville, California started to act strangely before another earthquake hit. In 1976, animals acted strangely in northern Italy. It has happened in China, Japan, Russia, and Guatemala also. They even have done experiments that prove that animals have some kind of sense that tell them that an earthquake is coming soon. They have said that animals such as birds can feel or hear changes in the earth by some called magnetic.

**Score Point 2**

There was some convincing evidence in reading to show animals might be able to show animals can predict earthquakes. One was when bears came out of hibernation early and headed for hills right before a huge earthquake. Another was farm animals started being disobedient before an earthquake. A last one was chickens refused to roost in Italy before another big earthquake. Animals may be able to predict earthquakes.

**Score Point 1**

Scientists have found all different kinds of evidence, like they know that the animals act very different when they know that an earthquake is coming, because they can sense it.

**Score Point 0**

Information they found was that some metals were found in animals.
The Massachusetts Comprehensive Assessment System

(MCAS)

Release of

2001

Test Items

ELA

Grade 7
In 1947 Jackie Robinson signed with the Brooklyn Dodgers and became the first African American to play major league baseball. In *I Never Had It Made*, he describes both his professional and his personal life. The excerpt below describes a time during his first season with the Dodgers. As you read it, think about what it tells about Jackie Robinson’s character. Read the excerpt and use the information from the excerpt to answer the questions that follow.

*I Never Had It Made*

By Jackie Robinson

Students read a passage titled *I Never Had it Made* and then answered questions 2 through 8. Due to copyright restrictions, the passage cannot be released to the public in this document.

**Reading Passage:**

© 2000 Rachel Robinson under license by CMG Worldwide.
Session 1, Multiple-Choice Questions

Use the definitions below to answer question 2.

**accommodate v.** 1. hold; have room for: *This automobile is large enough to accommodate 6 adults*. 2. help out; oblige: *I needed directions to the mall, but no one could accommodate me*. 3. supply with a place to live for a time: *Tourists are accommodated here*. 4. make suitable; adjust: *She accommodated herself well to her new surroundings*.

In paragraph 1, Robinson says the “Benjamin Franklin Hotel . . . refused to accommodate me.” What is the **best** definition of *accommodate* as it is used in this sentence?

A. definition 1  
B. definition 2  
C. definition 3  
D. definition 4

**Reporting Category/Learning Standard for item 2: Literature/Learning Standard 8**

Robinson was surprised that Pee Wee Reese was friendly mostly because Robinson

A. wanted to be a team captain.  
B. was rumored to be Reese’s replacement.  
C. was shorter than Reese.  
D. received a large bonus.

**Reporting Category/Learning Standard for item 3: Literature/Learning Standard 9**
Paragraph 4 begins with the sentence, “Reese’s tolerant attitude of withholding judgment to see if I would make it was translated into positive support soon after we became teammates.” Which sentence below comes closest to expressing the same idea?

A. “Reese tolerated me only when he realized we would be teammates, whether he liked it or not.”
B. “Reese and I had a hard time communicating until someone translated what he was saying to me.”
C. “When Reese first met me, he tried his best to ignore me, but eventually he accepted my being there.”
D. “At first Reese simply left me alone, but soon he actively helped me.”

What was the result of Reese’s putting his arm around Robinson?

A. The heckling stopped at that game.
B. No one ever heckled Robinson again.
C. Robinson could stay at any hotel he wanted.
D. Both Reese and Robinson were heckled from then on.

What is the main subject of this excerpt?

A. the abuse Robinson took when he became a Dodger
B. the difficulties of breaking into major league baseball
C. the evils caused when fans heckle players
D. the beginning of a friendship between Robinson and Reese

“I Never Had It Made” is considered an autobiography because it

A. tells what life was like in the past.
B. was written by the person it is about.
C. is a true story.
D. was written about a real person.
What does Jackie Robinson reveal about himself and his attitude toward life in this excerpt? Use information from the story to support your answer.

Score Point 4

In this excerpt, Jackie Robinson tells the reader that he was a strong man. Robinson was able to stand up to all the taunts and heckling of other players including his teammates. “It was an incredibly childish display of bad will” Robinson thought that his roommates were being stupid by teasing someone because that someone was from a different race. He scorned the taunts and heckling because he thought it was childish and useless. Robinson had a very positive attitude in his baseball career, he ignored the heckling, played his best and did not respond to the tease, however, bad it became. His attitude was seen by Pee Wee Reese a respected shortstop who concluded that Robinson was not that bad after all. “I was helped over these crises by the courage and decency of
a teammate who could easily have been my enemy” and “But Reese, from the
time I joined Brooklyn, had demonstrated a totally fair attitude. Through all
these incidents that Robinson wrote we can tell that he was strong, confident
and had a good attitude.

Score Point 3

In this excerpt, Jackie Robinson reveals that his attitude in life is that he
wants to play ball and doesn't care about what anyone says. He didn't do
anything or get mad when the Hotel wouldn't accept him nor did he quit
playing because people yelled stuff, and laughed at him. He has strong will
power because he just went out there and played baseball the best he could and
nothing anyone could say would make him stop playing.

Score Point 2

Jackie Robinson revealed that he was heckled by people and was not
accommodated into hotels. He also revealed the Pee Wee Reese exccepted Jackie
for who he was not what he looked like. At a game Reese stopped the heckling
towards both of them by saying “Yell. Heckle. Do anything you want. We came
here to play baseball.” This is also a long term friendship between Robinson and
Reese.

Score Point 1

Mr. Robinson states that he never got what he wanted. In the story, the
character was always made fun of. When PeeWee Robinson came over and put
his hand on his shoulder the heckling suddenly stopped. In the end, Mr.
Robinson doesn't even care if he gets heckled, all he cares about is his new
friends.
Session 1, Reading Selection #2

In this poem, a song takes the poet to a new place. Can you tell where that is? Read the poem below. Use the information from the poem to answer the questions that follow.

I Ask My Mother to Sing

Both women have begun to cry.
But neither stops her song.
She begins, and my grandmother joins her.
Mother and daughter sing like young girls.
If my father were alive, he would play
his accordion and sway like a boat.

5 I’ve never been in Peking, or the Summer Palace,
nor stood on the great Stone Boat to watch
the rain begin on Kuen Ming Lake, the picnickers
running away in the grass.

But I love to hear it sung;
how the waterlilies fill with rain until
they overturn, spilling water into water,
then rock back, and fill with more.

10 Both women have begun to cry.
But neither stops her song.

—Li-Young Lee

“I Ask My Mother to Sing,” copyright © 1986 by Li-Young Lee. Reprinted from ROSE, poems by Li-Young Lee, with the permission of BOA Editions, Ltd.
Session 1, Multiple-Choice Questions

9. The grandmother and mother sing a song about
   A. fond memories.
   B. tragic events in the past.
   C. the father riding on a boat.
   D. waterlilies made of stone.

   Reporting Category/Learning Standard for item 9: Literature/Learning Standard 14

10. In line 1, the pronoun “she” refers to the
    A. poet.
    B. grandmother in the poem.
    C. young girl.
    D. mother in the title.

   Reporting Category/Learning Standard for item 10: Literature/Learning Standard 5

11. In line 11, the phrase “spilling water into water” describes
    A. the mirroring effect of water in a lake.
    B. raindrops falling into waterlilies.
    C. water falling from a waterlily into a lake.
    D. raindrops falling into a lake.

   Reporting Category/Learning Standard for item 11: Literature/Learning Standard 15

12. What makes “I Ask My Mother to Sing” a poem?
    A. It is written in verse form.
    B. It is very short.
    C. It tells about people singing.
    D. It tells an interesting story.

   Reporting Category/Learning Standard for item 12: Literature/Learning Standard 10
Session 1, Open-Response Question #13

Why do you think the women continue to sing their song even though they have begun to cry? Use information from the poem to support your answer.

Reporting Category/Learning Standard for item 13: Literature/Learning Standard 14

Question 13 Scoring Guide & Student Responses

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student thoroughly explains why he/she thinks the women continue to sing their song even though they have begun to cry. Response uses relevant and specific examples from the poem as support.</td>
</tr>
<tr>
<td>3</td>
<td>Student adequately explains why he/she thinks the women continue to sing, but answer lacks some specific examples from the poem as support.</td>
</tr>
<tr>
<td>2</td>
<td>Student partially explains why he/she thinks the women continue to sing, but answer uses weak or limited examples from the poem as support.</td>
</tr>
<tr>
<td>1</td>
<td>Student vaguely explains why the women continue to sing, demonstrating a minimal understanding of the poem.</td>
</tr>
<tr>
<td>0</td>
<td>Response is totally incorrect or irrelevant.</td>
</tr>
<tr>
<td>Blank</td>
<td>No Response.</td>
</tr>
</tbody>
</table>

Score Point 4

The women in this poem continue singing even though they are crying for a few reasons. First of all, because they might be thinking of the dead father (line 3) and they could be crying over that. The girl telling the story says if he were alive, he would be playing his accordion. When the poet explains the scene with the waterlilies filling themselves with water, and dumping “water onto water,” that might be a metaphor for the mother and grandmother crying together. Also, maybe they love the song very much because it brings back good, but painful memories. In the second stanza the poet explains that she's never been to the Summer Palace or any place important or beautiful like that. Maybe the women are sad but do not want to stop thinking of those memories or the late father.
Score Point 3

I think the women do not stop singing because the tears are tears of joy. They could be tears of joy because the women are remembering times of joy and happiness because they are singing about fond memories of places that they have been before, so they do not wish to stop singing. They are singing for their past times that the little girl has never been to, and the wish for her to know about Peking, the Summer Palace, etc.

Score Point 2

The continued to sing because it reminds them, and brings back fond memories, also the place where they are singing about maybe beautiful. Also they are singing for the child.

Score Point 1

I think they continue to sing even though they have begun to cry because they are crying about memories that they are thinking about.

Score Point 0

The father is dead.
Session 2, Reading Selection #1

This chapter from a book titled Maud Martha by Gwendolyn Brooks tells how the girls and their mother feel about Papa and their home. Read the chapter below. Use the information from the chapter to answer the questions that follow.

home
by Gwendolyn Brooks

Students read a passage titled “home” and then answered questions 19 through 26. Due to copyright restrictions, the passage cannot be released to the public in this document.

Reading Passage:

From “Maud Martha.” © 1991 Gwendolyn Brooks. Published by THIRD WORLD PRESS, Chicago.
Session 2, Multiple-Choice Questions

In paragraph 3, what is implied by the sentence, “Those flats, as the girls and Mama knew well, were burdens on wages twice the size of Papa’s”?

A. The family could not afford to move to the nicer flats.
B. Mama did not want to talk about the flats any more.
C. The flats were not as nice as the house.
D. The family members were not saying how they really felt.

“`The rain would drum with as sweet a dullness nowhere but here.”
What part of speech is drum in this sentence?

A. adjective
B. noun
C. verb
D. adverb

Reread paragraphs 6 through 8. What is the mistake referred to in these paragraphs?

A. Mama did not want Maud Martha’s help in keeping the house warm.
B. Maud Martha had pointed out one of the things they would miss.
C. Mama and Helen did not understand what Maud Martha said.
D. Maud Martha had criticized the house.

In paragraph 18, what feeling do the words “hurl” and “shake” show about the three who waited for Papa?

A. their anxiety to learn his news
B. their admiration of his calmness and patience
C. their anger at having to wait so long
D. their sadness at the thought of leaving their home
In paragraph 21, “Her eyes were lamps turned on” is an example of

A. metaphor.
B. onomatopoeia.
C. alliteration.
D. simile.

The suspense of this excerpt centers on whether

A. the family can find a nice flat in a good neighborhood.
B. Maud Martha can convince the family to stay.
C. Mama and Helen will come to love the house.
D. Papa can get an extension on the home loan.

What is the main point of this chapter?

A. Family members should learn to get along with each other.
B. Some people are never satisfied with what they have.
C. People often attempt to make the best of a difficult situation.
D. Change is often an exciting part of life.
Helen’s words at the end of the chapter contradict her previous statements about moving. Explain how and why Helen’s statements change. Use information from the story to support your answer.

**Question 26 Scoring Guide & Student Responses**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Response explains fully how and why Helen's statements change at the end of the chapter from her previous statements about moving. Student uses relevant and specific information from the chapter to thoroughly explain his/her reasoning.</td>
</tr>
<tr>
<td>3</td>
<td>Response explains adequately how and why Helen's statements change. Student’s support lacks some specific information from the chapter or his/her reasoning is not fully developed.</td>
</tr>
<tr>
<td>2</td>
<td>Response explains in a limited way how and/or why Helen's statements change; support is limited and uses weak or partial information from the chapter to explain his/her answer.</td>
</tr>
<tr>
<td>1</td>
<td>Response is vague/minimal with little or not support from the text.</td>
</tr>
<tr>
<td>0</td>
<td>Response is totally incorrect or irrelevant.</td>
</tr>
<tr>
<td>Blank</td>
<td>No response.</td>
</tr>
</tbody>
</table>

**Score Point 4**

In the story “Home” by Gwendolyn Brooks, Helen’s opinions about her home change throughout the story. In the beginning, Helen attempts the comfort herself and her mother by saying “They’re (the flats) much prettier than this old house”...“I have friends I’d just as soon not bring here.” But in the closing of this story, Helen realizes that she is attached to the house as is proud to own it. She proposes at a party, inviting her friends, to show them that they are homeowners, and they are proud of their house. Helen’s opinions differ from the beginning and end of the story.

In the beginning of the story, Helen is trying to focus on what her new house might be like and to forget about her old house, but when she realized that she will get to keep her house, she is not ashamed of it anymore. To make the situation better, she tries not to think of her old house. But, when the reality sets
in that Helen and her family will get to stay, Helen realizes that she loves her house and lets her true feelings out. Helen’s first opinion is that her new house will be better than the old one, but when Papa gets the loan, she is not ashamed of her home.

Score Point 3

In the beginning of the story, Helen is acting as if she doesn’t really mind of they move. They have been living in the house so long, and she doesn’t like bringing her friends to the house, so it’s not really a big deal to her. But at the end of the story, I think shes happy and relived they don’t have to move. Now she’s even thinking about having a party! Deep down, I think Helen didn’t want to move, but was being brave accepting that thing may have to change.

Score Point 2

Helen’s statements change because before she was just trying to make the best of losing the house. Now that they can keep the house she is expressing how she didn’t want to lose the house and how much she loved it.

Score Point 1

Helen’s statement changes because when Maud Martha pointed out something she’ll miss, she remembered all the good times in the house.

Score Point 0

She loves the house but she does not love were she lives because of the flat ground there aren’t any trees.
Session 3, Reading Selection #1

In “The Mid-Atlantic Ridge,” legend and myth are mixed with science—with interesting results! Read the article below. Use the information from the article to answer the questions that follow.

**THE MID- ATLANTIC RIDGE**

by Kathryn Lasky

No creature from literature has been called more rotten names than the Midgard Serpent. Ugly Ring, Water-soaked Earth Band, Deadly-cold Serpent, and Twisted Bay-Menacer are but a few of the insulting names given it by the Norse saga writers. Earth scientists simply call it the Mid-Atlantic Ridge. It is a geologic reality, not a fictional creature.

The Mid-Atlantic Ridge is a submarine ridge that belts the earth along the middle of the ocean floor from the Arctic to the Antarctic. In only one place on its route, however, does the ridge heave itself out of the ocean. That place is Iceland, and its location explains why Iceland has so many volcanic eruptions. The country is situated smack in the middle of the serpent’s course. And wherever the serpent twitches, the earth convulses—the ocean explodes and fire is spit into the sky.

This is why: The earth is a sphere made up of layers. The top layer is the crust, where life occurs. Humans, animals, plants live here. Not all of the crust is visible, however; some of it is covered with oceans and soil. The crust, scientists have learned, is not just one whole chunk. Similar to a jigsaw puzzle, it is made up of pieces called plates. The layer beneath the crust is the mantle. The mantle is made up of hot rock, and nothing can live there.
Hot rock is also called *molten rock*, or *magma*, and it can flow like hot tar. Although it is hard to imagine, the crust where we live actually floats on this deep, deep sea of molten hot rock. The plates of the crust then sail about like little ships on a sea of tar. They do not sail quickly—just a few inches every year—and their cargo is whatever is on top of them—oceans, islands, or even entire continents.

In places called *rifts* the plates tear apart from each other. Then molten rock in the mantle sometimes squishes out of the rift. Over hundreds of thousands of years, molten rock, welling up from the rifts under the sea, has hardened into a series of ridges. These ridges run like a belt, a seam, or, some might say, a serpent across the floor of the earth’s ocean all around the globe. In the Mid-Atlantic Ridge the plates move apart. In the mid-ocean ridge of the Pacific the plates collide, with one sliding under another. Whether the plates pull apart or collide, the result is the same—magma from the earth’s mantle wells up, causing volcanic eruptions and adding mass to the trailing edges of the plates.

Such volcanic activity—both beneath the surface of the sea and on dry land—has been recorded from the time the Viking sailors plied the icy waters in their slender dragon ships, more than a thousand years ago. In the 10,000 to 15,000 years since the last ice age, more than 150 volcanoes have been active in Iceland. Lava covers nearly one-tenth of the country’s surface. As far back as the sixth century, Irish monks who found their way to Iceland in leather boats described flames leaping from the sea, which could only be the fires of submarine volcanic eruptions.

In Iceland everyone—including scientists—knows the sagas, the stories of their ancestors. These tales of the violence and the turmoil of the Norsemen’s world, their warlike gods, their giant beasts that spit fire, seem to fit the geologic turmoil of the land. Although scientists know it is a ridge, they often call it a serpent, and they are alert to every wiggle: they know that when the serpent twitches extraordinary events can happen.

The writer’s purpose in writing this article was to

A. instruct the reader about how to locate the Mid-Atlantic Ridge on a map.
B. persuade the reader that the Midgard Serpent is the Mid-Atlantic Ridge.
C. entertain the reader with stories, myths, and legends.
D. inform the reader about the Mid-Atlantic Ridge.

In paragraph 2, the expression “the serpent twitches” represents what event?

A. the ocean surging up on the land
B. the Midgard Serpent flying into a rage
C. the plates of earth’s crust tearing apart from each other
D. the molten rock flowing into the water

Use the dictionary entry below to answer question 29.

belt: v 1. to encircle or fasten with a belt. 2. to beat with or as if with a belt. 3. to sing in a forceful manner or style. 4. to move or act in a speedy, vigorous, or violent manner.

Which definition most closely matches the meaning of belts as it is used in paragraph 2?

A. definition 1
B. definition 2
C. definition 3
D. definition 4
“Whether the plates pull apart or collide . . .” The word *collide* in this phrase from paragraph 5 means

A. hit.
B. separate.
C. sink.
D. rise.

“*As far back as the sixth century . . .*” The word *sixth* in this phrase from paragraph 6 is what part of speech?

A. noun
B. pronoun
C. adjective
D. adverb

The flames leaping from the sea that were observed by Irish monks were most likely

A. the sun’s reflection on the ocean surface.
B. eruptions from distant Iceland.
C. underwater volcanoes exploding above the water’s surface.
D. rafts of molten lava floating on the sea.

“The plates of the crust then sail about like little ships on a sea of tar.” What purpose does this comparison serve?

A. It provides a visual image for what the author is describing.
B. It suggests some of the dangers of earth’s crust.
C. It makes it seem as if earth’s crust is an ocean.
D. It shows that magma is hot.
Why do people living in Iceland have a particular interest in the Mid-Atlantic Ridge? Use information from the article to support your answer.

Score Point 4

The people of Iceland have a particular interest in the Mid-Atlantic Range. This is so for a number of reasons. This quote explains one of these reasons, “In only one place on its route, however, does the ridge heave itself out of the ocean. That place is called Iceland...” This would explain Iceland’s many volcanic eruptions. The country is in the center of the Mid-Atlantic Range. However, not only do scientists in Iceland have an interest in volcanic activity, but as far back as the Vikings, legends and myths of these spewing flames have been recorded. “Such volcanic activity...has been recorded from the time the Viking sailors plied the icy waters...As far back as the sixth century, Irish monks...described flames leaping from the sea.” This quote shows that myths and legends have been part of Iceland for many years as has the fascination of this geological wonder.
People in Iceland have a particular interest in the mid-Atlantic ridge. One reason they’re interested in it is that it is part of their legends and myths. Another reason is that it can cause volcanic eruptions. The third reason they’re interested in it is that it runs through Iceland. That’s why people from Iceland have a particular interest in the mid-Atlantic ridge.

The people have an interest in the Mid-Atlantic Ridge because they are smack in the middle where they always get volcanoes so they might want to know if there will be another one and when!

They are interested in the activity that the volcano does, like magma.

I think so because people from Iceland are different. The ice age was probably in Iceland so people were frozen. They have myths because they are trying to tell us about Ice age people or old people.
The Massachusetts Comprehensive Assessment System

(MCAS)

Release of 2001 Test Items

ELA Grade 8
Session 1, Reading Selection #1

The Inner Tube by Gary Soto tells about a plan that worked out even better than expected. Read the story and answer the questions that follow.

The Inner Tube

by Gary Soto

1 The tractor inner tube hung in defeat on a nail, accompanied by three flies swinging back and forth, sentries of all that goes unused in a garage. The heat was oppressive for July, especially so for a one-car garage full of the smells of paint remover and open jars of red salmon eggs. I stepped over boxes of old clothes and warped magazines, a lawn mower, and oily engine parts. I kicked over a lampshade, the bulb bursting its brittle glass, and pushed aside fishing tackle. I reached for the inner tube and touched the rigging of a spider web. I pulled it off quickly and leaped through the debris to the patio. Sweat flooded my face and forked down my arms. I grabbed our hose and washed the inner tube, a slack mouth that I carried over my shoulder to a friend’s house.

2 David had a tire patch kit. He inflated the inner tube with a bicycle pump, and it filled unevenly, one side growing fat like a swollen mouth backhanded by a mean brother. He let the air out, stomped it flat as a shadow, and tried again. Again the air swelled to one side. We stared at the inner tube in confusion.

3 I asked, “What’s wrong with it?”

4 David didn’t say anything. Instead, he jumped up and down on the fat side, but although I joined his weight, laughing as I jumped, the air wouldn’t move to the skinny side. After that, we stopped because there was no time to waste. Kathy’s pool party was at 1:00, and it was already a quarter after twelve.

5 We lowered our ears and listened for the hiss of air.

6 “Put your finger there,” David said once we found the puncture. I licked a finger and pressed it into the deflating tube while he squeezed the glue and got the matches ready. But first he scratched the puncture so the patch would stick. I removed my finger, and he buffed the tube back and forth with the rough lid of the tire patch kit. He then smeared the glue and lit the match, the blue flame exciting us for a few seconds. He quickly fit the patch over the puncture and counted to twenty before taking his finger away. We lassoed the inner tube, now nearly deflated, onto the handlebars of my bicycle.

7 We sat under his cool sycamore waiting for the patch to dry. I asked David what went on at a “pool party,” and he said he thought there would be cake and ice cream and races in the pool. I thought about this for a while. The only party that I knew was a birthday party, so when I received an invitation in the mail to a “pool party,” I thought it involved the kind of pool that my stepfather and uncle shot at Uncle Tom’s Tavern. After I caught on, I began to plan what to wear and what to take. I had a snorkel and fins, but my brother had lent the snorkel to
his loudmouth friends and it disgusted me that I should fill my mouth with the rubber thing that others had sucked in dirty canals. And the fins were too small; they left painful rings on the insteps of my feet. At the last minute I remembered the inner tube.

8 David and I got up and poked the patch tenderly, as if it were a wound. The inner tube was healed. He pumped it up until it was huge, and a hollow thump resounded when I flicked a finger against the taut skin. I got on my bicycle, and with the inner tube crossed over my shoulder, David gave me a good push. The bike wobbled, but straightened as my legs strained for speed. I was off to a “pool party.”

9 By the time I arrived I was sweaty and nearly dead from not seeing oncoming cars, because every time I turned left the inner tube blocked my view of the road.

10 The mother who answered the door clapped her hands and said, “Wow!” When I had difficulty getting the inner tube through the front door, she suggested that I go along the side of the house to the backyard. I rolled and pushed and lugged the inner tube, and when everyone saw me come around a bush, they yelled, “Gary’s got a tire.” I was more than sweaty. My once clean T-shirt was now smeared black along the front, and my hair, earlier parted on the right side and smelling sweetly of Wildroot hair cream, was flat as a blown-over hut. I licked my lips and tasted the hair cream.

11 When Kathy said hello, I waved my invitation at her and told her I nearly got killed by three cars. Then I jumped into the pool and stayed under for a long time. I was hot, so oiled up by the two-mile ride with an inner tube on my shoulder. I surfaced, got out, and threw the tube in the water. Someone asked, “How come it’s big on one side?”

12 I shrugged, leaped in, and came up among an armada of pink and yellow air mattresses and an inflated plastic swan with a drooping neck. I tried to climb onto the swan, but it sank under my weight. I swam over to my tube, which was like a doctor’s couch on the water, huge and plush. Two boys joined me, then a girl, and finally Kathy and her best friend. We floated around the pool, pushing aside the air mattresses and dunking the plastic swan for good. We stood up on the tube, the boys on the fat side, the girls on the skinny side, and bounced up and down, sometimes falling off but quickly climbing back on. We jumped and laughed, until a toe peeled off the patch and our feet began to mash the deflating tube. Stinky bubbles hissed on the water, and we began to sink, very slowly and happily.

13 The “pool party” was more than cake and ice cream. We had burgers as well, with potato chips and plenty of punch. I swam as much as I could. By the time I left—the last boy to go home—my eyes were red and my hair was parted down the middle from diving a hundred times into the pool. I enjoyed a cool ride home with the breathless inner tube hanging exhausted around my neck.

In paragraph 1 the author says, “Sweat flooded my face and forked down my arms.” What does forked mean?

A. ran in separate streams
B. scraped and scratched
C. poured
D. gleamed

Gary took the inner tube to David’s house because

A. he wanted David to see it.
B. they were going to the pool party together.
C. he needed help inflating it.
D. David knew how to fix its lopsidedness.

With what characteristic of the inflated inner tube were the boys dissatisfied?

A. size
B. shape
C. color
D. smell

The author includes the discussion between the boys about what a pool party is in order to

A. show that Gary has never been to a pool party before.
B. illustrate that David is much older than Gary.
C. help the reader understand what will happen at the pool party.
D. indicate that Gary did not want to go to the pool party.
“At the last minute I remembered the inner tube.” A comma could be inserted correctly after which of the following words?

A. last  
✓ B. minute  
C. I  
D. remembered

Reporting Category/Learning Standard for item 6: Literature/Learning Standard 5

When she saw the inner tube, the mother who answered the door was

A. confused.  
✓ B. disappointed.  
C. dismayed.  
D. impressed.

Reporting Category/Learning Standard for item 7: Literature/Learning Standard 9

In paragraph 12, the author uses the word “armada,” which means a naval force of many ships, to suggest the

A. partygoers had been fighting.  
✓ B. difference between the inner tube and the air mattresses.  
C. large number of plastic air mattresses.  
D. feeling Gary had of being attacked.

Reporting Category/Learning Standard for item 8: Literature/Learning Standard 15

Describing the inner tube as having a “slack mouth” and being “breathless” and “exhausted” are examples of

A. onomatopoeia.  
✓ B. alliteration.  
C. irony.  
D. personification.
Session 1, Open-Response Question #10

Describe Gary’s personality. Explain your answer using information from the story as evidence.

**Question 10 Scoring Guide & Student Responses**

<table>
<thead>
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<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>Response provides an insightful description of Gary's personality using relevant information from the story to thoroughly explain his/her reasoning.</td>
</tr>
<tr>
<td>3</td>
<td>Response provides a general; but not fully developed, description of Gary's personality using appropriate information from the story to explain his/her reasoning.</td>
</tr>
<tr>
<td>2</td>
<td>Response provides a basic description of Gary's personality, using limited information from the story to explain his/her reasoning, but information is not adequately developed and/or may contain some misunderstandings.</td>
</tr>
<tr>
<td>1</td>
<td>Response provides a vague description of Gary's personality with little or no information to explain his/her reasoning indicating a minimal understanding of the question.</td>
</tr>
<tr>
<td>0</td>
<td>Response is totally incorrect or irrelevant.</td>
</tr>
<tr>
<td>Blank</td>
<td>No response.</td>
</tr>
</tbody>
</table>

**Score Point 4**

Gary’s personality was unlike most others. He enjoyed being original and innovative. Instead of bringing fins or a snorkel, like most kids going to a pool party would do, he decided to bring an inner tube. Bringing an inner tube to a pool party shows creativity and originality. Another trait of Gary’s personality is his energy and determination. Many people would have been exhausted by riding on a bike to a pool party, with an inner tube hanging around his/her neck. However, Gary did all that and he still had enough energy to swim, jump and play during the pool party. Likewise, most people would not have survived riding a bike with an inflated inner tube around their necks. Gary’s determination kept him going though. It was because of that determination, that kept him on the bike, all the way to the party. Gary had a personality that made him different from most people.
Score Point 3

The main character of “The Inner Tube”, Gary, has an outgoing personality. He enjoys having fun with other people. He happily lets others climb on to his inner tube with him. He is also enthusiastic and curious, evidenced by his great efforts made to reach this mysterious “pool party”. He is also very curious about his inner tubes shape deformity. He proves that he is also patient, and he does not get angry about his inner tube, or when someone accidentally deflated it.

Score Point 2

Gary’s personality is very brave. He didn’t mind if he got hit by a car to bring a fun toy to a pool party. He also didn’t mind if he brought a big ugly tire to play on in the middle of all the pink and yellow mattresses.

Score Point 1

Gary’s personality is very out-going. An example of this is carrying the huge inner tube two miles on a bicycle to the pool party.

Score Point 0

Gary’s A boy who likes INNER Tubes loves Playing in the Pool.
As you read the Greek myth Baucis and Philemon, think about the way the gods are treated. When you have finished reading, answer the questions that follow.

Baucis and Philemon

Students read a passage titled “Baucis and Philemon” and then answered questions 15 through 23. Due to copyright restrictions, the passage cannot be released to the public in this document.

Reading Passage:

“Baucis and Philemon,” from LORD OF THE SKY by Doris Gates, copyright (c) 1972 by Doris Gates. Used by permission of Viking Penguin, a division of Penguin Putnam Inc.
Session 1, Multiple-Choice Questions

Use the dictionary entry below to answer question 15.

descend\d\-send\ vb [ME descenden, fr. OF descendre, fr. L descendere] 1: to pass from a higher place or level to a lower one—descend\-ible adj

15 Which part of this dictionary entry would you use to find the origin of the word descend?

A. \d\-send\ 
B. [ME descenden, fr. OF descendre, fr. L descendere] 
C. 1: to pass from a higher place or level to a lower one 
D. descend\-ible adj

Reporting Category/Learning Standard for item 15: Literature/Learning Standard 7

16 The questions in paragraph 1 are used by the author to

A. provide the motivation for the actions of Zeus and Hermes. 
B. give examples of the kinds of questions gods answer. 
C. predict future events that will occur in the story. 
D. provide a flashback of previous events that will help to explain future events.

Reporting Category/Learning Standard for item 16: Literature/Learning Standard 12

17 In paragraph 8, the author describes the house of Baucis and Philemon to show that the

A. old couple owned their own home. 
B. gods were hungry, tired, and thirsty. 
C. gods felt uncomfortable in a poor house. 
D. old couple was very poor.

Reporting Category/Learning Standard for item 17: Literature/Learning Standard 12

18 In paragraph 8, what does the word quest mean?

A. business 
B. walk 
C. search 
D. conversation

Reporting Category/Learning Standard for item 18: Literature/Learning Standard 8
The author uses paragraphs 13–20 to

A. show the generosity with which the old couple treated their guests.
B. contrast the old couple with the rich citizens’ slaves.
C. demonstrate that poor people can always be counted on to help strangers.
D. point out how very poor the old couple was.

Reporting Category/Learning Standard for item 19: Literature/Learning Standard 12

The old couple realized their visitors were gods when the

A. couch became covered with the finest cloth imaginable.
B. cabin was warmed by a fire which leaped up and produced a cheerful light.
C. level of wine in the bowl remained the same even after much had been poured.
D. table was suddenly covered with plentiful food and drink.

Reporting Category/Learning Standard for item 20: Literature/Learning Standard 9

This story is a myth because

A. the author of the story is unknown.
B. the author teaches the reader a lesson about life.
C. it tells about ancient Greece.
D. it is a story about gods from an ancient culture.

Reporting Category/Learning Standard for item 21: Literature/Learning Standard 10

At the end of the story Zeus says, “Any food is fit for gods when generously shared.” His comment is an example of

A. theme.
B. genre.
C. tone.
D. imagery.

Reporting Category/Learning Standard for item 22: Literature/Learning Standard 11
Session 1, Open-Response Question #23

Explain why the gods were so pleased with Baucis and Philemon’s treatment of them. Use specific details from the story to support your explanation.

Reporting Category/Learning Standard for item 23: Literature/Learning Standard 11

Score 23 Question Scoring Guide & Student Responses

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Response thoroughly explains why the gods were so pleased with Baucis’ and Philemon’s treatment of them and uses relevant and specific details from the story as support.</td>
</tr>
<tr>
<td>3</td>
<td>Response adequately explains why the gods were so pleased with Baucis’ and Philemon’s treatment of them, but answer lacks some specific details as support.</td>
</tr>
<tr>
<td>2</td>
<td>Response partially explains why the gods were so pleased with Baucis’ and Philemon’s treatment of them, but answer uses weak or limited details from the story.</td>
</tr>
<tr>
<td>1</td>
<td>Response vaguely explains why the gods were pleased with Baucis’ and Philemon's treatment of them, demonstrating a minimal understanding of the story.</td>
</tr>
<tr>
<td>0</td>
<td>Response is totally incorrect or irrelevant.</td>
</tr>
<tr>
<td>Blank</td>
<td>No response.</td>
</tr>
</tbody>
</table>

Score Point 4

The Gods were extremely pleased with Philemon and Baucis's show of generosity. They were amazed and pleased to see how poor folk, with very little for themselves, were so caring and generous to strangers while rich fold, who had plenty to give, refused to show some hospitality. The gods were pleased with the nature of Baucis and Philemon. In the story Baucis and Philemon had little food which was very plain yet they presented it to their guests graciously. They lit their fire ablaze and warmed the house. They brought their finest cloth and placed it on the mattress for the travelers. The gods were shocked how poor people would give their best material and do their best to entertain strangers, while rich people would dismiss the strangers cold heartedly. The gods were pleased to find that there was a balance of good. People were faithful to their gods and justice did prevail. The Gods were pleased that good will towards men still existed and people still were caring for others.
Score Point 3

The gods were so pleased of Baucis and Philemons generosity. When they visited the rich houses, no one bothered with them because they were mere strangers. When they reached the cabin and were let in, they knew the old couple was different. The gods were pleased with the treatment because the couple gave them the best that they had to offer. The generosity from the old couple pleased the gods very much, then what the others did to them.

Score Point 2

1. I think the gods were so pleased because Baucis and Philemon didn’t know that there visitors were god’s until the end and even before that they greeted Zues and Hermes like good friends even though they were total strangers. So Zues and Hermes were pleased because of their generosity to strangers.

Score Point 1

Because people who had would not give but people who did not have that would give much more.

Score Point 0

the god’s were pleased becas Brucis and Philemon got along in the story so that is way the gods are happy. Because they were life long friend’s.
Sometimes military people are not the only heroes during wartime. Read “Dolley Madison Saves the National Pride” to see how the wife of President James Madison became a hero of the War of 1812. Answer the questions that follow.

Dolley Madison Saves the National Pride

Students read a passage titled “Dolley Madison Saves the National Pride” and then answered questions 24 through 29.

Due to copyright restrictions, the passage cannot be released to the public in this document.

Reading Passage:

Reprinted with the permission of Simon & Schuster from THE BOOK OF VIRTUES by William J. Bennett. Copyright © 1993 by William J. Bennett.
**Session 2, Multiple-Choice Questions**

**24**
What is the main purpose of paragraphs 1 through 3 of this selection?
A. to give a brief description of the War of 1812
B. to summarize the content of Dolley Madison’s letter
C. to explain why the portrait of Washington was important
D. to help the reader understand the content of the letter

*Reporting Category/Learning Standard for item 24: Literature/Learning Standard 13*

**25**
Why was the frame of Washington’s portrait broken?
A. It could not fit into the wagon.
B. It could not be properly removed from the wall in the limited amount of time.
C. It was not suitable for the portrait.
D. It was destroyed with the portrait to keep it from the British.

*Reporting Category/Learning Standard for item 25: Literature/Learning Standard 9*

**26**
In paragraph 5, Dolley Madison does not allow the servant to lay a trap for the British when they enter the house because she
A. is afraid the servant will be careless and hurt himself.
B. does not want the house harmed.
C. thinks it would be wrong to blow up the British soldiers.
D. does not think the trap would work.

*Reporting Category/Learning Standard for item 26: Literature/Learning Standard 13*

**27**
In paragraph 6, Mrs. Madison writes, “I can descry only groups of military, wandering in all directions . . .” The context of the paragraph suggests that the word *descry* means
A. shout at.
B. see.
C. mourn.
D. tell about.

*Reporting Category/Learning Standard for item 27: Literature/Learning Standard 8*

**28**
The last two sentences of the letter indicate that Dolley Madison decides to
A. surrender to the British when they come.
B. stay until her husband arrives.
C. direct traffic on the road out of town.
D. leave before the road gets too crowded.

*Reporting Category/Learning Standard for item 28: Literature/Learning Standard 9*
**Session 2, Open-Response Question #29**

Explain why “Dolley Madison Saves the National Pride” is an appropriate Title for this selection. Support your answer with two incidents described in the selection.

Reporting Category/Learning Standard for item 29: Literature/Learning Standard 9

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Response provides a well-developed explanation of the title &quot;Dolley Madison Saves the National Pride.&quot; Response uses two pertinent incidents as support.</td>
</tr>
<tr>
<td>3</td>
<td>Response provides a general explanation of the title and uses two incidents as support. Response is not fully developed or one incident may not be pertinent.</td>
</tr>
<tr>
<td>2</td>
<td>Response provides a limited explanation of the title and supporting incident(s) are either weak or inappropriate.</td>
</tr>
<tr>
<td>1</td>
<td>Response is vague or may show some misunderstandings about the title.</td>
</tr>
<tr>
<td>0</td>
<td>Response is totally incorrect or irrelevant.</td>
</tr>
<tr>
<td>Blank</td>
<td>No response.</td>
</tr>
</tbody>
</table>

**Score Point 4**

Dolley Madison saves national pride is an appropriate title for this selection because she restores and saves many great artifacts of our country that may have otherwise been destroyed by the British. She always remained calm and levelheaded even when her own home and private property were about to be seiged. This shows great courage and integrity and that is why this is a fitting title.

One reason is that she preserved the portrait of George Washington. This would be a great loss because he was our first leader and he was a man so popular and well respected that he probably could have become king if he chose to but he didn't feel that was what we needed. She tried to restore it in its original frame but when that became impossible she did what she had to and ordered the frame to be broken so the canvas would stay intact.
Secondly, she directed everyone and everything that left the White House. Many other unlisted treasures were also saved that day. She again always stayed calm and did what she had to. She organized for everyone to evacuate and to preserve all important items. She is so patriotic that she ordered "French John not to set a trap because she wanted no part in defacing the white house.

Score Point 3

Dolley Madison saves the National Pride is a good title for this selection because she helped to save important historical things. There was a portrait of George Washington that meant a lot to the country. She took it off the wall and saved it so that it couldn't be ruined by the British. Dolley Madison also gathered up, and saved the cabinet papers.

When her servant wanted to set a trap for the British, she decided not to. She was saving national pride, by not stooping to the British's level. The title is definitely a good one, that fits with the context of the story.

Score Point 2

Dolley saves the National Pride by careing about the picture of George Washington to be secured. "One is taking it from the White house. The second is weating for the picture to arrive!

Score Point 1

Dolley Madison saved the nation's pride by saving something meaningful to our nation, that showed our pride and by saving that picture she saved a piece of the united states.

Score Point 0

"Dolley Madison saves the National Pride" is an appropriate title for this selection. One of the incidents described in the selection was that Mr. Madison safe, so that he can accompany his sister, as she hear of much hostility toward him.
Which is smarter, a wolf or a dog? Read this article by Dorothy Hinshaw Patent to learn about how one group of researchers tried to answer this question. When you have finished reading, answer the questions that follow.

How Smart are Wolves and Dogs?
by Dorothy Hinshaw Patent

Students read a passage titled “How Smart are Wolves and Dogs?” and then answered questions 34 through 41. Due to copyright restrictions, the passage cannot be released to the public in this document.

Reading Passage:

Session 2, Multiple-Choice Questions

Why did the researchers change the puzzle after each experiment?

A. They wanted to discover if hunger made the animals act differently.
B. They wanted to see how the animals used their paws.
C. They wanted to observe how the animals reacted to different foods.
D. They wanted to test the intelligence of the animals.

Reporting Category/Learning Standard for item 34: Literature/Learning Standard 9

The purpose of the first three paragraphs of this article is to

A. describe a set of experiments involving wolf puppies.
B. show how dogs and wolves are different.
C. explain what the researchers hoped to find out.
D. demonstrate how appetites of wolf puppies differ.

Reporting Category/Learning Standard for item 35: Literature/Learning Standard 13

The author describes “one trait humans have selected in dogs” to explain why

A. dogs are so much like wolves.
B. researchers tested both dogs and wolves.
C. dogs responded to the researchers as they did.
D. wolves and dogs are equally smart.

Reporting Category/Learning Standard for item 36: Literature/Learning Standard 13

This article can best be described as

A. nonfiction.
B. a true-life adventure story.
C. a science fiction story.
D. fantasy.

Reporting Category/Learning Standard for item 37: Literature/Learning Standard 10

In the sentence, “But the dogs really weren’t being stupid—they were just being dogs,” the dash could be correctly replaced by

A. the word and.
B. a space (no word or punctuation).
C. an exclamation point.
D. a semicolon.

Reporting Category/Learning Standard for item 38: Literature/Learning Standard 5
The researchers discovered that when faced with a puzzle, the dog pups reacted by

A. trial-and-error attempts to solve it.
B. attempting to get out of the cage.
C. trying to get help from a human.
D. searching for their mother.

**Reporting Category/Learning Standard for item 39: Literature/Learning Standard 9**

This article could **best** be included in a book about

A. training different types of animals.
B. intelligence and learning among animals.
C. eating habits among canines.
D. differences among breeds of dogs.

**Reporting Category/Learning Standard for item 40: Literature/Learning Standard 13**
What were the traits of the wolves and the traits of the dogs that determined how they reacted to the puzzles in these experiments? Explain your answer using information from the article.

**Score Point 4**

Recently, an experiment was done comparing the intelligence levels of dogs and wolves. Dorothy Hindrow Patent reported on the experiment in her article, “How Smart are Wolves and Dogs?” The wolves responded better to the problems they were given but that doesn’t necessarily mean they are smarter.

The wolves often succeeded in solving the problem the first time they tried. This most likely means they are able to visualize solutions to a problem. They probably remembered past experiences when they had to get food for themselves. That along with their hunger and a good understanding of the relationship between certain objects helped them solve the problem quickly.

The dogs solved a few of the problems on their own but for the most part relied on humans. The puppies would try for a little while but when they didn’t succeed they would go over to one researchers or some other human and beg. When that didn’t work the puppies would just wait out the rest of the time until they were fed.
The experiment doesn't really show which animal is smarter but it does show why humans have taken such a shine to dogs and why they have domesticated them. Wolves are self-reliant and are able to survive on their own in the wild. Dogs, on the other hand, depend on humans to care for them and love them. The best part is they love us back.

Score Point 3

The traits the wolf puppies had were they are not picked as companions by humans so they live out in the wild all alone. Out in the wild they need to find food by themselves and no humans would be there to help them obtain food. So that's why they did so good in the puzzles because they are used to finding ways to get food on their own.

Now the dog puppies are animals who are selected as pets by humans, so they depend on humans for food they never have to find food because humans bring it to them. So they did poorly in the puzzles because they figured if they waited long enough the humans would give the food to them. They couldn't get the food because they never had to find food on their own before. So they relied on the humans for it.

Score Point 2

Some of the traits of the wolves are. First they learned how to take care of themselves so they were more apt to solve the problems. Second they are better at solving problems. Thered wolves can form mental images which help them solve problems.

Some of the traits of dogs are. First they have been dependent on humans. That is how the traits of dogs and wolves are different.

Score Point 1

The traits of wolves were that they solved all puzzles in the experiments. The dogs traits was that they didn't solve all the puzzles. So the wolves are smarter. But the dogs are not stupid because that's how they bought up because humans give them food and because they never went to get the own food like the wolves do. That's why they make the wolves look smarter than them.

Score Point 0

That the dogs did not solve the problem on the fifth day but that the wolves could solve the problem on the fifth day.
The Massachusetts Comprehensive Assessment System

(MCAS)

Release of 2000 Test Items

ELA

Grade 8
Surely “Hector, the Stowaway Dog” is one of the most amazing true stories about dogs. Read it and answer the questions that follow.

HECTOR, the Stowaway Dog

by Captain Kenneth Dodson

Second Officer Harold Kildall of the Hanley noticed the dog first. The Hanley, a freighter, was one of five ships loading at the Government Dock in Vancouver, British Columbia, on April 20, 1922. Checking chain lashings, Kildall glanced up to see a large smooth-haired terrier, white with black markings, coming aboard by the gangplank. Once aboard, the dog stood absolutely still, looking and listening all about the deck. He sniffed at the deck cargo of fresh-sawed timbers and at the sacks of grain being loaded into the last hatch. Then he returned ashore, only to board the next ship, which was loading apples, flour and fir logs for England. Here the terrier again sniffed at the cargo and about the decks and living quarters, then slowly went ashore.

The dog’s strange actions made Kildall curious. Now he watched the dog board a freighter loading paper pulp for East Coast ports. The dog boarded the other ships in turn, examining each in the same careful fashion. After that, busy getting ready for sea, Kildall forgot the whole thing. And at noon the Hanley got under way for the long trip to Japan.

Early the next morning the dog was found lying on a mat outside the cabin of the Hanley’s captain. Unseen, he had come aboard again and stowed away for the voyage. The captain, who loved dogs, tried to be friendly, but the terrier would not warm up to him. Kildall and others tried, too, to win him over. To all of them he remained distant and cool. He just walked about the captain’s deck, sniffing the salt air.

Late that first morning, when Kildall went below to eat, the dog followed him and stood at the galley door, waiting expectantly. The cook gave him his best leftovers. When Kildall climbed to the bridge to take over the watch, the dog followed close behind, walked through the pilothouse, took a turn through the chartroom, then ran up the ladder to the flying bridge and stood beside the compass housing. Seeming to be satisfied, he lay down in a comfortable corner and went to sleep. Obviously this stowaway was an old sea dog.

For 18 days the Hanley sailed across the northern rim of the Pacific. Day after day her officers and men tried to make up to the dog but he remained aloof. He allowed his head to be patted but showed no return of affection. When not “on watch” with Kildall he remained at the captain’s door, going below decks only for his meals.
When the coast of Honshu was sighted, the stowaway sniffed the land breeze and stared straight ahead as the land came in sight. His interest grew as the Hanley moved through the Yokohama breakwaters to its anchoring place near some other ships unloading cargos.

While directing cargo work, Kildall noticed that the dog was very alert, his tail switching from time to time and his nostrils quivering nervously as he stared at the other ships. The nearest of these, the Simaloer, was, like the Hanley, unloading squared timbers into the harbor.

Soon the Hanley swung with the tide so that her stern pointed in the direction of the Simaloer, now some 300 yards away. At once the dog’s attention centered on her. He ran to the rear of the ship, as close to her as possible, and sniffed the air with rising excitement. While Kildall watched, a sampan came alongside the Simaloer, took two sailors aboard and set off for shore on a course that carried the boat close under the Hanley’s stern.

Whining softly, the dog watched. Suddenly he began running back and forth in wild excitement, barking madly. This caught the attention of the passengers in the sampan. Shading their eyes against the sun, they stared at the Hanley’s stern.

Suddenly one of them jumped to his feet and began shouting and waving his arms, motioning to the sampan man and slapping the other sailor on the back. His excitement matched the dog’s. Now, as the sampan came alongside the Hanley’s boarding ladder, the dog became so worked up that he jumped into the water. The shouting man pulled him aboard the sampan and hugged him close, wet coat and all. The dog whined with joy and licked his face. Obviously a dog and his master had been reunited.

The reunion of the stowaway and his happy owner became the talk of the crews of both ships. The dog’s name, it turned out, was Hector. His owner, W. H. Mante, second officer of the Simaloer, had the same duties and the same watches to stand as Kildall had on the Hanley. At Government dock in Vancouver, the Simaloer had changed its position to take on fuel while Hector was off for a last run before the long voyage. Mante searched the waterfront wildly but failed to find Hector in time—and the Simaloer sailed without him.

What mysterious sense could have guided Hector’s careful search for the one ship out of many that would carry him across an ocean to rejoin his master? Did the kind of cargo the Hanley carried and perhaps other signs tell him that the Hanley was headed for the same port as his own ship? Did he then attach himself to the officer whose duties were like his master’s? Any answers would be the guesswork of men, who know only that it happened.
Session 1, Multiple-Choice Questions

In the first paragraph, the author begins his story with a long description of

A. ships loading at a dock.
B. the duties of a ship’s officer.  
C. the strange behavior of a dog.
D. the kinds of cargo carried by freighters.

Reporting Category/Learning Standard for item 2: Literature/Learning Standard 13

In the beginning of the story, the dog that Kildall watched appeared to be

A. looking for somebody to take care of him.
B. inspecting the boats and their cargo.
C. searching for food.
D. unusually cautious.

Reporting Category/Learning Standard for item 3: Literature/Learning Standard 9

“The cook gave him his best leftovers.” This sentence is a

A. simple sentence.
B. compound sentence.
C. complex sentence.
D. compound-complex sentence.

Reporting Category/Learning Standard for item 4: Literature/Learning Standard 5

At the end of paragraph 4, the author called the stowaway a “sea dog” because the dog

A. was used to being on ships at sea.
B. was a powerful swimmer.
C. liked the food sailors usually ate.
D. would travel all over the world by stowing away on ships.

Reporting Category/Learning Standard for item 5: Literature/Learning Standard 15

The word *aloof* in paragraph 5 means

A. lonely.
B. scornful.
C. distant and unfriendly.
D. excited and nervous.

Reporting Category/Learning Standard for item 6: Literature/Learning Standard 8
How did the dog behave when the ship first docked at Yokohama?

A. He was sad and very quiet.
B. He was barking and racing around the deck.
C. He sniffed the cargo carefully.
D. He was very alert.

**Reporting Category/Learning Standard for item 7: Literature/Learning Standard 9**

The author uses the last paragraph of this story to

A. explain why the men were so amazed that the dog had found his owner.
B. provide examples of other pets who have traveled far to be reunited with their owners.
C. describe the close ties between the man and his dog.
D. suggest possible explanations for the dog’s behavior.

**Reporting Category/Learning Standard for item 8: Literature/Learning Standard 13**

This is a nonfiction story because

A. it is an account of actual events.
B. it is a story that could not be true.
C. the setting is provided in the first paragraph.
D. the main character is an animal.

**Reporting Category/Learning Standard for item 9: Literature/Learning Standard 10**
Session 1, Open-Response Question #10

What are two clues that helped Hector find his way to his owner?
Based on information from the story, explain how each clue helped Hector.

Reporting Category/Learning Standard for item 10: Literature/Learning Standard 9

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The response thoroughly explains the clues that helped Hector find his owner using relevant information from the story. The response is well developed.</td>
</tr>
<tr>
<td>3</td>
<td>The response adequately but not fully explains the clues that helped Hector find his owner, using some appropriate information from the story as support.</td>
</tr>
<tr>
<td>2</td>
<td>The response explains in a limited way one or two clues that helped Hector find his owner, but response lacks development.</td>
</tr>
<tr>
<td>1</td>
<td>The response is vague or student gives an unsupported personal opinion.</td>
</tr>
<tr>
<td>0</td>
<td>The response is totally incorrect or irrelevant.</td>
</tr>
<tr>
<td>Blank</td>
<td>No response.</td>
</tr>
</tbody>
</table>

Score Point 4

Hector found two clues to find his way back to his master. One clue was when he found a man, Kildall, who had the same job on the Hanley as his master, W.H. Mante, had on the Simaloer. The second clue was similar cargo that was on the Hanley as on the Simaloer.

Hector sniffed at the deck cargo of many ships before he finally stayed on the Hanley. He went on one boat with cargo of fresh sawed timbers and sacks of grain. On another ship he sniffed the cargo of apples, flour and fir and logs. On another ship he sniffed the cargo of paper pulp. He then went onto the Hanley. The Hanley probably had similar cargo, so Hector figured the Hanley was headed for the same port as the Simaloer.

Once Hector boarded the Hanley, he found Kildall. Second Officer Harold Kildall had the same duties as Hector’s master. Hector was familiar with everything Kildall did. By being familiar with Kildall’s job, Hector felt more comfortable upon the Hanley.
Sniffing the cargo of all of the ships to find the most compatible cargo to his own ship and attaching himself to the man with the most compatible duties of his own master led Hector to find his way to Yokohama back to his master successfully.

**Score Point 3**

In the story *Hector the Stowaway Dog* by Captain Kenneth Dodson. A dog that works on a ship with his owner gets left behind accidentally. This is a true story. The dog is very intelligent. There are two clues that helped Hector (dog) find his owner, W.H. Mante.

His owner worked as a second officer on a ship called the Simaoler. The man named Harold Kildall of the Ship the Hanley was a second officer also. The dog knew this because he did everything his owner did. This is a great clue.

The dog was also sniffing all the cargo. He was doing this because he wanted to find the cargo that his master had on his ship. The Hanley had that cargo so it was probably going to the same place. This clue is also major for the dog.

These clues helped Hector find his master. Since Hector was a smart dog, that also helped. These clues had a great significance for Hector finding his master.

**Score Point 2**

What two clues would help Hector find his master? Read ahead to find out.

One clue that helped Hector find his master could have been when he was sniffing all the cargo. This might be a clue because he might have known the smell of the type of cargo where his master was so if he sniffed that same cargo he could take that boat to his master. Also Hector recognizing the port was a clue because that might have been where he saw his master last.

These two clues I listed, I think best symbolize why the dog was on the ship looking confused.

**Score Point 1**

Two clues that helped Hector find his master were the smell of the ship cargo, and the hours and jobs that Kildall performed.
How would you recognize a fire ant mound in your neighborhood? Think about that question as you read the article entitled “Fire Ants on the March,” and answer the questions that follow.

Fire Ants on the March
From Washington Post Magazine
by Scott Norvell

Ants thrive everywhere, except for a couple of islands and the North and South poles. Although they each weigh only 1/10,000 of an ounce, collectively they weigh more than all the human beings on earth. Ants are an essential part of the terrain, spreading seeds and adding vast quantities of nutrients to the soil. The garbage men of the insect world, they cart off and recycle 90 percent of the world's dead insects.

The ant’s ant is the Amazon-bred Solenopsis invicta—from the Latin for “invincible.” Its migration has been a natural phenomenon of awesome scale. It arrived in the United States early in this century through Mobile, Ala., likely carried on South American timber steamers. Soon it rode roughshod over 250 million acres in 11 states.

In the late 1940s farmers in Mississippi and Alabama began complaining about fire-ant mounds, built from the clayish soil, which hardened like two-foot boulders and tore up farm machinery. Eventually, fire ants were held responsible for killing chickens, plucking crops clean and even blinding infants.

That was just mythology—or mostly so. In fact, fire ants are defensive by nature. But they will storm anything that threatens their mound or looks like food, be it insects, injured waterfowl, newborn fawns or bedridden hospital patients. They latch on with barbed mandibles and sting repeatedly with spiked tails.

Fire-ant venom burns humans like a hot match and causes itchy blisters that persist for days if left alone, or weeks if scratched and infected. An unlucky one or two percent of the population is allergic to proteins in the poison and can go into shock. Deaths are very rare but they do occur, mainly among the very young and the old.

Beginning in the late 1950s, the federal government declared it would attempt to wipe out S. invicta once and for all. World War II-era bombers dusted millions of acres in the South with the highly poisonous pesticides dieldrin and heptachlor. Fire ants died, but so did birds, fish, dogs and cattle.

When the program was finally halted, the government had spent $70 million, all in vain.

Before the campaign, S. invicta had infested 90 million acres; five years later, they had spread to 126 million acres.

Frustrated but undaunted, the feds spent another $200 million in the 1960s for a new eradication effort, with similar dismal results. Today there are 157 chemical formulations registered for the control of fire ants—but nothing has stopped their spread.
If *S. invicta* are ever to be contained, the breakthrough will likely come at the Department of Agriculture’s complex in Gainesville, Fla. There, on a steaming hot day, entomologist Dan Wojcik unloads buckets of dirt teeming with fire ants that he found in the surrounding countryside. He places a dripping hose over the swarms inside.

Fire ants have developed a unique method to keep from drowning. At first hint of rising water, worker ants gather the entire colony into a ball—sometimes as big as a basketball. As the water overtakes the mound, the ball rides the flood like a living raft, rolling in the water so all can breathe. When they strike a solid object, be it a swimming dog or a canoe, they swarm aboard.

At Gainesville, the buckets’ balled-up colonies are captured with a slotted spatula and slapped into deep plastic trays. Wojcik is studying breeding and migration patterns, where fresh insights might give new direction to control programs.

In the South, he has learned, fire ants spread at a glacial but inexorable pace. During the summer, usually after a rain, hundreds of winged ants will ascend from their mounds to mate 500 feet in the air. The males drop to the ground and die, their purpose in life fulfilled. The females, now queens, drift downward to start new colonies; on a windy day, this may be as far as five miles away. The queens burrow into holes and begin laying eggs. Two months later there will be several thousand, each queen laying 1500 eggs a day. In a year, a new colony can be 100,000 strong. The process repeats up to eight times each summer, spreading the ants 20 to 30 miles a year.

With the continuing migration of fire ants, the Department of Agriculture is scrambling for that elusive solution to the problem once again. The latest scientific thinking is that by learning to communicate with the pests, man may ultimately figure out how to control them.

Robert Vander Meer, a colleague of Wojcik’s, has spent the last 18 years isolating some of the chemicals used by fire ants to communicate. By decoding these compounds, scientists may be able to interfere with what the ants tell each other, instructing them perhaps to pick up new, more effective baits or to kill their own queens, the only sure way of wiping out a colony.

Other scientists believe that cold weather will prove a natural barrier to large-scale migrations north. *S. invicta* eggs won’t grow in temperatures below 80°F., and the ants go into a coma of sorts when it’s colder than 40°F. They can survive at 5°F. for only a few weeks and –3°F. for a few days, but die quickly after that.

Not everyone is so sure, however. A new hybrid form has popped up recently in Alabama, Georgia and Mississippi, seemingly able to withstand much colder winters. Also, *S. invicta* themselves may be developing cold tolerance: in the mountains of Tennessee, they have survived one of the region’s coldest winters.

Meanwhile, pest-control officials continue their rounds, looking for new colonies and spreading their chemicals. Jim Pierce of the Virginia Department of Agriculture and Consumer Services sums up the fire ant situation simply: “As fast as we kill them, more just keep coming in.”
What result did the efforts to wipe out fire ants in the 1950s and 1960s have on their populations?

A. It stopped their spread and their populations stabilized.
B. It wiped them out, but only for a short time.
C. It only caused them to move to other states.
D. It had little effect so their populations kept on spreading.

How many times each summer do females leave fire-ant nests to start new nests on their own?

A. 8
B. 25
C. 1500
D. 100,000

In paragraph 12, the author states that “the Department of Agriculture is scrambling for that elusive solution to the problem once again.” What does elusive mean?

A. exciting
B. hard to find
C. easy to solve
D. confusing

Some scientists think that fire ants will stop spreading because they will

A. run out of cleared land.
B. reach places that are too cold.
C. kill each other off.
D. attack their own queens.
The fire ant’s Latin name (*Solenopsis invicta*) means invincible or undefeatable. Why is *invincible* a good term to describe fire ants? Explain your answer using information from the article.

**Question 19 Scoring Guide & Student Responses**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>The response provides an insightful connection between the word <em>invincible</em> and fire ants; answer uses relevant information from the article as support. The response is well developed.</td>
</tr>
<tr>
<td>3</td>
<td>The response provides a general connection between the word <em>invincible</em> and fire ants. The response lacks some supporting information from the article or is not fully developed.</td>
</tr>
<tr>
<td>2</td>
<td>The response provides a basic connection between the word <em>invincible</em> and fire ants. The response uses limited information from the story and is partially developed.</td>
</tr>
<tr>
<td>1</td>
<td>The response provides minimal connection between the word <em>invincible</em> and fire ants; answer is vague with weak or no support from the article.</td>
</tr>
<tr>
<td>0</td>
<td>The response is totally incorrect or irrelevant.</td>
</tr>
<tr>
<td>Blank</td>
<td>No response.</td>
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</tbody>
</table>

**Score Point 4**

I think *invincible* is a good term for the fire ants because it means sort of like never giving up - no matter what they keep chugging along! Sort of like the woman from the Titanic, the invincible Molly Brown. She was sort of annoying and the other ladies kept trying to avoid her, but she always seemed to find them, and she never got the clue that they really didn’t like her. The ants are definitely invincible, the article said that the government spent $70 million dollars to spray a poisonous spray over so many acres to wipe out the ants, in doing so they also killed dogs, cattle fish and birds! Not to mention they wasted $70 million dollars because the project was a flop, they went from having only 90 million infested acres to 126 million infested acres five years later! The article also said that they can’t survive in cold weather for more than a few days, but they survived one of the worst snowstorms in the Tennessee mountains! In reading this article, I have definitely decided these little pests have certainly obtained the title “Invincible.”
Score Point 3

Invincible is a good word for fire ants, because whatever humans try to do to stop these insects it doesn’t work. All that happens is that they spread more. There has been many methods to stop them but they can’t be stopped unless a new method comes along. They might also be invincible, because they are so spread out in the United States and every summer they spread 20 – 30 miles a year. Eight times a year, and 1,500 a day.

Score Point 2

The term invincible is a good term to use for those fire ants they reproduce so quickly and by the thousands that it’s almost impossible to actually get rid of them. One female can have up to 100,000 babies. No imagine 100,000 females having 100,000 babies each that alot!

Score Point 1

Because once you kill them they won’t stay gone

Score Point 0

Invincible is a good term to describe fire ants because you can’t see them, all you really see is mounds
Stephen Crane wrote this essay to describe the lives of mules that worked in coal mines. As you read “In the Depths of a Coal Mine,” think about the author’s opinion of the conditions in which the mules lived. When you have finished reading, answer the questions that follow.

**In the Depths of a Coal Mine**

by Stephen Crane

Over in a wide and lightless room we found the mule stables. There we discovered a number of these animals standing with an air of calmness and self-possession that was somehow amazing to find in a mine. A little dark urchin came and belabored his mule “China” until he stood broadside to us that we might admire his innumerable fine qualities. The stable was like a dungeon. The mules were arranged in solemn rows. They turned their heads toward our lamps. The glare made their eyes shine wondrously like lenses. They resembled enormous rats.

About the room stood bales of hay and straw. The commonplace air worn by the long-eared slaves made it all infinitely usual. One had to wait to see the tragedy of it. It was not until we had grown familiar with the life and the traditions of the mines that we were capable of understanding the story told by these beasts standing in calm array, with spread legs.

It is a common affair for mules to be imprisoned for years in the limitless night of the mines. Our acquaintance, “China,” had been four years buried. Upon the surface there had been the march of the seasons; the white splendor of snows had changed again and again to the glories of green springs. Four times had the earth been ablaze with the decorations of brilliant autumns. But “China” and his friends had remained in these dungeons from which daylight, if one could get a view up a shaft, would appear a tiny circle, a silver star aglow in a sable sky.

Usually when brought to the surface, the mules tremble at the earth radiant in the sunshine. Later, they go almost mad with fantastic joy. The full splendor of the heavens, the grass, the trees, the breezes, breaks upon them suddenly. They caper and career with extravagant mulish glee. A miner told me of a mule that had spent some delirious months upon the surface after years of labor in the mines. Finally the time came when he was to be taken back. But the memory of a black existence was upon him; he knew that gaping mouth that threatened to swallow him. No cudgelings could induce him. The men held conventions and discussed plans to budge that mule. The celebrated quality of obstinacy in him won him liberty to gambol clumsily about on the surface.
After being long in the mines, the mules are apt to duck and dodge at the close glare of lamps, but some of them have been known to have piteous fears of being left in the dead darkness. We met a boy who said that sometimes the only way he could get his team to move was to run ahead of them with the light. Afraid of the darkness, they would follow.

To those who have known the sunlight there may come the fragrant dream of a lost paradise. Perhaps this is what they brood over as they stand solemnly flapping their ears. Perhaps they despair and thirst for this bloomland that lies in an unknown direction and at impossible distances.
Session 2, Multiple-Choice Questions

The setting of this essay is mostly in a

A. corral.
B. mine. [Correct answer]
C. cavern.
D. dungeon.

**Reporting Category/Learning Standard for item 20: Literature/Learning Standard 13**

In paragraph 1, what does urchin mean?

A. dog
B. owner
C. child [Correct answer]
D. rat

**Reporting Category/Learning Standard for item 21: Literature/Learning Standard 4**

In paragraph 3, the author uses images of changing seasons. What do these images convey about the mules’ existence?

A. The mules had been in the mines while time quickly passed.
B. The mules were protected from the weather in the mines.
C. The mules did not miss the changes in the outside world. [Correct answer]
D. The mules did not experience the beauties outside the mine.

**Reporting Category/Learning Standard for item 22: Literature/Learning Standard 15**

In paragraph 4, the author says the mules “caper and career with extravagant mulish glee.” What does career mean in this sentence?

A. gallop briskly [Correct answer]
B. work efficiently
C. look about
D. cry out in fear

**Reporting Category/Learning Standard for item 23: Literature/Learning Standard 8**
Which quotation best summarizes the story in paragraph 4?

A. “The difference between the almost right word and the right word is really a large matter— it’s the difference between the lightning bug and the lightning.” — Mark Twain
B. “Nothing great was ever achieved without enthusiasm.” — Ralph Waldo Emerson
C. “Freedom suppressed and then regained bites with keener fangs than freedom never endangered.”— Cicero
D. “Nature, like a kind and smiling mother, lends herself to our dreams and cherishes our fancies.” — Victor Hugo

In paragraph 6, the author makes up the word “bloomland” to refer to the

A. stable in the coal mine.
B. inner memories of the mules.
C. world aboveground.
D. lantern room.

The essay tells about a mule that refused to return to the mine after several months of freedom and was allowed to remain on the surface. How did this happen?

A. The mule broke his leg in the struggle and was worthless in the mines.
B. The mule was too stubborn, and the miners would not force him.
C. The miners decided they did not need the mule because he was too old.
D. The miners had already decided to free him because he was unruly.

What two contrasting conditions provide the topic for this essay?

A. knowledge and ignorance
B. work and play
C. obedience and stubbornness
D. imprisonment and freedom
What is the author’s opinion of the conditions in which the mules live in the mine? Use examples from the essay to explain how the author uses descriptive language to convey his opinion.

Reporting Category/Learning Standard for item 28: Literature/Learning Standard 15

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The response is an insightful interpretation of the author's opinion and explains his use of descriptive language. The response includes relevant examples from the essay as support.</td>
</tr>
<tr>
<td>3</td>
<td>The response is a general interpretation of the author's opinion and explains his use of descriptive language, but lacks some supporting examples from the essay.</td>
</tr>
<tr>
<td>2</td>
<td>The response is a basic statement about the author's opinion and use of descriptive language; the response includes limited examples from the essay.</td>
</tr>
<tr>
<td>1</td>
<td>The response provides a vague/minimal explanation about mules and/or miners and lacks examples from the essay.</td>
</tr>
<tr>
<td>0</td>
<td>The response is totally incorrect or irrelevant.</td>
</tr>
<tr>
<td>Blank</td>
<td>No response.</td>
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</tbody>
</table>

Score Point 4

The author’s opinion is that the mules are treated unfairly because they live where there is no light and growth and are being deprived of a beautiful world on the surface. The author expresses great sympathy for the mules because they could not experience the seasons and especially the light of the sun in the mines that they lived. An example from the story in which the author used descriptive language to convey his opinion is “our acquaintance, “China” had been four years buried,” this sentence the author is comparing life in the mines to a buried dead body. Another example is when the author described a mule thinking of returning to the mines as “the memory of black existence . . . he knew that gaping mouth that threatened to swallow him.” The author is showing the dread of the mine to return to the horrible mine. The author describes the mine as a monster eating the mule.
Score Point 3

I believe that the author does not like the way things are in the mine. He thinks of them as dungeons, and called it solemn later naming the donkeys as slaves. He did a lot of comparing with the upper world and the mines, making the outdoors so glorious and heavenly. He then didn’t mention any particularly good things about the mines, and if you took time to read between the lines, his views of the dank oppressive area weren’t very charitable. He believes that it is possible that donkeys might lust for freedom.

Score Point 2

I feel that the author think that the mules are caged up. I think that the author feels that the mules are being treated poorly. Having a mule is a mine for four years is not right. Also, having the mules slave in the mines is not right either. How the author wrote about the mule “China.” he felt that mules should not have to be encaged for that long. The mules should have freedom and not have to slave underground for so long.

The author also feels that the mules are scared of the mine. When a mule was taken out, he was not willing to go back into the labor. Also, the mules never see anything outside. The seasons change and the mules have no clue about what it going on.

The mules have no freedom at all and they shouldn’t be kept in the mines working for so long.

Score Point 1

The mule living in a mine where the conditions are not good. The conditions in the mine would not be good because a lot of dust and dirt getting stirred up.

Score Point 0

That they are there for some seasons. But when they get out they are happy. They are in the mines for some seasons so they can be safe.
As you read this story, think about what author James Thurber is saying about people. Answer the questions that follow.

The Princess and the Tin Box
by James Thurber

Once upon a time, in a far country, there lived a king whose daughter was the prettiest princess in the world. Her eyes were like the cornflower, her hair sweeter than the hyacinth, and her throat made the swan look dusty.

From the time she was a year old, the princess had been showered with presents. Her nursery looked like Cartier’s window. Her toys were all made of gold or platinum or diamonds or emeralds. She was not permitted to have wooden blocks or china dolls or rubber dogs or linen books, because such materials were considered cheap for the daughter of a king.

When she was seven, she was allowed to attend the wedding of her brother and throw real pearls at the bride instead of rice. Only the nightingale, with his lyre of gold, was permitted to sing for the princess. The common blackbird, with his boxwood flute, was kept out of the palace grounds. She walked in silver-and-samite slippers to a sapphire-and-topaz bathroom and slept in an ivory bed inlaid with rubies.

On the day the princess was eighteen, the king sent a royal ambassador to the courts of five neighboring kingdoms to announce that he would give his daughter’s hand in marriage to the prince who brought her the gift she liked the most.

The first prince to arrive at the palace rode a swift white stallion and laid at the feet of the princess an enormous apple made of solid gold which he had taken from a dragon who had guarded it for a thousand years. It was placed on a long ebony table set up to hold the gifts of the princess’s suitors. The second prince, who came on a gray charger, brought her a nightingale made of a thousand diamonds, and it was placed beside the golden apple. The third prince, riding on a black horse, carried a great jewel box made of platinum and sapphires, and it was placed next to the diamond nightingale. The fourth prince, astride a fiery yellow horse, gave the princess a gigantic heart made of rubies and pierced by an emerald arrow. It was placed next to the platinum-and-sapphire jewel box.
Now the fifth prince was the strongest and handsomest of all the five suitors, but he was the son of a poor king whose realm had been overrun by mice and locusts and wizards and mining engineers so that there was nothing much of value left in it. He came plodding up to the palace of the princess on a plow horse and he brought her a small tin box filled with mica and feldspar and hornblende which he had picked up on the way.

The other princes roared with disdainful laughter when they saw the tawdry gift the fifth prince had brought to the princess. But she examined it with great interest and squealed with delight, for all her life she had been glutted with precious stones and priceless metals, but she had never seen tin before or mica or feldspar or hornblende. The tin box was placed next to the ruby heart pierced with an emerald arrow.

"Now," the king said to his daughter, "you must select the gift you like best and marry the prince that brought it."

The princess smiled and walked up to the table and picked up the present she liked the most. It was the platinum-and-sapphire jewel box, the gift of the third prince.

"The way I figure it," she said, "is this. It is a very large and expensive box, and when I am married, I will meet many admirers who will give me precious gems with which to fill it to the top. Therefore, it is the most valuable of all the gifts my suitors have brought me and I like it the best."

The princess married the third prince that very day in the midst of great merriment and high revelry. More than a hundred thousand pearls were thrown at her and she loved it.

Moral: All those who thought the princess was going to select the tin box filled with worthless stones instead of one of the other gifts will kindly stay after class and write one hundred times on the blackboard, "I would rather have a hunk of aluminum silicate than a diamond necklace."

1. Cartier's (kär-ty az): a store that sells very expensive jewelry, located in New York City.
2. samite (s am i t): a silk fabric
3. mica; feldspar; hornblende: three kinds of ordinary rock.
4. tawdry (t yr d e): cheap and flashy.
Session 3, Multiple-Choice Questions

29. What is the theme of this story?
   A. What you like may not be good for you.
   B. People are influenced by how they are raised.
   C. Every cloud has a silver lining.
   D. It is better to give than to receive.

   Reporting Category/Learning Standard for item 29: Literature/Learning Standard 11

30. In paragraph 1, which literary device does the author use when he says, “Her eyes were like the cornflower”?
   A. simile
   B. consonance
   C. alliteration
   D. onomatopoeia

   Reporting Category/Learning Standard for item 30: Literature/Learning Standard 15

31. In paragraph 5, the word ebony means
   A. flat.
   B. black.
   C. rectangular.
   D. blue.

   Reporting Category/Learning Standard for item 31: Literature/Learning Standard 4

32. In paragraph 7, what does disdainful mean?
   A. playful
   B. scornful
   C. hopeful
   D. frightful

   Reporting Category/Learning Standard for item 32: Literature/Learning Standard 8

33. In paragraph 12, a “hunk of aluminum silicate” refers to
   A. an uncut diamond.
   B. a priceless metal.
   C. a worthless stone.
   D. a piece of crystal.

   Reporting Category/Learning Standard for item 33: Literature/Learning Standard 8
The reader expects the princess to choose the fifth prince for her husband for all of the following reasons except that the

- A. princess is delighted when she sees the contents of the tin box.
- B. fifth prince is the most handsome.
- C. fifth prince is the strongest.
- D. princess feels sorry for him when the others laugh at him.

In choosing the gift from the third prince, the princess showed that she most likely

- A. found him the most handsome of all.
- B. followed her heart.
- C. cared more about things than people.
- D. would always do as her father wished.

This story uses elements of two different genres—fairy tale and

- A. fable.
- B. mystery.
- C. myth.
- D. legend.
In this story, what does the author seem to be saying about people? Explain your answer using information from the story.

**Question 37 Scoring Guide & Student Responses**

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<thead>
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<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>The response draws an insightful conclusion about people using relevant information from the story.</td>
</tr>
<tr>
<td>3</td>
<td>The response draws a general but not fully developed conclusion about people using some appropriate information from the story.</td>
</tr>
<tr>
<td>2</td>
<td>The response draws a basic but not adequately developed conclusion about people and support from the story is limited.</td>
</tr>
<tr>
<td>1</td>
<td>The response draws a vague conclusion about people. Supporting details are missing or inappropriate.</td>
</tr>
<tr>
<td>0</td>
<td>The response is incorrect or...</td>
</tr>
<tr>
<td>Blank</td>
<td>No response.</td>
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</table>

**Score Point 4**

The author seems to be saying that most people who thought the princess would choose the tin box were thinking just because of her reaction to it, yet if it was your choice you know you also would be taken with the more expensive gift. Not all people would choose the expensive gift, but we read that she grew up with only the best so why should she want any less now. She showed no indication that her living style upset her so we had no reason to think she would chose the tin.

So basically the author is just telling us to get a reality check, and think before we come to conclusions. Now that I think about the story I see that it is unlikely for the princess to have chosen the tin.
Score Point 3

He means that people want for the princess to choose the fifth prince because his gift was from the heart and not from his wealth. But the author knows that people would rather be richer than to have a poorer husband. If you had a choice between a diamond or a piece of granite, most if not all would choose the diamond no matter who was doing the giving.

Score Point 2

I think the author was saying that the princess was going to pick the tin box but she always had expensive things so the picked the third prince instead of the fifth prince.

Score Point 1

The author is saying more are greedy.

Score Point 0

The author is saying that people were feeling sorry for the fifth prince because he was from a poor family.