

ANSWER KEY

EOC Reading Rubrics for Use with Sample Tests

On the English II test, students must answer two open-ended questions on the reading passage—one question based on Objective 2 (demonstrating an understanding of literary elements in culturally diverse texts) and one question based on Objective 3 (demonstrating an ability to analyze and evaluate such texts). Five lines are provided for each of these answers, and the answers are scored on a three-point scale. The score breakdown for each objective follows. Use these rubrics to assess student performance on the relevant portions of Sample Test A and Sample Test B.

EOC Reading Rubric, Objective 2

0 Point Essay—Insufficient

- Does not respond to the prompt.
- Contains only a summary of the plot.
- Incorrectly identifies elements of the work.
- Gives insufficient or irrelevant support from the text.
- Is confusing and poorly organized.

1 Point Essay—Partially Sufficient

- Responds to the prompt.
- Correctly identifies elements of the work and gives limited relevant support from the text.

OR

- Correctly identifies elements of the work and gives no support from the text.

OR

- Gives good support from the text without correctly identifying the pertinent elements of the work.
- Is somewhat confusing or vague.

2 Point Essay—Sufficient

- Responds to the prompt.
- Correctly identifies elements of the work and gives sufficient, relevant support from the text.
- Is clear, well organized, focused, and specific.

EOC Reading Rubric, Objective 3

0 Point Essay—Insufficient

- Comes to a conclusion that has nothing to do with the text.
- Does not address the question.
- Comes to an unreasonable conclusion.
- Cites the text inadequately.
- Lacks clarity or does not answer the question at all.

1 Point Essay—Partially Sufficient

- Comes to a reasonable conclusion that is not well supported with text.
- Does not offer evidence for a reasonable conclusion.
- Offers evidence but comes to no conclusion.
- Is somewhat confusing or vague.

2 Point Essay—Sufficient

- Draws a reasonable, text-based conclusion
- AND
- Supports this conclusion with evidence from the text.
 - Is clear, well organized, focused, and specific.

EOC Writing Rubrics for Use with Sample Tests

On the English II test, students must write one composition. The answers are scored on a four-point scale (1 is the lowest). Students can plan their writing and write drafts, but the final effort must appear on two lined pages they are supplied. (Note: Students have access to an English language dictionary during the English II test.) Use these rubrics to assess student performance on the relevant portions of Sample Test A and Sample Test B:

1 Point Essay:

- Tie to prompt is weak.
- All or part of the composition lacks focus.
- Ideas are not well connected.
- Overall organization is poor.
- Ideas are only superficially developed.
- The writer’s voice is unclear.
- Language control and use of literary conventions are poor; or the composition is too short to be able to judge.

2 Point Essay:

- All or part of the composition shows some focus.
- Ideas are not well connected and transitions are lacking or unclear.
- Inclusion of some random ideas and digression.
- Ideas are only superficially developed.
- The writer’s voice is largely unclear.
- Language control and use of literary conventions are undeveloped. There may be errors in spelling, word use, and sentence structure.

3 Point Essay:

- The whole and parts of the composition are generally focused.
- Transitions may be lacking or unclear, especially between paragraphs.
- Some ideas are superficially developed, others are developed in greater depth.
- The writer’s voice is somewhat consistent.
- Language control and use of literary conventions are consistently controlled. There may be some errors.

4 Point Essay:

- The whole and parts of the composition are focused.
- Overall organization is good; ideas are well connected and flow logically.
- Transitions are used to good effect.
- The composition is engaging.
- Ideas are coherent and developed in depth. The writer takes risks.
- There is a strong sense of the writer’s voice.
- Language and literary conventions are well controlled. There may be some errors. Errors usually occur when the writer uses sophisticated vocabulary or complex sentence structure.

Reading Skills Practice Pages

p. 10 Objective 1—Identifying Stated or Implied Main Idea

Stated Main Idea: Shoppers should feel confident that the organic produce they buy is truly chemical free.

Supporting Details: Before a farm can be certified as organic, its crops and soil must not be treated with chemical pesticides and herbicides for ... 36 months. The farm’s soil is then tested ... for traces of ... chemicals.

Text Clues: ... commuters leaned into the wind with hunched shoulders, crunching dry leaves underfoot. Jack wove his bicycle among the bent figures, tossing papers on porches ... that glistened with hints of frost.

Implied Main Idea: Jack is delivering newspapers on a cold autumn morning.

p. 12 Objective 1—Summarizing

Answers may vary. Possible responses given.

1. Conditions on the ship were so bad that many preferred to jump overboard.
2. The sea was smooth, and the wind was moderate.
Two slaves jumped into the sea.
The slaves were chained together.
Equiano was near the slaves.
Another slave was unchained because he was ill.
This slave also jumped overboard.
The ship’s crew prevented others from jumping overboard.
3. Two slaves jumped into the sea.
Another slave was unchained because he was ill.
This slave also jumped overboard.
The ship’s crew prevented others from jumping overboard.
4. Conditions on the ship were so bad that many preferred to jump overboard. Equiano saw three prisoners jump, and conjectured that many more would have jumped if it had been possible.

p. 14 Objective 1—Recognizing Supporting Details

- A.
1. Equiano is afraid that his captors will kill him.
 2. I had never seen among any people such instances of brutal cruelty ...
One white man in particular I saw ... flogged so unmercifully with at large rope ... that he died ...
... I expected nothing less than to be treated in the same manner.
 3. Yes.
 4. No.

B.

Main Idea: <i>Equiano is afraid that his captors will kill him.</i>	
Supporting Details:	Nonessential Details:
<i>Equiano has never before seen “such instances of brutal cruelty.” Equiano sees the crew flog a crewman to death. Equiano expects that the crew will treat him no better than they treat one another.</i>	<i>The narrator expresses his fears to his countrymen.</i>

p. 16 Objective 2—Identifying Elements of Fiction

Answers may vary. Possible responses are given.

- Excerpt from “The Scarlet Ibis”** Rising Action or Exposition
Excerpt from “Marine Corps Issue” Falling Action
Excerpt from “Only Daughter” Falling Action

p. 18 Objective 2—Analyzing Setting and Time Frame

Answers will vary. Possible response given.

A.

1. The family moves into town from Los Rafas. The uncle says they live in “New Mexico country.” The argument is probably taking place in the kitchen or living room, because the passage states, “Papa stood with his cup and saucer held tightly in his hands”
2. The narrator states that the family moved just before he started the first grade.
3. The uncle is angry about the move from the country into town.
4. “Papa stood with his cup and saucer held tightly in his hands”

B.

Clues “Just before I started the first grade, we moved from Los Rafas into town.” “Our parents and grandparents grew up in the country. If New Mexico country was good enough for them—’ Papa stood with his cup and saucer held tightly in his hands”

Notes

Setting and Time Frame The story occurred a long time in the past, when the author was about to start the first grade. The setting for the story is the New Mexico countryside, inside a house, in the kitchen or living room, over coffee or tea.

p. 20 Objective 2—Identifying Conflict

A.

1. The merriment of the kids outside, the narrator’s father’s silence, her mother’s absence, Joey’s exuberance, arguing with Joey
2. The narrator is ashamed of something she has done.

B.

External Conflicts	Internal Conflicts
<i>arguing with Joey</i>	<i>The narrator is ashamed of something she has done.</i>

Answers to Page 22

A.

1. The characters—terrified Africans and eager slave buyers—are a clue that the author’s message is about the cruelty of the situation.
2. The slave buyers treat the Africans as objects, not people. The buyers permanently separate African family members and the family members cry out for one another.
3. Expressions like “never see each other again, ” and words like “destruction” and “apprehension,” give clues that the author’s message is about the suffering the slave buyers and sellers caused.

B. Answers will vary. Possible response given.

Text Clues	Meaning of Clues	Author’s Theme
<i>Africans are referred to as parcels.</i>	<i>Slavery turns people into goods.</i>	<i>Slavery is a cruel institution that attempts to strip people of their humanity.</i>
<i>Relatives and friends are separated without regard for the Africans’ feelings.</i>	<i>The slave trade has no regard for human attachments such as family and friends.</i>	
<i>The narrator points out that the slave dealers and buyers are not treating the slaves as they themselves would wish to be treated.</i>	<i>The slave dealers and buyers fail to see the slaves worthy of the treatment they themselves would expect.</i>	

Answers to Page 24

Answers will vary. Possible responses given.

- A.
1. judgment and brand mark
 2. Serengeti Plain and carpet; fire and the lion’s expression
 3. the lion with brooding eyes and contemplation; master of the plains
- B.

Type of Figurative Language	Examples from Passage	Meaning
Simile	<i>... that judgment would, like a brand mark, cling to him ...</i>	<i>He would be forever marked by the judgment.</i>
Metaphor	<ul style="list-style-type: none"> • <i>They live on the Serengeti Plain, which makes a carpet at the feet of high Kilimanjaro.</i> • <i>And yet the scent of them kindled fire in the [lion’s] brooding eyes ...</i> 	<ul style="list-style-type: none"> • <i>The plain is lush with grass and lies at the foot of a high mountain.</i> • <i>The scent excited the lion.</i>
Personification	<ul style="list-style-type: none"> • <i>He must meet in combat the only worthy enemy his people recognize—the destroyer of their cattle, the marauding master of the plains—the lion.</i> • <i>... kindled fire in the [lion’s] brooding eyes and made him contemplate his massive paws.</i> 	<ul style="list-style-type: none"> • <i>The people saw the lion as an invading enemy.</i> • <i>The lion is seen as having human emotions; he broods and contemplates.</i>

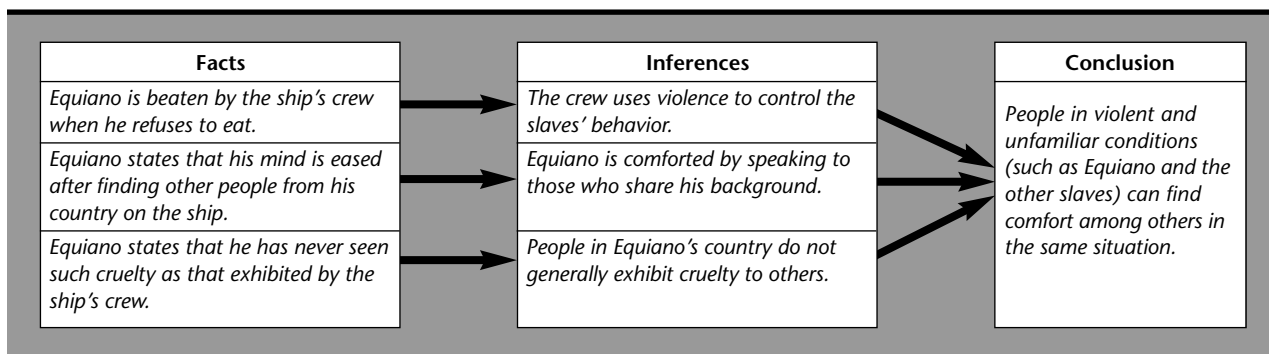
Answers to Page 26

Answers will vary. Possible answers are given.

Words from the Text	Connotations
<i>retire</i>	move from a public area to a private area with dignity
<i>wallowing</i>	overindulging in a negative activity
<i>somber</i>	dark, serious, heavy
<i>jingles</i>	a light, cheerful sound

p. 28 Objective 3—Drawing Conclusions

- A.
1. He refuses to eat because he wishes to starve himself.
 2. Finding people from his own country on board the ship; learning that he and the other slaves will be put to work
 3. Such cruel behavior is not often seen in Equiano’s country.
- B. Answers will vary. A possible response is provided.



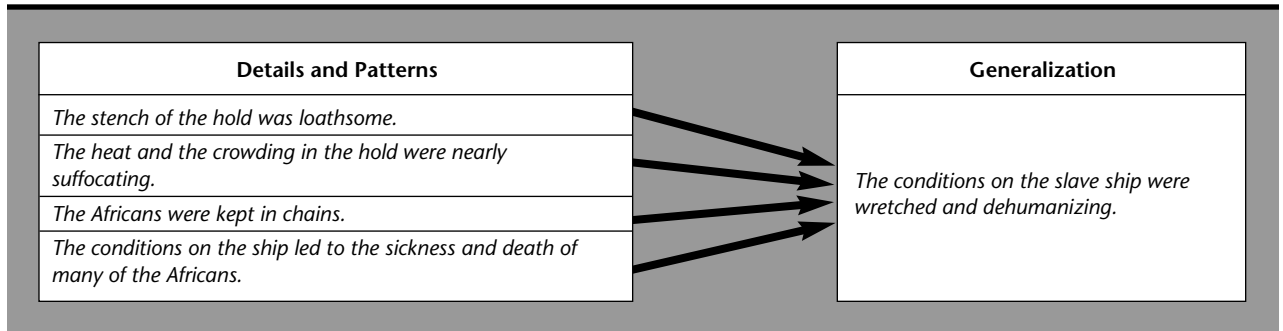
Answer Key, continued

p. 30 Objective 3—Making Generalizations

A.

1. The passage describes the conditions endured on the slave ship.
2. The passage includes details about the ship including the fearful noises, the stench of the hold, the crowded conditions, the heat, the chains, and the sickness and death of the slaves.
3. The details in the passage indicate a clear pattern: the conditions on the slave ship were horrible.

B. Answers will vary. A possible response is provided.

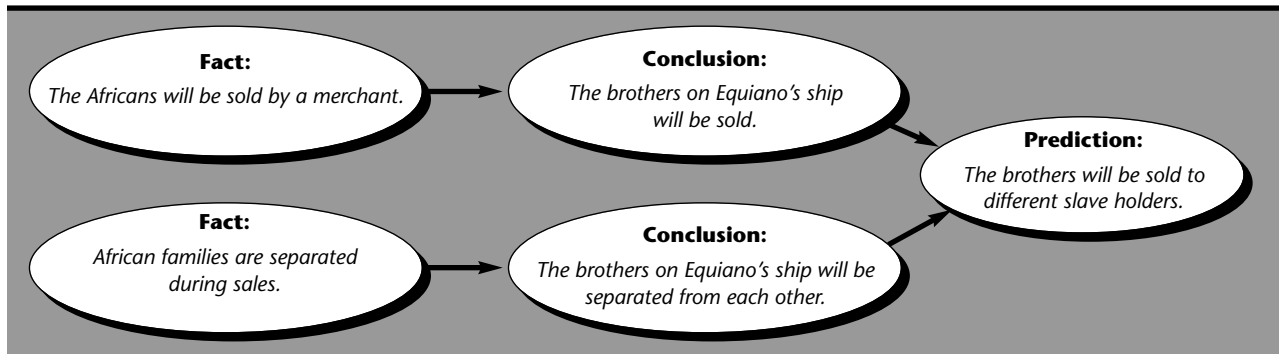


p. 32 Objective 3—Predicting Probably Future Actions and Outcomes

A.

1. They are being sold.
2. Their fear suggests that something terrible is about to happen to them.
3. Equiano condemns the sales as unscrupulous.
4. African families are separated during sales.

B. Answers will vary. Possible responses are given.



p. 34 Objective 3—Perceiving Cause-and-Effect Relationships

A.

1. Cause: High humidity
Effect: Our bodies have difficulty cooling off
Cause: Our bodies have difficulty cooling off
Effect: It feels hotter than it really is.
Cause: High humidity makes the temperature seem hotter.
Effect: Meteorologists give the actual temperature and the heat index.
2. Because high humidity makes the temperature seem hotter, meteorologists give a heat index in their weather reports.
3. Cause: Laura Ingalls Wilder's *Little House* books describe places the narrator has lived in or visited.
Effect: The narrator enjoyed reading Laura Ingalls Wilder's *Little House* books.
Cause: The narrator enjoyed reading Laura Ingalls Wilder's *Little House* books.
Effect: The narrator continues to seek out books by Midwestern writers.
4. The narrator reads books by Midwestern writers because she or he enjoyed reading Laura Ingalls Wilder's *Little House* books, which take place in the Midwest, as a child. The narrator enjoys reading works that describe places that she or he has lived in or visited.

Answer Key, continued

B. Answers will vary. Possible responses are given.

Causes	Effects	Signal Words
High humidity	Our bodies have difficulty cooling off	makes it harder for
Our bodies have difficulty cooling off	It feels hotter than it really is.	Because
High humidity makes the temperature seem hotter.	Meteorologists give the actual temperature and the heat index.	For this reason
Laura Ingalls Wilder's Little House books describe places the narrator has lived in or visited.	The narrator enjoyed reading Laura Ingalls Wilder's Little House books.	I enjoyed them because
The narrator enjoyed reading Laura Ingalls Wilder's Little House books.	The narrator continues to seek out books by Midwestern writers.	Consequently

Answers to page 36

Passage	Signal Words	Type of Organization
1.	because, since	Cause and effect
2.	before, first, next, finally	Sequential order
3.	in front of them, in the middle rows, the front of the garden, on the right, on the left	Spatial order
4.	most important, second, least important	Order of importance
5.	although, like, whereas	Comparison/Contrast

Answers to page 38

- A.
- The sentences are long and contain multiple phrases; layered, complex adjectives, similes, and figurative language.
 - The richness of detail creates a complex, interesting character portrait with a formal tone.
 - heft and swagger, near-grown man, wide shoulders, sturdy neck, dark oily hair, wetted and combed sleekly back, large head, shrewd squint, pebble-colored eyes
 - These words create a mood of intensity and foreboding.

B.

	How Used	Overall Effect
Syntax	Long, complex sentences with multiple clauses, and strings of descriptive phrases	Create a formal tone
Word Choice	Words such as heft, swagger, near-grown man, sturdy neck, dark oily hair, shrewd squint, pebble-colored, unnervingly	Create a mood of intensity and foreboding

Answers to page 40

Answers will vary. Possible responses given.

- A.
- avarice, gloom, sufferings, sorrow, aggravates
 - Enslaved Africans are separated from friends and family members.
 - The repeated questions create a tone of accusation.

Answer Key, continued

B.

Word Choice	Revealing Details	Author's Perspective
toil, luxury, lust, sacrificed, avarice, separation, prevented, gloom, sufferings, sorrows, distress	<i>Slavers are Christians. Slaves are separated from their friends and families.</i>	<i>Equiano feels that people who buy slaves are hypocritical because the way they treat the Africans goes against the teachings of the slave buyers' religion.</i>

p. 42 Objective 3—Identifying Point of View

1. No
2. *her, it, she, he.* her key, swung it open, her size, she walked to her desk, papers she had graded, he bounced into the room, she came out of her reverie.
3. Third person

Answers to page 44

Answers will vary.

Points to Make

Students should list several main points to include in their essays. The ideas should clearly relate to the prompt and be faithful to the passage.

Short-Essay Answer

Student essays should begin with an interesting introductory sentence, list and develop the points listed under section A, include a concluding sentence, and use correct grammar.

Answers to page 46

A.

Sample A

Equiano's narrative is intended to convince his readers of the severity of the Africans' experiences on the slave ships. Write an essay analyzing the techniques Equiano uses to persuade his readers.

Sample B

In the first paragraph of his narrative, Equiano describes his impression of the crew of the slave ship. Write an essay justifying why Equiano views them as he does.

B. Answers will vary. Possible response given.

Prompt	Key Words	Essay
Sample A	essay analyzing	<i>In my short essay, I will analyze the persuasive techniques the author uses, including emotional appeals and factual evidence.</i>
Sample B	essay justifying	<i>In my short essay, I will justify why the author views the crew of the slave ship as he does. Based on Equiano's statements in the first paragraph, I can infer that he has never seen white people before. I will include details that Equiano uses to describe the crew's appearance and actions.</i>

Answers to page 48

A. Prewriting materials will vary. Sample material is given.

Subject: Equiano

Purpose: to explain what Equiano's sensory details reveal about the ship and his experience there

Outline: Ship's environment: loathsome hold, chained slaves.

Equiano's experiences: terror at the unfamiliar, flogged

Details reveal the cruelty of the slave trade

B. Essay drafts will vary, but should reflect strong organization, use specific details from the text, include an introduction and a concluding statement, and use proper grammar, usage, and mechanics.

Answer Key, continued

Answers to page 50

Answers will vary. Possible responses are given.

Direct Quotation:

Equiano believes that the separation of family members is cruel and horrible. He says, "Surely this is a new refinement in cruelty, which ... thus aggravates distress, and adds fresh horrors even to the wretchedness of slavery."

Indirect Quotation:

According to Equiano, the break up of the family unit is particularly cruel because it is being done to slaves, whose lives are already terrible and full of suffering.

Paraphrase:

The author questions why the families of slaves are separated, and states that such cruelty makes slavery even more horrible.

Answers to page 52

A. Responses will vary. Sample responses are given.

1. He is handled roughly, flogged, and sent below to the foul hold.
2. He passes out, fears death, and wishes for death.
3. The shrieks and groans of the suffering, the attempts at death, and chaining.

B. Student responses should sensibly relate students' experiences to Equiano's.

Answers to page 54

Practicing the Skill

(1) enthusiastic, lazily, plentiful, actively, carefully, helpless, easy, usually, deep, enjoyable

(2) popular, humorous, simple, kindly, sad, particularly, promptly, beautiful, completely, foolish

Answers to page 56

Practicing the Skill

1. computers; is (are)
2. Yes.
3. singular

Computers are no longer just an option for students; they are an essential tool. Today students cannot learn without these electronic brains. Children should master computer basics by kindergarten. Clyde Banner and Gwendolyn Malgram of the Education Institute state that children should receive their first computers as infants. Although computers were once unavailable, they are now common, lifelong tutors. Children raised by this strategy will have a real advantage.

Answers to page 58

Practicing the Skill, Part A, Strategy Questions

1. these; courses
2. No.
3. five
4. plural: these / singular: its, she, it, him, she, it

Sarah Wilkens teaches courses in the fairly new sport of dog agility. In these courses, dogs are taught how to leap over obstacles, sprint through tunnels, weave through poles, dive through hanging tires, and scramble across narrow walkways and over A-shaped frames. "The dogs seem to love agility," says Wilkens, "and so do their owners." She adds, "The sport not only challenges both people and dogs, but it also gives them a chance to really interact." The sport of dog agility is loosely based on steeplechase, in which horses leap obstacles such as walls and hedges. "It is more varied than steeplechase, though," argues Wilkens. "Have you ever seen a horse and rider galloping up an A-frame or weaving through poles?"

Answer Key, continued

Answers to page 60

Practicing the Skill, Part A, Strategy Questions

1. Yes.
2. Yes.
3. the sentence beginning "As the last stanza . . ."
4. the phrase ". . . dressed as carefree (,) timeless gods . . ."

Part B, Recognizing and Using Appropriate Placement of Commas

enthusiastic, and
 music, costumes
 costumes, props
 props, and movement
 began, Keats
 performers, dressed
 carefree, timeless
 gods, then
 recited, the performers
 Finally, Keats

Answers to page 62

Practicing the Skill, Part A, Strategy Questions

1. to locate; to make
2. yes
3. preparing; interviewing; examining; getting
4. none

Using Gerunds, Participles, and Infinitives

GERUND: preparing, interviewing, examining, getting
 PARTICIPLE: researched, having prepared
 INFINITIVE: to locate, to make

Answers to page 68

Practicing the Skill, Part A, Strategy Questions

1. No.
2. Yes.
3. Yes.
4. No.

Part B Recognizing and Using Parallelism

Answers will vary. Example flow charts given.

p. 64 Objective 6—Combining Sentences

Answers will vary. Possible response provided.

Pyramid 1:

subordinating conjunction

Because they represent many different view-points, they present an inspiring survey of this important topic.

Pyramid 2:

comma and conjunction

Teenagers sometimes seem to take peace for granted, but not all teenagers are irresponsible.

Pyramid 3

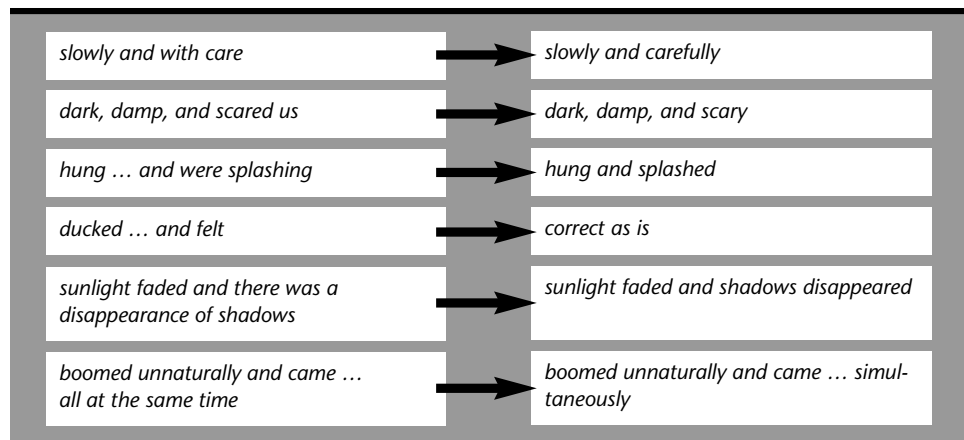
compound object

I want my web site to show that young people are interested in serious issues and that peace is relevant to everyone.

Answers to page 66

Practicing the Skill

1. Yes.
2. therefore
3. without this recognition
4. although; and



ANSWER KEY FOR SAMPLE TEST

Multiple-Choice Questions

- | | |
|---------|-------|
| SA-1. B | 18. J |
| SA-2. J | 19. B |
| SA-3. D | 20. H |
| 1. B | 21. C |
| 2. H | 22. J |
| 3. C | 23. D |
| 4. F | 24. H |
| 5. B | 25. A |
| 6. H | 26. H |
| 7. D | 27. A |
| 8. G | 28. G |
| 9. A | 29. D |
| 10. J | 30. F |
| 11. C | 31. B |
| 12. H | 32. J |
| 13. B | 33. B |
| 14. F | 34. H |
| 15. D | 35. D |
| 16. H | 36. G |
| 17. C | |

Open-Ended Questions

- A score of 0—an insufficient answer
 A score of 1—a partially sufficient answer
 A score of 2—a sufficient answer

Reading

37. (Answers will vary.) Framton’s nervous character may have led Vera to try to trick him in the first place. Later, he is too timid to correct his misunderstanding in his conversation with Mrs. Sappleton. Finally, his nerves cause him to become frantic when he sees the men, leading him to run away believing they are ghosts instead of staying and learning the truth.

38. (Answers will vary.) This statement from the point of view of the omniscient narrator is pivotal in making the reader understand that Vera was making up a story; with only the evidence of Vera’s preceding comments, the reader would be less certain. The words “at short notice” are especially significant, both in resolving events and in characterizing Vera: they recall her attempts at the story’s beginning to find out how much Framton knows about her aunt, and they highlight her cleverness in creating an explanation for Framton’s hurried departure.

Writing Prompt

Use the same criteria that the scorers will use, which appear on page 81 of the practice exam.

ANSWER KEY FOR SAMPLE TEST

Multiple-Choice Questions

- | | |
|---------|-------|
| SA-1. B | 14. F |
| SA-2. J | 15. C |
| SA-3. D | 16. F |
| 1. B | 17. C |
| 2. J | 18. G |
| 3. B | 19. D |
| 4. F | 20. G |
| 5. C | 21. B |
| 6. H | 22. G |
| 7. A | 23. C |
| 8. J | 24. J |
| 9. B | 25. D |
| 10. G | 26. F |
| 11. A | 27. B |
| 12. J | 28. F |
| 13. D | |

Open-Ended Questions

- A score of 0—an insufficient answer
 A score of 1—a partially sufficient answer
 A score of 2—a sufficient answer

Reading

29. (Answers will vary.) Montresor may be seen as unequivocally evil. Support for this claim may include evidence that he planned his crime in advance: he prepared the enclosure in the vault, he chose a night when he could be disguised without raising suspicion, and he knew how to tempt Fortunato to the vault. Alternately, it may be suggested that Montresor feels doubts and regrets about his crime. Evidence includes his hesitation and trembling when he hears Fortunato’s screams and his statement “My heart grew sick” as he is about to finish walling Fortunato in.

30. (Answers will vary.) Montresor may be playing a cruel trick on Fortunato by giving him so many opportunities to turn back. In Paragraph 47, Montresor again urges Fortunato to leave the vault though he has already chained Fortunato in the recess, suggesting that he has been insincere all along. His comment “Let us be gone” in Paragraph 57 underscores his ironic meaning. He may wish Fortunato to recall his many chances of escape while waiting to die.

Writing Prompt

Use the same criteria that the scorers will use, which appear on page 92 of the practice exam.

ANSWER KEY: PRACTICE TEST (Practice Test Not Included)

Revising and Editing

- | | |
|---------|-------|
| SA-1. C | 17. A |
| SA-2. H | 18. J |
| SA-3. A | 19. B |
| SA-4. G | 20. G |
| 1. B | 21. C |
| 2. H | 22. J |
| 3. A | 23. A |
| 4. J | 24. G |
| 5. A | 25. C |
| 6. J | 26. J |
| 7. D | 27. C |
| 8. F | 28. G |
| 9. D | 29. D |
| 10. J | 30. G |
| 11. C | 31. A |
| 12. J | 32. J |
| 13. C | 33. B |
| 14. G | 34. G |
| 15. A | 35. D |
| 16. H | 36. F |

Open-Ended Questions

- A score of 0—an insufficient answer
 A score of 1—a partially sufficient answer
 A score of 2—a sufficient answer

Reading

37. Answers will vary. The imagery Eng uses in paragraph 1 to describe the first day of school in Chin’s second year signals a happy child. Words such as “bubbling with excitement,” “grin,” and “thrilled” suggest happiness. In contrast, when Eng describes Chin’s first year at the school, she uses words like “downward spiraling,” “the only one,” and “sank.” These words support her claim of harm to Chin’s well-being and self-esteem.

38. Answers will vary. Mei-Yu Eng’s decision to talk to the principal gives readers insight into her strength and determination. Readers learn that she is determined to take an active role in her son’s education.

Writing Prompt

Use the same criteria that the scorers will use, which you will find with the instructions for the writing task on p. 17 of the test booklet.