Kentucky Department of Education

Grade 10
Sample Released Questions

January 2004

This document contains released questions from the Kentucky Core Content Test. These questions are presented in the new test format that will be used for the 2004 KCCT. You will notice some design changes. Students will be marking their answers to multiple-choice questions and writing their answers to open-response questions directly in the test booklet. Blank pages have been included where necessary so that each open-response question is facing the page on which students are to write their response. The number of items in this document does not necessarily match the number of items that will appear in the actual test booklets.

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The following is the general guide that will be used to evaluate your responses to the open-response questions in this test.

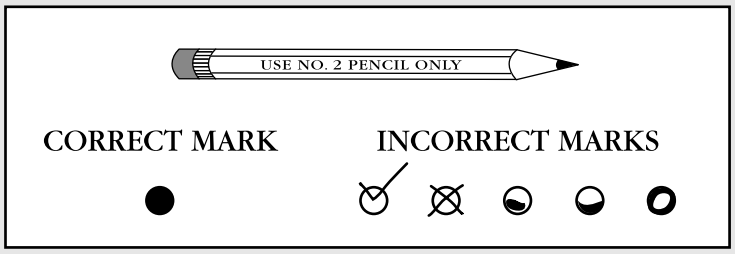
KENTUCKY GENERAL SCORING GUIDE

SCORE POINT 4	• You complete all important components of the question and communicate ideas clearly. • You demonstrate in-depth understanding of the relevant concepts and/or processes. • Where appropriate, you choose more efficient and/or sophisticated processes. • Where appropriate, you offer insightful interpretations or extensions (generalizations, applications, analogies).
SCORE POINT 3	• You complete most important components of the question and communicate clearly. • You demonstrate an understanding of major concepts even though you overlook or misunderstand some less-important ideas or details.
SCORE POINT 2	• You complete some important components of the question and communicate those components clearly. • You demonstrate that there are gaps in your conceptual understanding.
SCORE POINT 1	• You show minimal understanding of the question. • You address only a small portion of the question.
SCORE POINT 0	• Your answer is totally incorrect or irrelevant.
BLANK	• You did not give any answer at all.

Kentucky Department of Education

Grade 10
Reading

WHEN ANSWERING QUESTIONS IN THIS TEST BOOKLET



- Use only soft black lead pencil (No. 2).
- Do NOT use ink or ball point pen.
- When marking your answers to multiple-choice questions, make heavy, dark marks that completely fill the circle. Mark only one answer for each question.
- Erase completely any marks you wish to change.
- Make NO STRAY marks on any page of your test booklet.
- For the open-response questions, be sure you write your answers on the lines and in the spaces provided. Answers or parts of answers written outside the boxed areas cannot be scored.

READING

This test section contains four reading selections with a total of twelve multiple-choice and three open-response (short-answer) questions. Please mark your answer for each multiple-choice question by filling in the circle completely for the correct answer. Mark only one answer for each question. If you do not know the answer, make your best guess.

In William Shakespeare's The Tragedy of Julius Caesar, *Marc Antony delivers a funeral oration to honor Caesar. Caesar had been murdered by a group of Roman citizens who believed that he had become too powerful. Read the scene below to learn about Marc Antony's oratory skills. Then answer the questions that follow.*

The Tragedy of Julius Caesar
Act III, Scene ii

ANTONY. Friends, Romans, countrymen, lend me
your ears;
I come to bury Caesar, not to praise him.
The evil that men do lives after them,
The good is oft interrèd[1] with their bones;
So let it be with Caesar. The noble Brutus
Hath told you Caesar was ambitious.
If it were so, it was a grievous fault,
And grievously hath Caesar answered[2] it.
Here, under leave of Brutus and the rest
(For Brutus is an honorable man,
So are they all, all honorable men),
Come I to speak in Caesar's funeral.
He was my friend, faithful and just to me;
But Brutus says he was ambitious,
And Brutus is an honorable man.
He hath brought many captives home to Rome,
Whose ransoms did the general coffers fill;
Did this in Caesar seem ambitious?
When that the poor have cried, Caesar hath wept;
Ambition should be made of sterner stuff.
Yet Brutus says he was ambitious;
And Brutus is an honorable man.
You all did see that on the Lupercal[3]
I thrice presented him a kingly crown,
Which he did thrice refuse. Was this ambition?
Yet Brutus says he was ambitious;
And sure he is an honorable man.
I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.
You all did love him once, not without cause;
What cause withholds you then to mourn for him?
O judgment, thou art fled to brutish beasts,
And men have lost their reason! Bear with me;
My heart is in the coffin there with Caesar,
And I must pause till it come back to me.

FIRST PLEBEIAN. Methinks there is much reason in his sayings.

SECOND PLEBEIAN. If thou consider rightly of the matter, Caesar has had great wrong.

THIRD PLEBEIAN. Has he, masters?
I fear there will a worse come in his place.

FOURTH PLEBEIAN. Marked ye his words? He would not take the crown,
Therefore 'tis certain he was not ambitious.

FIRST PLEBEIAN. If it be found so, some will dear abide it.[4]

SECOND PLEBEIAN. Poor soul, his eyes are red as fire with weeping.

THIRD PLEBEIAN. There's not a nobler man in Rome than Antony.

FOURTH PLEBEIAN. Now mark him, he begins again to speak.

ANTONY. But yesterday the word of Caesar might
Have stood against the world; now lies he there,
And none so poor to[5] do him reverence.
O masters! If I were disposed to stir
Your hearts and minds to mutiny and rage,
I should do Brutus wrong and Cassius wrong,
Who, you all know, are honorable men.
I will not do them wrong; I rather choose
To wrong the dead, to wrong myself and you,
Than I will wrong such honorable men.

[1] **interrèd**: buried
[2] **answered**: paid the penalty for
[3] **Lupercal**: an ancient Roman festival celebrated on Feb. 15
[4] **dear abide it**: pay dearly for it
[5] **to**: as to

Mark your answer choices for multiple-choice questions 1 through 4 in the spaces provided.

1. What purpose does repeating the phrase, "and Brutus is an honorable man," serve in Marc Antony's first speech?
   - ○ to raise doubt about whether Brutus is an honorable man
   - ○ to emphasize that Marc Antony agrees with Brutus
   - ○ to express Marc Antony's grief over Caesar's death
   - ○ to praise Caesar's life and accomplishments

2. Which two persuasive techniques does Marc Antony use in his first speech?
   - ○ logical reasoning and name-calling
   - ○ emotional appeal and imitation
   - ○ circular reasoning and testimonial
   - ○ rhetorical questions and repetition

3. Marc Antony's words, "my heart is in the coffin there with Caesar," are an example of
   - ○ inferred meaning.
   - ○ literal meaning.
   - ○ figurative language.
   - ○ colloquial language.

4. The **main** purpose of the dialogue between the plebeians is to
   - ○ keep the crowd's attention.
   - ○ raise doubts about why Caesar was murdered.
   - ○ prove Brutus was an honorable man.
   - ○ express satisfaction with the new leadership.

Read all parts of the question before you begin. Write your answer to open-response question 5 in the space provided on the next page.

The Tragedy of Julius Caesar

5. Marc Antony uses evidence to convince the crowd that Caesar was not ambitious.
   a. Identify **three** examples of the evidence that Marc Antony uses to support his claim that Caesar was not ambitious.
   b. Explain why these examples are effective support for his claim.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

5.

Have you ever listened to an adult try to explain a difficult concept to a child and ended up learning something new yourself? Read the following short story, then answer the questions that follow.

The Burning City

Hjalmar Söderberg

Translated by Charles Wharton Stork

Through the two windows with their bright lattice-figured curtains the level sunlight of the winter morning falls in two slanting oblong quadrilaterals on the soft green carpet, and in the warm sunny spaces a little boy skips and dances. He knows but little of the world as yet. He knows he is little and is going to be big, but he does not know either that he has been born or that he will die. He knows he is four and will soon be five, but he does not know what is meant by "a year"; he still measures time only into yesterday, today, and tomorrow.

"Papa," he suddenly exclaims to his father, who has just finished breakfast and lighted his first cigar of the day—he being a person to measure time with cigars—"Papa, I dreamed so many things last night! I dreamed about the whole room! I dreamed about the chairs and the green carpet and the mirror and the clock and the stove and the shutters and the cupboards."

With that he skips forward to the stove, where the fire flames and crackles, and turns a somersault. He considers the stove and the place in front of it as the most important and dignified things in the room.

His father nods and laughs at him over the corner of his paper, and the boy laughs back, laughs away uncontrollably. He is at the age when laughter is still only an utterance of joy, not of appreciation for the ridiculous. When he stood at the window some days ago and laughed at the moon, it was not because he found the moon funny, but because it gave him joy with its round bright face.

When he has had his laugh out, he clambers up on a chair and points to one of the pictures on the wall.

"—And I dreamed most of all about that picture," he says.

The picture is a photograph of an old Dutch painting, *A Burning City*.

"Well, and what was it you dreamed?" his father asks.

"I don't know."

"Come, think!"

"Oh yes, I dreamed it was burning and that I patted a doggie."

"But generally you are afraid of doggies."

"Yes, but on pictures I can pat them nicely."

Then he laughs and skips and dances.

At last he comes up to his father and says, "Papa dear, take down the picture. I want Papa to show me the picture again the way he did yesterday."

The picture is a new arrival in the room;

it came the day before. With the other pictures around the walls the little boy has acquainted himself long ago: Uncle Strindberg and Uncle Schopaur (i.e., Schopenhauer) and Uncle Napoleon and ugly old Goethe and Grandmother when she was young. But the Burning City is new, and is furthermore in itself a much more amusing picture than the others. The father humors the little boy, takes the picture down from the wall, and they enjoy it together. Over a broad estuary that winds toward the sea and is filled with sloops and rowboats runs an arched bridge with a fortified tower. On the left shore lies the burning city: rows of narrow houses with pointed gables, high roofs, churches, and towers; a throng of people running hither and thither, a sea of fire and flames, clouds of smoke, ladders raised against walls, horses running away with shaking loads, docks crowded with barrels and sacks and all manner of rubbish; on the river a mass of people in a rowboat that is almost ready to capsize, while across the bridge people are running for dear life, and away off in the foreground stand two dogs sniffing at each other. But far in the background, where the estuary widens toward the sea, a much-too-small moon sits on the horizon in a mist of pale clouds, peeping wanly and sadly at all this misery.

"Papa," inquires the little boy, "why is the city burning?"

"Somebody was careless with fire," says the father.

"*Who* was it that was careless?"

"Ah, one can't be sure of that so long afterward."

"How long afterward?"

"It is many hundred years since that city was burned," says the father.

This is a bit puzzling to the little boy, as the father clearly realizes, but he had to answer something. The boy sits quiet a moment and ponders. New thoughts and impressions about things stir in his brain and mingle with the old. He points with his little finger on the glass over the burning city and says:

"Yes, but it was burning yesterday, and now today it's burning too."

The father ventures on an explanation of the difference between pictures and reality.

"That is not a real city," he says, "that is only a picture. The real city was burned up long, long ago. It is gone. The people that run about there waving their arms are dead and don't exist anymore. The houses have been burned up, the towers have fallen. The bridge is gone too."

"Have the towers burned down or tumbled down?" asks the boy.

"They have both burned and tumbled down."

"Are the steamboats dead too?"

"The boats too have been gone long ago," replied the father. "But those are not steamboats, they are sailing vessels. There were no steamboats in those days."

The little boy sticks out his lower lip with a dissatisfied expression.

"But I *see* that they're steamboats," he says. "Papa, what's that steamboat's name?"

He has a mind of his own, the boy does.

The father is tired of the labor of instruction and holds his peace. The boy points with his finger to the old Dutch

merchantmen and prattles to himself: "That steamer's name is *Bräge*, and that one's is *Hillersea*, and that is the *Princess Ingeborg*. Papa," he cries all of a sudden, "is the moon gone too?"

"No, the moon still exists. It is the one thing of all there that still exists. It is the same moon you laughed at the other day in the nursery window." Again the little boy sits still and ponders. Then comes yet another question:

"Papa, is it *very* long ago this city was burned? Is it as long ago as when we went away on the *Princess Ingeborg*?"

"It is much, much longer ago," answers the father. "When that city burned, neither you nor I nor Mamma nor Grandma was here."

The boy's face becomes very serious all at once. He looks positively troubled. He sits quiet a long while pondering. But it seems as if things would not work out for him.

"Tell me, Papa," he finally asks, "where was I when that city was burned? Was it when I was at Grenna with Mamma?"

"No, old fellow," replies the father, "when that city burned you didn't yet exist."

The boy sticks out his underlip again with an attitude as much as to say: No, I can't agree to such a thing as that. He then repeats with emphasis:

"Yes, but where was I then?"

His father answers, "You didn't exist at all."

The boy looks at his father with round eyes. Suddenly all the little face brightens, the boy tears himself away from his father, and begins to skip and dance again in the sunny spots on the green carpet, crying at the top of his lungs:

"Oho, yes I did, just the same. I was somewhere, I was somewhere!"

He thought his father was only joking with him. Such an idea was clearly too ridiculous! The maids used sometimes to talk nonsense to him in jest, and he thought his father had done the same.

So he skips and dances in the sunlight.

Mark your answer choices for multiple-choice questions 6 through 9 in the spaces provided.

6. The expression holds his peace, as used in the story, is an example of
   - ○ literal language.
   - ○ non-literal language.
   - ○ argumentative language.
   - ○ denotative language.

7. What is the mode of writing used in this story?
   - ○ lyric
   - ○ satire
   - ○ persuasion
   - ○ narration

8. The little boy is **not** portrayed as showing
   - ○ curiosity.
   - ○ quick wit.
   - ○ good humor.
   - ○ strong will.

9. The little boy's literal outlook reinforces his belief that if the _____ always existed, then so did he.
   - ○ moon
   - ○ dogs
   - ○ ships
   - ○ city

Write your answer to open-response question 10 in the space provided on the next page.

The Burning City

10. The painting described in the story depicts a past event. Using information from the story, explain whether or not the little boy understands the difference between what is depicted in the picture and present-day reality.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

10.

The following article discusses different uses for aspirin. Read to find out more about how and when aspirin should and should not be used. Then answer the questions that follow.

An Aspirin a Day?

BY MARIE SAVARD, M.D.

It can soothe your headache, lower your fever, ease your menstrual cramps and reduce the pain and inflammation of sore, aching muscles and arthritic joints. On top of that, studies now show that it may well reduce the risk and severity of heart attacks and strokes and even protect against colon cancer. Not bad for an inexpensive little white pill that has been available over the counter for more than 100 years.

I imagine most of you take aspirin at least occasionally, and why not? It's one of the safest, cheapest and most effective drugs around today. The recent news about its disease-protecting effects has led many of my patients to ask me if long-term, daily aspirin therapy would benefit them. For some women, that's worth considering, but every woman needs to realize that aspirin (like all drugs) has risks and side effects and may be harmful if not used properly.

One Pill, Many Uses

An aspirin-like drug "for aches and pains" has been around since the time of the ancient Greek physician Hippocrates. Early in this century aspirin became the most widely used drug in the world, taken to relieve pain, inflammation and fever. It does this by blocking the production of powerful chemicals called prostaglandins, which enhance inflammation and pain responses throughout the body.

The idea that aspirin might protect the heart took root in the 1950s, when an American doctor noticed that people tended to bleed longer than expected when they were taking the drug. He surmised that it might help prevent the blood clots that can cause heart attacks and strokes. Prostaglandins do indeed help blood form clots, and a number of studies have found that taking 4 to 6 aspirin tablets per week (either adult or baby-size) for 10 years can lower the risk of a heart attack or stroke. New evidence also shows that aspirin reduces the severity of a heart attack if one does occur.

The frustration for women is that almost all of this research was done on men. A few studies on women suggest that aspirin can protect our hearts, but the evidence isn't yet strong enough to convince most doctors to recommend regular aspirin use for women, even those at risk for heart disease. Very recently, researchers reported that women who take 4 to 6 aspirin tablets a week for 10 years may lower their risk of colon cancer. We don't yet know why this is so, but if you are at high risk for colon cancer, ask your doctor about taking aspirin regularly.

Though pregnant women should generally avoid aspirin, a small daily dose of aspirin can help some pregnant women who have had multiple miscarriages caused by an abnormal clotting protein in the blood. This condition, which your doctor can diagnose with a blood test, is rare.

How to Take It

Of course, you should always follow directions on the label and see a doctor for any pain that doesn't start to get better within a couple of days. There is no difference between generic and brand-name pills, but if aspirin irritates your stomach, try coated tablets, capsules or buffered aspirin, which cost just slightly more. Taking aspirin with a bit of food can help too.

Consult your doctor if you have a history of stomach or peptic ulcers. Aspirin causes a small amount of bleeding in the stomach. When taken regularly (even in small doses), it can irritate the stomach lining and, in rare cases, cause stomach ulcers. Tell your doctor if you have any nausea or stomach upset when you take aspirin, which may be the only symptom of bleeding or an ulcer. Rarely, people are allergic to aspirin and develop hives. People with asthma and nasal polyps may have a flare-up of asthma when taking aspirin or other over-the-counter pain relievers.

Acetaminophen (Tylenol) and naproxen (Aleve) have not been found to have aspirin's effects against heart disease and colon cancer. Ibuprofen does interfere with prostaglandin production for a few hours, but there's no evidence that it reduces heart-disease risk. There's some very early evidence that ibuprofen-like drugs may decrease the risk of colon polyps and colon cancer, but doctors aren't yet making any recommendations.

If you are taking aspirin regularly for any reason, your doctor should know. You may need to stop temporarily if you need to take ibuprofen, since both drugs irritate the stomach and may be troublesome in combination. And you should go off aspirin for at least a week before most surgery.

Store aspirin where children cannot get to it (don't count on child-resistant caps), and do not give any drug containing aspirin to children. They may develop Reye's syndrome, a rare and sometimes fatal condition, if they take aspirin following chicken pox or the flu.

Mark your answer choices for multiple-choice questions 11 through 14 in the spaces provided.

11. The blocking of prostaglandins helps relieve
    - ○ inflammation and pain.
    - ○ strokes and ulcers.
    - ○ heart attacks and bleeding.
    - ○ colon cancer and polyps.

12. It is unclear whether doctors should recommend regular use of aspirin for women because
    - ○ different people have different reactions to aspirin or other medication.
    - ○ doctors have little information about the benefits of aspirin for women.
    - ○ women with different health problems have different medical needs.
    - ○ most doctors are reluctant to recommend any unnecessary medication.

13. Studies concerning the effects of aspirin on women have been conducted
    - ○ for at least 10 years.
    - ○ since the 1950s.
    - ○ for more than 100 years.
    - ○ since early in this century.

14. Before taking aspirin, people should consult a doctor if they have a history of
    - ○ blood clots.
    - ○ heart disease.
    - ○ headaches.
    - ○ ulcers.

Read all parts of the question before you begin. Write your answer to open-response question 15 in the space provided on the next page.

An Aspirin a Day?

15. Consider a pregnant woman who is experiencing extreme nausea and who has a family history of heart disease.

    a. Identify **two pros** and **two cons** from the article that the woman and her doctor should discuss when considering daily aspirin therapy.

    b. Based on these pros and cons, discuss what decisions they might make.

    Use the information from the article to support your answer.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

15.

STOP!

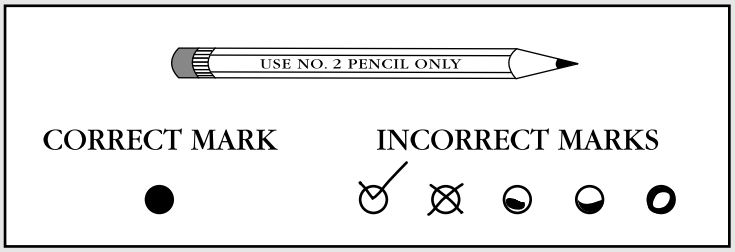
DO NOT MARK ON THIS PAGE

Kentucky Department of Education

Grade 10

Practical Living & Vocational Studies

WHEN ANSWERING QUESTIONS IN THIS TEST BOOKLET



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PRACTICAL LIVING/VOCATIONAL STUDIES

Please mark your answer for each multiple-choice question by filling in the circle completely for the correct answer. Mark only one answer for each question. If you do not know the answer, make your best guess.

1. John and Lois have been bicycling for one hour. John has completed one mile on a level road while Lois has completed two miles on a road with uphill inclines. These two workouts differ in which physical fitness principle?
   - ○ strength
   - ○ intensity
   - ○ competitiveness
   - ○ determination

2. Which is the **best** strategy for an offensive player to use while waiting for a pass in a field or court sport?
   - ○ run to an open space where there is no defender
   - ○ move toward the teammate who has the ball
   - ○ remain in a stationary position and wait for the ball
   - ○ block the defender who is guarding the ball

3. Hallie is on the way home from work when she remembers she needs to stop and purchase a birthday gift for tonight's party. In this situation, which type of purchase will Hallie **most** likely make?

○ impulse

○ bargain

○ comparison

○ coupon

4. The lifelong earning potential of an individual is generally related to his or her

○ professional contacts.

○ supervisor's recommendation.

○ volunteer experiences.

○ educational training.

PRACTICAL LIVING/VOCATIONAL STUDIES
OPEN-RESPONSE QUESTIONS

Read all parts of each open-response question before you begin. Write your answers to the open-response questions in the space provided in this test booklet.

Write your answer to question 5 in the space provided on the next page.

Risk Behaviors

5. A risk behavior is an action that can negatively affect the health and safety of oneself or others.

   Identify **three** risk behaviors and explain in detail the potential impact of each on quality of life.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

5.

Write your answer to question 6 in the space provided on the next page.

Correcting Poor Batting Techniques

6. Your little sister is playing softball in a summer league, but she is becoming discouraged because she is having trouble hitting the ball.
   a. List **three** elements you will look for in her batting technique that could be the cause of her problem.
   b. Explain in specific terms how improving **each** would help her hit the ball.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

6.

Write your answer to question 7 in the space provided on the next page.

Sources of Information

7. The Johnsons just moved to a new community. They need economical child care for their youngest children. Since they know few people in their new community, they will need to rely on media and technology to give them information about the child care available.

   a. List **three** media and/or technology sources the Johnsons could use to obtain reliable information about economical child care.

   b. Choose **one** of the three information sources you listed in **part a** and explain **three** specific ways that the source could help the Johnsons make a decision about economical child care for their children.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

7.

Write your answer to question 8 in the space provided on the next page.

Carol's Promotion

8. Phillip and Carol are heads of a dual-income family. They have three children who are 9, 12, and 16 years old. Carol has been offered a promotion if the family is willing to relocate.

   a. Describe **four** factors the family must consider in reaching a decision.

   b. Explain why **each** of the factors you described in **part a** is important.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

8.

STOP!

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SCORING INFORMATION FOR READING

For each multiple-choice question, this section provides the correct answer, the Academic Expectation(s) and Code(s) from the Core Content for Assessment that the question addresses, and the percentage of test takers who answered the item correctly. For each open-response question, this section provides the Academic Expectation(s) and Code(s) from the Core Content for Assessment that the question addresses, the percentage of test takers who scored at each score point, and a scoring guide describing expectations for performance at each score point.

The Tragedy of Julius Caesar

1. What purpose does repeating the phrase, "and Brutus is an honorable man," serve in Marc Antony's first speech?

   ● to raise doubt about whether Brutus is an honorable man

   ○ to emphasize that Marc Antony agrees with Brutus

   ○ to express Marc Antony's grief over Caesar's death

   ○ to praise Caesar's life and accomplishments

   Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
   Primary Core Content Code: 3.0.014 "Analyze and evaluate the use of persuasion within a passage."

   Percentage of test takers who answered this item correctly in 2003: 63

2. Which two persuasive techniques does Marc Antony use in his first speech?

   ○ logical reasoning and name-calling

   ○ emotional appeal and imitation

   ○ circular reasoning and testimonial

   ● rhetorical questions and repetition

   Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
   Primary Core Content Code: 3.0.013 "Identify a variety of persuasive and propaganda techniques and explain how each is used."

   Percentage of test takers who answered this item correctly in 2003: 48

3. Marc Antony's words, "my heart is in the coffin there with Caesar," are an example of

○ inferred meaning.

○ literal meaning.

● figurative language.

○ colloquial language.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 3.0.013 "Identify a variety of persuasive and propaganda techniques and explain how each is used."

Secondary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Secondary Core Content Code: 3.0.002 "Interpret literal and non-literal meanings of words."

Percentage of test takers who answered this item correctly in 2003: 69

4. The **main** purpose of the dialogue between the plebeians is to

○ keep the crowd's attention.

● raise doubts about why Caesar was murdered.

○ prove Brutus was an honorable man.

○ express satisfaction with the new leadership.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 3.0.014 "Analyze and evaluate the use of persuasion within a passage."

Secondary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Secondary Core Content Code: 3.0.008 "Identify purposes of persuasion."

Percentage of test takers who answered this item correctly in 2003: 52

5. Marc Antony uses evidence to convince the crowd that Caesar was not ambitious.
   a. Identify **three** examples of the evidence that Marc Antony uses to support his claim that Caesar was not ambitious.
   b. Explain why these examples are effective support for his claim.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 3.0.013 "Identify a variety of persuasive and propaganda techniques and explain how each is used."

Secondary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Secondary Core Content Code: 3.0.014 "Analyze and evaluate the use of persuasion within a passage."

Percentage of test takers in 2003 who received
- a score of 4: 4
- a score of 3: 17
- a score of 2: 39
- a score of 1: 21
- a score of 0: 15

Percentage of blank responses: 4

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies three examples of the evidence Marc Antony uses to support his claim that Caesar was not ambitious. Student clearly explains why these examples are effective support for Antony's claim.
3	Student identifies two or three examples of the evidence Marc Antony uses to support his claim that Caesar was not ambitious. Student generally explains why these examples are effective support for Antony's claim.
2	Student identifies one or two examples of the evidence Marc Antony uses to support his claim that Caesar was not ambitious. Student provides a limited explanation of why the example(s) are effective support for Anthony's claim. **OR** Student identifies three examples of the evidence Marc Antony uses to support his claim that Caesar was not ambitious, but gives no explanation.
1	Student demonstrates minimal understanding (e.g., student identifies one example of the evidence Marc Antony uses to support his claim that Caesar was not ambitious, but gives no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of evidence:

- He brought many captives to Rome, whose ransoms filled the general coffers (i.e., Caesar did not keep the money for himself).
- He wept with the poor.
- He refused the crown three times.
- They all loved him.

Examples are effective because they are:

- Personal
- Relevant
- Respectful
- Loyal
- Emotional
- Logical

6. The expression holds his peace, as used in the story, is an example of
   - ○ literal language.
   - ● non-literal language.
   - ○ argumentative language.
   - ○ denotative language.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 1.0.002 "Interpret literal and non-literal meanings of words."

Percentage of test takers who answered this item correctly in 2003: 43

7. What is the mode of writing used in this story?
   - ○ lyric
   - ○ satire
   - ○ persuasion
   - ● narration

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 1.0.014 "Critique the author's word choice, style, content, and use of literary elements."

Percentage of test takers who answered this item correctly in 2003: 53

8. The little boy is **not** portrayed as showing

○ curiosity.

● quick wit.

○ good humor.

○ strong will.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."

Primary Core Content Code: 1.0.010 "Evaluate the influence of literary elements (e.g., characterization, setting, point of view, plot, structure) within a passage."

Percentage of test takers who answered this item correctly in 2003: 49

9. The little boy's literal outlook reinforces his belief that if the _____ always existed, then so did he.

● moon

○ dogs

○ ships

○ city

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."

Primary Core Content Code: 1.0.010 "Evaluate the influence of literary elements (e.g., characterization, setting, point of view, plot, structure) within a passage."

Percentage of test takers who answered this item correctly in 2003: 77

10. The painting described in the story depicts a past event. Using information from the story, explain whether or not the little boy understands the difference between what is depicted in the picture and present-day reality.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."

Primary Core Content Code: 1.0.008 "Interpret the meaning of a passage taken from texts appropriate for high school. "

Percentage of test takers in 2003 who received

a score of 4: 3
a score of 3: 18
a score of 2: 45
a score of 1: 28
a score of 0: 3

Percentage of blank responses: 3

Scoring Guide

SCORE	DESCRIPTION
4	Student explains whether or not the little boy understands the difference between what is depicted in the picture and present-day reality. Response is strongly supported with detailed information from the story.
3	Student explains whether or not the little boy understands the difference between what is depicted in the picture and present-day reality. Response is generally supported with information from the story.
2	Student explains whether or not the boy understands the difference between what is depicted in the picture and present-day reality. Response is supported with limited information from the story. **OR** Student discusses appropriate information from the story without explaining whether or not the little boy understands the difference between what is depicted in the picture and present-day reality.
1	Student demonstrates minimal understanding (e.g., student states whether or not the boy understands the difference between what is depicted in the picture and present-day reality with no information from the story).
0	Student's response simply states yes or no. **OR** Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of supporting information from the story:

- Questions stated by the child, such as:
  - Why is the city burning?
  - Who set the fire?
- Child's continual confusion with elements of time
- Child's questions about specific items in the picture that no longer exist
- Child's assumptions about steamboats
- Child's question about whether the moon is also gone

11. The blocking of prostaglandins helps relieve
    - ● inflammation and pain.
    - ○ strokes and ulcers.
    - ○ heart attacks and bleeding.
    - ○ colon cancer and polyps.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 2.0.001 "Locate, evaluate, and apply information for a realistic purpose."

Percentage of test takers who answered this item correctly in 2001: 67

12. It is unclear whether doctors should recommend regular use of aspirin for women because
    - ○ different people have different reactions to aspirin or other medication.
    - ● doctors have little information about the benefits of aspirin for women.
    - ○ women with different health problems have different medical needs.
    - ○ most doctors are reluctant to recommend any unnecessary medication.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 2.0.011 "Evaluate the use of supporting details as they relate to the author's message."

Percentage of test takers who answered this item correctly in 2001: 73

13. Studies concerning the effects of aspirin on women have been conducted

- ● for at least 10 years.
- ○ since the 1950s.
- ○ for more than 100 years.
- ○ since early in this century.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 2.0.001 "Locate, evaluate, and apply information for a realistic purpose."

Percentage of test takers who answered this item correctly in 2001: 57

14. Before taking aspirin, people should consult a doctor if they have a history of

- ○ blood clots.
- ○ heart disease.
- ○ headaches.
- ● ulcers.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 2.0.011 "Evaluate the use of supporting details as they relate to the author's message."

Secondary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Secondary Core Content Code: 2.0.013 "Analyze the content as it applies to students' lives and/or real world issues."

Percentage of test takers who answered this item correctly in 2001: 77

15. Consider a pregnant woman who is experiencing extreme nausea and who has a family history of heart disease.
    a. Identify **two pros** and **two cons** from the article that the woman and her doctor should discuss when considering daily aspirin therapy.
    b. Based on these pros and cons, discuss what decisions they might make.

    Use the information from the article to support your answer.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read"
Primary Core Content Code: 1.2.012 "Make predictions and draw conclusions based on what is read."

Secondary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Secondary Core Content Code: 2.0.013 "Analyze the content as it applies to students' lives and/or real world issues."

Percentage of test takers in 2001 who received
a score of 4: 3
a score of 3: 30
a score of 2: 43
a score of 1: 19
a score of 0: 3
Percentage of blank responses: 2

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies two pros **and** two cons from the article that a pregnant woman and her doctor should discuss when considering daily aspirin therapy. Student clearly discusses a decision that could be made based on the pros and cons and includes detailed information from the article as support.
3	Student identifies one pro **and** two cons OR two pros **and** one con (for a total of three pros/cons) from the article that a pregnant woman and her doctor should discuss when considering daily aspirin therapy. Student generally discusses a decision that could be made based on the pros/cons and includes information from the article as support. **OR** Student identifies two pros **or** two cons OR one pro **and** one con (for a total of two pros/cons) from the article that a pregnant woman and her doctor should discuss when considering daily aspirin therapy. Student clearly discusses a decision that could be made based on the pros/cons and includes detailed information from the article as support.
2	Student identifies two pros **and** two cons from the article that a pregnant woman and her doctor should discuss when considering daily asprin therapy without discussing a decision that could be made. **OR** Student identifies two pros **or** two cons OR one pro **and** one con (for a total of two pros/cons) from the article that a pregnant woman and her doctor should discuss when considering daily aspirin therapy. Student generally discusses a decision that could be made based on the pros/cons and includes information from the article as support.
1	Student demonstrates minimal understanding (e.g., student identifies one pro or one con from the article that a pregnant woman and her doctor should discuss when considering daily aspirin therapy and may discuss a decision that could be made based on the pro or con).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Pros:

- May alleviate body aches/pain
- Prevents blood clots that cause heart attack and stroke
- May lower risk of colon cancer
- May prevent miscarriage due to clotting

Cons:

- Causes a small amount of bleeding in the stomach
- Usually avoided during pregnancy
- Can cause stomach irritation and/ or ulcers
- Can cause allergic reactions

SCORING INFORMATION FOR PRACTICAL LIVING/ VOCATIONAL STUDIES

For each multiple-choice question, this section provides the correct answer, the Academic Expectation(s) and Code(s) from the Core Content for Assessment that the question addresses, and the percentage of test takers who answered the item correctly. For each open-response question, this section provides the Academic Expectation(s) and Code(s) from the Core Content for Assessment that the question addresses, the percentage of test takers who scored at each score point, and a scoring guide describing expectations for performance at each score point.

1. John and Lois have been bicycling for one hour. John has completed one mile on a level road while Lois has completed two miles on a road with uphill inclines. These two workouts differ in which physical fitness principle?

   ○ strength

   ● intensity

   ○ competitiveness

   ○ determination

Primary Academic Expectation: 2.31 "Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being."

Primary Core Content Code: 1.5.003 "Applying the principles of fitness training and conditioning (frequency, intensity, time/duration) impacts physical development."

Percentage of test takers who answered this item correctly in 2001: 47

2. Which is the **best** strategy for an offensive player to use while waiting for a pass in a field or court sport?

- ● run to an open space where there is no defender
- ○ move toward the teammate who has the ball
- ○ remain in a stationary position and wait for the ball
- ○ block the defender who is guarding the ball

Primary Academic Expectation: 2.35 "Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives."
Primary Core Content Code: 2.3.001 "There are offensive and defensive strategies as well as basic rules of play for a variety of games and sports."

Percentage of test takers who answered this item correctly in 2003: 72

3. Hallie is on the way home from work when she remembers she needs to stop and purchase a birthday gift for tonight's party. In this situation, which type of purchase will Hallie **most** likely make?

- ● impulse
- ○ bargain
- ○ comparison
- ○ coupon

Primary Academic Expectation: 2.3 "Students evaluate consumer products and services and make effective consumer decisions."
Primary Core Content Code: 3.1.001 "The use of strategies (e.g., studying advertisements, reading the fine print) and techniques for evaluating various forms of consumer information (e.g., products, contracts, leases, warranties) contribute to wise purchases."

Percentage of test takers who answered this item correctly in 2003: 64

4. The lifelong earning potential of an individual is generally related to his or her
   - ○ professional contacts.
   - ○ supervisor's recommendation.
   - ○ volunteer experiences.
   - ● educational training.

Primary Academic Expectation: 2.37 "Students demonstrate skills and work habits that lead to success in future schooling and work."
Primary Core Content Code: 4.4.001 "Life-long earning potential, job options, and job satisfaction are generally related to the amount and kind of educational training of the worker."

Percentage of test takers who answered this item correctly in 2001: 79

Risk Behaviors

5. A risk behavior is an action that can negatively affect the health and safety of oneself or others.

   Identify **three** risk behaviors and explain in detail the potential impact of each on quality of life.

Primary Academic Expectation: 2.32 "Students demonstrate strategies for becoming and remaining mentally and emotionally healthy."

Primary Core Content Code: 1.7.002 "There are potential short- and long-term consequences and risks of behavioral choices (e.g., tobacco, alcohol, and other drug use; sexual involvement; violent/aggressive behaviors) on individuals and families."

Percentage of test takers in 2000 who received

a score of 4: 7
a score of 3: 32
a score of 2: 29
a score of 1: 22
a score of 0: 8

Percentage of blank responses: 2

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies three risk behaviors and clearly explains the potential impact of each on quality of life.
3	Student identifies three risk behaviors and generally explains the potential impact of each on quality of life. **OR** Student identifies three risk behaviors and clearly explains the potential impact of two on quality of life.
2	Student identifies two or three risk behaviors and generally explains the potential impact of two on quality of life. **OR** Student identifies two risk behaviors and clearly explains the potential impact of one on quality of life. **OR** Student clearly explains the potential impact of risk behaviors without identifying specific risk behaviors.
1	Student demonstrates minimal understanding (e.g., student identifies one to three risk behaviors with limited or no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Clear explanation goes beyond a single potential impact and relates to quality of life.

General explanation relates in an apparent way to the risk behavior (e.g., drinking and driving may result in killing yourself and possibly others; if you smoke you could get cancer; if you take drugs you could have a dangerous reaction/overdose or you could lose control).

Limited explanation does not link impact in an obvious way to the behavior (e.g., if you drink you could kill someone; if you smoke pot, you could harm someone; if you take drugs you're wrecking your life).

Examples of risk behaviors:	Potential impact:
Drugs	Brain cell damage, skewed priorities in life, lack of money for anything but drugs, alienation from family, unsafe driving and other actions, personality changes, addiction
Alcohol, binge drinking	Brain cell damage, liver damage, skewed priorities in life, alienation from family, unsafe driving and other actions, diabetes, coma (binge drinking)
Smoking	Lung disease/cancer, strokes, emphysema, chronic bronchitis
Chewing tobacco	Mouth/throat/stomach cancer, loss of teeth, gum disease
Poor eating habits, eating disorders	Poor health, weight loss, loss of energy, diabetes, obesity, heart disease
Driving under the influence	Loss of license, arrest, injury to self and/or others, guilt for damage done
Speeding	Tickets, arrest, loss of license, injury to self and/or others, guilt for damage done
Hitchhiking	Kidnapping, automobile accident
Not using safety equipment (seatbelt, helmets, etc.)	Head injury, broken bones
Reckless driving	Accident, injury to self and/or others, property damage
Unsafe sex	STDs, AIDS, unwanted pregnancy
Reckless gun handling	Accidental discharge of gun, injury to self and/or others, property damage
Fighting/violence	Injury to self and/or others, arrest, bad reputation
Drag racing	Accident, injury to self and/or others, loss of license, arrest

Correcting Poor Batting Techniques

6. Your little sister is playing softball in a summer league, but she is becoming discouraged because she is having trouble hitting the ball.
   a. List **three** elements you will look for in her batting technique that could be the cause of her problem.
   b. Explain in specific terms how improving **each** would help her hit the ball.

Primary Academic Expectation: 2.34 "Students perform physical movement skills effectively in a variety of settings."

Primary Core Content Code: 2.1.002 "Analysis of specialized movement patterns (e.g., swinging golf clubs, shooting basketballs) and sequence evaluation (e.g., positioning, performing, following through) can be used to make recommendations for improvement in skills and used in individual, dual, and team sports (e.g., golf, racket sports, softball, volleyball, basketball)."

Percentage of test takers in 2003 who received

a score of 4: 5
a score of 3: 25
a score of 2: 50
a score of 1: 14
a score of 0: 2

Percentage of blank responses: 4

Scoring Guide

SCORE	DESCRIPTION
4	Student lists three elements to look for in the little sister's batting technique that could be the cause of her problem and clearly explains how improving each would help her hit the ball.
3	Student lists three elements to look for in the little sister's batting technique that could be the cause of her problem and generally explains how improving each would help her hit the ball. **OR** Student lists two or three elements to look for in the little sister's batting technique that could be the cause of her problem and clearly explains how improving two would help her hit the ball.
2	Student lists three elements to look for in the little sister's batting technique that could be the cause of her problem with limited or no explanation. **OR** Student lists two or three elements to look for in the little sister's batting technique that could be the cause of her problem and generally explains how improving two would help her hit the ball. **OR** Student lists two or three elements to look for in the little sister's batting technique that could be the cause of her problem and clearly explains how improving one would help her hit the ball.
1	Student demonstrates minimal understanding (e.g., student lists one element to look for in the little sister's batting technique that could be the cause of her problem and generally explains how improving it would help her hit the ball).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of elements to look for in her batting technique	Clear explanations	General explanations
• Keep her eye on the ball, timing	• Judges where it is and makes adjustments to swing	• So the bat will hit the ball
• Choke up on the bat if it is heavy for her	• She will have more control	• She will be able to hit it
• Feet parallel to home plate	• So she will swing the bat in the correct trajectory/ direction	• So the ball will go the right way
• Feet shoulder width apart	• To improve balance and control	• So she doesn't fall
• Stand proper distance from home plate	• Won't have to reach forward or bend backward	• To avoid being hit
• Bat held up behind her shoulder	• To maximize power in swing	• To swing harder
• Hold bat properly	• To control the direction of the ball and to maximize swing	• So she feels more comfortable, confident
• Follow-through of swing	• To control the direction of the ball and to maximize distance	• Better aim
• Shifting her weight as she swings	• Applies greater force to the ball by putting her weight into the swing	• To hit harder
• Plane/level of swing	• To increase likelihood of hitting – not too far down or up, so she swings in the "hitting zone"	• The bat will hit the ball

Sources of Information

7. The Johnsons just moved to a new community. They need economical child care for their youngest children. Since they know few people in their new community, they will need to rely on media and technology to give them information about the child care available.

   a. List **three** media and/or technology sources the Johnsons could use to obtain reliable information about economical child care.

   b. Choose **one** of the three information sources you listed in **part a** and explain **three** specific ways that the source could help the Johnsons make a decision about economical child care for their children.

Primary Academic Expectation: 2.3 "Students evaluate consumer products and services and make effective consumer decisions."
Primary Core Content Code: 3.1.003 "Media and technology provide information on available family and health care options."

Percentage of test takers in 2003 who received

a score of 4: 11
a score of 3: 27
a score of 2: 28
a score of 1: 22
a score of 0: 7

Percentage of blank responses: 5

Scoring Guide

SCORE	DESCRIPTION
4	Student lists three media and/or technology sources of reliable information about economical child care. Student chooses one of the three information sources and clearly explains three specific ways that source could help the Johnsons make a decision about economical child care.
3	Student lists three media and/or technology sources of reliable information about economical child care. Student chooses one of the three information sources and generally explains two or three ways that source could help the Johnsons make a decision about economical child care.
2	Student lists three media and/or technology sources of reliable information about economical child care, chooses one of the three information sources, and generally explains one way that source could help the Johnsons make a decision about economical child care. **OR** Student lists two media and/or technology sources of reliable information about economical child care, chooses one of the two information sources, and generally explains two ways that source could help the Johnsons make a decision about economical child care.
1	Student demonstrates minimal understanding (e.g., student lists one to three media and/or technology sources of reliable information about economical child care with no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of media and/or technology information sources:

- Newspapers
- Radio
- Television
- Bulk mailings
- Internet
- Yellow pages

Examples of ways sources of information could help the Johnsons make a decision about economical child care:

- Can find out what different programs or services offer
- Can learn about strengths or weaknesses of programs or services
- Can find out whether a particular place is hiring child care workers (it may be understaffed or have high turnover in staff)
- Can find out location information
- Can find out contact information (phone number, address, Web site, e-mail)
- Can find out the hours of operation
- Can find out and compare cost information
- Can get referrals or recommendations from other parents in area (through the Internet)

Carol's Promotion

8. Phillip and Carol are heads of a dual-income family. They have three children who are 9, 12, and 16 years old. Carol has been offered a promotion if the family is willing to relocate.

   a. Describe **four** factors the family must consider in reaching a decision.

   b. Explain why **each** of the factors you described in **part a** is important.

Primary Academic Expectation: 2.36 "Students use strategies for choosing and preparing for a career."

Primary Core Content Code: 4.1.002 "Work (e.g., manufacturing, construction, health care, food services) is important to society because it provides necessary goods and services for individuals and groups."

Percentage of test takers in 2002 who received

a score of 4: 5
a score of 3: 30
a score of 2: 42
a score of 1: 19
a score of 0: 3

Percentage of blank responses: 1

Scoring Guide

SCORE	DESCRIPTION
4	Student describes four factors the family must consider in reaching a decision and clearly explains why each is important.
3	Student describes four factors the family must consider in reaching a decision and generally explains why three or four are important or clearly explains why two are important. **OR** Student describes three factors the family must consider in reaching a decision and clearly explains why each are important.
2	Student describes four factors the family must consider in reaching a decision with limited or no explanation of why they are important. **OR** Student describes three factors the family must consider in reaching a decision and generally explains why two or three are important. **OR** Student describes two factors the family must consider in reaching a decision and clearly explains why each is important.
1	Student demonstrates minimal understanding (e.g., student describes two factors the family must consider in reaching a decision with limited or no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of factors	Clear explanations	General explanations
• Friends, social life • Quality of school • Leaving relatives behind • New salary • Schooling, college for 16-year-old • Phillip's job • Carol's sense of loss, frustration if she doesn't take the promotion • Problems associated with their home: sell? rent? buy? • Type of community they must move to, issue of safety • Cost of living in new community • Requirements of new job (hours, travel)	• To change schools at this time could influence grades, motivation, even graduation. • Be sure the school will challenge the children, and that they will continue to progress at same pace. • Family would lose close relationships; holidays would be more complicated or less meaningful; they may have to leave elderly parents behind. • Unless she will make much more, it might not be worth it; a larger salary could help them get out of debt. • They may need to live on one income, or Phillip may have to stay behind. • This may be an important step in Carol's career path, and every member of the family, including Carol, should be happy. • There may be moving expenses; they may have to spend time selling their house and buying another. • If they worry about safety, that will take extra time and energy and they probably won't be happy. • They have to be sure that they can afford to buy or rent a house in the new place, and that Carol will make enough to let them live comfortably in the new place. • If Carol's new job makes extra demands on her time, that will affect the whole family.	• It might be hard for kids to make new friends; they may not be accepted. • You wouldn't get to see some family members as often. • Will she be making more money? • Will the kids fall behind in school? • What if Phillip can't find work in the new place? • Carol may be angry if she hates her job. • Will there be houses to buy where they are moving? • Will there be gangs there? This is important for the safety of the children. • Can they afford it? • Kids would want/need her to be home with them at night.

Unacceptable factors:

- How big is the promotion?
- Do they really want to move?
- Will they be happy if they move?
- What's best for the kids?