

**Massachusetts
Tests for Educator Licensure® (MTEL®)**



English (61)

PRACTICE TEST



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INTRODUCTION

This practice test is a sample test consisting of 100 multiple-choice questions and 2 open-response item assignments.

To assist you in recording and evaluating your responses on the practice test, a [Multiple-Choice Answer Sheet](#), an [Answer Key Worksheet](#), and an [Evaluation Chart](#) by test objective are included for the multiple-choice questions. [Evaluation Information](#), [Sample Responses and Analyses](#), and a [Scoring Rubric](#) are included for the open-response items. Lastly, there is a [Practice Test Score Calculation](#) worksheet.

PURPOSE OF THE PRACTICE TEST

The practice test is designed to provide an additional resource to help you effectively prepare for the MTEL English (61) test. The primary purpose of the practice test is to help you become familiar with the structure and content of the test. It is also intended to help you identify areas in which to focus your studies. Education faculty and administrators of teacher preparation programs may also find this practice test useful as they help students prepare for the official test.

TAKING THE PRACTICE TEST

In order to maximize the benefits of the practice test, it is recommended that you take this test under conditions similar to the conditions under which the official MTEL tests are administered. Try to take the practice test in a quiet atmosphere with few interruptions and limit yourself to the four-hour time period* allotted for the official test administration. You will find your results to be more useful if you refer to the answer key only after you have completed the practice test.

INCORPORATING THE PRACTICE TEST IN YOUR STUDY PLAN

Although the primary means of preparing for the MTEL is your college education, adequate preparation prior to taking or retaking the MTEL test is strongly recommended. How much preparation and study you need depends on how comfortable and knowledgeable you are with the content of the test.

The first step in preparing to take the MTEL is to identify what information the test will address by reviewing the objectives for your field. A complete, up-to-date list of the Test Objectives is included in the Test Information Guide for each test field. The test objectives are the core of the testing program and a helpful study tool. Before taking or retaking the official test, focus your study time on those objectives for which you wish to strengthen your knowledge.

This practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test. However, because of potential differences in format and difficulty between the practice test and an official MTEL English (61) test, it is not possible to predict precisely how you might score on an official MTEL English (61) test. Keep in mind that the subareas for which the test weighting is greatest will receive emphasis on this test. Refer to the Test Information Guide for additional information about how to prepare for the test.

* For tests that have subtests, candidates may take one or both subtests during the four-hour session.

**ENGLISH (61)
PRACTICE TEST**

MULTIPLE-CHOICE ANSWER SHEET

Question Number	Your Response
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MULTIPLE-CHOICE QUESTIONS

1. **Read the excerpt below from *Across the Universe* (2011), a young adult novel by Beth Revis; then answer the question that follows.**

A rumbling sound fills the Great Room. My head whips left and right, and left and right again, looking for something to hold on to, but there's nothing here—the Great Room is just a wide-open floor. Why did I never notice how useless it is to have a room with nothing to hold on to? It's huge, sure, but there's nothing here except the vast floor and the walls and the doors—nothing that can save me from a broken window that exposes me to space. And what then? The ship will rip apart? And me? I'll explode or implode or something. I can't remember which, but it doesn't matter. The end result will still be the same. My tunic weighs heavily on my shoulders, sticking to my sweat, but all I can think about is how thin the material is against the ravages of space.

In the excerpt, the author uses a first-person narrative point of view primarily to:

- A. explain the motivation behind the narrator's actions.
- B. reveal how the situation intensifies the narrator's pessimism.
- C. characterize the narrator as impulsive and stubborn.
- D. suggest that the narrator regrets previous errors in judgment.

2. Read the excerpts below from "On a Drop of Dew" (1681), a poem by Andrew Marvell, and "On a Drop of Rain" (2010), a poem by Robert Cording; then answer the question that follows.

See how the orient dew,
Shed from the bosom of the morn
Into the blowing roses,
Yet careless of its mansion new,
For the clear region where 'twas born
Round in itself incloses:
And in its little globe's extent,
Frames as it can its native element.
How it the purple flow'r does slight,
Scarce touching where it lies,
But gazing back upon the skies,
Shines with a mournful light,
Like its own tear,
Because so long divided from the sphere.
Restless it rolls and unsecure,
Trembling lest it grow impure,
Till the warm sun pity its pain,
And to the skies exhale it back again.

—from "On a Drop of Dew" by Andrew Marvell

I think of Marvell, how he found a story
one morning shining with meaning
in a drop of dew. A figure for the soul,
Marvell's dewdrop contained the whole
sky and, mindful of its native home,
came and went, scarcely touching
the earthly flower on which it floated,
its one aspiration the sunny exhalation
of water into air. It never seemed to feel

death's shiver. Here, it's nearly evening,
the air still rheumy enough to silver
the weedy edge of the road where beer cans
find their rest. My raindrops—tense, trembling—
really do seem to cling for dear life,
a story, I'm sad to say, of my all too earthly
wish to hang around forever in my body.
No chance, the wind says, extinguishing
with every breeze, one drop after another.

—from "On a Drop of Rain" by Robert Cording

Which of the following statements best describes how Cording draws on and transforms the excerpt from Marvell?

- A. Marvell illustrates a hopeful image of evaporation, while Cording uses a similar image to portray a speaker haunted by their own mortality.
 - B. Marvell demonstrates how water gives and sustains life, while Cording acknowledges water's ability to cause life-threatening harm.
 - C. Cording enhances Marvell's depiction of the landscape with a speaker who seeks a spiritual connection with Earth's elements.
 - D. Cording subverts Marvell's image of sunlight by suggesting that it can disrupt the cycles that occur organically in nature.
3. **Read the excerpt below from *Great Expectations* (1861), a novel by Charles Dickens; then answer the question that follows.**

I saw in this, wretched though it made me, and bitter the sense of dependence and even of degradation that it awakened – I saw in this, that Estella was set to wreak Miss Havisham's revenge on men, and that she was not to be given to me until she had gratified it for a term. I saw in this, a reason for her being beforehand assigned to me. Sending her out to attract and torment and do mischief, Miss Havisham sent her with the malicious assurance that she was beyond the reach of all admirers, and that all who staked upon that cast were secured to lose. I saw in this, that I, too, was tormented by a perversion of ingenuity, even while the prize was reserved for me. I saw in this, the reason for my being staved off so long, and the reason for my late guardian's declining to commit himself to the formal knowledge of such a scheme. In a word, I saw in this, Miss Havisham as I had her then and there before my eyes, and always had had her before my eyes; and I saw in this, the distinct shadow of the darkened and unhealthy house in which her life was hidden from the sun.

In this excerpt, Dickens's repetition of the phrase "I saw in this" is most likely intended to achieve which of the following effects?

- A. underscoring the humorous irony of falling in love at first sight
- B. highlighting the narrator's habit of criticizing human behavior
- C. illuminating the customs associated with romantic courtship
- D. emphasizing the disappointment and dismay felt by the narrator

4. **Read the excerpt below from "Rose Colored" (1996), a short story by M. Evelina Galang; then answer the question that follows.**

We take the elevated train to Mina's neighborhood. On the way there, we pass forgotten chimneys, weathered back porches, clotheslines weeping with socks and shirts. In the distance there is a curtain of haze behind which lies the Chicago skyline. This is what Mina shows me. She points: "See over there? The John Hancock building and the Sears Tower." What I see are the factories, paint chipping from its brick and yet brightly decorated by gang graffiti. What I see are telephone poles and pigeons, going on forever like water in an ocean. Each time the train grinds to a stop, heat rises from under the tracks, suffocating breath and sound. Unbearable.

In the excerpt, the phrases "forgotten chimneys," "clotheslines weeping with socks and shirts," and "curtain of haze" are used primarily to:

- A. establish a sentimental mood.
 - B. depict real aspects of city life.
 - C. reveal the narrator's disappointment.
 - D. imply that Mina is limited by her circumstances.
5. **Read the excerpt below from *Middlemarch* (1872), a novel by George Eliot; then answer the question that follows.**

But whichever way Lydgate began to incline, there was something to make him wince; and being a proud man, he was a little exasperated at being obliged to wince. He did not like frustrating his own best purposes by getting on bad terms with Bulstrode; he did not like voting against Farebrother, and helping to deprive him of function and salary; and the question occurred whether the additional forty pounds might not leave the Vicar free from that ignoble care about winning at cards. Moreover, Lydgate did not like the consciousness that in voting for Tyke he should be voting on the side obviously convenient for himself. But would the end really be his own convenience? Other people would say so, and would allege that he was currying favour with Bulstrode for the sake of making himself important and getting on in the world. What then? He for his own part knew that if his personal prospects simply had been concerned, he would not have cared a rotten nut for the banker's friendship or enmity. What he really cared for was a medium for his work, a vehicle for his ideas; and after all, was he not bound to prefer the object of getting a good hospital, where he could demonstrate the specific distinctions of fever and test therapeutic results, before anything else connected with this chaplaincy?

In the excerpt, Eliot uses rhetorical questions primarily to:

- A. express Lydgate's skepticism about the democratic process.
- B. reveal the true motivations behind Lydgate's decisions.
- C. demonstrate the complexity of Lydgate's social relationships.
- D. convey the narrator's judgmental attitude toward Lydgate.

6. **Read the excerpt below from "The Force of Luck" (1980), a short story by Rudolfo Anaya; then answer the question that follows.**

Once two wealthy friends got into a heated argument. One said that it was money which made a man prosperous, and the other maintained that it wasn't money, but luck, which made the man. They argued for some time and finally decided that if only they could find an honorable man then perhaps they could prove their respective points of view.

One day while they were passing through a small village they came upon a miller who was grinding corn and wheat. They paused to ask the man how he ran his business. The miller replied that he worked for a master and that he earned only four bits a day, and with that he had to support a family of five.

The friends were surprised. "Do you mean to tell us you can maintain a family of five on only fifteen dollars a month?" one asked.

"I live modestly to make ends meet," the humble miller replied.

The two friends privately agreed that if they put this man to a test perhaps they could resolve their argument.

Which of the following elements characteristic of folk legends is best represented in this excerpt?

- A. a plot that illustrates the origin of a cultural identity
- B. an omniscient narrator who conveys a critical attitude toward society
- C. a character who symbolizes a basic human trait
- D. a setting that combines realism with the supernatural

Read the poem below, "America" (1921) by Claude McKay; then answer the two questions that follow.

Although she feeds me bread of bitterness,
And sinks into my throat her tiger's tooth,
Stealing my breath of life, I will confess
I love this cultured hell that tests my youth!
Her vigor flows like tides into my blood,
Giving me strength erect against her hate.
Her bigness sweeps my being like a flood.
Yet as a rebel fronts a king in state,
I stand within her walls with not a shred
Of terror, malice, not a word of jeer.
Darkly I gaze into the days ahead,
And see her might and granite wonders there,
Beneath the touch of Time's unerring hand,
Like priceless treasures sinking in the sand

7. Which of the following significant themes of American literature during the twentieth century is most clearly conveyed in this poem?
- A. the devastating effects of racism on individuals and on the nation
 - B. the temptation to succumb to self-pity or complacency in the face of social injustice
 - C. the emotional conflict felt by many toward a country that offers only hardship to some of its citizens
 - D. the forced abandonment of an ethnic heritage and cultural identity
8. Which of the following statements best describes how a literary device is used in this poem?
- A. A series of metaphors characterize the United States as a powerful beast of prey.
 - B. Personification emphasizes the human aspects of a natural force.
 - C. Foreshadowing is used to create a tone of suspenseful foreboding.
 - D. A series of similes compare the speaker of the poem with a courageous soldier.

9. **Read the excerpt below from "The Story of an Hour" (1894), a short story by Kate Chopin; then answer the question that follows.**

There would be no one to live for her during those coming years: she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him—sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

"Free! Body and soul free!" she kept whispering.

Which of the following features characteristic of the works of Chopin is best exemplified in this excerpt?

- A. sensory language that intensifies the authenticity of a Southern setting
 - B. a female character whose thoughts and actions defy social conventions
 - C. animated dialogue that reproduces a regional speech pattern
 - D. a reflective narrator who shows concern about social class relations
10. **Read the poem below, " 'Nature' is what we see— . . ." (ca. 1890) by Emily Dickinson; then answer the question that follows.**

"Nature" is what we see—
The Hill—the Afternoon—
Squirrel—Eclipse—the Bumble bee—
Nay—Nature is Heaven—
Nature is what we hear—
The Bobolink—the Sea—
Thunder—the Cricket—
Nay—Nature is Harmony—
Nature is what we know—
Yet have no art to say—
So impotent Our Wisdom is
To her Simplicity.

The style and structure of this poem most clearly reflect which of the following developments in American poetry during the late nineteenth century?

- A. the expression of abstract ideas through concrete imagery
- B. the experimentation with unusual syntax and rhythmic patterns
- C. the conversion of the pastoral form into a vehicle for satire
- D. the use of slant rhyme rather than exact rhyme

11. Which of the following statements best describes a philosophical belief that was closely associated with American transcendentalist writers?
- A. Because an individual's fate is determined by natural forces, it is futile to try to exercise one's free will.
 - B. Suffering great hardship and tragedy will cause an individual to build a strong moral character.
 - C. The truth about human feelings and behavior can be discovered by using the scientific method.
 - D. Because each individual's soul contains elements of the divine, it is vital to have faith in one's intuition.

12. **Read the excerpt below from *The Grapes of Wrath* (1939), a novel by John Steinbeck; then answer the question that follows.**

In the morning the tents came down, the canvas was folded, the tent poles tied along the running board, the beds put in place on the cars, the pots in their places. And as the families moved westward, the technique of building up a home in the evening and tearing it down with the morning light became fixed; so that the folded tent was packed in one place, the cooking pots counted in their box. And as the cars moved westward, each member of the family grew into his proper place, grew into his duties; so that each member, old and young, had his place in the car; so that in the weary, hot evenings, when the cars pulled into the camping places, each member had his duty and went to it without instruction: children to gather wood, to carry water; men to pitch the tents and bring down the beds; women to cook the supper and to watch while the family fed. And this was done without command. The families, which had been units of which the boundaries were a house at night, a farm by day, changed their boundaries. In the long hot light, they were silent in the cars moving slowly westward; but at night they integrated with any group they found.

This excerpt most clearly addresses which of the following themes of early-twentieth-century American literature?

- A. the struggle by labor unions to gain legal protection for farm workers from exploitative employment practices
- B. the ways in which forced migration humbled many farming families who had once been proud and self-reliant
- C. the influence of automobile ownership on the development of suburban communities and family life
- D. the moral challenges confronted by young people moving from sparsely populated rural areas to big cities

13. Read the excerpt below from *The Sympathizer* (2015), a novel by Viet Thanh Nguyen; then answer the question that follows.

I had seen the flag countless times before, and posters like that one often, but I had never seen this type of clock, carved from hardwood into the shape of our homeland. For this clock that was a country, and this country that was a clock, the minute and hour hands pivoted in the south, the numbers of the dial a halo around Saigon. Some craftsman in exile had understood that this was exactly the timepiece his refugee countrymen desired. We were displaced persons, but it was time more than space that defined us. While the distance to return to our lost country was far but finite, the number of years it would take to close that distance was potentially infinite. Thus, for displaced people, the first question was always about time: When can I return?

Speaking of punctuality, I said to Madame, your clock is set to the wrong time.

No, she said, rising to fetch the beer. It's set to Saigon time.

Of course it was. How could I not have seen it? Saigon time was fourteen hours off, although if one judged time by this clock, it was we who were fourteen hours off. Refugee, exile, immigrant—whatever species of displaced human we were, we did not simply live in two cultures, as celebrants of the great American melting pot imagined. Displaced people also lived in two time zones, the here and the there, the present and the past, being as we were reluctant time travelers. But while science fiction imagined time travelers as moving forward or backward in time, this timepiece demonstrated a different chronology. The open secret of the clock, naked for all to see, was that we were only going in circles.

In the excerpt, Nguyen uses an extended metaphor primarily to illustrate the:

- A. geographic distance between the United States and Vietnam.
 - B. sensation of suspended reality experienced by some refugees.
 - C. ideological differences between the United States and Vietnam.
 - D. desire by refugees to hold on to objects associated with the past.
14. Which of the following statements best describes how Countee Cullen, Angelina Weld Grimké, Langston Hughes, and other Harlem Renaissance poets influenced the development of American literature?
- A. Their use of Elizabethan poetic structure led to greater use of iambic pentameter by other American poets.
 - B. Their portrayal of the experiences of African Americans brought a new perspective to American poetry.
 - C. Their treatment of spiritual themes inspired explorations of traditional religions and belief systems by other American poets.
 - D. Their unconventional line and stanza breaks reflected the reemergence of spoken-word performance in American poetry.

15. Read the excerpt below from *Le Morte D'Arthur* (1485), a prose epic by Sir Thomas Malory; then answer the question that follows.

And right thus as they were at their service, there came Sir Ector de Maris that had seven year sought all England, Scotland, and Wales, seeking his brother, Sir Lancelot. And when Sir Ector heard such noise and light in the choir of Joyous Garde, he alight and put his horse from him and came into the choir. And there he saw men sing and weep, and all they knew Sir Ector, but he knew not them. Then went Sir Bors unto Sir Ector and told him how there lay his brother, Sir Lancelot, dead. And then Sir Ector threw his shield, sword, and helm from him, and when he beheld Sir Lancelot's visage, he fell down in a swoon. And when he waked, it were hard any tongue to tell the doleful complaints that he made for his brother.

"Ah, Lancelot!" he said, "thou were head of all Christian knights. And now I dare say," said Sir Ector, "thou Sir Lancelot, there thou liest, that thou were never matched of earthly knight's hand. And thou were the courteoust knight that ever bore shield. And thou were the truest friend to thy lover that ever bestrode horse, and thou were the truest lover, of a sinful man, that ever loved woman, and thou were the kindest man that ever struck with sword. And thou were the goodliest person that ever came among press of knights, and thou was the meekest man and the gentlest that ever ate in hall among ladies, and thou were the sternest knight to thy mortal foe that ever put spear in the rest."

In this excerpt, Malory is most likely making which of the following statements about the role of knights in England during the Middle Ages?

- A. Knights formed an elite military group that enjoyed privileged social and political status.
- B. Knights who showed great moral strength both on and off the battlefield were highly respected.
- C. Knights were obligated to sever ties with their families and devote their lives to championing religious causes.
- D. Knights became famous for their romantic conquests rather than for their military accomplishments.

16. **Read the excerpt below from *Sense and Sensibility* (1811), a novel by Jane Austen; then answer the question that follows.**

Lucy was naturally clever; her remarks were often just and amusing; and as a companion for half an hour Elinor frequently found her agreeable; but her powers had received no aid from education: she was ignorant and illiterate; and her deficiency of all mental improvement, her want of information in the most common particulars, could not be concealed from Miss Dashwood, in spite of her constant endeavour to appear to advantage. Elinor saw, and pitied her for, the neglect of abilities which education might have rendered so respectable; but she saw, with less tenderness of feeling, the thorough want of delicacy, of rectitude, and integrity of mind, which her attentions, her assiduities, her flatteries at the Park betrayed; and she could have no lasting satisfaction in the company of a person who joined insincerity with ignorance; whose want of instruction prevented their meeting in conversation on terms of equality, and whose conduct towards others made every show of attention and deference towards herself perfectly valueless.

In this excerpt, Austen uses characterization to explore which of the following beliefs about women in early-nineteenth-century England?

- A. Women's innate sense of right and wrong would guide them to make sound moral choices.
- B. Young, working-class women would eventually leave their jobs to marry and have children.
- C. Women would participate in intellectual exchanges while privately judging one another's conduct.
- D. Women would choose romantic love over family background or wealth as a basis for marriage.

17. Read the excerpt below from "Monna Innominata" (1881), a work of poetry by Christina Rossetti; then answer the question that follows.

Youth gone, and beauty gone if ever there
 Dwelt beauty in so poor a face as this:
 Youth gone and beatify, what remains of bliss?
I will not bind fresh roses in my hair,
To shame a cheek at best but little fair.—
 Leave youth his roses, who can bear a thorn,—
I will not seek for blossoms anywhere,
 Except such common flowers as blow with corn.
Youth gone and beauty gone, what doth remain?
 The longing of a heart pent up forlorn,
 A silent heart whose silence loves and longs;
 The silence of a heart which sang its songs
 While youth and beauty made a summer morn,
Silence of love that cannot sing again.

Which of the following themes of Victorian literature appears most prominently in this excerpt?

- A. the rebellion against conventional rites of courtship and marriage
 - B. the linking of ideals of physical attractiveness with ideals of love
 - C. the use of a love object as the source of artistic inspiration
 - D. the attempt to attain personal fulfillment through romance
18. Which of the following contributions made by Mary Shelley was most significant to the development of the literature of Great Britain?
- A. Her novels *Valperga* and *The Fortunes of Perkin Warbeck* served as prototypes for later works of historical fiction.
 - B. Her notes on poems written by her husband Percy Shelley became standards for literary criticism of the period.
 - C. Her published sketches of Germany and Switzerland revitalized the genre of travel journalism.
 - D. Her novel *Frankenstein* expanded on the gothic tradition by exploring the dangers of misusing science and technology.

19. In which of the following ways did Samuel Beckett's play *Waiting for Godot* most significantly influence the development of drama in Great Britain during the twentieth century?
- A. The stylized masks used by performers in the play were based on those from Japanese Noh drama.
 - B. The vernacular language used by characters in the play reflected the dramatic qualities of everyday speech.
 - C. The play's unstructured plot and existential theme introduced absurdism to a general audience.
 - D. The play's unrealistic set reflected the French symbolist philosophy that valued aesthetics over reality.
20. Works by John Osborne, Kingsley Amis, and other British authors known as the "angry young men" during the 1950s typically featured:
- A. plots that illustrated the inequities of the class system.
 - B. characters that parodied members of the aristocracy.
 - C. themes inspired by popular uprisings and revolutions.
 - D. dialogue that echoed contemporary urban vernacular.

21. **Read the excerpt below from "Ulysses" (1833), a poem by Alfred, Lord Tennyson; then answer the question that follows.**

This is my son, mine own Telemachus,
To whom I leave the sceptre and the isle,—
Well-loved of me, discerning to fulfil
This labour, by slow prudence to make mild
A rugged people, and thro' soft degrees
Subdue them to the useful and the good.
Most blameless is he, centred in the sphere
Of common duties, decent not to fail
In offices of tenderness, and pay
Meet adoration to my household gods,
When I am gone. He works his work, I mine.

In the excerpt, the speaker reflects primarily on which of the following developments during the Victorian age in Great Britain?

- A. colonial expansion
- B. emergence of a middle class
- C. industrial advancements
- D. conflict between science and religion

22. Read the excerpt below from "Substance, Shadow, and Spirit" (c. fifth century C.E.), a poem by T'ao Ch'ien; then answer the question that follows.

The Three Emperors were saintly men,
Yet to-day—where are they?
P'êng lived to a great age,
Yet he went at last, when he longed to stay.
And late or soon, all go:
Wise and simple have no reprieve.
Wine may bring forgetfulness,
But does it not hasten old-age?
If you set your hearts on noble deeds,
How do you know that any will praise you?
By all this thinking you do Me injury:
You had better go where Fate leads—
Drift on the Stream of Infinite Flux,
Without joy, without fear:
When you must go—then go,
And make as little fuss as you can.

Which of the following themes is most clearly expressed in the excerpt?

- A. the futility of attempting to resist life's natural progression
- B. the importance of resisting the temptation to judge others
- C. the need to give generously without receiving anything in return
- D. the recognition that positive and negative forces control the universe

23. Read the excerpt below from a Norse myth; then answer the question that follows.

Balder the Good having been tormented by terrible dreams, indicating that his life was in great peril, communicated them to the assembled gods, who, sorrow-stricken, resolved to conjure all things to avert from him the threatened danger. Then Frigg exacted an oath from fire and water, from iron and all other metals, as well as from stones, earths, diseases, beasts, birds, poisons, and creeping things, that none of them would do any harm to Balder. Still Odin feared that the prosperity of the gods had vanished. He saddled his Sleipner and rode down to Niflheim, where the dog from Hel met him; it was bloody on the breast and barked a long time at Odin. Odin advanced; the earth trembled beneath him, and he came to the high dwelling of Hel. East of the door he knew the grave of the vala was situated; thither he rode and sang magic songs (*kvač galdra*), until she unwillingly stood up and asked who disturbed her peace, after she had been lying so long covered with snow and wet with dew. Odin called himself Vegtam, a son of Valtam, and asked for whom the benches were strewn with rings and the couches were swimming in gold. She replied that the mead was brewed for Balder, but all the gods would despair. When Odin asked further who should be Balder's bane, she answered that Hoder would hurl the famous branch and become the bane of Odin's son; but Rind should give birth to a son who, only one night old, should wield a sword, and would neither wash his hands nor comb his hair before he had avenged his brother.

The excerpt provides an example of which of the following elements characteristic of Norse mythology?

- A. an elaborately described afterlife
 - B. deities whose fates are predestined
 - C. tension between order and chaos
 - D. a universe containing various realms
24. Read the poem below, "Farewell to a Friend" (eighth century) by Li Bo; then answer the question that follows.

Verdant mountains behind the northern ramparts.
White waters wind around the east city wall.
From this place once parting has ended,
The lone tumbleweed flies a myriad miles.
Floating clouds: a traveler's thoughts.
Setting sun: an old friend's feelings.
Waving hands, you go from here—
Horses neigh gently as they leave.

This poem most clearly exemplifies poetry of the Tang dynasty in its emphasis on which of the following themes?

- A. the fleeting quality of romantic attachments
- B. the application of philosophy to everyday tasks
- C. the divisiveness of internal political power struggles
- D. the reflection in nature of emotions evoked by absence

Read the excerpt below from "Àjàpá's Sudden Baldness" (1997), a folktale retold by Oyekan Owomoyela; then answer the two questions that follow.

The Creator might have left Àjàpá deficient in industry, but not in mental agility. Schemes that require considerable coaxing before they form in the minds of lesser creatures, and take even more worrying to develop fully, spring instantly fully formed in Àjàpá's mind when occasion calls for them, sometimes surprising Àjàpá himself. So it was that as soon as Ehoró's figure slipped out of his sight Àjàpá was on his feet, acting on a sudden whim. He stepped briskly to the cooking pot of *èbe*¹ and lifted off the lid, almost swooning from the force and the deliciousness of the aroma that wrapped itself around his head. But it was time for action, not for swooning. He removed the cap from his head, filled it with steaming *èbe* and slapped it on his head.

In his haste he had not considered that the *èbe* was scalding or what it would feel like on his bare head. The sudden realization caused his knees to buckle and his feet to dig into an involuntary dance. Time, he thought, to get out of Ehoró's house and run for a secluded spot where he could save his skull and fill his stomach. He dashed for the doorway, crashing into his returning host. A quick movement of his hand kept the cap and the scalding *èbe* it concealed securely on Àjàpá's head.

The astonished Ehoró was the first to speak.

"Is the house on fire?"

Àjàpá concentrated on ignoring the fire consuming his head, trying to act as normally as he could under the circumstances, but he could not keep his legs from their involuntary dance.

"A sudden ache has gripped my head, a malady that began a short while back. I must rush home. The remedy is at home."

Ehoró was all commiseration.

"Ah, a pity. The ache seems bad."

"It is. I must go!"

¹ *èbe*: yam stew

25. Which of the following elements of this excerpt most clearly exemplifies the genre of the trickster tale?
- A. an omniscient narrative point of view
 - B. a realistic setting that serves as background for outrageous events
 - C. a short-sighted protagonist who survives by his wits
 - D. a humorous tone supported by comedic action

26. Which of the following cultural attitudes is most clearly expressed by the narrator in this excerpt?
- A. Greed causes clever individuals to behave foolishly.
 - B. Hospitality should be extended to friend and stranger alike.
 - C. If one is resourceful, one can overcome any obstacle.
 - D. Planning for the future is prudent, but spontaneity is more fun.

27. **Read the poem below by Kobayashi Issa (ca. 1800); then answer the question that follows.**

A lovely thing to see:
through the paper window's holes
the Galaxy.

In this poem, Issa explores which of the following themes characteristic of Japanese literature during the late eighteenth and early nineteenth centuries?

- A. the interdependence of humankind and nature
 - B. the contentment to be found in a hermetic existence
 - C. the grief caused by separation and exile from one's homeland
 - D. the presence of profound meaning in mundane details
28. Which of the following statements best characterizes the contributions of writers Primo Levi and Elie Wiesel to world literature during the twentieth century?
- A. They created biographies of Jewish immigrants to the United States prior to and during World War II.
 - B. They dramatized the political events that led to the creation of the State of Israel following World War II.
 - C. They portrayed individual experiences of European Jews during the Holocaust through personal memoir.
 - D. They translated the original Yiddish texts of traditional Jewish folktales and modern drama into Hebrew.

29. Read the excerpt below from "The Conclusion" (1893), a short story by Rabindranath Tagore; then answer the question that follows.

The next day Apurba had to inspect the potential bride. She was not far away; the family lived in a neighbouring village. He dressed with some care. Discarding his usual dhoti and chadar, he wore a long silk *chapkan*, a puggree¹ on his head, and his best varnished shoes, and set out at dawn with a silk umbrella in his hand.

The instant he entered the prospective father-in-law's house, he was received with pomp and circumstance. In due time a trembling creature, painted and polished, tinsel round the bun in her hair, and wrapped in a fine colourful sari, was produced before him. She was led silently to a corner, where she remained with her head bent almost to her knees and an elderly maidservant at her back to give her courage. Her small brother Rakhai now concentrated his total attention upon this latest intruder into the family and scrutinized its puggree, gold watch-chain and newly sprouted beard. After stroking this last a few times, Apurba finally asked with a solemn air, "What have you read?" The dumbfounded ornamented bundle made no response. After a few more questions and some encouraging prods in the ribs from the maid, the girl blurted out in a faint voice, "*Charupath*-Volume-Two-Grammar-Volume-One-Descriptive-Geography-Arithmetic-History-of-India."

¹ **puggree**: turban

In this excerpt, Tagore uses descriptive details and dialogue to examine which of the following social trends in India during the nineteenth century?

- A. Young men sought to become financially independent before beginning married life.
- B. Young people understood that marriage was the logical outcome of any romantic involvement.
- C. Young women were considered marriageable on the basis of their physical beauty and family wealth.
- D. Young people who rebelled against longstanding traditions were ostracized from the community.

30. Read the excerpt below from *Apology*, Plato's portrayal of Socrates's defense at his trial (399 B.C.E.); then answer the question that follows.

How you, O Athenians, have been affected by my accusers, I cannot tell; but I know that they almost made me forget who I was—so persuasively did they speak; and yet they have hardly uttered a word of truth. But of the many falsehoods told by them, there was one which quite amazed me;—I mean when they said that you should be upon your guard and not allow yourselves to be deceived by the force of my eloquence. To say this, when they were certain to be detected as soon as I opened my lips and proved myself to be anything but a great speaker, did indeed appear to me most shameless—unless by the force of eloquence they mean the force of truth; for if such is their meaning, I admit that I am eloquent. But in how different a way from theirs! Well, as I was saying, they have scarcely spoken the truth at all; but from me you shall hear the whole truth: not, however, delivered after their manner in a set oration duly ornamented with words and phrases.

In the excerpt, the underlined sentence primarily functions as:

- A. an explanation for Socrates's alleged crimes.
- B. a description of Socrates's skills as an orator.
- C. a counterargument against Socrates's accusers.
- D. an example of an accusation against Socrates.

Read the excerpt below from *The School Days of an Indian Girl* (1900), a memoir by Gertrude Bonnin (Zitkala-Sa); then answer the two questions that follow.

On the train, fair women, with tottering babies on each arm, stopped their haste and scrutinized the children of absent mothers. Large men, with heavy bundles in their hands, halted near by, and riveted their glassy blue eyes upon us.

I sank deep into the corner of my seat, for I resented being watched. Directly in front of me, children who were no larger than I hung themselves upon the backs of their seats, with their bold white faces toward me. Sometimes they took their forefingers out of their mouths and pointed at my moccasined feet. Their mothers, instead of reproving such rude curiosity, looked closely at me, and attracted their children's further notice to my blanket. This embarrassed me, and kept me constantly on the verge of tears.

I sat perfectly still, with my eyes downcast, daring only now and then to shoot long glances around me. Chancing to turn to the window at my side, I was quite breathless upon seeing one familiar object. It was the telegraph pole which strode by at short paces. Very near my mother's dwelling, along the edge of a road thickly bordered with wild sunflowers, some poles like these had been planted by white men. Often I had stopped, on my way down the road, to hold my ear against the pole, and, hearing its low moaning, I used to wonder what the paleface had done to hurt it. Now I sat watching for each pole that glided by to be the last one.

31. In this excerpt, Bonnin explores which of the following issues of late-nineteenth-century U.S. history?
- A. the impact of new communication technology on residents of geographically isolated areas
 - B. the European American perception of Native Americans as cultural artifacts rather than as living human beings
 - C. the cause-and-effect relationship between U.S. railroad expansion and nationalistic fervor
 - D. the increasing self-determination with which women navigated the patriarchal society
32. In this excerpt, Bonnin most likely intends the personification of the telegraph poles to have which of the following effects?
- A. creating a metaphor for the narrator's failure to communicate
 - B. symbolizing the remnants of Native American culture
 - C. conveying an impression of tremendous speed
 - D. reflecting both the narrator's childlike viewpoint and adult insight

33. **Read the excerpt below from "Here's Why Patagonia Is a Climber's Paradise" (2018), an article by Emily Hopcian; then answer the question that follows.**

At the southern tip of the Americas lies magical, mystical Patagonia. She is a vast, remote, and storied region and home to some of our planet's most sublime mountains—and extreme weather.

Taking in the region's spires of granite and ice in the flesh sets Patagonian climbing dreams ablaze. Standing among the glaciers, alpine lakes, and green forests at the foot of her unique and tempting peaks, adventure stirs—a tingling mix of fear and excitement.

Patagonia, spanning more than 400,000 square miles across Argentina and Chile, is the real deal. In the same breath, she rattles and inspires. She promises a simpler pace of life, grand adventures, and can't-make-this-up stories. She's a moody land of extremes that pushes your buttons and tests your limits. In Patagonia, everything feels bigger, bolder, grander, and, yes, a bit more terrifying. For those who seek to know her walls and summit her peaks, she demands patience, preparation, experience, and time. Lots of time.

In the excerpt, Hopcian uses the phrases "our planet's most sublime mountains" and "sets Patagonian climbing dreams ablaze" primarily to:

- A. balance the positive and negative aspects of visiting Patagonia.
- B. establish credibility as an experienced mountain climber.
- C. suggest that Patagonia offers mountain climbers a spiritual experience.
- D. convey the source of heightened emotional responses to Patagonia.

34. **Read the excerpt below from "Sleeping' Birch Trees Rest Their Branches at Night" (2016), an article by Jason Daley; then answer the question that follows.**

In recent years, researchers have discovered that trees can communicate and share nutrients via an underground fungal net. Now, scientists in Europe have found that trees also "sleep," or at least relax a little at night, Andy Coghlan reports for *New Scientist*.

Using a terrestrial laser scanner on windless nights close to the equinox, researchers scanned two birch trees over the course of the night, one in Finland and one in Austria. Researchers scanned the birch in Finland hourly and the one in Austria about every 10 minutes. The results, published in the journal *Frontiers in Plant Science*, show that the trees drooped up to nearly four inches during the night.

According to a press release, the leaves and branches slowly relaxed over time, reaching their lowest position about two hours before sunrise. Over the course of the morning, the trees returned to their original positions.

In some ways the study was a test of the laser scanning technology. Using traditional photography, which needs lots of light to produce an image, would have interfered with the trees' nighttime patterns. But the infrared laser illuminated points on the tree for a fraction of a second. That allowed the entire tree to be mapped in minutes with minimal disturbance.

Which of the following paragraphs presents an accurate, objective summary of the text?

- A. With the help of fascinating new photographic technology, scientists have been able to study birch trees overnight without using disruptive lights. They have discovered that the birch trees rejuvenate themselves at night by "sleeping," or at least relaxing.
- B. Tree mapping has allowed for a groundbreaking discovery about birch trees: They "sleep" at night to relax and gain energy, just as humans do. The trees sleep by drooping up to four inches and then regain their original positions when the sun rises.
- C. Using new laser scanning technology, researchers studied birch trees on windless nights and discovered that the trees gradually drooped each night, reaching their lowest point two hours before sunrise. In the morning, the trees resumed their natural positions.
- D. Researchers have known for some time that trees communicate, and now they have discovered other amazing facts. Trees relax at night by drooping up to four inches. Trees also use a complex underground process to distribute nutrients among themselves.

35. **Read the excerpt below from "Desert Notes" (1976), a work of nonfiction by Barry Lopez; then answer the question that follows.**

To the north the blue mountains go white and the creeks become more dependable though there are fewer of them. There is a sort of swamp here at the edge of the desert where the creeks pool and where grasses and sedges grow and the water takes a considerable time to evaporate and seep into the earth. There are some ducks here, but I do not know where they come from or where they go when the swamp dries up in the summer. I have never seen them flying. They are always hiding, slipping away; you will see their tail feathers disappearing in the screens of wire grass. They never quack.

There are four cottonwood trees here and two black locusts. The cottonwoods smell of balsam, send out seeds airborne in a mesh of exceedingly fine white hair, and produce a glue which the bees use to cement their honeycombs. Only one of the cottonwoods, the oldest one, is female. The leaf stem meets the leaf at right angles and this allows the leaves to twitter and flash in the slightest breeze. The underside of the leaf is a silver green. I enjoy watching this windflash of leaves in strong moonlight.

The style and subject matter of this excerpt best characterize it as which of the following types of nonfiction?

- A. scientific report
- B. newspaper article
- C. descriptive essay
- D. biographical sketch

Read the excerpt below from "In a Pack Hunt, It's Every Goatfish for Itself" (2018), an article by Susan Milius; then answer the two questions that follow.

Yellow saddle goatfish (*Parupeneus cyclostomus*) do more than school together as they dart over Indo-Pacific coral reefs. Like wolves, the goatfish take different roles in a pursuit. One or two fish may rush straight toward prey as the others shoot to the sides, blocking escape.

"They look harmless, but they're vicious predators," says Redouan Bshary of the University of Neuchâtel in Switzerland. "That's why it's fun to follow them—there's always action."

He and his colleagues have documented other fishy hunting partnerships, such as groupers pairing with crevice-wriggling moray eels. Goatfish collaborate with their own species, though probably not their close kin, Bshary's team has reported. The fish chase other small, fast reef fish, "a little bit like Ultimate Frisbee," says Dominique Roche, in Bshary's lab. "It's a game of sprinting and stopping." The bright yellow goatfish dart into a reef "like a lightning flash."

When wolves hunt together, some will take a risky role even though they won't get a greater share of the reward, Roche says. A goatfish pack, however, doesn't deal in heroics. In lab studies of them pursuing a treat on a string, any help a fish gives its comrades could be explained as an accidental by-product of self-interest, Bshary, Roche and colleague Marc Steinegger say in the Jan. 31 *Proceedings of the Royal Society B*.

In the tests, two goatfish swimming close to each other when the treat appeared usually shot after it together. If the two fish were more than a body length apart, however, the trailing fish typically darted to the side, where it might catch the frantic prey if it veers from the lead pursuer toward some shelter.

Those side moves are a lagging fish's best chance for catching anything, Roche says. Watching goatfish in the Red Sea close in on some little fish, he typically sees them space themselves just about evenly around their prey. The simple rule of taking the best position considering the goatfish's starting point could easily—and unintentionally—help a fellow hunter nab a meal.

36. Which of the following sentences from the excerpt best expresses the central idea of the excerpt?
- A. Yellow saddle goatfish (*Parupeneus cyclostomus*) do more than school together as they dart over Indo-Pacific coral reefs.
 - B. Goatfish collaborate with their own species, though probably not their close kin, Bshary's team has reported.
 - C. In lab studies of them pursuing a treat on a string, any help a fish gives its comrades could be explained as an accidental by-product of self-interest, Bshary, Roche and colleague Marc Steinegger say in the Jan. 31 *Proceedings of the Royal Society B*.
 - D. If the two fish were more than a body length apart, however, the trailing fish typically darted to the side, where it might catch the frantic prey if it veers from the lead pursuer toward some shelter.

37. In the excerpt, the comparison between a school of goatfish and a wolf pack effectively supports Milius's claims about which of the following attributes of goatfish?
- A. instinct for self-preservation
 - B. reputation as vicious hunters
 - C. attention-getting appearance
 - D. lack of purposeful teamwork

38. **Read the excerpt below from *The Woman Warrior (1975)*, a memoir by Maxine Hong Kingston; then answer the question that follows.**

Once in a long while, four times so far for me, my mother brings out the metal tube that holds her medical diploma. On the tube are gold circles crossed with seven red lines each—"joy" ideographs in abstract. There are also little flowers that look like gears for a gold machine. According to the scraps of labels with Chinese and American addresses, stamps, and postmarks, the family airmailed the can from Hong Kong in 1950. It got crushed in the middle, and whoever tried to peel the labels off stopped because the red and gold paint came off too, leaving silver scratches that rust. Somebody tried to pry the end off before discovering that the tube pulls apart. When I open it, the smell of China flies out, a thousand-year-old bat flying heavy-headed out of the Chinese caverns where bats are as white as dust, a smell that comes from long ago, far back in the brain. Crates from Canton, Hong Kong, Singapore, and Taiwan have that smell too, only stronger because they are more recently come from the Chinese.

In this excerpt, Kingston is most likely making which of the following statements about the experience of immigrants in the United States during the twentieth century?

- A. Many first-generation immigrants leave their homeland in order to give their children greater educational opportunities.
 - B. While second-generation immigrants share their parents' cultural heritage, these children can often be unaware of its full significance.
 - C. Some first-generation immigrants give up material comfort in their homeland to secure personal and political freedom in an adopted land.
 - D. The English language often creates a formidable barrier between second-generation immigrants and their parents.
39. Which of the following strategies would be most effective to use to understand the meaning of the word *vociferousness*?
- A. applying knowledge of the Latin root *voc-* as in the word *vocal*
 - B. applying knowledge of the scientific terms *conifer* and *ferrous*
 - C. recognizing that the affix *-ous* can be used to convert a noun into an adjective (e.g., the noun *danger* becomes the adjective *dangerous*)
 - D. recognizing that the affix *-ness* can be used to convert an adjective into a noun (e.g., the adjective *short* becomes the noun *shortness*)

40. Which of the following sentences contains a pair of homophones?
- A. Sometimes a minute is all the time it takes to solve a minute problem.
 - B. We like to raise the curtains when the first rays of sunlight hit the window.
 - C. The dancers, who wore big bows in their hair, took bows after the show.
 - D. Wind turns the blades of the windmill, but a person must wind the clock.
41. Which of the following sets of words entered the English language as a result of widespread use of personal computers?
- A. hardware, link, surf
 - B. browser, network, web
 - C. disk, hacker, icon
 - D. interface, byte, login
42. In the United States during the nineteenth century, the words *mustang*, *chaps*, and *stampede* entered American English as a result of interaction between speakers of English and which of the following groups?
- A. Spanish speakers in the Southwest
 - B. German speakers in the Midwest
 - C. Italian speakers in the Northeast
 - D. French speakers in the Southeast

43. Use the dictionary entry below to answer the question that follows.

ty-rant \ˈtī-rənt\ *n* [ME *tyraunt*, fr. AF *tyran*, *tyrant*, fr. L *tyrranus*, fr. Gk *tyrannos*] (14c) **1 a** : an absolute ruler unrestrained by law or constitution **b** : a usurper of sovereignty **2 a** : a ruler who exercises absolute power oppressively or brutally **b** : one resembling an oppressive ruler in the harsh use of authority or power

Based on the information in this excerpt, the word *tyrant* originated in which of the following languages?

- A. Latin
 - B. Anglo-French
 - C. Greek
 - D. Middle English
44. Use the sentence below to answer the question that follows.

The governor had an immediate answer to the reporter's question about the state budget crisis.

Which of the following synonyms for the word *answer* would most effectively imply that the governor spoke sharply to the reporter?

- A. response
- B. reply
- C. reaction
- D. retort

45. Which of the following examples of a classroom activity best demonstrates a research-based practice for promoting students' understanding of academic language?
- A. A teacher asks students to read an expository text on their own and to write answers to teacher-generated comprehension questions in class.
 - B. Students read aloud from an expository text, taking turns in round-robin style until each student has read a paragraph.
 - C. Students read silently from an expository text, underlining a sentence in each paragraph that states the main idea.
 - D. A teacher reads aloud from an expository text and pauses to think aloud about concepts and vocabulary presented in the text.
46. Which of the following statements best describes a research-based theory about the role of phonemic awareness in the reading process?
- A. The transition from phonemic awareness to understanding concepts of print occurs naturally.
 - B. A key sign of phonemic awareness is a reader's ability to decode whole words without processing each individual letter.
 - C. Phonemic awareness is a significant indicator of the ease with which a beginning reader will attain reading fluency.
 - D. The ability to recognize high-frequency sight words exists independently of phonemic awareness.
47. Which of the following sentences written by an English learner offers the clearest example of a simplification?
- A. We will drive three hour to the beach.
 - B. I love watching fireflys in the summer.
 - C. New shoes are helping the team run faster.
 - D. Write your sirname on the application form.
48. Which of the following strategies would be most appropriate for a teacher to use to enhance students' ability to distinguish between the pronunciation of the words *parity* and *parody* when speaking?
- A. identifying phonemes that are shared by the words
 - B. enunciating clearly the second syllable of each word
 - C. having the student repeat the words *clarity* and *rarity*
 - D. listing words that contain short *i* and short *o* sounds

49. Which of the following examples best demonstrates negative language transfer by a Spanish speaker who is in the process of acquiring English as a second language?
- A. The speaker says the word *apple* when pointing to an apple, an orange, and a pear.
 - B. The speaker uses the Spanish word *ventana* rather than the word *window* in an English sentence.
 - C. The speaker applies a rule of Spanish syntax when forming the sentence "I have a pen blue."
 - D. The speaker uses the phrases "he go" and "she go" rather than "he goes" and "she goes."
50. Skimming chapter headings and subheadings in a science textbook would likely be the most effective strategy for a reader to use for which of the following purposes?
- A. drawing an analogy between a new concept and a familiar concept
 - B. comprehending scientific terminology used in the chapter
 - C. relating subject matter in the chapter to the reader's prior knowledge
 - D. anticipating main points that will be presented in the chapter

51. Use the information below to answer the question that follows.

As students read the novel *Far North* by Will Hobbs, the teacher has them underline words that are difficult for them to comprehend. One student has underlined words in the excerpt that appears below.

The next day we entered a much deeper canyon. This one towered thousands of feet above us, pitted with caves and broken every mile or two with forested draws that came all the way down to the river. At one point the river narrowed and passed between a sheer wall on the right, which rose a thousand feet or more, and a massive stranded pinnacle on the left that had trees growing from its top.

All the time, our channel of free water in the middle of the river was shrinking as the ice cakes coming down the river adhered to the ice growing along the shores. We pushed on, rowing as hard as we could down the narrowing passage. The river swung slowly through the canyons, bend after bend. Unlike us, it had all the time in the world.

Based on the words underlined in this excerpt, the student would most likely benefit from further instruction in which of the following skills?

- A. using the dictionary and context clues to choose the appropriate meaning of a word
 - B. using knowledge of Greek and Latin roots to link related words
 - C. using syntactic cues to identify how words function in a sentence
 - D. using structural analysis to break down words into base words and affixes
52. Which of the following is a compound sentence made up of two independent clauses joined by correct punctuation?
- A. The car has new tires, but the exhaust system needs work.
 - B. They loved the city's atmosphere: the pace, the sounds, and the smells.
 - C. When the ice is at least six inches thick, he will go ice skating.
 - D. I reminded my friend, who lives three hours away, to take her time.

53. Which of the following sentences contains an error in punctuation?
- A. The film is about overcoming pain; in a way, it is a film about hope.
 - B. Sally took the north route; another climber took the south route.
 - C. The valley tends to be hot in the summer; snowy in the winter.
 - D. Tim agreed with the plan; however, he questioned many of the details.
54. Which of the following sentences contains a comma splice?
- A. Spectators should bring their umbrellas and galoshes, for it is going to rain.
 - B. The lake is a good place to cool off, although the snapping turtles are a little scary.
 - C. Some people prefer to add cheese to their grits, while other people prefer to add butter.
 - D. It is important to till the soil, this simple part of the process yields big results.
55. Which of the following classical rhetorical strategies refers to the timeliness of an argument?
- A. ethos
 - B. pathos
 - C. logos
 - D. kairos
56. Which of the following uses of multimedia technology would best demonstrate the rhetorical concept of *remix*?
- A. comparing audio recordings of various actors performing the same monologue
 - B. removing static from the original analog recording of a song during the process of digitization
 - C. applying video editing techniques to transform a movie scene from comedy into melodrama
 - D. analyzing how social media users respond to specific comments on a public platform

57. **Read the paragraph below from the first draft of a student editorial; then answer the question that follows.**

From residential streets to downtown boulevards, our city prioritizes the safety of motorists over that of cyclists. Protected bicycle lanes should be as standard as crosswalks, traffic lights, and stop signs. During rush hour, my commute is lengthened by 20 minutes because I ride my bicycle on side streets. Bicycle lanes promote road safety by creating predictable patterns of movement for motorists, cyclists, and pedestrians. By providing a dedicated space for cyclists, protected bicycle lanes help decrease the risks of sharing space with vehicles. Now is the time for the city to reconfigure our streets to create protected bicycle lanes.

During the revision process, which of the following sentences should the student delete from the paragraph to eliminate extraneous information?

- A. From residential streets to downtown boulevards, our city prioritizes the safety of motorists over that of cyclists.
 - B. During rush hour, my commute is lengthened by 20 minutes because I ride my bicycle on side streets.
 - C. Bicycle lanes promote road safety by creating predictable patterns of movement for motorists, cyclists, and pedestrians.
 - D. By providing a dedicated space for cyclists, protected bicycle lanes help decrease the risks of sharing space with vehicles.
58. A high school student is drafting an email to a local business owner to inquire about a part-time employment opportunity. Which of the following sentences would be most appropriate for the student to use as a closing statement?
- A. Like many of my peers, I need to save money so I can realize my goal of becoming self-sufficient.
 - B. I am excited about the prospect of joining your team, and I look forward to hearing from you soon.
 - C. With this correspondence, I humbly submit my application for the position and await your timely response.
 - D. Please call me for an interview any time, as my calendar will remain open until I secure employment.

59. While reviewing a student's essay, an English teacher notices that the student uses "your" and "you're" interchangeably. Which of the following approaches to providing feedback would most effectively help the student be accountable for correcting such errors in the future?
- A. assuring the student that many more experienced writers confuse "your" and "you're"
 - B. telling the student that incorrect use of "your" and "you're" indicates lack of attention to detail
 - C. underlining incorrect uses of "your" and "you're" for the student to correct in the next draft
 - D. reviewing the rules for using "your" and "you're" during a one-on-one conference with the student
60. **Read the sentence below; then answer the question that follows.**

A vague buzzword that became popular in the last decade of the twentieth century, "globalization" presents a truly interesting paradox of terminology because part of it is about the positive aspects of exposing people to different cultures around the world, but it is also about how the unique characteristics of cultures might literally vanish because of it.

- Which of the following versions of this sentence has been edited to achieve the greatest clarity and economy of expression?
- A. As a term, "globalization," a vague buzzword in the 1990s, is an interesting paradox because on the one hand, it opens things up culturally, but on the other hand, it literally threatens their very existence.
 - B. "Globalization," a vague buzzword from the 1990s, presents a truly interesting paradox of terminology by suggesting that cultures around the world are growing and shrinking at the same time.
 - C. The term "globalization," a 1990s buzzword, presents an interesting paradox because it simultaneously refers to the positive aspects of cultural integration and the unfortunate possibility that unique cultures will disappear.
 - D. "Globalization," a vague buzzword from the 1990s, is a truly interesting paradox in the sense that, culturally speaking, it celebrates accessibility and at the same time suggests demise.

61. **Read the excerpt below from the first draft of an argumentative essay; then answer the question that follows.**

Schools often say that their ultimate goal is to provide students with a well-rounded education. However, a truly holistic approach to learning should include introducing important life skills, such as cooking. _____

Learning to cook in school gives students the opportunity to gain useful knowledge about nutrition and teaches them to make healthy food choices. In addition, learning to prepare dishes from around the world is a great way to learn about a variety of cultures.

Which of the following sentences, if inserted in the blank, would address a potential counterargument?

- A. Learning about the science of cooking, as well as how to prepare basic recipes, provides a knowledge base that students can build on for years.
 - B. Students who have learned to cook at home can broaden their culinary repertoire at school.
 - C. Teaching children how to cook makes them more independent and enhances their self-confidence and creativity.
 - D. Cooking classes are especially helpful for students who plan to pursue a career in the culinary arts after high school.
62. A high school student is developing an argument in favor of lowering the voting age in local elections from 18 to 16. Which of the following sentences should the student present *first* in the essay?
- A. By age 18, when citizens are allowed to run for office, teens would already have experience with the democratic system.
 - B. Younger voters could contribute to discussions on issues relevant to them, such as school funding.
 - C. For example, teens are more likely to become engaged citizens as adults if they start to participate in voting before age 18.
 - D. Giving 16- and 17-year-olds the right to vote would be beneficial to both the young voters and their community.

63. Read the paragraph below from the first draft of an opinion article; then answer the question that follows.

Some people say that with so much information available online, libraries are becoming obsolete. This argument fails to consider that libraries provide many benefits that could never be found online. First, as many historians will confirm, certain information is not available online. Next, libraries provide a unique meeting and gathering space, enriched with educational materials. Moreover, most libraries further enrich their spaces with educational programs such as lectures and book clubs. Perhaps most importantly, librarians are a priceless resource in that they can guide a researcher to the best and most reliable source on almost any topic. _____

Which of the following sentences, if inserted in the blank, would logically develop the argument in the paragraph?

- A. Unfortunately, while librarians can identify useful resources, those materials may be unavailable in a particular library on any given day.
 - B. Although the Internet may provide more sources, consulting a librarian takes the guesswork out of determining the reliability of those sources.
 - C. Librarians also fill the important administrative role of overseeing library staff and managing the collection, as well as other materials and equipment.
 - D. Librarians are, of course, in direct competition with today's all-powerful search engines, which can top human performance every time.
64. A student is developing an argumentative essay in which the student claims that young soccer players should be required to wear headgear to protect them from injury. The student supports the claim with the reason below.

Soccer has become a very physical contact sport, and every year too many young players receive concussions.

Which of the following supporting statements, if added immediately after the sentence shown, would clarify the relationship between the student's claim and reason?

- A. However, according to the National Institutes of Health, nearly 90 percent of concussions are not recognized or reported.
- B. In fact, one recent study found that more than 90,000 high school soccer players experienced a concussion while playing that year.
- C. Additionally, players often receive minor head injuries that are asymptomatic—a serious problem if coaches then return the injured players to the game.
- D. Despite pushback from some coaches and players who see the protective headgear as unnecessary, youth sports teams should mandate that players wear it.

65. A letter to the editor in the local newspaper argues that children should be allowed to play outside without adult supervision. The letter addresses the counterargument that it is unsafe to do so by providing the following evidence: "When I was a child, my friends and I roamed around our neighborhood climbing trees, riding bikes, jumping on trampolines, and feeding ducks at the pond." Which of the following statements most accurately points out the limitations of this evidence?
- A. The writer refers to a group of friends to make a bandwagon appeal.
 - B. The writer's examples of childhood activities appeal to emotion rather than logic.
 - C. The writer does not back up anecdotal evidence with verifiable data.
 - D. The writer's examples are not relevant to the argument against adult supervision.

66. **Read the paragraph below from the first draft of an argumentative essay; then answer the question that follows.**

Maybe you have seen a cyclist pedaling a recumbent bicycle by leaning back in a semi-prone position with their legs out in front. Sure, the person might look a little silly, but there are lots of great reasons to choose a recumbent bike. For one, recumbent bicycles are faster than conventional bicycles. On a conventional bicycle, the rider's upright position creates a lot of wind resistance. Recumbent bicycles are more aerodynamic. Second, recumbent bikes are safer. A lower center of gravity provides a secure ride, and if a crash does occur, the rider's feet will hit the ground first rather than the head. But most importantly, recumbent bikes are better for the rider's health. They put less stress on the rider's bones, hands, and feet, and will help reduce back pain.

Which of the following concluding statements would best follow from and support the writer's argument?

- A. If you want a better ride, set aside your vanity, get yourself a recumbent bicycle, and enjoy the benefits of your laid-back bike.
- B. The market for recumbent bicycles has been growing as more riders discover the benefits of this comfortable and unique ride.
- C. There are some safety concerns, such as the fact that the low profile of recumbent bikes makes them harder for motorists to see.
- D. The advantages of a recumbent bicycle are clear: if you want to have fun while getting a great workout, ride a recumbent bicycle.

67. Which of the following statements would present the most precise claim for an argumentative essay?
- A. People hoping for gentler alternatives to acoustic drums are surprised by electronic drums' strong vibrations.
 - B. Electronic drums have been on the market since the 1970s, but drummers are still purchasing acoustic drums.
 - C. As electronic music grows in popularity, drum manufacturers should offer more affordable electronic drums.
 - D. Electronic drums cannot reproduce the natural sound of acoustic drums, but they are easier to tune to a musical scale.

68. **Read the paragraph below from the first draft of an argumentative essay; then answer the question that follows.**

We have been moving toward a cashless society for decades, and yet paper money and coins have not gone out of circulation. One reason some people are reluctant to go cashless is the inventiveness of online hackers who steal money and personal information electronically. _____ When consumers rely on credit cards for in-person and online transactions, hackers find and use their information.

Which of the following sentences, if inserted in the blank, would address a potential counterargument while maintaining a consistent style?

- A. The general public is unaware of the vulnerability of financial institutions to cyberattacks.
 - B. Although paying for services and purchases electronically is easy, it's a good idea to keep cash in case of power outages.
 - C. Even as banks continue to update their security measures, electronic payments leave consumers vulnerable.
 - D. Mobile applications allow people to use their phones to pay bills conveniently and securely.
69. A writer is developing an article about the economic impact of a rare weather pattern for a financial magazine whose readers are unfamiliar with the weather pattern. Which of the following guidelines would be most important for the writer to observe?
- A. including eyewitness accounts of the weather pattern
 - B. using non-technical language when describing the weather pattern
 - C. focusing on the cause and rarity of the weather pattern
 - D. comparing the weather pattern with more common weather patterns

70. A writer develops the topic sentence below for a paragraph in an expository essay about Washington, D.C.

The Washington Monument is the tallest structure in the District of Columbia and the tallest masonry structure in the world.

Which of the following supporting details would be most effective for the writer to use in the paragraph with this topic sentence?

- A. Made of granite and marble, the monument stands 555 feet and 5 inches tall, which is equivalent to the height of about 50 full-size school buses stacked on top of each other.
 - B. The Lincoln Memorial, which lies due west of the Washington Monument, is made of limestone and marble and features a 19-foot seated statue of Lincoln.
 - C. Beset by political and financial obstacles from the beginning, construction of the monument was finally finished in 1884, some 36 years after construction began.
 - D. The first proposed site of the monument was later moved 350 feet, slightly altering the monument's axial relationship with the White House and U.S. Capitol.
71. A student is developing an analytical essay about the use of description in a scene from Michael Cunningham's novel *The Hours*. Which of the following sentences would provide the most precise language in the student's essay?
- A. When Cunningham writes about Richard's chair, he uses many descriptive details about how it looks, smells, and feels.
 - B. By using more than four sentences to describe Richard's chair, Cunningham emphasizes its importance in Richard's life.
 - C. Cunningham's lengthy description of Richard's beloved chair invests the inanimate object with an almost human dimension.
 - D. By pairing vivid sensory language with auxiliary verbs of being, Cunningham reveals the squalidness of Richard's chair.

72. A student is developing an informative essay about the Mapparium, a vast, inside-out glass globe inside the Mary Baker Eddy Library in Boston. Which of the following paragraphs would most effectively convey information about the Mapparium through imagery?
- A. The Mapparium was built in 1935. At the time, it belonged to a periodical known as the *Christian Science Monitor*. Globes were popular features of newspaper and periodical offices. For example, a globe spun in the lobby of the building that housed the *New York Daily News*.
 - B. Standing beneath the Mapparium is like standing under a gargantuan stained glass lampshade. Visitors are awed by the colors. Mostly, the world is blue: turquoise, cobalt, and other brilliant indigos are illuminated by LED lights. Countries glow red or orange or green, like bits of hard candy lodged in the sky.
 - C. The Mapparium teaches visitors about scale. A traditional globe cannot offer the same perspective as a globe that curves overhead. Visitors to the Mapparium can look at the entire world at once, without having to spin it on an axis, thereby experiencing truths of perspective and proximity.
 - D. Political boundaries are not updated at the Mapparium. Young visitors might not recognize some of the names of territories and colonies; entire regions have been reborn and reclaimed and renamed since 1935. The Mapparium is not a guide to political possession. Instead, it offers a geographic portrait of the world.
73. A student is developing an informative essay on Edward Gorey, the illustrator and writer who lived much of his life in Yarmouth Port, Massachusetts. In the report, the student describes Gorey's work, his authorial persona, and his idiosyncrasies. Which of the following versions of a concluding paragraph would best follow from and support information provided in the essay?
- A. An artist's body of work lives on after his death; sometimes, the artist's life lives on too. In Yarmouth Port, Edward Gorey's home has been transformed into a museum that embodies his passions and peculiarities, from the cat-scratched divan to the raccoon-fur coat. The books he authored are there, too, waiting to change the way we see the world.
 - B. Edward Gorey's work is singular and, some might say, iconic. If nothing else, his style is instantly recognizable. I have tried to show that his life and his art were somehow related. He had quirks, too, like anyone, and those quirks made him who he was. His illustrations brought a unique spin to ordinary and extraordinary scenes alike.
 - C. The one aspect of Edward Gorey that I have yet to mention is his interest in fairy tales. Illustrations he produced for a 1974 edition of "Rumpelstiltskin" are evidence of this interest. The drawings are emblematic of his style, with spare use of color and a preponderance of textural lines, imparting Gorey's signature eeriness to the tale.
 - D. In a peculiar way, the life of Edward Gorey matched his artistic output. He was a prolific author whose credits include more than 100 books. He was also a charismatic and enigmatic person who maintained a boundary between his public and private life. Furthermore, he had two fascinating interests: ballet and cats.

74. **Read the paragraph below from the first draft of an informative essay; then answer the question that follows.**

Green tea has been a common beverage in China for thousands of years. Its discovery is attributed to the mythical emperor Shennong. According to one legend, Shennong was traveling and had stopped to drink from a pot of hot water when a gust of wind blew leaves into the pot. Upon consuming the brew, Shennong felt the tea spread throughout his entire body, finding and removing all ailments. Considered the father of traditional Chinese medicine, Shennong tried hundreds of tea leaves and herbs to detoxify his body. _____

Which of the following sentences, if inserted in the blank, would provide a conclusion that effectively follows from and supports the information presented in the paragraph?

- A. Green tea may be associated with China, but it is actually cultivated across East Asia.
- B. Today, green tea is consumed around the world, both for refreshment and for therapeutic purposes.
- C. In the 1800s, Chinese tea growers discovered a way to ferment green tea leaves into black tea leaves.
- D. After they are harvested, green tea leaves are pan-fired, cooled, rolled, and then dried.

75. A student is developing an informative essay. Which of the following versions of a paragraph from the essay presents information most clearly and coherently?
- A. Using sophisticated audience targeting and budget allocation algorithms, marketers ensure that their ads are viewed by fans and potential fans of their products. These practices are increasingly common in social advertising. Of course, views are not enough for the savviest marketers. While social media platforms were once sites of interpersonal connection, today they are a gold mine for digital marketers. Conversion tracking allows digital marketers to track which of their ads led viewers to make a purchase. On social media sites you're just as likely to see ads for vacation destinations as you are to see your friends' vacation photos.
 - B. While social media platforms were once sites of interpersonal connection, today they are a goldmine for digital marketers. Conversion tracking allows digital marketers to track which ads led viewers to make a purchase. On social media sites you're just as likely to see ads for vacation destinations as you are to see your friends' vacation photos. Of course, views are not enough for the savviest marketers. Using sophisticated audience targeting and budget allocation algorithms, marketers ensure that their ads are viewed by fans and potential fans of their products. These practices are increasingly common in social advertising.
 - C. On social media sites you're just as likely to see ads for vacation destinations as you are to see your friends' vacation photos. While social media platforms were once sites of interpersonal connection, today they are a gold mine for digital marketers. Using sophisticated audience targeting and budget allocation algorithms, marketers are ensuring that their ads are viewed by fans and potential fans of their products. Of course, views are not enough for the savviest marketers. Conversion tracking allows digital marketers to track which of their ads led viewers to purchase a product. These practices are increasingly common in social advertising.
 - D. Conversion tracking allows digital marketers to track which of their ads led viewers to make a purchase. Of course, views are not enough for the savviest marketers. On social media sites you're just as likely to see a photo advertising a vacation destination as you are to see your friends' vacation photos. Using sophisticated audience targeting and budget allocation algorithms, marketers ensure that their ads are viewed by fans and potential fans of their products. These practices are increasingly common in the world of social advertising. While social media platforms were once sites of interpersonal connection, today they're a gold mine for digital marketers.

76. A student is developing a 1,000-word informative essay about storytelling. Which of the following research questions would provide the most appropriate focus and scope for the essay?
- A. What is one of the oldest stories from the oral tradition?
 - B. What are the most universal stories told over the centuries?
 - C. How did the invention of the printing press influence storytelling traditions?
 - D. How has storytelling evolved from cave painting to social media platforms?
77. A high school student is conducting research on the factors that motivate working adults to return to school to earn an advanced degree. Which of the following paragraphs describes the most relevant study for the student to use as a source?
- A. As older workers struggle to stay relevant in today's job market, many are considering enrolling in a continuing education or advanced degree program to keep their skills current. Our research team tracked over 1,000 career professionals, comparing the earning potential of those who did not return to school to that of those who did.
 - B. The number of older adults attending school has increased significantly during the twenty-first century. Our team surveyed over 500 career professionals who had enrolled in postsecondary educational programs since 2010. While a variety of factors contributed to the respondents' decisions to return to school, a noticeable trend emerged that has shed some light on the situation.
 - C. Our research team examined programs designed for working professionals at over 50 institutions nationwide. We compared enrollment data, graduation rates, and job placement percentages to determine which programs were most effective at easing older adults' transition from the workforce to the classroom.
 - D. To understand why career professionals decide to return to school to advance their education, it is necessary to understand how economic conditions factor into their decision. Our study examined how enrollment in continuing education courses fluctuated during economic expansions and contractions. We expected to see that workers who lost jobs reacted by enrolling in courses; however, the results suggested otherwise.

78. **Read the paragraphs below from the script for an oral presentation; then answer the question that follows.**

Dogs are not color-blind exactly, but they are limited in the colors they can see. Like humans, dogs have special cells in their eyes that allow them to distinguish colors. These cells are called cones. Whereas humans have three cones, dogs have only two, and this limits the spectrum of color they can see.

What colors do we see that our pets do not see? Think of a rainbow. We see red, orange, yellow, green, blue, indigo, and violet. Our dogs see the same rainbow as varying shades of yellow, blue, and gray. This means that your dog cannot see the bright red or orange color of the chew toy you carefully selected for its bright colors. Instead, your dog likely sees the toy in a yellowish-brown hue.

Which of the following visual aids would best promote the audience's comprehension during the presentation?

- A. side-by-side color spectra, one as seen by humans and one as seen by dogs
 - B. photograph of a dog labeled "2 Cones" next to photograph of a person labeled "3 Cones"
 - C. diagram of a dog's eye with the parts labeled, including the cornea, iris, lens, and retina
 - D. cartoon of a human throwing a bright multicolored ball to a bored-looking dog
79. A student is developing a presentation in which they will argue that people's perceptions of current events are often misguided because they access only one or two preferred news sources. Which of the following types of digital media should the student embed in the presentation to best support this argument?
- A. scanned headlines from news publications describing multiple events
 - B. video clips from a variety of televised news reports of the same event
 - C. a Venn diagram that contains terms used by various news sources to describe natural disasters and human-caused events
 - D. a graph that measures trends in website visits for several well-known news sources during coverage of the same event

80. Use the excerpt below from "Barbecue Basics: Tips to Prevent Foodborne Illness," a news release from the U.S. Food and Drug Administration; then answer the question that follows.

Refrigerate and freeze food promptly.

It can be hard to remember while a party is going on, but food should not be left out of the cooler or off the grill for more than two hours. Never leave food out for more than one hour when the temperature is above 90°F.

Keep hot food hot.

Hot food should be kept at or above 140°F. Hot food should be wrapped well and placed in an insulated container. If bringing hot take-out food such as fried chicken or barbecue to an outdoor party, eat it within two hours of purchase. In addition to bringing a grill and fuel for cooking to an outdoor location, remember to pack a food thermometer to check that your meat and poultry reach a safe internal temperature. When re-heating food at the outing, be sure it reaches 165°F.

Keep cold food cold.

Cold food should be held at or below 40°F. Foods like chicken salad and desserts that are in individual serving dishes can be placed directly on ice or in a shallow container set in a deep pan filled with ice. Drain off water as ice melts and replace ice frequently.

Which of the following paragraphs would most effectively integrate information from the news release into an informative essay?

- A. Since bacteria in food multiplies quickly at temperatures between 40°F and 140°F, preventing foodborne illness can be a challenge at a summer barbecue. According to the U.S. Food and Drug Administration, "food should not be left out of the cooler or off the grill for more than two hours. Never leave food out for more than one hour when the temperature is above 90°F."
- B. Prevent foodborne illnesses at your next summer barbecue by cooking and keeping your foods at the proper temperature. As opposed to hot food, which "should be wrapped well and placed in an insulated container," cold food "can be placed directly on ice or in a shallow container set in a deep pan filled with ice." For more food safety tips, visit the U.S. Food and Drug Administration's website.
- C. The U.S. Food and Drug Administration has released a few tips to prevent foodborne illnesses. These tips include "refrigerate and freeze food promptly," "keep hot food hot," and "keep cold food cold." As long as these precautionary measures are taken, you and your guests should be protected from foodborne illnesses during outdoor parties in the hot summer months.
- D. Temperature is the key to avoiding foodborne illness. During a summer barbecue, however, food safety is probably the last thing on your mind. As noted by the U.S. Food and Drug Administration, "it can be hard to remember while a party is going on, but food should not be left out of the cooler or off the grill for more than two hours."

81. A teacher is developing a presentation for the school board about the negative effects of florescent lightbulbs on students' engagement levels in the classroom. The purpose of the presentation is to convince the school board to use LED bulbs for all classroom lighting in the district. Which of the following visual displays of information would be most effective for the teacher's purpose?
- A. a spreadsheet comparing the operational cost of using fluorescent bulbs in classrooms to that of using LED bulbs
 - B. photographs of classrooms illuminated by LED bulbs and classrooms illuminated by fluorescent bulbs
 - C. a line graph indicating the number of schools that have adopted LED bulbs over a 10-year period
 - D. video recordings of testimonials from teachers whose classrooms are illuminated by LED bulbs
82. A high school student is developing a research essay on the retail industry's use of social media as an advertising tool. The assignment requires the student to defend a position. Which of the following questions would most likely lead to information that would help the student take a position in the essay?
- A. When did social media become a key part of the retail industry's sales strategy?
 - B. How do retail companies use social media to establish rapport with customers?
 - C. Who in the retail industry benefits from social media marketing?
 - D. Which retail company has the most social media followers?
83. A high-school student is drafting a paragraph that quotes two books by the same author. Which of the following in-text citations most closely follows Modern Language Association (MLA) style?
- A. Strada describes the foxtrot as "the smoothest of dances, whether slow or fast" (*Ballroom Lessons* 10). She considers the foxtrot as "a true measure of dancing ability" (*A Dancer Dances* 43).
 - B. Strada describes the foxtrot as "the smoothest of dances, whether slow or fast" (Strada. *Ballroom Lessons* 10). She considers the foxtrot as "a true measure of dancing ability" (Strada. *A Dancer Dances* 43).
 - C. Strada describes the foxtrot as "the smoothest of dances, whether slow or fast" (Strada 10). She considers the foxtrot as "a true measure of dancing ability" (Strada 43).
 - D. Strada describes the foxtrot as "the smoothest of dances, whether slow or fast" (10). She considers the foxtrot as "a true measure of dancing ability" (43).

84. A student is drafting a personal narrative about an aunt who was an inspirational figure in the student's life. Which of the following paragraphs would best introduce the subject?
- A. After every holiday meal, Aunt Tina would place a pink box on the dining table, and we would watch with delight as she unwrapped a delicious confection. At that time I did not appreciate the hard work and dedication that went into creating these delights and running the business that supplied them. Growing up, I enjoyed lots of treats from my Aunt Tina's bakery.
 - B. Aunt Tina saved every penny she earned so she could have her own bakery one day. She did chores around the neighborhood and worked at the local supermarket, stocking shelves and bagging groceries. After graduating from high school, she got a job at the neighborhood bakery, arriving at 4 a.m. every day to bake bread.
 - C. Aunt Tina learned about baking from her mother, my grandmother Lucia. From the time she could walk, Tina helped bake breads, cakes, and pies in the family's tiny kitchen. As she got older, Tina began altering original family recipes and experimenting with new flavors, and the desire to open her own bakery bloomed like a soufflé rising in the oven.
 - D. The bakery runs like a well-oiled machine, but Aunt Tina has told me that it has not always been that way. Through the years, her bakery has weathered tough times; she has asked our family for financial help and put in long hours every day to make sure the business survived. Aunt Tina's determination to keep her dream alive is one of her most admirable qualities.
85. A writer is developing a short story about a parent who is balancing completing a college education with caring for children. Which of the following paragraphs would most effectively introduce the protagonist?
- A. The kids were a curious, easy-to-please brood that liked watching manatees at the aquarium, visiting the science museum, and riding swan boats. Any parent would enjoy taking children on these weekend outings, peeling their citrus fruit, and brushing their hair.
 - B. It was impossible to leave the children's beds unmade. More than once, breakfast had to wait while sheets were tucked and pillows were fluffed. The children did not understand why their beds had to be made at all, much less meet such stringent specifications.
 - C. After the kids left for school, it was time for a full workout, with pull-ups and burpees and a fast-clipped jog. Then it was time to hunker down at the library. Weight lifting was a breeze compared to intellectual workouts demanded by some professors.
 - D. The Shakespeare's Comedies course was an elective, but it was not easy. Hazy memories of reading *Romeo and Juliet* in high school were little help. For one thing, that play was a tragedy. For another thing, high school felt as distant as Verona, Italy.

86. A writer is developing a personal narrative about his father, a man both deeply practical and sentimental. Which of the following paragraphs uses dialogue most effectively to develop the father's character?
- A. My father was in the laundry room, where the washing machine was pulled out from the wall. "Could you pass me a wrench?" he asked. Seeing my puzzled expression, he raised an eyebrow. "You know what a wrench looks like, right?" I stared at the open toolbox, pretending that I knew what I was looking for.
 - B. My father and I were shopping for a present for my mom. "I still remember the perfume she was wearing when we first met," he said wistfully. "Baby powder and roses." I smiled. I liked that my parents were in love. "Okay," he said. "If we're going to be efficient, we need to divide and conquer these gifts."
 - C. Learning to ride a bike was a big deal for me, but not for my father. I remember being on the sidewalk outside our old house. My bike still had training wheels. "The key is to keep pedaling," my father said. "Keep pedaling, eyes forward." I squeezed the handlebars. "In other words, don't look down."
 - D. During my first year at college, my mother sent me care packages filled with chocolate peanut butter cookies and called nightly. But I didn't hear from my father until Halloween. "Work's been a bear," he apologized. "This case is keeping me at the office every night. What about you—are you burning the midnight oil?"
87. A writer is developing a short story about two rival chess players. Which of the following events would be most appropriate to include as the inciting event of the story?
- A. After losing a match, one player storms out of the tournament hall.
 - B. After winning a competition, one player retires from professional chess.
 - C. When the players compete for the first time, the game ends in a draw.
 - D. When one player concedes a match, the other player refuses the prize.

88. Read the paragraph below from the first draft of a short story; then answer the question that follows.

The test drive was not the liberating experience I had imagined when I decided to buy a new car. As I started the engine, a _____ salesperson walked me through each of the vehicle's features, from the navigation controls to the windshield wiper settings. When it was finally time for me to drive, the salesperson directed me to follow a _____ route that took us through quiet residential streets. Before I had a chance to test the car's suspension on bumpy back roads or try accelerating to highway speeds in mere seconds, we were back at the dealership.

Which of the following pairs of words, if inserted in order in the blanks, would best convey a vivid picture of the character's experience?

- A. conscientious / prescribed
 - B. polite / simple
 - C. professional / uninteresting
 - D. smiling / familiar
89. Which of the following paragraphs from the first draft of an essay most effectively integrates narrative and informative writing?
- A. The 37-foot wall that towers over left field at Fenway Park is known as the Green Monster. Constructed with the rest of the park in 1912, the wall was built along Lansdowne Street to keep people without tickets from looking into the playing field. Originally made out of wood, the wall has since been covered in concrete and tin. Many batters have left their mark on "the monster" by hitting a ball that bounced off the wall.
 - B. Having seen Fenway Park only on television, I was eager to experience it in person. Approaching the main gate, I could feel the presence of past players and fans. The smell of fresh popcorn and grilled hot dogs wafting from the concession stands was alluring, but too familiar. "Let's walk around and take some pictures," I said to my brother.
 - C. As fans ran for cover from the intensifying rain, my grandmother and I opened our umbrellas and continued to watch the game. Amid the empty green seats beyond right field, one was painted red. "Ted Williams hit a 502-foot home run here in 1946," my grandmother said. "Red marks the spot where the ball landed." Longer home runs have been recorded elsewhere, but not in Fenway Park.
 - D. When I attended a baseball game at Fenway Park, I was hoping to see a ball hit into the section of the outfield called "the triangle," with a maximum distance of 420 feet from home plate. A fast player who hits a ball into the triangle would have enough time to round all the bases for an inside-the-park home run, one of baseball's most exciting plays.

90. **Read the paragraph below from the first draft of a personal narrative; then answer the question that follows.**

Last year I changed to a plant-based diet to reduce the risk of heart disease, which runs in my family. At first I couldn't imagine surviving without my favorite meal: cheeseburger, fries, and a milkshake. But as I started to plan healthier meals, diligently ensuring that each ingredient contained no trace of animal products, I thought about where the food came from, who produced it, and how it was transported. Since becoming a plant-based eater, I've never felt healthier, and my carbon footprint has dropped by 30 percent. _____

Which of the following sentences, if inserted in the blank, would provide a conclusion that follows from what is described in the paragraph?

- A. To maintain my physical fitness level, I am developing an exercise routine that complements my diet.
 - B. My new favorite foods include sweet potato stew, bean tacos with pineapple salsa, and portobello mushroom fajitas.
 - C. For too long, humans have taken natural resources for granted, as if there were unlimited supplies of water, oil, and trees.
 - D. What began as an effort to improve my health has evolved into a commitment to protecting the environment.
91. A student is developing a personal narrative about the sense of purpose gained from a temporary job delivering flowers. Which of the following concluding paragraphs would most effectively reflect on the student's experience?
- A. Most people don't think a lot about flowers. A lot of customers told us, "Just make it look nice" or "Something within the 30-dollar range." It turns out that even minimal effort can brighten a person's day.
 - B. There are an infinite number of flower combinations, and I have probably delivered them all. Tulips and roses, carnations and baby's breath, hydrangeas and daisies, lilies and violets. But orchids stand alone.
 - C. I never got tired of the scent of flowers, but you'll never find a flower arrangement in my apartment. Is it wrong to admit that I prefer silk flowers? They don't wilt and lose their petals if I forget to water them.
 - D. That day I realized that my job wasn't simply about transporting flowers from one place to another. It was about bringing joy, solace, and beauty into people's lives. And it was also about the human connections.

92. A participant in a panel discussion makes the introductory statement below.

For most of our country's history, the most efficient and most utilized business structure has been hierarchical. This approach succeeded because most work in agrarian and manufacturing-based operations required little education, innovation, or collaboration with other workers. But the current U.S. economy has shifted to an information-based system in which businesses require workers to have high levels of education, innovation, and collaboration within their work environments. Relying on traditional hierarchical structures may prevent companies from realizing efficient growth. Businesses that fail to shift away from their outdated hierarchical structures will struggle to remain competitive within their industries and the greater economy.

Which of the following responses to this introductory statement would most effectively build on the participant's ideas and move the discussion forward?

- A. A machine operator in the early twentieth century was trained to use a device and then applied this training every day on the job. A twenty-first-century factory worker may be tasked with improving productivity by writing code that will reprogram how a machine sequences its operations.
 - B. Hierarchical corporate structures are the bane of innovation. If a low-level employee has an idea, a manager takes it to an upper-level employee, who takes it to someone on a higher level, and so on until it reaches the decision makers at the top. By this time, the idea is unrecognizable.
 - C. Today's workers seek jobs at companies that emphasize a sustainable work-life balance and flexibility in how one works. Businesses see management's role as primarily to support and encourage their staff's operations. Collaboration helps give each employee a stake in their employer's success.
 - D. Management has always gotten in the way of progress. Technology is finally allowing companies to ditch the boss and embrace collaboration. The future of work is a system in which employees are their own bosses, deciding how and when they want to work and what they want to work on.
93. A group of students is meeting to discuss a project that will last for the duration of the semester. The teacher is familiar with the skill set of each group member and begins by assigning specific roles to each individual. This approach will contribute to the project's success in which of the following ways?
- A. helping the students anticipate how to support their peers
 - B. keeping each student focused on one aspect of the project
 - C. preventing decisions from being influenced by groupthink
 - D. reducing potential sources of conflict within the group

94. Students in a high school English class have engaged in a discussion of prominent themes in Shakespeare's tragedies. Which of the following activities would deepen their understanding of the topic?
- A. explaining how two discussion points influenced their perspective
 - B. listing discussion points and ranking them in order of importance
 - C. evaluating the relevance and accuracy of discussion comments
 - D. partnering with another student to summarize the discussion

95. A group of students is discussing strategies for increasing voter turnout in the 18- to 34-year-old demographic, including online voting. Which of the following statements by one of the students includes valid evidence?
- A. "Many people still do not have Internet access. Online voting would only worsen this digital divide."
 - B. "We cannot assume that online voting will motivate young people to vote. More research needs to be done."
 - C. "Going to a polling place is essential to the democratic process. Online voting would only reinforce the culture of instant gratification."
 - D. "Online voting is a potential security threat. A recent study found that the number of cyberattacks has doubled in the last decade."

96. **Use the excerpt below from a debate about online shopping; then answer the question that follows.**

Online shoppers tend to believe that Web retailers offer more discounts than traditional stores. However, marketing tactics like free shipping trick people into believing they're getting a good deal. In a recent report, about 90 percent of consumers claim that free shipping is the determining factor for purchasing a product online. They may not know that shipping cost is often built into the price of each product.

An opponent could most effectively respond to the statement above by:

- A. revealing inconsistencies in the speaker's tone.
- B. identifying logical fallacies in the speaker's reasoning.
- C. disputing the credibility of the speaker's evidence.
- D. questioning the relevancy of the speaker's examples.

97. A city employee is planning a presentation for a community meeting to explain why multiple city buses often arrive at a bus stop together rather than at staggered intervals. Which of the following media would most effectively enhance the audience's understanding during the presentation?
- A. a website showing city bus timetables
 - B. a photograph of city buses stopped in traffic
 - C. an interactive map highlighting locations where buses encounter delays
 - D. an audio recording of a city resident complaining about the bus service
98. A group of high school students is discussing how the use of smartphone cameras affects users' memory. One student makes the following statement: "Last week I watched my sister compete in a poetry slam. I don't remember what her poems were about, but I do remember holding up my phone, recording her every word." Which of the following responses by a second student would most effectively build on the first student's ideas with reasons and evidence?
- A. A smartphone's virtually limitless capacity to record experiences cheapens the art of photography and videography. With access to so much disk and cloud memory, we've become hoarders who value quantity over quality.
 - B. Smartphone cameras are overrated. Whatever happened to disposable cameras? They take decent photos, and they're fun to use.
 - C. People who depend on their smartphones to record every experience are putting their memory retrieval skills at risk. Many scientific studies suggest that people have to use their memory to maintain its high level of function.
 - D. Today's smartphone cameras compete with low- to mid-priced digital cameras. Their high-resolution sensors do an amazing job.

99. A group of students is working on a collaborative presentation about the consequences of hosting the Olympics. A transcript of their discussion appears below.

Student 1: It's financially irresponsible for cities to host the Olympics.

Student 2: I agree. According to what I've read, the Olympics have gone over budget for the past 60 years, and the host cities are responsible for covering the extra cost.

Student 1: Montreal hosted the Olympics in 1976, and the city was still paying 30 years later.

Student 3: Both of you make good points. However, the Olympics can benefit cities by boosting tourism, which leads to economic growth.

Student 2: Do you have any evidence for that argument?

Student 3: Sure. After London hosted the Summer Olympics in 2012, the city reported a 12 percent increase in tourism the following year.

Student 1: _____

Which of the following responses by Student 1 would most clearly indicate an attempt to reach a consensus?

- A. "Are you sure the Olympics were the reason for London's increase in tourism?"
- B. "Have other cities experienced economic growth as a result of hosting the Olympics?"
- C. "Did you know that host cities are required to construct new facilities that may never be used again after the Olympics end?"
- D. "Would it be fair to say that cities should consider their financial situation before they submit a bid to host the Olympics?"

100. Use the information below to answer the question that follows.

A city council member has been invited to give a speech about a proposed highway construction project to members of a neighborhood association. A week before giving the speech, the council member distributes a questionnaire to members of the neighborhood association. The questionnaire appears below.

<p>1. Total number of automobiles owned by members of your household:</p> <p>2. Hours you spend driving to work or school every day: _____</p> <p>3. Would you use the proposed highway to commute to work or school? _____ If not, why not? _____</p> <p>4. Would you support a tax increase to fund current and future highway construction? _____ If not, why not? _____</p> <p>5. What are your concerns about the proposed highway construction project? (circle all that apply)</p> <p>Noise Inconvenience Safety Expense Environmental Impact</p> <p>Other (please explain): _____</p>

This questionnaire will likely be most appropriate for the council member to use when developing which of the following components of the speech?

- A. a summary of evidence that supports the highway project
- B. an estimate of the cost to taxpayers of completing the highway project
- C. an appeal to neighborhood residents' pride in the highway project
- D. a response to possible arguments against the highway project

DIRECTIONS FOR THE OPEN-RESPONSE ITEM ASSIGNMENTS

This section of the test consists of two open-response item assignments. You will be asked to prepare a written response of approximately 150–300 words for each assignment. You should use your time to plan, write, review, and edit your response for each assignment. **You must write responses to both of the assignments.**

For each assignment, read the topic and directions carefully before you begin to work. Think about how you will organize your response.

As a whole, your response to each assignment must demonstrate an understanding of the knowledge of the field. In your response to each assignment, you are expected to demonstrate the depth of your understanding of the subject area by applying your knowledge rather than by merely reciting factual information.

Your response to each assignment will be evaluated based on the following criteria.

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT KNOWLEDGE:** appropriateness and accuracy in the application of subject knowledge
- **SUPPORT:** quality and relevance of supporting evidence
- **RATIONALE:** soundness of argument and degree of understanding of the subject area

The open-response item assignments are intended to assess subject knowledge. Your responses must be communicated clearly enough to permit valid judgment of the evaluation criteria by scorers. Your responses should be written for an audience of educators in this field. The final version of each response should conform to the conventions of edited American English. Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topics. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

OPEN-RESPONSE ITEM ASSIGNMENT #1

Read the excerpt below from *The God of Small Things* (1997), a novel by Arundhati Roy; then complete the assignment that follows.

The History House.

Whose doors were locked and windows open.

With cold stone floors and billowing, ship-shaped shadows on the walls.

Where waxy ancestors with tough toe-nails and breath that smelled of yellow maps whispered papery whispers.

Where translucent lizards lived behind old paintings.

Where dreams were captured and re-dreamed. ...

The History House.

Where, in the years that followed, the Terror (still-to-come) would be buried in a shallow grave. Hidden under the happy humming of hotel cooks. The humbling of old Communists. The slow death of dancers. The toy histories that rich tourists came to play with.

It was a beautiful house.

White-walled once. Red-roofed. But painted in weather-colors now. With brushes dipped in nature's palette. Mossgreen. Earth-brown. Crumbleblack. Making it look older than it really was. Like sunken treasure dredged up from the ocean bed. Whale-kissed and barnacled. Swaddled in silence. Breathing bubbles through its broken windows.

A deep verandah ran all around. The rooms themselves were recessed, buried in shadow. The tiled roof swept down like the sides of an immense, upside-down boat. Rotting beams supported on once-white pillars had buckled at the center, leaving a yawning, gaping hole. A History-hole. A History-shaped Hole in the Universe through which, at twilight, dense clouds of silent bats billowed like factory smoke and drifted into the night.

They returned at dawn with news of the world. A gray haze in the rosy distance that suddenly coalesced and blackened over the house before it plummeted through the History-hole like smoke in a film running backwards.

Using your knowledge of literature, write a response of approximately 150–300 words in which you:

- identify and discuss a significant theme developed in the excerpt; and
- explain how the author uses a specific literary device or technique to support development of the theme you identified.

Be sure to cite specific evidence from the excerpt in your response.

OPEN-RESPONSE ITEM ASSIGNMENT #2

Read the first draft of an argumentative essay below; then complete the assignment that follows.

Have you ever tried to do something nice for yourself, only to realize that you couldn't afford to? Maybe your way of being kind to yourself is as simple as buying yourself a new pair of shoes. Or maybe a sunny vacation would make you happy. But new shoes and plane tickets don't grow on trees. In today's society, where stress is a major issue in many people's lives, self-care is more important than ever. To avoid adding more stressors to their already over-stressful lives, people need to find inexpensive, or cost-free ways to make themselves feel better.

Money does not buy happiness. It's a saying as old as time. If money could buy happiness, imagine the world we'd live in. People would forsake artistic pursuits, romantic relationships, and maybe even their health for lucrative careers and marriages of convenience. But money does not buy happiness and, therefore, money should not be required to achieve happiness, either. Taking a peaceful walk, reading a book, or even taking an afternoon nap are activities that can be restorative without wrecking the budget.

If self-care is free, it will encourage people to commit to this practice. It's all too easy to make excuses if the cost of an activity is high. Take museums. I might find visiting an art museum a relaxing pastime, but if that art museum admission fee is expensive I will be more likely to decide I don't need to check out the latest Picasso exhibit. When your self-care practice is free, you don't invent excuses not to nurture yourself.

One might argue that investing in self-care reinforces the value of those behaviors and, by extension, the value of one's well-being. Still, why spend money when you can save money and be happier in the process?

Using your ability to analyze an argument, write a response of approximately 150–300 words in which you:

- identify the central argument presented in the essay;
- analyze how the author develops the argument through claims, counterclaims, reasons, and evidence; and
- evaluate the effectiveness of the author's reasoning, including the relevance and sufficiency of the evidence provided.

Be sure to cite specific evidence from the essay in your response.

PRACTICE TEST RESULTS

PRACTICE TEST RESULTS OVERVIEW

The practice test provides valuable information regarding your preparedness for the MTEL English (61) test. In this section, you will find information and tools to help you determine your preparedness on the various sections of the test.

Multiple-Choice Questions

A [Multiple-Choice Question Answer Key Worksheet](#) is provided to assist you in evaluating your multiple-choice responses. The worksheet contains five columns. The first column indicates the multiple-choice question number, the second column indicates the objective to which the test question was written, and the third column indicates the correct response. The remaining columns are for your use in calculating the number of multiple-choice questions you answered correctly or incorrectly.

An [Evaluation Chart](#) for the multiple-choice questions is also provided to help you assess which content covered by the test objectives may require additional study.

Open-Response Items

[Evaluation Information](#), [Sample Responses and Analyses](#), as well as a [Scoring Rubric](#) are provided for these items. You may wish to refer to this information when evaluating your practice test responses.

Total Test

[Practice Test Score Calculation](#) information is provided to help you estimate your score on the practice test. Although you cannot use this practice test to precisely predict how you might score on an official MTEL English (61) test, you may be able to determine your degree of readiness to take an MTEL test at an operational administration. No passing score has been determined for the practice test.

**MULTIPLE-CHOICE QUESTION
Answer Key Worksheet**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
1				
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32				
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34				

**MULTIPLE-CHOICE QUESTION
Answer Key Worksheet (CONTINUED)**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
35				
36				
37				
38				
39				
40				
41				
42				
43				
44				
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**MULTIPLE-CHOICE QUESTION
Answer Key Worksheet (CONTINUED)**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
69				
70				
71				
72				
73				
74				
75				
76				
77				
78				
79				
80				
81				
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99				
100				

Count the number of multiple-choice questions you answered correctly:
 _____ of 100 multiple-choice questions

MULTIPLE-CHOICE QUESTION PRACTICE TEST EVALUATION CHART

In the evaluation chart that follows, the multiple-choice questions are arranged in numerical order and by test objective. Check your responses against the correct responses provided to determine how many questions within each objective you answered correctly.

Subarea I: Reading and Language

Objective 0001: Apply knowledge of the characteristics of major genres of literature.							
1B ___	2A ___	3D ___	4C ___	5B ___	6C ___	8A ___	___/7

Objective 0002: Apply knowledge of American literature from the seventeenth through the twenty-first century that represents a range of American perspectives reflecting diversity of gender; race; ethnicity; sexual orientation; nation of origin; religion; age; disability; and cultural, economic, and geographic backgrounds.							
7C ___	9B ___	10B ___	11D ___	12B ___	13B ___	14B ___	___/7

Objective 0003: Apply knowledge of British literature from the Anglo-Saxon through the contemporary period.							
15B ___	16C ___	17B ___	18D ___	19C ___	20A ___	21A ___	___/7

Objective 0004: Apply knowledge of contemporary and historical literature from Africa, Asia, Latin America, the Caribbean, and Europe from ancient times through the twenty-first century.								
22A ___	23B ___	24D ___	25C ___	26A ___	27D ___	28C ___	29C ___	___/8

Objective 0005: Apply knowledge of informational texts.									
30C ___	31B ___	32D ___	33D ___	34C ___	35C ___	36C ___	37D ___	38B ___	___/9

Objective 0006: Apply knowledge of the structure and development of Standard American English.							
39A ___	40B ___	41D ___	42A ___	43C ___	44D ___	45D ___	___/7

Objective 0007: Apply knowledge of theory, research, and instructional practice related to language acquisition and reading.							
46C ___	47A ___	48B ___	49C ___	50D ___	51A ___	___/6	

Subarea I (Objectives 0001–0007) Total ___/51

**MULTIPLE-CHOICE QUESTION
PRACTICE TEST EVALUATION CHART (CONTINUED)**

Subarea II: Rhetoric and Composition

Objective 0008: Apply knowledge of principles of rhetoric and characteristics of effective writing and writing instruction.

52A ___ 53C ___ 54D ___ 55D ___ 56C ___ 57B ___ 58B ___ 59D ___ 60C ___ ___/9

Objective 0009: Apply knowledge of techniques for writing arguments.

61B ___ 62D ___ 63B ___ 64B ___ 65C ___ 66A ___ 67C ___ 68C ___ ___/8

Objective 0010: Apply knowledge of techniques for writing informative/explanatory texts.

69B ___ 70A ___ 71D ___ 72B ___ 73A ___ 74B ___ 75C ___ ___/7

Objective 0011: Apply knowledge of techniques for conducting academic research to build and present knowledge.

76C ___ 77B ___ 78A ___ 79B ___ 80A ___ 81D ___ 82B ___ 83A ___ ___/8

Objective 0012: Apply knowledge of techniques for writing narratives.

84C ___ 85B ___ 86B ___ 87C ___ 88A ___ 89C ___ 90D ___ 91D ___ ___/8

Objective 0013: Apply knowledge of techniques for speaking and/or expressive communication and listening and/or receptive communication to use in a variety of contexts.

92C ___ 93D ___ 94A ___ 95D ___ 96C ___ 97C ___ 98C ___ 99D ___ 100D ___ ___/9

Subarea II (Objectives 0008–0013) Total ___/49

OPEN-RESPONSE ITEM EVALUATION INFORMATION

How Open-Response Items Are Scored

Open-response items are scored through a process called focused holistic scoring. Scorers judge the overall effectiveness of the response rather than individual aspects considered in isolation. Scorer judgments are based on the quality of the response, not on length or neatness. Responses must be long enough to cover the topic adequately and scorers must be able to read what is written.

How to Evaluate Your Practice Responses

On the following pages, you will find two "strong" and two "weak" sample responses. PLEASE DO NOT REVIEW THE SAMPLE RESPONSES UNTIL AFTER YOU HAVE WRITTEN YOUR OWN RESPONSE. When you do review the two "strong" and "weak" sample responses and analyses included here, please note the following points:

- ✓ For the purposes of the practice test, responses are identified as "strong" or "weak" rather than given a score point of 1–4.
- ✓ The responses identified as "strong" may contain flaws; however, these responses do demonstrate the performance characteristics of a "strong response."
- ✓ The two "strong" responses demonstrate the examinees' appropriate understanding and application of the subject matter knowledge. However, these responses do not necessarily reflect the full range of "correct answers" that would demonstrate an understanding of the subject matter.
- ✓ The "Analysis" accompanying each "strong" and "weak" response discusses the main attributes of the responses, but does not identify all flaws or strengths that may be present.

Compare your practice responses to the [Sample Responses](#) to determine whether your responses are more similar to the strong or weak responses. Also review the [Analyses](#) on those pages and the [Scoring Rubric](#) to help you better understand the characteristics of strong and weak responses. This evaluation will help you identify specific problems or weaknesses in your practice responses.

**OPEN-RESPONSE ITEM
SCORING RUBRIC, SAMPLE RESPONSES, AND ANALYSES**

Massachusetts Tests for Educator Licensure®

SCORING RUBRIC FOR SUBJECT TESTS

Performance Characteristics:

Purpose	The extent to which the response achieves the purpose of the assignment.
Subject Matter Knowledge	Accuracy and appropriateness in the application of subject matter knowledge.
Support	Quality and relevance of supporting details.
Rationale	Soundness of argument and degree of understanding of the subject matter.

Scoring Scale:

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects an adequate knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequately reasoned understanding of the topic.
2	<p>The "2" response reflects a limited knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is limited, possibly inaccurate or inappropriate, application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects a weak knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

**FIRST SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #1**

A theme in the excerpt is past versus present. The person in the story lives in a house that belonged to their ancestors. There are a lot of details about the old house, "cold stone floors" and "old paintings." The person is thinking or dreaming about the history of the house and who lived there. The author uses foreshadowing to tell the reader what is going to happen in the house, but the person in the story doesn't know it yet. The Terror is going to die and get buried in the yard, and the house is going to get turned into a hotel for rich tourists. The author goes on to mention "old Communists" and "slow death of dancers." The hotel could be in Russia. The author might be talking about the ballet, which is popular there. It is hard to tell because the sentences are very choppy.

In the past, the house was beautiful, and the person uses a lot of descriptive details here to make us see how happy their memories were. "Red roofed" and "moss green" make the house seem lively and colorful, like a painting. The house is even compared to "sunken treasure." But now the house has become dilapidated, the beams are rotting, and there is a hole in the roof. The protagonist had a happy childhood in the house, but things have gone from bad to worse and now the house is run down. Only the protagonist and the bats live there. The protagonist doesn't even go into the town anymore and might be a bit of a recluse who relies on bats to bring him "news of the world."

ANALYSIS FOR FIRST WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

Purpose: The purpose of the assignment is only partially achieved. The relationship between the past and the present is arguably a significant topic in the excerpt, but the phrase "past versus present" does not convey a theme. Second, although the candidate identifies a specific literary device (foreshadowing), the discussion that follows tells us only what is foreshadowed; it does not support development of the theme.

Subject Matter Knowledge: There is a limited application of subject matter knowledge. "Past and present" indicates a limited knowledge of what a theme is. If "descriptive details" is intended as a specific literary device, it is a poor choice, indicating a limited knowledge of literary devices. The response also takes literally what is at least potentially a metaphorical house. No explanation is given as to why the candidate attributes the narrative voice to a character in the story who lives in an actual house.

Support: The supporting evidence is limited. The response includes a number of examples from the excerpt, including quotations, but these are often irrelevant to the stated theme. "Cold stone floors" and "old paintings" only support the point that the house is old; they do nothing to develop the stated theme of "past versus present." "Red roofed" and "moss green" may indeed make the house seem colorful, but the excerpt uses those phrases to make opposite points about the house; the candidate takes these quotations out of context.

Rationale: The response reflects a limited understanding of the topic. It is unclear who the candidate sees as the narrator of this excerpt. "The person is thinking or dreaming about the history of the house" suggests that the excerpt is being narrated by a character who lives in the story. The next sentence, however, suggests that the excerpt is being narrated by the author—that is, by someone who is not a character in the story.

**SECOND SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #1**

The author portrays a lot of sadness about the state of her childhood home. It is a ruin with locked doors and broken windows and a "cold stone floor." There are even lizards on the walls. Roy remembers having lived with her parents and grandparents and having dreams of conquering the world. It used to be beautiful, with white walls and a verandah all around it, but it has seen a lot of changes since the Communists came and brought the Terror with them. Then they turned it into a hotel for tourists with happy cooks, but now it is covered with moss like some old shipwreck. Even so, Roy sees it as "like a sunken treasure" because it is full of happy childhood memories. It is silent now, but she can seem to hear her grandparents whispering in the shadows.

The roof has caved in, and the house looks like an "immense upside-down boat" with a hole in the middle. Bats fly out through the hole at night. There are so many they look like smoke. In the morning, they return and plunge back through the hole in the roof. Roy sees their return as looking like "a film running backwards," and she wishes she could go back to the days of her childhood.

But she cannot do that because her grandparents and parents are dead, and the house is destroyed. Overall, she paints a lot of pictures with descriptions, and the theme is sadness—sadness because everything has changed. It is sad when you cannot go home because your home is gone.

ANALYSIS FOR SECOND WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

Purpose: The purpose of the assignment is only partially achieved. A significant theme is not identified; "sadness" names a broad topic, not a theme, nor is there a recognizable literary device. Perhaps the reader is meant to take "she paints a lot of pictures with descriptions" as a reference to the literary device of imagery, but the response does not point to anything as an example of imagery, nor is there any explanation of how Roy uses these pictures or images to develop the topic of sadness.

Subject Matter Knowledge: There is a limited application of subject matter knowledge, beginning with the limited understanding of theme and literary device. There is also little reason to assume that the speaker of the excerpt is the author, particularly as the excerpt is identified as having been excerpted from a novel. Furthermore, the response makes claims or assumptions that are too definitive for the available evidence—for example, that the speaker is a character in the novel, that the house is the speaker's childhood home, and that the Communists brought the Terror.

Support: The supporting evidence is limited. Many of the claims in the response are unsupported. The quotations in the second paragraph are not made relevant to the stated theme, nor to any point at all. The "sunken treasure" quotation in the first paragraph is taken out of context; Roy is clearly not using the comparison of the house to sunken treasure as a means to evoke the speaker's happy memories.

Rationale: The response reflects a limited understanding of the topic. The supposed theme and the literary device are identified only at the end of the response, which leaves the direction of the argument unclear from the beginning. The response is also largely a paraphrase of the excerpt rather than an argument. There is limited reasoning for the central claims that "the theme is sadness" and that the speaker "paints a lot of pictures with descriptions."

**FIRST SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #1**

A theme in this excerpt is the malleability of history—how the "true" history of a place (e.g., sordid, criminal, banal) can be eclipsed by romantic versions more marketable to tourists. On this reading, the excerpt becomes an indictment of capitalist market forces, specifically the tourist industry. Roy shows the true history of a place betrayed for the sake of economic prosperity.

This theme is developed through the extended metaphor of history as a house. The setting is not definitive, but the architecture (white walls, tiled roof) and fauna (lizards, bats) suggest a tropical location, a coastal region or island. The images of "ship-shaped shadows" and "yellow maps" evoke the history of European seafaring exploration of the seventeenth and eighteenth centuries. Allusions to "sunken treasure" and "old Communists" might place this house in the Caribbean, but the precise location doesn't seem to matter. Roy's theme is relevant to many locations that suffered colonial occupation and exploitation.

The "History House" is first presented as a series of colorful but wispy impressions—shadows, whispers, and dreams. Although questionable as history, these impressions keep getting "re-dreamed." Even the more specific histories suggested by "old Communists" and "death of dancers" are more palatable to tourists than the "Terror" that must be "buried" in order to keep the hotels full and the economy thriving.

The next line, "It was a beautiful house," at first sounds like an ironic comment on this whitewashed history. But when it is read as a preamble to the following paragraph, we see that this house—this history—was, in fact, a beautiful history, before it suffered the ravages of colonialism and historical amnesia. The history of such places has flown like bats through a "History-shaped Hole" in the roof, and the house is now dilapidated and forgotten.

ANALYSIS FOR FIRST STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

Purpose: The purpose of the assignment is fully achieved. A significant theme is identified, refined, and elaborated in the first paragraph. The second paragraph identifies a specific literary device. Because the house metaphor is a central feature of the excerpt, the candidate has abundant evidence to draw on. The remainder of the response is consistently devoted to the ways in which Roy uses the house metaphor to develop the theme.

Subject Matter Knowledge: There is a substantial, accurate, and appropriate application of subject matter knowledge. The response demonstrates an accurate understanding of theme as not merely a broad topic like "history" but as a claim made *about* that topic, in this case the claim that history is malleable, that histories can be shaped, effaced, and betrayed. The response appropriately recognizes the house as an extended metaphor. The response consistently demonstrates a nuanced reading of the excerpt—in the last paragraph, for example, where it argues that a sentence that is first read ironically later assumes a different meaning.

Support: The response provides high-quality, relevant examples. The second paragraph offers abundant evidence to substantiate its claims about the setting. The third paragraph demonstrates an ability to select and categorize textual data when it groups shadows, whispers, and dreams as "colorful but wispy impressions."

Rationale: The response reflects an ably reasoned, comprehensive understanding of the topic. Claims throughout the response are carefully and precisely stated. The candidate recognizes, for example, that the setting is not definitive but that certain generalizations can be made about it based on the evidence. The last paragraph also carefully walks the reader through a subtle point.

**SECOND SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #1**

The "History House" seems to be an extended metaphor for human memory, and one theme of the passage is the psychological fragmentation that results from psychic trauma. This theme is developed through images that portray memories as less than fully accessible (the doors are locked) but still seeping into daily life. The "papery whispers" of ancestors escape through open windows, and dreams are "captured and re-dreamed." The house is felt to be "Breathing bubbles through its broken windows," and "rotting beams" have collapsed, "leaving a yawning, gaping hole." These metaphorical images of a damaged house convey the psychic damage done to the speaker by some unidentified trauma.

Although the nature of the trauma is not specified, many of the images are unpleasant or frightening: the ancestors have "tough toe-nails," and "translucent lizards" hide behind paintings. The ominous (but also unspecified) "Terror" is "hidden" beneath a series of allusions that cascade in a jumbled stream of consciousness: the "humming of hotel cooks," the "humbling of old Communists," the "slow death of dancers," and "toy histories that rich tourists came to play with." These memories are fragmentary. Though they invite us to imagine connections between them, they fail to coalesce into a coherent narrative.

The History House is "Swaddled in silence," invoking the idea that traumatic memories that can't be articulated in language may be experienced as absences or holes. The metaphorical hole in the roof assumes the significance of a hole in the speaker's psyche, now hyperbolized as a terrifying "History-shaped Hole in the Universe." Through this hole, "dense clouds of silent bats" billow out every night, only to return at dawn. The perpetual to-and-fro of the silent bats suggests the inarticulate and unrecovered traumatic memories that subject the speaker's wounded psyche to fragmentation and endless repetition.

ANALYSIS FOR SECOND STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

Purpose: The purpose of the assignment is fully achieved. A significant theme and a literary device are identified in the first sentence. The remainder of the response addresses the ways in which the house functions as a metaphor for human memory while demonstrating the fragmentation that results from the traumatic memory alluded to in the excerpt.

Subject Matter Knowledge: There is a substantial, accurate, and appropriate application of subject matter knowledge. The response demonstrates an accurate understanding of theme, appropriately focuses on the literary device of extended metaphor, and accurately and appropriately applies other literary concepts such as imagery, stream of consciousness, and hyperbole.

Support: The response provides high-quality, relevant examples. The response surveys evidence from the entire excerpt, working methodically from beginning to end. The hole and the bats discussed in the last paragraph, as extensions of the house metaphor, contribute to the development of the central argument about psychic fragmentation. Throughout the response, multiple examples are provided for each of the key claims—for example, that the speaker's psyche is damaged (broken windows, rotting beams), or that the trauma is characterized through frightening images (toe-nails, lizards). Quotations are kept short, which clarifies their relevance and allows room for further development of the argument.

Rationale: The response reflects an ably reasoned, comprehensive understanding of the topic. It carefully distinguishes between the literal and figurative meanings of the house and consistently employs phrases that indicate the job that certain parts of the text are meant to do: "invite us to imagine connections," "invoking the idea that," "assumes the significance of." The response is also careful not to overstate. It acknowledges, for example, that "the nature of the trauma is not specified," and so it focuses instead on how the trauma, whatever it is, is characterized through imagery.

**FIRST SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #2**

The central argument of the passage is that people shouldn't make themselves feel worse by buying expensive items. Instead, people should live within their means and consider free and low-cost activities and treats.

The author has a few good reasons for their position. First, money doesn't buy happiness. This is definitely true, and the author backs this up with the evidence that if money did buy happiness, nobody would want to do things that don't make money, like artistic pursuits.

Next, the author says that instead of expensive activities, we should consider simpler things (like going for a walk or napping) that can be done without ruining the budget, which is a good argument.

A counterclaim that the author gives is that people won't have any excuse to avoid a self-care activity if it is free. The author says that without the justification of budget concerns holding them back, people will go to a free art exhibit, for instance. This is effective reasoning that is relevant because an art exhibit is something that some people will typically do to unwind. It is sufficient reasoning because when the art exhibit is free, people will be able to attend with no hesitation; cost is no longer an issue.

The writing is also effective in the last two paragraphs because the author uses the second-person stance, stating, "When your self-care practice is free, you don't invent excuses not to nurture yourself" and "why spend money when you can save money and be happier in the process?" This use of "you" and "your" appeals to the reader directly, evokes emotion, and makes the argument more convincing, which is an effective way to convince a reader.

One area that could be improved is the use of specific evidence. A statistic or a reference to an authority would strengthen the argument.

ANALYSIS FOR FIRST WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

Purpose: The response does not accurately identify the central argument of the essay (that inexpensive or free self-care activities are preferable to costly activities), instead reducing it to the argument that people "should live within their means and consider free and low-cost activities and treats." The centrality of self-care to the argument is missing. The response identifies some claims and reasons but does not adequately evaluate the effectiveness of the reasoning, including the relevance and sufficiency of the evidence provided in the essay.

Subject Matter Knowledge: There is limited application of subject matter knowledge. While the essay draft includes claims that are not sufficiently reasoned or supported with evidence, the candidate does not identify these weaknesses. For instance, the argument that money doesn't buy happiness is not sufficient reasoning to argue that people should only undertake free- or low-cost self-care activities. Additionally, the essay argues that "when your self-care practice is free, you don't invent excuses not to nurture yourself"—a claim that is unsupported by evidence—but the candidate sees this as effective reasoning because "cost is no longer an issue"—a statement that extends the essay's argument but doesn't evaluate it or consider that factors other than money (e.g., lack of time) could lead people to avoid self-care. The candidate also inaccurately applies subject matter knowledge, stating, "A counterclaim that the author gives is that people won't have any excuse to avoid a self-care activity if it is free." This is a claim, not a counterclaim.

Support: The supporting evidence is limited. Although the candidate provides examples, some are not relevant to the task because they focus on the essay's writing style and how the essay appeals to the reader via emotions rather than on the essay's reasoning. For instance, the candidate discusses the use of the second-person stance, arguing that "[t]his use of 'you' and 'your' appeals to the reader directly, evokes emotion, and makes the argument more convincing, which is an effective way to convince a reader." However, the candidate has been asked to "evaluate the effectiveness of the author's reasoning, including the relevance and sufficiency of the evidence provided." This discussion of writing style and stance does not engage with the author's provision of evidence.

Rationale: The response is not adequately reasoned. For instance, the candidate states, "One area that could be improved is the use of specific evidence. A statistic or a reference to an authority would strengthen the argument." While this is true, the statement is too general to adequately support the candidate's stance. The candidate should identify specific parts of the argument that lack evidence and describe why the evidence provided is insufficient and/or what additional kinds of evidence would be sufficient. The response also suggests that the original essay's claims are effective without reasoning through why they are effective; for instance, in the second and third paragraphs of this response, the candidate identifies "good reasons" and a "good argument" but doesn't provide convincing evidence of why the reasons and argument are good. The candidate could strengthen the response by providing further evaluation of how the original essay supports or fails to support its claims with evidence.

**SECOND SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #2**

The author's central argument is that money doesn't buy happiness, so if we stop expecting that it will, we might find ourselves happier and less stressed.

The author gives a few reasons to support the idea that money doesn't buy happiness. First, because "[i]t's a saying as old as time." This is strong evidence because it appeals to common knowledge and things that we've all agreed on over time. It's also relevant, because the author talked about people buying new shoes or a vacation in the first paragraph, and those are things that can be bought with money but don't necessarily buy happiness. Instead, the author says we should do inexpensive things that bring us happiness, like taking an afternoon nap or going to a free art gallery.

Next, the author says that people will be more likely to "commit to this practice" if they choose free activities, but how does the author know this for sure?

In the conclusion, the author states, "One might argue that investing in self-care reinforces the value of those behaviors and, by extension, the value of one's well-being." This is a good argument, and one that the author should consider developing further. The author finishes up by asking the reader, "Still, why spend money when you can save money and be happier in the process?" This effective reasoning leaves the reader convinced of the author's argument, because no one would choose to have less money and be unhappier.

One problem that I can see throughout the whole essay is that the author relies on cliches. For example, they talk about a saying "as old as time," and remind us that "new shoes and plane tickets don't grow on trees" and "money can't buy happiness." The author should avoid these stale examples and use vocabulary that will be fresh to the reader.

ANALYSIS FOR SECOND WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

Purpose: The response incorrectly identifies the essay's central argument as "money doesn't buy happiness, so if we stop expecting that it will, we might find ourselves happier and less stressed," when in fact the argument is about reducing stress by engaging in free and low-cost self-care. In part because the candidate has not accurately identified the central argument of the essay, the analysis and evaluation that follow are only partially achieved.

Subject Matter Knowledge: The candidate shows limited subject matter knowledge when identifying claims, counterclaims, reasons, and evidence. The candidate suggests that the essay's claim "money can't buy happiness" is supported by the author's assertion that "[i]t's a saying as old as time"; the candidate notes that this "is strong evidence because it appeals to common knowledge and things that we've all agreed on over time." This is a poor example because strong evidence relies on proof, not just a long-standing or common belief. The candidate misidentifies the counterclaim in the final paragraph of the essay as an additional argument, commenting, "This is a good argument, and one that the author should consider developing further," which is inaccurate application of subject matter knowledge.

Support: The candidate does not provide sufficient analysis or evaluation of the argument. Some parts of the response summarize the passage, rather than analyzing it, and the candidate's few attempts at evaluation are insufficiently supported with evidence. In the third paragraph, the candidate writes, "Next, the author says that people will be more likely to 'commit to this practice' if they choose free activities, but how does the author know this for sure?" This hints at the insufficiency of the essay's argument, but the candidate does not provide specific discussion of why and how this claim is insufficient (i.e., the author does not provide evidence to support the claim) or what kind of evidence would be sufficient. Additionally, while the candidate considers the use of clichés to be troubling because of the "stale" vocabulary, the bigger problem with the clichés is that they are used in place of real reasoning or examination. This problem would be a more appropriate focus for the candidate's evaluation of the argument's sufficiency.

Rationale: Because the original essay's focus on self-care has mostly been neglected by this analysis, this response's analysis and reasoning can only be limited. The candidate should ensure that they are accurately identifying the central argument and then the claims, counterclaims, reasons, and evidence that work (or fail to work) in support of that argument. Additionally, when the candidate refers to a "good argument" in the fourth paragraph, they should explain why this is a good argument. Later in the same paragraph, the candidate discusses the essay's concluding statement, "Still, why spend money when you can save money and be happier in the process?" The candidate writes, "This effective reasoning leaves the reader convinced of the author's argument, because no one would choose to have less money and be unhappier," but the essay draft hasn't convincingly shown that people will necessarily be happier if they choose free self-care activities, or unhappier if they choose costly ones. The candidate should not take the essay's claims at face value but instead determine whether the author has provided relevant and sufficient evidence to support them and cite evidence from the essay to support that evaluation.

**FIRST SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #2**

The essay's central argument is that people should pursue inexpensive self-care options rather than expensive ones that could exacerbate stress. Although it presents various relevant claims and attempts to address a counterclaim, the essay requires additional reasoning and evidence to fully make its case.

The author first implies that higher-cost self-care always increases stress levels, which could be true but is not supported with evidence that could prove such a link (e.g., surveys of vacationers' stress levels and vacation costs). The author then claims that money doesn't buy happiness, before digressing into a discussion of the negative things that would happen if money did buy happiness. Next, the author claims that since money doesn't buy happiness, people should pursue low-cost or free activities, reasoning that they are "restorative without wrecking the budget." However, the assumption that higher-cost self-care always ruins budgets is an assertion that the author does not (and probably cannot) support with evidence.

The author also claims that free self-care encourages commitment, reasoning that it is easy to make excuses if price is a disincentive. This seems intuitively correct but could be strengthened with evidence from studies (e.g., are people more likely to commit to free vs paid yoga classes?).

The author raises the counterclaim that the investment of resources could reinforce the value of the activity and of one's well-being, but promptly dismisses it by stating, "Still, why spend money when you can save money and be happier in the process?" This is insufficiently reasoned not only because it fails to genuinely engage with the counterclaim but also because it assumes that saving money always makes a person happier. However, prioritizing price over enjoyment might diminish the pleasure of self-care and make a person reluctant to perform this kind of self-care in the future—ultimately leading to less commitment to self-care, not more.

ANALYSIS FOR FIRST STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

Purpose: The response fully achieves the purpose of the assignment by addressing all the components of the task. For example, the candidate accurately identifies the central argument of the essay draft, as well as multiple claims and a counterclaim. Additionally, the candidate analyzes the essay's reasoning and use of evidence, pointing to specifics that show that the author's claims, while generally relevant, are often insufficiently reasoned. Evaluation and analysis are evident throughout the response and supported with evidence from the original essay.

Subject Matter Knowledge: Appropriate subject matter knowledge is applied throughout the response. The candidate shows understanding of how the essay develops an argument through the use of claims and a counterclaim and determines where reasoning and evidence are lacking. The candidate does not misread the essay or identify weakly supported claims as sufficient. Terms such as "claim," "counterclaim," and "evidence" are used correctly.

Support: The candidate supports their analysis with high-quality examples, using evidence from the essay. There are also sound examples to support the candidate's discussion of the essay's strengths and insufficiencies. For instance, in the analysis of the claim that free self-care will lead to increased commitment, the candidate writes, "This seems intuitively correct but could be strengthened with evidence from studies (e.g., are people more likely to commit to free vs paid yoga classes?)." Thus, the candidate not only recognizes the lack of evidence but also suggests a specific kind of evidence that could strengthen the argument.

Rationale: The candidate reasons through their analysis of the essay's argument, providing clear and sufficient statements to support their evaluation of the essay's effectiveness. A good example of this is the candidate's discussion of the Picasso exhibit scenario. The candidate notes, "This is insufficiently reasoned not only because it fails to genuinely engage with the counterclaim but also because it assumes that saving money always makes a person happier"—which shows a clear understanding of the essay's argument—and goes on to reason through some of the potential downfalls of prioritizing cheaper self-care, which demonstrates a comprehensive understanding of the essay's weaknesses.

**SECOND SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #2**

The central argument is that people should reduce stress by engaging in cheap or free self-care practices rather than expensive ones because expensive self-care increases stress, money should not be required to achieve happiness, and people would be more likely to commit to low-cost self-care. The counterclaim, that "investing in self-care reinforces the value of those behaviors and, by extension, the value of one's well-being," isn't effectively refuted, and the essay lacks reasoning and evidence.

The author's assumption that spending less will always increase happiness and reduce stress isn't supported with evidence. While it's true that expensive self-care activities could increase stress, they might also provide greater stress relief than inexpensive activities. After all, a much-anticipated week at a resort could provide better quality self-care than a nap. The claim "money doesn't buy happiness and, therefore, money should not be required to achieve happiness" is also spurious. At no point has the author introduced an opposing side that claims money should be required to achieve happiness.

The author's strongest claim is that people would be more likely to commit to low-cost self-care. The example of someone skipping the expensive Picasso exhibition is a relevant example that could be strengthened with further evidence, such as data showing that people attended an art gallery more regularly once free Friday nights were introduced.

The essay's biggest problem is its unexamined assumption that self-care activities fall into two camps: free/low-cost activities and those that "wreck" the budget. There is no middle ground where people might budget responsibly for paid self-care. If the author wants to make an argument against over-extending one's finances to indulge in self-care, they should first give evidence that this is a common problem and then make that argument. The value of free and low-cost self-care is clear, but this author provides insufficient evidence to support turning away entirely from expensive or moderately priced alternatives.

ANALYSIS FOR SECOND STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

Purpose: The response does everything that the assignment has demanded: it accurately identifies the essay's central argument; it analyzes the claims, counterclaims, reasons, and evidence that the author deploys; and it clearly evaluates the effectiveness of the reasoning. It also provides specific evidence and support to justify the evaluation.

Subject Matter Knowledge: The candidate demonstrates substantial subject matter knowledge by accurately and clearly identifying the central argument, correctly identifying strong and weak claims, and reasoning through the effectiveness of the author's argument. The candidate is also adept at identifying weaknesses in the essay that result from the author's assumptions and omissions.

Support: The candidate provides quality support throughout the response. In the discussion of the art museum example, the candidate notes that more evidence is necessary, "such as data showing that people attended an art gallery more regularly once free Friday nights were introduced." Earlier, the candidate describes the author's claim that "money doesn't buy happiness and, therefore, money should not be required to achieve happiness" as "spurious," noting that there is no opposing side mentioned that claims spending money is essential to happiness. This ability to identify what is missing from or presumed in the argument is one effective way to evaluate the relevance and sufficiency of the evidence provided in the essay. The candidate makes a similar evaluation in the final paragraph by identifying that the essay is founded on an "unexamined assumption that self-care activities fall into two camps: free/low-cost activities and those that 'wreck' the budget. There is no middle ground where people might budget responsibly for paid self-care." This is a relevant and significant example that supports the candidate's position that the essay is insufficiently reasoned and supported.

Rationale: The response is ably reasoned. In the second paragraph, for instance, the candidate first identifies that the author assumes "that spending less will always increase happiness and reduce stress," then notes that this position "isn't supported with evidence." The candidate concedes that "it's true that expensive self-care activities could increase stress," but also argues that "they might also provide greater stress relief than inexpensive activities" before providing a specific example—"a much-anticipated week at a resort could provide better quality self-care than a nap"—that demonstrates the insufficiency of the essay's reasoning. This kind of careful reasoning is also evident in the final paragraph, in which the candidate examines the insufficiency of the essay's reasons for rejecting activities that "wreck" the budget. These examples are indicative of the quality of reasoning and comprehensive understanding of the topic that the candidate displays throughout the response.

PRACTICE TEST SCORE CALCULATION

The practice test score calculation is provided so that you may better gauge your performance and degree of readiness to take an MTEL test at an operational administration. Although the results of this practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test, it is not possible to predict precisely how you might score on an official MTEL test.

The [Sample Responses and Analyses](#) for the open-response items may help you determine whether your responses are more similar to the strong or weak samples. The [Scoring Rubric](#) can also assist in estimating a score for your open responses. You may also wish to ask a mentor or teacher to help evaluate your responses to the open-response questions prior to calculating your total estimated score.

How to Calculate Your Practice Test Score

Review the directions in the sample below and then use the blank practice test score calculation worksheet on the following page to calculate your estimated score.

Multiple-Choice Section	
Enter the total number of multiple-choice questions you answered correctly:	<u>73</u>
Use Table 1 below to convert that number to the score and write your score in Box A :	A: <input type="text" value="192"/>

Open-Response Section	
Enter the number of points (1 to 4) for your first open-response question:	<u>3</u>
Enter the number of points (1 to 4) for your second open-response question:	<u>3</u>
	=====
Add those two numbers (Number of open-response question points):	6
Use Table 2 below to convert that number to the score and write your score in Box B :	B: <input type="text" value="50"/>

Total Practice Test Score (Estimated MTEL Score)	
Add the numbers in Boxes A and B for an estimate of your MTEL score:	A + B = <input type="text" value="242"/>

Practice Test Score Calculation Worksheet: English (61)

Table 1:

<u>Number of Multiple-Choice Questions Correct</u>	<u>Estimated MTEL Score</u>	<u>Number of Multiple-Choice Questions Correct</u>	<u>Estimated MTEL Score</u>
0 to 25	103	61 to 65	174
26 to 30	112	66 to 70	183
31 to 35	121	71 to 75	192
36 to 40	130	76 to 80	201
41 to 45	139	81 to 85	210
46 to 50	148	86 to 90	219
51 to 55	156	91 to 95	228
56 to 60	165	96 to 100	236

Table 2:

<u>Number of Open-Response Question Points</u>	<u>Estimated MTEL Score</u>
2	31
3	36
4	41
5	46
6	50
7	55
8	60

Print the form below to calculate your estimated practice test score.

Multiple-Choice Section

Enter the total number of multiple-choice questions you answered correctly:

Use Table 1 above to convert that number to the score and write your score in **Box A**:

A:

Open-Response Section

Enter the number of points (1 to 4) for your first open-response question:

Enter the number of points (1 to 4) for your second open-response question:

=====

Add those two numbers (Number of open-response question points):

Use Table 2 above to convert that number to the score and write your score in **Box B**:

B:

Total Practice Test Score (Estimated MTEL Score)

Add the numbers in **Boxes A and B** for an estimate of your MTEL score:

A + B =

ACKNOWLEDGMENTS

Page

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