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Student Name: \_\_\_\_\_



# Missouri

DEPARTMENT OF ELEMENTARY & SECONDARY

# EDUCATION™

## End-of-Course Assessment

# English I



Practice Test

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## Directions to the Student

Today you will be taking Session I of the Missouri English I Test. This is a test of how well you understand the course level expectations for English I.

### There are several important things to remember:

- 1** Some of the questions will require you to read a passage in order to answer them. Read each passage carefully, and then read each question and think about the answer. Choose the answer that you think is best.
- 2** Some of the questions will not be connected to a passage. For these questions, read each question carefully and think about the answer. Choose the answer that you think is best.
- 3** Make sure you clearly mark the correct choice in your test book.
- 4** If you do not know the answer to a question, skip it and go on. You may return to it later if you have time.
- 5** If you finish the test early, you may check over your work.

**Directions:** Read the following passage carefully. Then answer questions 1 through 4.

## The Foundation Builders

*by Gina DeAngelis and Audrey DeAngelis*

*These men used their positions in the federal government to have a lasting impact on preservation and conservation.*

### Theodore Roosevelt

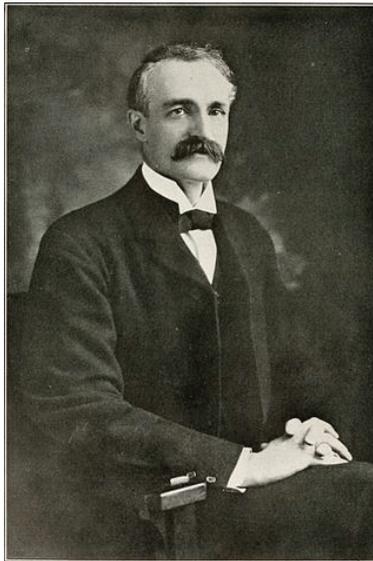


(1858–1919)

- 1 In 1901, 42-year-old Theodore Roosevelt became the youngest U.S. President. His energy and determination redefined the powers of that office. He suggested important legislation and signed landmark laws that protected the health and welfare of Americans, and he established the United States as an emerging leader in foreign affairs.
- 2 Roosevelt's many accomplishments during his two terms in office were impressive, but his work to make conservation a national issue stands out. In 1887, years before he became president, he was one of the founders of the Boone and Crockett Club. The organization promoted the hunting of game animals and the protection of their habitats. Several years later, club members stepped in to help save Yellowstone from the harmful impact of potential commercial development.

- 3 As president, Roosevelt created the first national wildlife refuge in Florida in 1903 and formed the U.S. Forest Service in 1905. He signed the Antiquities Act of 1906, which protects artifacts and historic ruins from destruction and allows the president to create national monuments from public lands. During his presidency, five national parks and 18 national monuments, nearly 60 wildlife and bird refuges, and more than 100 million acres of national forest were created.
- 4 As he prepared to protect the Grand Canyon in 1908 as a national monument, Roosevelt said, “Arizona has a natural wonder which is in kind absolutely unparalleled throughout the rest of the world. I want to ask you to keep this great wonder of nature as it now is. . . . Leave it as it is. You cannot improve on it. The ages have been at work on it, and man can only mar it.”

**Gifford Pinchot**



(1865–1946)

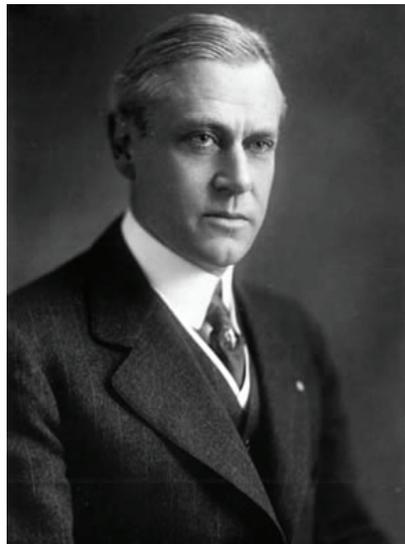
- 5 Gifford Pinchot (pronounced PIN-cho) was a friend and trusted advisor to Theodore Roosevelt. He founded the Society of American Foresters in 1900, and that same year, his family provided financial support for a forestry school at Yale University for the scientific study of forest management.
- 6 Roosevelt appointed Pinchot as the first chief of the U.S. Forest Service. Pinchot supported conservation, but his ideas differed from those of other leading conservationists of the day. He wanted to preserve wild places for people to enjoy, but he also believed that good management by the federal government could allow businesses to use the country’s natural resources. He believed that industries such as timber, commercial fishing, and mining

*Go On* ►

could be successful as long as those natural resources were not over-taxed and were allowed to **replenish**. For example, Pinchot supported limited timber cutting in national forests.

- 7 Pinchot served as chief of the Forest Service from 1905 until President William H. Taft fired him in 1910 for publicly disagreeing with him.
- 8 Pinchot then founded the National Conservation Commission, serving as its chief for more than a decade. Later, he served two separate terms as the governor of Pennsylvania, where he expanded state parks.

### Stephen T. Mather



(1867–1930)

- 9 You might think that people who own big mining companies can't be conservationists, but Stephen T. Mather was both! In 1904, Mather and a friend started a company to mine and sell borax, a cleaning chemical. The company was so successful that Mather was able to retire early. He turned his attention and energy to conservation. In 1915, he visited Washington, D.C. He expressed concern about the random management of the various national parks. There were no laws or funds to help protect the parks from vandals or game hunters. He helped convince Congress to create the National Park Service (NPS) and was named its first director in 1917.

- 10 Mather helped recruit professionals to run the parks—the first of today’s 20,000 park service employees. He believed that once people visited national parks, they would support them, so he encouraged railroad companies to bring people closer to parks. He proposed that a National Park-to-Park Highway be built connecting several large western parks. Mather was also responsible for adding hotels, campgrounds, and concessions to the parks. All those efforts made visiting national parks easier and more enjoyable for more people.
- 11 In 1929, Mather retired as director of the NPS because of illness, and he died the next year. By that time, the NPS had 20 national parks and more than 30 national monuments—and a good start, thanks to Mather’s vision and efforts.

1. **Read the quote from paragraph 4 of the passage.**

“Arizona has a natural wonder which is in kind absolutely unparalleled throughout the rest of the world. I want to ask you to keep this great wonder of nature as it now is. . . . Leave it as it is. You cannot improve on it. The ages have been at work on it, and man can only mar it.”

**What is Theodore Roosevelt suggesting about the relationship between humans and nature?**

- A. Nature can disrupt the intended path of humans.
  - B. Humans should avoid damaging nature’s pure beauty.
  - C. Nature’s beauty will deteriorate without humans’ help.
  - D. Humans want to add their own artistic touch to nature.
2. **Which evidence from the passage best shows the author’s purpose in establishing the impact humans can have on conservation?**
- A. “The organization promoted the hunting of game animals and the protection of their habitats.” (paragraph 2)
  - B. “. . . club members stepped in to help save Yellowstone from the harmful impact of potential commercial development.” (paragraph 2)
  - C. “[Pinchot] wanted to preserve wild places for people to enjoy. . . .” (paragraph 6)
  - D. “[Mather] believed that once people visited national parks, they would support them, so he encouraged railroad companies to bring people closer to parks.” (paragraph 10)

3. Read the following sentence from paragraph 6 of the passage.

“[Pinchot] believed that industries such as timber, commercial fishing, and mining could be successful as long as those natural resources were not over-taxed and were allowed to *replenish*.”

The synonym that **most** clearly matches the way *replenish* is used in the sentence is \_\_\_\_\_.

- refill
- reload
- renew
- restock

4. Put a checkmark next to the **four** paraphrased ideas that would be **most** important to include in a summary of the passage.

	Include in Passage Summary
After being released from his office of chief of the Forest Service, Gifford Pinchot remained in politics serving as Pennsylvania’s governor.	
The Antiquities Act of 1906 was created to protect historical places and to allow national monuments to be erected on public lands.	
Even though Stephen T. Mather was ill, he still enjoyed going camping at national parks.	
Theodore Roosevelt worked to bring conservation of U.S. lands to the forefront of the American conscience.	
As the U.S. Forest Service Chief, Pinchot believed that the government had a responsibility to manage natural resources even if it meant limiting industry.	
Roosevelt’s Boone and Crockett Club helped establish the organizational structures of the National Rifle Association.	
After retiring from business, Stephen T. Mather worked to establish Congressional laws to protect national parks and became the first director of the National Parks Service.	

Go On ►

**Directions:** Read the following passages carefully. Then answer questions 5 through 8.

## The People Upstairs

*by Ogden Nash*

- The people upstairs all practise ballet  
Their living room is a bowling alley  
Their bedroom is full of conducted tours.  
Their radio is louder than yours,  
5 They celebrate week-ends all the week.  
When they take a shower, your ceilings leak.  
They try to get their parties to mix  
By supplying their guests with Pogo sticks,  
And when their fun at last abates,  
10 They go to the bathroom on roller skates.  
I might love the people upstairs more  
If only they lived on another floor.

## The Goops

*by Gelett Burgess*

- The meanest trick I ever knew  
Was one I know you never do.  
I saw a Goop once try to do it,  
And there was nothing funny to it.  
5 He pulled a chair from under me  
As I was sitting down; but he  
Was sent to bed, and rightly, too.  
It was a horrid thing to do!

### Table Manners

- The Goops they lick their fingers,  
10 And the Goops they lick their knives;  
They spill their broth on the tablecloth—  
Oh, they lead disgusting lives!  
The Goops they talk while eating,  
And loud and fast they chew;  
15 And that is why I'm glad that I  
Am not a Goop—are you?

5. In the first stanza of the poem “The Goops,” the word “Goop” refers to which of the following?
- A. the listener in the poem
  - B. the speaker in the poem
  - C. a lazy person in the poem
  - D. a rude person in the poem
6. One theme of these poems is “People should be considerate.” Which of these statements best reflect the speakers’ attitudes toward inconsiderate people? Select all that apply.
- A. “Was sent to bed, and rightly, too.” (“The Goops,” line 7)
  - B. “The Goops they talk while eating,” (“The Goops,” line 13)
  - C. “. . . I’m glad that I / Am not a Goop . . .?” (“The Goops,” lines 15–16)
  - D. “Their radio is louder than yours,” (“The People Upstairs,” line 4)
  - E. “They go to the bathroom on roller skates.” (“The People Upstairs,” line 10)
  - F. “I might love the people upstairs more” (“The People Upstairs,” line 11)
7. Which of these best explains the relationship between the two poems?
- A. Both encourage you to be a good neighbor.
  - B. Both warn you not to have too much fun.
  - C. Both encourage you to consider others.
  - D. Both warn you not to pull pranks.

8. In “The Goops,” the narrator is trying to teach a lesson about the consequences of “unacceptable” behavior. Which quotation from the poem best supports this lesson?
- A. “The meanest trick I ever knew / Was one I know you never do.” (lines 1–2)
  - B. “Was sent to bed, and rightly, too. / It was a horrid thing to do!” (lines 7–8)
  - C. “They spill their broth on the tablecloth— / Oh, they lead disgusting lives!” (lines 11–12)
  - D. “And that is why I’m glad that I / Am not a Goop—are you?” (lines 15–16)

*Go On* ►

**Directions:** Read the following passage carefully. Then answer questions 9 through 12.

### Amber Waves of Grain

*by Eric B. Schultz*

- 1 What a stunning scene Katharine Lee Bates must have seen as she looked out from her train in the summer of 1893: Kansas wheat fields as far as the eye could see! Planted the previous fall, the wheat had turned golden as the kernels ripened in May. By July, it was tall, thick, and ready for harvest. As the train chugged along, the prairie wind made the acres of “amber” stalks move like waves, reminding Bates of the Atlantic Ocean.
- 2 When Bates described “amber waves of grain” in her poem, however, she was thinking about much more than wheat. Her trip through America’s Midwest in 1893 reminded her of how truly vast and abundant the country had become.
- 3 The term Midwest was first used in 1894. It captured the beginning of Americans viewing their country as stretching from the Atlantic Ocean to the Pacific Ocean. The term was specifically used to refer to 12 states in the middle of the country: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, North Dakota, South Dakota, and Wisconsin. Most of the land in the Midwest consists of flat plains or small, rolling hills. Much of the acreage in the flat land became devoted to farming and growing various crops.
- 4 By the 1860s, farmers already planted wheat, corn, soybeans, oats, rye, and barley in the rich soil found throughout the Midwest. President Abraham Lincoln called agriculture the “largest interest” of the nation in 1862. That year, he established the Department of Agriculture and signed into law the Homestead Act. The act allowed hopeful farmers the chance to own 160 acres of public land if they were willing to farm and improve the land and live on it for five years. One enterprising Kansas farmer planted his wheat alongside the railroad tracks—a living advertisement for new settlers.
- 5 By the 1870s, pioneers and immigrants were flooding west along old Native American trails and new railroad routes. Between 1870 and 1900, 430 million acres of America were settled. That number is greater than all the land settled between 1607 and 1870.

- 6 America's Midwest farms also felt the impact of the Industrial Revolution. The invention of barbed wire in 1874 made it easier to protect farmland from grazing animals. New ways to irrigate crops and to bind harvested grains with twine were introduced. Innovative milling technology improved the quality of flour. The rapid spread of the railroad gave rural farmers better access to consumers in heavily populated towns and cities. The result was an increase in America's production of wheat from 211 million bushels in 1867 to 599 million bushels in 1900. Over a similar period, new technology greatly reduced the labor required to produce a bushel of wheat. These new levels of production began a trend of gradually replacing small family farms with modern, large-scale industrial operations.
- 7 The fields of wheat that Bates saw in 1893 gave her a special feeling of patriotism. She could see the product and benefit of the country's westward expansion and settlement. In 1889, North Dakota, South Dakota, Montana, and Washington had become states. Idaho and Wyoming had followed in 1890. By 1900, 80 million acres had become new farmland under the Homestead Act. By then, America stretched "from sea to shining sea." In the middle sat the Midwest, a region so fertile and productive that it has been called "the breadbasket<sup>1</sup> of the world."
- 8 Today, the United States is the world's third-largest producer of wheat, growing more than 2 billion bushels annually. Kansas remains the largest-producing state. Americans are the world's fourth-greatest consumer of wheat in the form of bread, cakes, crackers, cookies, cereal, and pasta.
- 9 A combination of good soil, favorable climate, and advanced technology also makes the Midwest a large-scale producer of many other important crops. America is among the top **exporters** of soybeans. The country is also the leader in corn, responsible for producing nearly half the world's volume. Corn is a particularly important crop, used in everything from food to animal feed, ethanol (fuel), pharmaceuticals, adhesives, dyes, cardboard, and fiberglass.
- 10 Americans were reminded of Bates' wonderful vision many years after her trip when Kansas included "The Wheat State" on its license plates and Indiana drivers proudly displayed "Amber Waves of Grain" on theirs.

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<sup>1</sup>**breadbasket:** A breadbasket is a geographic region or country that produces a significant quantity of food, especially for export sale to other markets.

9. The author’s purpose is to establish America as a country that is built on agriculture. Which pieces of evidence from paragraph 7 best show this purpose? Select all that apply.

The fields of wheat that Bates saw in 1893 gave her a special feeling of patriotism. She could see the product and benefit of the country’s westward expansion and settlement.  In 1889, North Dakota, South Dakota, Montana, and Washington had become states.  Idaho and Wyoming had followed in 1890. By 1900, 80 million acres had become new farmland under the Homestead Act.  By then, America stretched “from sea to shining sea.”  In the middle sat the Midwest, a region so fertile and productive that it has been called “the breadbasket of the world.”

10. How does the author’s choice to frame the passage with imagery about “amber waves of grain” impact the reader?

- A. It establishes America as a world-leading crop producer.
- B. It establishes Bates’s poem as the inspiration for the Homestead Act.
- C. It helps the reader understand Bates’s influence on agricultural development.
- D. It helps the reader understand how the development of agriculture affected America.

11. **How does the author’s use of dates help the reader understand the chronology of American westward expansion?**
- A. The dates indicate America’s current agricultural influence on the rest of the world.
  - B. The dates indicate that America was not developed before the 1862 Homestead Act.
  - C. The dates help the reader visualize the effects of early ideas on westward expansion.
  - D. The dates establish the Industrial Revolution as the beginning of westward expansion.
12. **The prefix “ex-” means “out of or from.” What does *exporters* mean as it is used in paragraph 9?**
- A. those who locally produce and sell items
  - B. those who receive items from other countries
  - C. those who ship products to other countries for sale
  - D. those who purchase products from other countries

**Directions:** Read the following passage carefully. Then answer questions 13 through 16.

### Children's Prattle

*by Hans Christian Andersen (1859)*

- 1 At a rich merchant's house there was a children's party, and the children of rich and great people were there. The merchant was a learned man, for his father had sent him to college, and he had passed his examination. His father had been at first only a cattle dealer, but always honest and industrious, so that he had made money, and his son, the merchant, had managed to increase his store. Clever as he was, he had also a heart; but there was less said of his heart than of his money. All descriptions of people visited at the merchant's house, well born, as well as intellectual, and some who possessed neither of these recommendations.
- 2 Now it was a children's party, and there was children's prattle, which always is spoken freely from the heart. Among them was a beautiful little girl, who was terribly proud; but this had been taught her by the servants, and not by her parents, who were far too sensible people.
- 3 Her father was groom of the Chambers, which is a high office at court, and she knew it. "I am a child of the court," she said; now she might just as well have been a child of the cellar, for no one can help his birth; and then she told the other children that she was well-born, and said that no one who was not well-born could rise in the world. It was no use to read and be industrious, for if a person was not well-born, he could never achieve anything. "And those whose names end with 'sen,'" said she, "can never be anything at all. We must put our arms **akimbo**, and make the elbow quite pointed, so as to keep these 'sen' people at a great distance." And then she stuck out her pretty little arms, and made the elbows quite pointed, to show how it was to be done; and her little arms were very pretty, for she was a sweet-looking child.
- 4 But the little daughter of the merchant became very angry at this speech, for her father's name was Petersen, and she knew that the name ended in "sen," and therefore she said as proudly as she could, "But my papa can buy a hundred dollars' worth of bonbons, and give them away to children. Can your papa do that?"

5 “Yes; and my papa,” said the little daughter of the editor of a paper, “my papa can put your papa and everybody’s papa into the newspaper. All sorts of people are afraid of him, my mamma says, for he can do as he likes with the paper.” And the little maiden looked exceedingly proud, as if she had been a real princess, who may be expected to look proud.

6 But outside the door, which stood ajar, was a poor boy, peeping through the crack of the door. He was of such a lowly station that he had not been allowed even to enter the room. He had been turning the spit for the cook, and she had given him permission to stand behind the door and peep in at the well-dressed children, who were having such a merry time within; and for him that was a great deal. “Oh, if I could be one of them,” thought he, and then he heard what was said about names, which was quite enough to make him more unhappy. His parents at home had not even a penny to spare to buy a newspaper, much less could they write in one; and worse than all, his father’s name, and of course his own, ended in “sen,” and therefore he could never turn out well, which was a very sad thought. But after all, he had been born into the world, and the station of life had been chosen for him, therefore he must be content.

7 And this is what happened on that evening.

8 Many years passed, and most of the children became grown-up persons.

9 There stood a splendid house in the town, filled with all kinds of beautiful and valuable objects. Everybody wished to see it, and people even came in from the country round to be permitted to view the treasures it contained.

10 Which of the children whose prattle we have described could call this house his own? One would suppose it very easy to guess. No, no; it is not so very easy. The house belonged to the poor little boy who had stood on that night behind the door. He had really become something great although his name ended in “sen”—for it was Thorwaldsen.

11 And the three other children—the children of good birth, of money, and of intellectual pride—well, they were respected and honored in the world, for they had been well provided for by birth and position, and they had no cause to reproach themselves with what they had thought and spoken on that evening long ago, for, after all, it was mere “children’s prattle.”



Born in Copenhagen around 1770 to a Danish/Icelandic family of humble means, the sculptor Bertel Thorvaldsen (also spelled Thorwaldsen) became the first internationally acclaimed Danish artist.

13. The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Based on the passage, what inference is best supported regarding what happens during the missing time period in the passage?

- A. The boy starts his own newspaper.
- B. The boy continues to work in the kitchen.
- C. The boy is unsuccessful because of his last name.
- D. The boy becomes an internationally acclaimed artist.

**Part B**

Complete the sentence below by choosing the best answer to complete the sentence.

The author includes the description of \_\_\_\_\_ to show the success

- the house
- the name “sen”
- the newspaper editor
- the merchant’s daughter

of the little boy.

*Go On* ►

14. Read the sentence from paragraph 3.

“We must put our arms *akimbo*, and make the elbow quite pointed, so as to keep these ‘sen’ people at a great distance.”

Which of these attributes is best associated with the meaning of the word *akimbo* as it is used in the sentence?

- A. arrogance
  - B. pride
  - C. protection
  - D. welcome
15. What evidence in the passage best leads the young boy to believe that his name determines his position in life?
- A. “. . . for if a person was not well-born, he could never achieve anything.” (paragraph 3)
  - B. ““And those whose names end with ‘sen,’” said she, ‘can never be anything at all.’” (paragraph 3)
  - C. “His parents at home had not even a penny. . . .” (paragraph 6)
  - D. “. . . and worse than all, his father’s name, and of course his own, ended in ‘sen’. . . .” (paragraph 6)

16. How do the individuals view themselves at the time of the party?  
Draw a line from each trait to the box with the correct character name.

envious

daughter of the groom

proud

little poor boy

superior

daughter of the merchant

**Directions:** Read the following passage carefully. Then answer questions 17 through 20.

### The Beadwork

by Zitkala-Sa

*In this memoir, renowned Native American author, Zitkala-Sa, member of the Dakota Sioux Nation, reminisces about her childhood days making intricate beaded designs with her mother. Her story depicts a familiar scene to children: first, doing the hard work of family life, and then, running free in the outdoors with friends.*

- 1      Soon after breakfast mother sometimes began her beadwork. On a bright, clear day, she pulled out the wooden pegs that pinned the skirt of our wigwam to the ground, and rolled the canvas part way up on its frame of slender poles. Then the cool morning breezes swept freely through our dwelling, now and then wafting the perfume of sweet grasses from newly burnt prairie.
- 2      Untying the long tasseled strings that bound a small brown buckskin bag, my mother spread upon a mat beside her bunches of colored beads, just as an artist arranges the paints upon his palette. On a lapboard she smoothed out a double sheet of soft white buckskin; and drawing from a beaded case that hung on the left of her wide belt a long, narrow blade, she trimmed the buckskin into shape. Often she worked upon small moccasins for her small daughter. Then I became intensely interested in her designing. With a proud, beaming face, I watched her work. In imagination, I saw myself walking in a new pair of snugly fitting moccasins. I felt the envious eyes of my playmates upon the pretty red beads decorating my feet.
- 3      Close beside my mother I sat on a rug, with a scrap of buckskin in one hand and an awl<sup>1</sup> in the other. This was the beginning of my practical observation lessons in the art of beadwork. From a skein<sup>2</sup> of finely twisted threads of silvery sinews my mother pulled out a single one. With an awl she pierced the buckskin, and skillfully threaded it with the white sinew. Picking up the tiny beads one by one, she strung them with the point of her thread, always twisting it carefully after every stitch.

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<sup>1</sup>**awl:** a small pointed tool used for piercing holes, especially in leather

<sup>2</sup>**skein:** a length of thread or yarn, loosely coiled and knotted

- 4 It took many trials before I learned how to knot my sinew thread on the point of my finger, as I saw her do. Then the next difficulty was in keeping my thread stiffly twisted, so that I could easily string my beads upon it. My mother required of me original designs for my lessons in beading. At first I frequently ensnared many a sunny hour into working a long design. Soon I learned from self-inflicted punishment to refrain from drawing complex patterns, for I had to finish whatever I began.
- 5 After some experience I usually drew easy and simple crosses and squares. These were some of the set forms. My original designs were not always symmetrical nor sufficiently characteristic, two faults with which my mother had little patience. The quietness of her oversight made me feel strongly responsible and dependent upon my own judgment. She treated me as a dignified little individual as long as I was on my good behavior; and how humiliated I was when some boldness of mine drew forth a rebuke from her!
- 6 In the choice of colors she left me to my own taste. I was pleased with an outline of yellow upon a background of dark blue, or a combination of red and myrtle-green. There was another of red with a bluish-gray that was more conventionally used. When I became a little familiar with designing and the various pleasing combinations of color, a harder lesson was given me. It was the sewing on, instead of beads, some tinted porcupine quills, moistened and flattened between the nails of the thumb and forefinger. My mother cut off the prickly ends and burned them at once in the centre fire. These sharp points were poisonous, and worked into the flesh wherever they lodged. For this reason, my mother said, I should not do much alone in quills until I was as tall as my cousin Warca-Ziwin.
- 7 Always after these confining lessons I was wild with surplus spirits, and found joyous relief in running loose in the open again. Many a summer afternoon a party of four or five of my playmates roamed over the hills with me. We each carried a light sharpened rod about four feet long, with which we pried up certain sweet roots. When we had eaten all the choice roots we chanced upon, we shouldered our rods and strayed off into patches of a stalky plant under whose yellow blossoms we found little crystal drops of gum. Drop by drop we gathered this nature's rock-candy, until each of us could boast of a lump the size of a small bird's egg. Soon satiated with its woody flavor, we tossed away our gum to return again to the sweet roots.

- 8 I remember well how we used to exchange our necklaces, beaded belts, and sometimes even our moccasins. We pretended to offer them as gifts to one another. We delighted in impersonating our own mothers. We talked of things we had heard them say in their conversations. We imitated their various manners, even to the inflection of their voices. In the lap of the prairie we seated ourselves upon our feet, and leaning our painted cheeks in the palms of our hands, we rested our elbows on our knees, and bent forward as old women were most accustomed to do.
- 9 While one was telling of some heroic deed recently done by a near relative, the rest of us listened attentively, and exclaimed in undertones, “Han! han!” (yes! yes!) whenever the speaker paused for breath, or sometimes for our sympathy. As the discourse became more thrilling, according to our ideas, we raised our voices in these interjections. In these impersonations our parents were led to say only those things that were in common favor.
- 10 No matter how exciting a tale we might be rehearsing, the mere shifting of a cloud shadow in the landscape nearby was sufficient to change our impulses; and soon we were all chasing the great shadows that played among the hills. We shouted and whooped in the chase; laughing and calling to one another, we were like little sportive nymphs on that Dakota sea of rolling green.

17. Which phrases best describe central ideas of the passage?  
Select all that apply.
- A. continuing tradition
  - B. choosing patterns
  - C. valuing friendship
  - D. respecting family
  - E. helping others
18. What is the most likely reason the author chose a narrative structure for this passage?
- A. The narrative structure gives a snapshot of everyday life.
  - B. The narrative structure shows the importance of chronological order.
  - C. The narrative structure tells mostly about the mother and her lessons.
  - D. The narrative structure gives only the most important information about beading.
19. Which piece of evidence from paragraph 8 best shows that all the children in the story respected their mothers?

I remember well how we used to exchange our necklaces, beaded belts, and sometimes even our moccasins. We pretended to offer them as gifts to one another. We delighted in impersonating our own mothers.

We talked of things we had heard them say in their conversations.

We imitated their various manners, even to the inflection of their voices.

In the lap of the prairie we seated ourselves upon our feet, and leaning our painted cheeks in the palms of our hands, we rested our elbows on our knees,

and bent forward as old women were most accustomed to do.

Go On ►

20. Read the sentences from paragraph 4 of the passage. Choose the words or phrases that help establish the tone of frustration. Select all that apply.

At first I frequently  ensnared many a  sunny hour into working a  long design. Soon I learned from  self-inflicted punishment to refrain from  drawing complex patterns, for I had to finish  whatever I began.

***Go On*** ►

**Directions:** Read the following passage carefully. Then answer questions 21 through 25.

## Thunder Butte

by Virginia Driving Hawk Sneve

*Introduction: One night, 15-year-old Norman agrees to abide by his grandfather's command that he make the rocky climb to the top of Thunder Butte, located in the Dakota plains. The next morning, Norman sets out, despite his unspoken fear and reluctance. He completes the courageous climb and finds a treasure that further proves his bravery, to himself and to his grandfather.*

- 1 The ascent sharply steepened and the sun rose with him as Norman climbed. What looked like a smooth path from the prairie floor was a rough rocky terrain. The trail spiraled up a sharp incline and Norman had to detour around fallen rocks. He paused to rest about half way up and then saw how sharply the overhanging ledge of the butte protruded. Getting to the top of it was going to be a difficult struggle. He climbed on. His foot slipped and his ankle twisted painfully. He wiggled his foot until the pain left his ankle. Then he started to trudge up the incline again.
- 2 Finally Norman spied a narrow opening in the ledge which tapered down to only a few feet from where he clung. He inched his way up until he reached the base of the opening and then he found a use for the cane. He jammed the stout branch high into the boulders above him. Cautiously he pulled to see if it would hold his weight. It held. Using the cane as a lever he pulled himself to the top.
- 3 He gazed at a new world. The sun bathed the eastern valley in pale yellow which was spotted with dark clumps of sage. The creek was a green and silver serpent winding its way to the southeast. His grandfather's tent was a white shoe box in its clearing and beside it stood a diminutive form waving a red flag. It was Matt Two Bull signaling with his shirt, and Norman knew that his grandfather had been watching him climb. He waved his hat in reply and then walked to the outer edge of the butte.

- 4 The summit was not as smoothly flat as it looked from below. Norman stepped warily over the many cracks and holes that pitted the surface. He was elated that he had successfully made the difficult ascent, but now as he surveyed the butte top he had a sense of discomfort.
- 5 There were burn scars on the rough summit, and Norman wondered if these spots were where the lightning had struck, or were they evidence of ancient man-made fires? He remembered that this was a sacred place to the old ones and his uneasiness increased. He longed to be back on the secure level of the plains.
- 6 On the west edge he saw that the butte cast a sharp shadow below because the rim protruded as sharply as it had on the slope he'd climbed. Two flat rocks jutted up on either side of a narrow opening, and Norman saw shallow steps hewn into the space between. This must be the trail of which his grandfather had spoken.
- 7 Norman stepped down and then quickly turned to hug the butte face as the steps ended abruptly in space. The rest of the rocky staircase lay broken and crumbled below. The only way down was to jump.
- 8 He cautiously let go of the willow branch and watched how it landed and bounced against the rocks. He took a deep breath as if to draw courage from the air. He lowered himself so that he was hanging by his fingertips to the last rough step, closed his eyes and dropped.
- 9 The impact of his landing stung the soles of his feet. He stumbled and felt the cut of the sharp rocks against one knee as he struggled to retain his balance. He did not fall and finally stood upright breathing deeply until the wild pounding of his heart slowed. "Wow," he said softly as he looked back up at the ledge, "that must have been at least a twenty foot drop."
- 10 Thirsty and hungry, Norman decided to go straight down the butte and head for home.
- 11 Walking more confidently as the slope leveled out he thrust the pointed cane carelessly into the ground. He suddenly fell as the cane went deep into the soft shale.

- 12 Carefully he pulled at the stout branch, wiggling it this way and that with one hand while he dug with the other. It came loose, sending a shower of rocks down the hill, and Norman saw that something else was sticking up in the hole he had uncovered.
- 13 Curious, he kept digging and soon found the tip of a leather-covered stick. Bits of leather and wood fell off in his hand as he gently pulled. The stick, almost as long as he was tall and curved on one end, emerged as he tugged. Holding it before him, his heart pounding with excitement, he realized he had found a thing that once belonged to the old ones.
- 14 The creek was in deep shade of the butte when he reached it and thirstily flopped down and drank. He crossed the shallow stream and walked to his grandfather's tent.
- 15 "You have been gone a long time," Matt Two Bull greeted as Norman walked into the clearing where the old man was seated.
- 16 "I have come from the west side of the butte, Grandpa," Norman said wearily. He sat down on the ground and examined a tear in his jeans and the bruise on his knee.
- 17 "Was it difficult?" the old man asked.
- 18 "Yes," Norman nodded. He told of the rough climb up the south slope, the jump down and finally his fall which led him to discover the long leather-covered stick. He held the stick out to his grandfather.
- 19 "You have found a *coup* stick which belonged to the old ones."
- 20 "I know that it is old because the wood is brittle and the leather is peeling, but what is—was a coup stick?" Norman asked.
- 21 "In the days when the old ones roamed the plains," the old man swept his hand in a circle, "a courageous act of valor was thought to be more important than killing an enemy. When a warrior rode or ran up to his enemy, close enough to touch the man with a stick, without killing or being killed, the action was called *coup*."

21. How does the structure of the text help the reader develop an understanding of the passage?
- A. It provides a detailed description of each character.
  - B. It includes foreshadowing to link events of the future to the past.
  - C. It uses flashback to help the reader understand Norman's heritage.
  - D. It uses chronological order and sequencing to process through Norman's journey.
22. Read paragraphs 4–6 of the passage. Which of these inferences is most likely to be true based on the paragraphs?
- A. This is Norman's first time on the butte.
  - B. The butte is haunted by Norman's ancestors.
  - C. Norman's grandfather is familiar with the butte.
  - D. Norman is increasingly comfortable on the butte.
23. Read paragraph 1 of the passage. Select the word that best reflects the overall tone of the paragraph and the beginning of the passage.

The ascent  sharply steepened and the sun rose with him as Norman climbed. What looked like a smooth path from the prairie floor was a rough rocky terrain. The trail  spiraled up a sharp incline and Norman had to detour around fallen rocks. He paused to rest about half way up and then saw how sharply the overhanging ledge of the butte protruded. Getting to the top of it was going to be a difficult  struggle. He  climbed on. His foot slipped and his ankle twisted painfully. He wiggled his foot until the pain left his ankle. Then he started to trudge up the incline again.

Go On ►

24. **What is the main effect of the figurative language used in paragraph 3?**
- A. It enhances the idea that the climb was worth the struggle.
  - B. It highlights the new perspective of the village and plains.
  - C. It solidifies the link between humans and nature.
  - D. It identifies the need to establish direction.
25. **Which of the following summarizes the passage most accurately and concisely?**
- A. Norman struggles through a long journey filled with danger.
  - B. Norman completes a long journey with more questions than answers.
  - C. Norman embarks on a long journey to discover the meaning of courage.
  - D. Norman embraces a long journey by connecting to his ancestral heritage.
26. **A student is conducting research on endangered turtles for a class project. Which of these is the most credible source?**
- A. <http://www.timsdeadlyturtles.com>
  - B. [http://wikianimals.com/turtles\\_feedinghabits](http://wikianimals.com/turtles_feedinghabits)
  - C. <http://www.coalitionforreptilepreservation.edu>
  - D. [http://bitmap.articles.rhinos\\_hippos\\_turtles.org](http://bitmap.articles.rhinos_hippos_turtles.org)

27. A student is writing an essay about the future of space exploration. Which sources are the most reliable? Select all that apply.

- A. a website run by a hobby group named “E.T. Experiences”
- B. a personal blog titled *The Future of Mars* written by Jamie Blair
- C. an interview with the CEO of a private organization that is contracted by NASA
- D. an article from *Popular Science* magazine titled “Next Mission: A Scientific Inquiry”
- E. a website produced by a government space organization promoting international cooperation
- F. a report written by a space scientist providing details regarding the requirements of space travel

28. Read the excerpt from a student essay.

A recent news post being passed around on social media warns about rubber bands on door knobs. Kim Fleming, who wrote the article, claims that her local sheriff warned her that criminals would wrap rubber bands around door knobs to keep them from latching shut. This could allow them to sneak into the house later. This article would turn out to be false and misleading.

Which of these sources might be useful to provide research for the essay? Select all that apply.

- A. academic essays
- B. no sources needed
- C. national news stories
- D. historical documentaries
- E. personal stories and experiences
- F. statistics from government offices

Go On ►

29. Sal is writing a letter to his state representative about a proposed cut to funding for school sports. Sal does not think that the cut is a good idea. Select the information that would be appropriate to include in the letter. Select all that apply.
- A. the budget of Sal's school district
  - B. statistics about how many students participate in sports
  - C. testimonial about how academics take a back seat to sports
  - D. an opinion editorial about how community sports are increasing
  - E. information about the socioeconomic status of students in the state
  - F. testimonial from Sal about how sports have positively impacted his life

30. A student has written a letter to the principal of Blue Oaks High School proposing to create a student group that would celebrate diversity and individuality in the school's student body. Read the letter.

Select the word or phrase that would provide the best transition within paragraph three.

Dr. McGreggor,

For this reason, I would like to propose the creation of a new student club called "The Diversity Club." Because each new club must meet a need that is not already being addressed by another group, this club would fulfill this requirement.

Our club's mission statement would read as follows: "The Diversity Club will provide a place where students and teachers can openly express our unique identities and celebrate our diversity through progressive social action." Some activities that club members may participate in might include cultural heritage day, social justice letter-writing drives, diverse food potlucks, socially conscious documentary viewings, and guest speaker discussion sessions.

I could see how administration might see this new club as one that might "stir up" problems. \_\_\_\_\_, the club will be more about the

- However
- Moreover
- In addition
- Consequently

celebration of our diversity rather than a place for students to express complaints and problems.

Thank you for your consideration.

Sincerely,

Nora Smith

Go On ►

31. **A student has written a letter to the principal of Blue Oaks High School proposing to create a student group that would celebrate diversity and individuality in the school’s student body. Read the letter.**

Dr. McGreggor,

For this reason, I would like to propose the creation of a new student club called “The Diversity Club.” Because each new club must meet a need that is not already being addressed by another group, this club would fulfill this requirement.

Our club’s mission statement would read as follows: “The Diversity Club will provide a place where students and teachers can openly express our unique identities and celebrate our diversity through progressive social action.” Some activities that club members may participate in might include cultural heritage day, social justice letter-writing drives, diverse food potlucks, socially conscious documentary viewings, and guest speaker discussion sessions.

I could see how administration might see this new club as one that might “stir-up” problems. The club will be more about the celebration of our diversity rather than a place for students to express complaints and problems.

Thank you for your consideration.

Sincerely,

Nora Smith

**After paragraph 3, the student would like to include a final point of emphasis using vivid and precise language to convince the principal that the club is needed. Which of these would best serve this purpose?**

- A. Students will like the club’s mission.
- B. Students need an area to express their differences.
- C. The goal is to provide a voice for the quiet and a place for those who feel the need to be listened to.
- D. Our school really needs this club, and I can provide this service with the help of teachers and administrators.

32. A student wants to revise a paragraph about qualities that would make him a good employee. Read the paragraph and select the sentence that should be removed.

I have many qualities that would make me a successful job candidate. First, I have developed responsibility in my home by completing weekly tasks and chores assigned by my parents.  I took care of my neighbor's dog for a week and only forgot to feed him once. I am a caring person who volunteers in the community.  My scout troop collects canned goods for those who don't have enough to eat. I am also very organized.  One of my favorite activities is writing tasks and assignments in my planners and highlighting the most important details of those entries.  For these reasons, I would make a great employee.

33. A student wants to add a transition to a paragraph about qualities that would make him a successful employee. Read the paragraph and select the appropriate transition.

I have many qualities that would make me a successful job candidate. First, I have developed responsibility in my home by completing weekly tasks and chores assigned by my parents. I took care of my neighbor's dog for a week and only forgot to feed him once. \_\_\_\_\_ I am a

- Then,  
 As a result,  
 Additionally,  
 Consequently,

caring person who volunteers in the community. My scout troop collects canned goods for those who don't have enough to eat. I am also very organized. One of my favorite activities is writing tasks and assignments in my planners and highlighting the most important details of those entries. For these reasons, I would make a great employee.



**Directions to the Student**

Today you will be taking Session II of the Missouri English I Test. This is a test of how well you understand the course level expectations for English I.

Now you will write an essay in response to a writing prompt. First, read the passages on the following pages. Then, read the prompt carefully.

Once you have read the prompt, use the separate paper given to you and spend a short amount of time on prewriting activities (such as brainstorming, listing, free writing, clustering, mapping, or drawing).

After you finish your prewriting activities, write your essay in the space provided.

Look back at your prewriting activities for ideas.

**Go On ►**

Every individual has different resources and talents they can draw on while working for a cause such as helping the environment, and there is more than one way to pursue such a goal. While some people are in a position to help protect the environment on a national level, others take a more hands-on approach to environmental conservation.

**Read both passages carefully.**

### The Foundation Builders

*by Gina DeAngelis and Audrey DeAngelis*

*These men used their positions in the federal government to have a lasting impact on preservation and conservation.*

#### Theodore Roosevelt

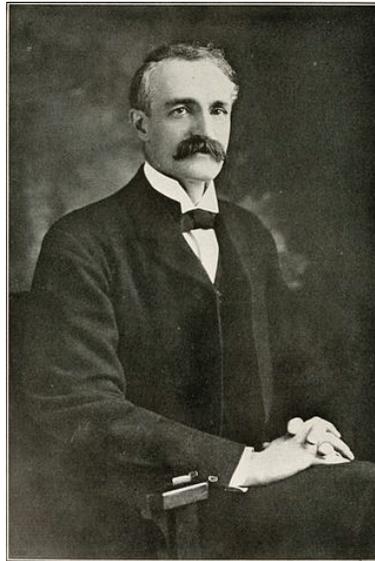


(1858–1919)

- 1 In 1901, 42-year-old Theodore Roosevelt became the youngest U.S. President. His energy and determination redefined the powers of that office. He suggested important legislation and signed landmark laws that protected the health and welfare of Americans, and he established the United States as an emerging leader in foreign affairs.

- 2 Roosevelt's many accomplishments during his two terms in office were impressive, but his work to make conservation a national issue stands out. In 1887, years before he became president, he was one of the founders of the Boone and Crockett Club. The organization promoted the hunting of game animals and the protection of their habitats. Several years later, club members stepped in to help save Yellowstone from the harmful impact of potential commercial development.
- 3 As president, Roosevelt created the first national wildlife refuge in Florida in 1903 and formed the U.S. Forest Service in 1905. He signed the Antiquities Act of 1906, which protects artifacts and historic ruins from destruction and allows the president to create national monuments from public lands. During his presidency, five national parks and 18 national monuments, nearly 60 wildlife and bird refuges, and more than 100 million acres of national forest were created.
- 4 As he prepared to protect the Grand Canyon in 1908 as a national monument, Roosevelt said, "Arizona has a natural wonder which is in kind absolutely unparalleled throughout the rest of the world. I want to ask you to keep this great wonder of nature as it now is. . . . Leave it as it is. You cannot improve on it. The ages have been at work on it, and man can only mar it."

**Gifford Pinchot**

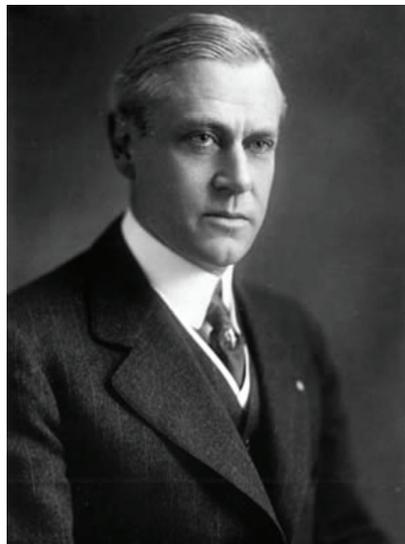


(1865–1946)

## English I - Session II

- 5 Gifford Pinchot (pronounced PIN-cho) was a friend and trusted advisor to Theodore Roosevelt. He founded the Society of American Foresters in 1900, and that same year, his family provided financial support for a forestry school at Yale University for the scientific study of forest management.
- 6 Roosevelt appointed Pinchot as the first chief of the U.S. Forest Service. Pinchot supported conservation, but his ideas differed from those of other leading conservationists of the day. He wanted to preserve wild places for people to enjoy, but he also believed that good management by the federal government could allow businesses to use the country's natural resources. He believed that industries such as timber, commercial fishing, and mining could be successful as long as those natural resources were not over-taxed and were allowed to replenish. For example, Pinchot supported limited timber cutting in national forests.
- 7 Pinchot served as chief of the Forest Service from 1905 until President William H. Taft fired him in 1910 for publicly disagreeing with him.
- 8 Pinchot then founded the National Conservation Commission, serving as its chief for more than a decade. Later, he served two separate terms as the governor of Pennsylvania, where he expanded state parks.

### Stephen T. Mather



(1867–1930)

- 9 You might think that people who own big mining companies can't be conservationists, but Stephen T. Mather was both! In 1904, Mather and a friend started a company to mine and sell borax, a cleaning chemical. The company was so successful that Mather was able to retire early. He turned his attention and energy to conservation. In 1915, he visited Washington, D.C. He expressed concern about the random management of the various national parks. There were no laws or funds to help protect the parks from vandals or game hunters. He helped convince Congress to create the National Park Service (NPS) and was named its first director in 1917.
- 10 Mather helped recruit professionals to run the parks—the first of today's 20,000 park service employees. He believed that once people visited national parks, they would support them, so he encouraged railroad companies to bring people closer to parks. He proposed that a National Park-to-Park Highway be built connecting several large western parks. Mather was also responsible for adding hotels, campgrounds, and concessions to the parks. All those efforts made visiting national parks easier and more enjoyable for more people.
- 11 In 1929, Mather retired as director of the NPS because of illness, and he died the next year. By that time, the NPS had 20 national parks and more than 30 national monuments—and a good start, thanks to Mather's vision and efforts.

## Ben Clark, Biodiversity Youth Ambassador

*by Sally Plumb*

### Introduction

- 1 Through pouring rain in the redwood forest at Muir Woods National Monument, 14-year-old Ben Clark is grinning from ear to ear. He is participating in a predatory beetle inventory during the 2014 National Park Service–National Geographic Society (NGS) BioBlitz at the parks geographically associated with Golden Gate National Recreation Area (California).
- 2 Ben is an NPS Biodiversity Youth Ambassador. Initiated in 2010, the ambassador program has the mission of cultivating youth leadership that inspires next-generation environmental stewards in schools and communities. To date, five ambassadors have been selected by the host parks of the NPS-NGS BioBlitzes, while a sixth, Ben, was selected by the Natural Resource Stewardship and Science Directorate.
- 3 Ben’s interest in biodiversity began during the 2011 Rocky Mountain National Park BioBlitz. While looking for amphibians in an alpine pond, Ben found a damselfly larva and learned that it was not native to the area. He became fascinated with the question of how it came to be there. In Ben’s words, “It was that one little fly that opened my eyes to biodiversity.”
- 4 Since that time, Ben’s work to further biodiversity awareness has been inspiring. While attending the 2013 bioblitz at Jean Lafitte National Historical Park and Preserve in Louisiana, he was selected as an interviewee in a minidocumentary by the E. O. Wilson Biodiversity Foundation. . . . At his school, St. Ann Academy, Ben helped implement a schoolwide bioblitz at a local estuary, with an accompanying biodiversity festival featuring exhibits on the biodiversity of 38 national parks. This growing awareness of biodiversity resulted in 42 students, parents, and teachers traveling from Ben’s home community of Bridgeport, Connecticut, to participate in the Golden Gate BioBlitz. Ben was recently selected as an “Everyday Young Hero” by Youth Service America, an organization that engages young people to change the world and that sponsors Global Youth Service Day, the largest volunteer event in the world.

**Interview**

- 5 **Sally Plumb:** Why is biodiversity important?
- 6 **Ben Clark:** Biodiversity is important because it is the life and world we live in. So the more we learn and discover about biodiversity, the better we can improve the quality of human life.
- 7 **SP:** Why is it so important for youth today to connect with nature?
- 8 **BC:** “Youth” means the next generation, so if we can get them excited and enthusiastic about learning and conserving biodiversity, the better we can conserve it and the better we can control what we’re doing.
- 9 **SP:** You’ve participated in several bioblitzes. Which was your favorite and why?
- 10 **BC:** My favorite bioblitz was the 2014 Golden Gate BioBlitz because when I was there, I learned more about how the ecosystem and the organisms in the ecosystem interact with each other to sustain the environment. And I found that really fascinating and really interesting—and I really liked learning about that.
- 11 **SP:** As a Biodiversity Youth Ambassador, what have you done to promote interest and awareness of biodiversity?
- 12 **BC:** As a Biodiversity Youth Ambassador, my friends and teachers and I organized a school bioblitz to promote youth involvement in biodiversity and to get youth excited about it. Change begins with one. At home in Connecticut, there are now 250 students waiting for the second annual school bioblitz. Just imagine how many people can be inspired by 250 students!

## Writing Prompt

1. You have read two passages about how people have worked in different ways to help the environment. Write an essay comparing Ben Clark with the men described in “Foundation Builders” and discussing the similarities and differences in their efforts to help the environment. Incorporate material from both passages in your essay, citing sources either formally or informally. Your essay should blend writing from at least two genres (argumentative, expository, and/or narrative).

## Directions to the Student

After you finish your prewriting activity, write your paper in the space provided. You may use a standard dictionary, thesaurus, or grammar handbook to check your paper for correctness. Please refer to the writer’s checklist as you are writing your response to the prompt.

## Writer’s Checklist

- My essay has an effective beginning, middle and end.
- My essay flows smoothly from one idea to another.
- My essay contains a strong controlling idea that stays on topic.
- My essay includes specific and relevant details, reasons and/or examples.
- My essay uses precise and vivid language.
- My essay contains sentences that are clear and varied in structure.
- My essay includes correct grammar, usage, punctuation, capitalization and spelling.
- My essay effectively blends at least two genres of writing (choose from narrative, argumentative and/or expository).
- My essay integrates material from both sources.





**ITEM TYPES**

**CR – Constructed Response**

**ESR – Evidence-Based Selected Response**

**MC – Multiple Choice**

**MS – Multi-Select Response**

**SA – Short Answer**

**TE – Technology Enhanced**

**WP – Writing Prompt**

Session	Item	Type	MLS Code	Answer	Point(s)	Point Breakdown
1	1	MC	9-10.RI.1.A	B	1	
1	2	MC	9-10.RL.1.B	B	1	
1	3	MC	9-10.RI.1.B	Renew	1	
1	4	MS	9-10.RI.1.D	2 <sup>nd</sup> Row, 4 <sup>th</sup> Row, 5 <sup>th</sup> Row, 7 <sup>th</sup> Row	2	<ul style="list-style-type: none"> <li>• 2 points for 4 correct answers and 0 incorrect answers</li> <li>• 1 point for 3 correct answers with 1 incorrect answer</li> <li>• 1 point for 2 correct answers with 2 incorrect answers</li> <li>• 0 points for all other scenarios</li> </ul>
1	5	MC	9-10.RL.1.B	D	1	
1	6	MS	9-10.RL.1.D	A, C, F	2	<ul style="list-style-type: none"> <li>• 2 points for 3 correct answers and 0 incorrect answers</li> <li>• 1 point for 3 correct answers and 1-2 incorrect answers</li> <li>• 1 point for 2 correct answers and 0-3 incorrect answers</li> <li>• 0 points for all other scenarios</li> </ul>
1	7	MC	9-10.RL.3.C	C	1	
1	8	MC	9-10.RL.2.B	B	1	
1	9	MS	9-10.RI.2.B	The fields of wheat..., in the middle sat the Midwest...	2	<ul style="list-style-type: none"> <li>• 2 points for 2 correct answers</li> <li>• 1 point for 2 correct answers and 1-2 incorrect answers</li> <li>• 1 point for 1 correct answer and 1-2 incorrect answers</li> <li>• 0 points for all other scenarios</li> </ul>
1	10	MC	9-10.RI.2.A	D	1	
1	11	MC	9-10.RI.2.A	C	1	
1	12	MC	9-10.RI.1.B	C	1	
1	13	MC	9-10.RL.2.A	<p align="center"><b>Part A</b></p> <p align="center">D</p> <p align="center"><b>Part B</b></p> <p align="center">The house</p>	2	<p><b>Part A</b></p> <ul style="list-style-type: none"> <li>• 1 point for correct answer</li> <li>• 0 points for incorrect answer</li> </ul> <p><b>Part B</b></p> <ul style="list-style-type: none"> <li>• 1 point for correct answer</li> <li>• 0 points for incorrect answer</li> </ul>
1	14	MC	9-10.RL.1.B	A	1	
1	15	MC	9-10.RL.1.A	B	1	
1	16	MS	9-10.RL.2.B	Letters = Left Column Numbers = Right Column A3, B1, C2	1	<ul style="list-style-type: none"> <li>• 1 point for 3 correct answers</li> </ul>

**ITEM TYPES**

**CR – Constructed Response**

**ESR – Evidence-Based Selected Response**

**MC – Multiple Choice**

**MS – Multi-Select Response**

**SA – Short Answer**

**TE – Technology Enhanced**

**WP – Writing Prompt**

Session	Item	Type	MLS Code	Answer	Point(s)	Point Breakdown
1	17	MS	9-10.RI.1.D	A, D	2	<ul style="list-style-type: none"> <li>• 2 points for 2 correct answers and 0 incorrect answers</li> <li>• 1 point for 2 correct answers and 1-2 incorrect answers</li> <li>• 1 point for 1 correct and 1 incorrect answer</li> <li>• 0 points for all options selected</li> </ul>
1	18	MC	9-10.RI.2.A	A	1	
1	19	MC	9-10.RI.2.B	We imitated their various manners...	1	
1	20	MS	9-10.RI.2.C	Ensnared many a, drawing complex patterns...	1	<ul style="list-style-type: none"> <li>• 1 point for 2 correct answers</li> </ul>
1	21	MC	9-10.RL.2.A	D	1	
1	22	MC	9-10.RL.1.A	A	1	
1	23	MC	9-10.RL.2.C	Struggle	1	
1	24	MC	9-10.RL.1.B	B	1	
1	25	MC	9-10.RL.1.D	C	1	
1	26	MC	9-10.W.1.A	C	1	
1	27	MS	9-10.W.1.A	C, D, E, F	2	<ul style="list-style-type: none"> <li>• 2 points for 4 correct answers and 0 incorrect answers</li> <li>• 1 point for 3 correct answers and 0-2 incorrect answers</li> <li>• 1 point for 2 correct answers and 0-2 incorrect answers</li> <li>• 0 points for all other scenarios</li> </ul>
1	28	MS	9-10.W.1.A	C, F	1	<ul style="list-style-type: none"> <li>• 1 point for 2 correct answers</li> </ul>
1	29	MS	9-10.W.3.A.A	B, F	2	<ul style="list-style-type: none"> <li>• 2 points for 2 correct answers and 0 incorrect answers</li> <li>• 1 point for 2 correct answers and 1-3 incorrect answers</li> <li>• 1 point for 1 correct answer and 0-3 incorrect answers</li> <li>• 0 points for all other scenarios</li> </ul>
1	30	MC	9-10.W.3.A.D	However	1	
1	31	MC	9-10.W.3.A.B	C	1	
1	32	MC	9-10.W.3.A.A	I took care of my neighbors dog...	1	
1	33	MC	9-10.W.3.A.D	Additionally,	1	

**ITEM TYPES**

**CR – Constructed Response**

**ESR – Evidence-Based Selected Response**

**MC – Multiple Choice**

**MS – Multi-Select Response**

**SA – Short Answer**

**TE – Technology Enhanced**

**WP – Writing Prompt**

Session	Item	Type	MLS Code	Answer	Point(s)	Point Breakdown
2	1	WP	9-10.W.2.A		10	<ul style="list-style-type: none"><li>• 4 points based on Development and Elaboration</li><li>• 4 points based on Organization and Flow</li><li>• 2 points based on Conventions</li></ul> <p><b>Development and Elaboration Scoring Guide:</b> <a href="https://dese.mo.gov/sites/default/files/curr-ela-eoc-asmt-scoring-guide-development.pdf">https://dese.mo.gov/sites/default/files/curr-ela-eoc-asmt-scoring-guide-development.pdf</a></p> <p><b>Organization and Flow Scoring Guide:</b> <a href="https://dese.mo.gov/sites/default/files/curr-ela-eoc-asmt-scoring-guide-organization.pdf">https://dese.mo.gov/sites/default/files/curr-ela-eoc-asmt-scoring-guide-organization.pdf</a></p> <p><b>Conventions Scoring Guide:</b> <a href="https://dese.mo.gov/sites/default/files/curr-ela-eoc-asmt-scoring-guide-conventions.pdf">https://dese.mo.gov/sites/default/files/curr-ela-eoc-asmt-scoring-guide-conventions.pdf</a></p>

