



Oklahoma School Testing Program

Oklahoma Core Curriculum Tests (OCCT)

End-of-Instruction
ACE English II

PARENT, STUDENT, AND TEACHER GUIDE



2014 - 2015

Oklahoma State Department of Education

Testing Dates

Please reference the Oklahoma State Department of Education Web site for the most current testing dates:

- <http://ok.gov/sde/assessment-administrator-resources-administrators>



**STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA**

Dear Parent/Guardian and Student:

Soon students will be participating in the ACE English II End-of-Instruction Oklahoma Core Curriculum Test. This test is designed to measure knowledge of ACE English II competencies contained in the Oklahoma Academic Standards, the basis of Oklahoma's core curriculum.

You will receive a report about your child's performance on the test. If your student does not attain at least a proficient score on this test, retake opportunities will be available.

This guide provides practice questions, objectives covered in the test, and a list of test-taking tips. Discuss these materials with your child ahead of time to encourage test preparedness. During the test week, it is very important for students to get plenty of sleep, eat a good breakfast, and arrive at school on time.

If you have any questions about the ACE English II End-of-Instruction Test, please contact your local school or the State Department of Education.

Sincerely,
Your State Superintendent of Public Instruction

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The Oklahoma Core Curriculum Tests

The Governor, state legislators, and other Oklahoma elected officials have committed themselves to ensuring that all Oklahoma students receive the opportunity to learn the skills required to succeed in school and in the workplace. To achieve this goal, schools must prepare every Oklahoma student for colleges, universities, and careers that require new and different skills.

Under the direction of the Legislature, Oklahoma teachers, parents, and community leaders met to agree upon the skills that students are expected to master by the end of each grade. The results of their efforts, the Oklahoma Academic Standards, provide the basis for Oklahoma's core curriculum.

In addition, the Legislature established the criterion-referenced test component of the Oklahoma School Testing Program to measure students' progress in mastering the Oklahoma Academic Standards. Tests have been developed by national test publishers that specifically measure the standards and objectives of the Oklahoma Academic Standards at the end-of-instruction levels. Teachers from throughout Oklahoma have been involved in the review, revision, and approval of the questions that are included in the tests.

In contrast to a norm-referenced testing program, the Oklahoma Core Curriculum Tests compare student performance with performance standards established by the State Board of Education. The performance standards are based upon recommendations from groups of Oklahoma educators who evaluated the test and recommended the performance standards for the different levels of performance for each test. The Oklahoma Performance Index, or OPI, is a scaled score earned by a student that places the student into one of the four performance levels (Advanced, Proficient, Limited Knowledge, Unsatisfactory).

The state statute reads as follows: "Each student who completes the instruction for English II, English III, United States History, Biology I, Algebra I, Geometry, and Algebra II at the secondary level shall complete an end-of-instruction test, to measure for attainment in the appropriate state academic content standards in order to graduate from a public high school with a standard diploma."

All students shall take the tests prior to graduation, unless otherwise exempt by law.

Beginning with students entering the ninth grade in the 2008–2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma: Algebra I, English II, and two of the following five: Algebra II, Biology I, English III, Geometry, and United States History.

To demonstrate mastery, the student shall attain at least a proficient score on the end-of-instruction criteria. Students who do not attain at least a proficient score on any end-of-instruction test shall be provided remediation or intervention and the opportunity to retake the test until at least a proficient score is attained on the tests of Algebra I, English II, and two of the following five: Algebra II, Biology I, English III, Geometry, and United States History or may demonstrate mastery of the state academic content standards by alternative methods as approved by the State Board of Education.

Students who do not meet these requirements may graduate from a public high school with a standard diploma by demonstrating mastery of state academic content standards by alternative methods as approved by the State Board of Education.

Students who score ten percent (10%) above the cut scores approved by the State Board of Education for the ACT, SAT, ACT PLAN, or PSAT alternate tests shall be deemed to have satisfactorily demonstrated mastery of the state academic content standards in the subject areas for which alternative tests have been approved and shall be exempt from taking the EOI tests in the subject areas of Algebra II, English III, Geometry, or U.S. History.

Students who have a score that is equal to or above the cut scores approved by the State Board of Education for the Advanced Placement course exams, ACT Workkeys, College-Level Examination Program (CLEP), or International Baccalaureate (IB) alternate tests shall be deemed to have satisfactorily demonstrated mastery of the state academic content standards in the subject areas for which alternative tests have been approved and shall be exempt from taking the EOI tests in the subject areas of Algebra II, English III, Geometry, or U.S. History. The State Board of Education shall adopt rules providing for implementation of the use of these alternate tests.

This guide provides an opportunity for parents, students, and teachers to become familiar with this test. It presents general test-taking tips, lists the Oklahoma Academic Standards objectives that could be assessed in a statewide testing program, and provides practice multiple-choice questions and a practice writing task.

Test-Taking Tips

The following tips provide effective strategies for taking the Oklahoma Core Curriculum Tests. Test-taking skills cannot replace study based on the standards and objectives of the Oklahoma Academic Standards, which serve as the foundation for the tests.

General Test-Taking Tips

- DO . . .** read this guide carefully and complete the practice test.
- DO . . .** make sure you understand all test directions. If you are uncertain about any of the directions, raise your hand to ask questions before testing has started.
- DO . . .** make notes or work problems on your scratch paper if needed.
- DO . . .** read the reading selections for the ACE English II test carefully.
- DO . . .** be sure that you have seen all four answer choices before making your selection. On an online test, this may require you to use the scroll bar on the right side of the test question.
- DO . . .** check your work if you finish a test session early. Use the extra time to answer any questions that you skipped in that section.
- DO . . .** remember that if you cannot finish the test section within the time allotted, you will be given additional time to complete that test section.
- DO . . .** read each question and every answer choice carefully. Choose the best answer for each question.

- DON'T . . .** wait until the last minute to study for the test. The test covers a lot of material, and you cannot learn it all in a short amount of time.
- DON'T . . .** worry about the test. Students who are calm and sure of themselves do better on tests.
- DON'T . . .** spend too much time on any one question. If a question takes too long to answer, skip it and answer the other questions. You can return to any questions you skipped after you have finished all other questions in the section.
- DON'T . . .** attempt to leave the online testing system by clicking the Stop Test tab. Doing so will result in ending that section of the test.

Tips for Completing the Writing Task

- DO . . .** read the writing task carefully and be sure to write about that topic.
- DO . . .** plan what you want to say before writing. Use the “Planning” page in your answer document to help you plan. This page will not be scored.
- DO . . .** use the “Writer’s Checklist” in your answer document to remind you of what to look for as you revise and edit your paper.

The ACE English II Test

The ACE English II Test is administered in three sections over the course of two to three days. Section 1 of the test consists of one Writing prompt and is administered in a paper/pencil answer document. The Writing tests must be administered on the designated statewide Writing date(s). (See the dates inside the front cover of this manual.) The Writing task takes about 55 minutes to complete, including directions. Sections 2 and 3 consist of Reading passages and multiple-choice questions and are administered online. Each section takes about 60 minutes, with up to an additional 20 minutes for testing directions.

The test is not strictly timed. Testing sessions for students who need more time can be extended. However, some studies have shown that more than one hour of additional time can contribute to a decrease in student scores. This additional time is available as an immediate extension of the testing session; it is not available as a separate session at another time.

Students who finish a test section early should make sure their work is complete and are encouraged to check and verify their answers within that section prior to closing their test booklets or saving and exiting an online test. Once a test section has been completed, students will not be allowed to return to that section.

The following sections of this guide:

- list the Oklahoma Academic Standards that are covered on the ACE English II End-of-Instruction test.
- present the scoring criteria for written responses.
- reproduce the student directions.
- present a sample writing task and practice test questions.
- present a sample of a good writing response.

Oklahoma Academic Standards (2010 Revision)

The Oklahoma Academic Standards measured in the End-of-Instruction ACE English II test are presented below. They represent the portion of the Language Arts, Grade 10 Oklahoma core curriculum that is applicable to English II course study and that can be assessed in a statewide testing program. The Oklahoma Academic Standards for English II are grouped under two major strands by standards, with specific objectives listed under each standard. Student performance on the test will be reported at the standard and objective levels.

End-of-Instruction ACE English II

LANGUAGE ARTS

READING/LITERATURE: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Vocabulary—The student will expand vocabulary through word study, literature, and class discussion.

Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.

1. Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.
2. Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.
3. Use reference material, such as glossary, dictionary, thesaurus, and available technology, to determine precise meaning and usage.
4. Discriminate between connotative and denotative meanings and interpret the connotative power of words.
5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Read and understand grade-level-appropriate material. Analyze the organization patterns and evaluate authors' argument and position. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.

1. Literal Understanding
 - a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
 - b. Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
 - c. Use a range of automatic monitoring and self-correcting methods (e.g., rereading, slowing down, subvocalizing, consulting resources, questioning).
 - d. Recognize signal/transitional words and phrases and their contributions to the meaning of the text (e.g., however, in spite of, for example, consequently).

2. Inferences and Interpretation
 - a. Use elements of the text to defend responses and interpretations.
 - b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.
3. Summary and Generalization
 - a. Determine the main idea, locate and interpret minor or subtly stated details in complex passages.
 - b. Use text features and elements to support inferences and generalizations about information.
 - c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.
4. Analysis and Evaluation
 - a. Discriminate between fact and opinion and fiction and nonfiction.
 - b. Evaluate deceptive and/or faulty arguments in persuasive texts.
 - c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
 - d. Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Conduct an in-depth analysis of the themes of these works.

1. Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.
 - a. Analyze the characteristics of genres including short story, novel, drama, narrative and lyric poetry, and essay.
 - b. Analyze the characteristics of subgenres such as satire, sonnet, epic, myths and legends, mystery, and editorials.
2. Literary Elements—Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
 - a. Describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood, and point of view and how they are addressed and resolved.
 - b. Explain how an author’s viewpoint or choice of a narrator affects the characterization and the tone, plot, mood, and credibility of a text.
 - c. Analyze characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
 - d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
 - e. Evaluate the author’s purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

3. Figurative Language and Sound Devices—Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work.
 - a. Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.
 - b. Identify and use sound devices such as rhyme, alliteration, and onomatopoeia.
4. Literary Works—The student will read and respond to historically and culturally significant works of literature.
 - a. Analyze and evaluate works of literature and the historical context in which they were written.
 - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
 - c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature, and provide evidence to support the ideas expressed in each work.

Standard 4: Research and Information—The student will conduct research and organize information.

1. Accessing Information—Select the best source for a given purpose.
 - a. Access information from a variety of primary and secondary sources.
 - c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
2. Interpreting Information—Analyze and evaluate information from a variety of sources.
 - a. Summarize, paraphrase, and/or quote relevant information.
 - b. Determine the author’s viewpoint to evaluate source credibility and reliability.
 - c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
 - d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.

WRITING/GRAMMAR/USAGE AND MECHANICS: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Standard 1: Writing Process—The student will use the writing process to write coherently.

1. Use a writing process to develop and refine composition skills. Students are expected to:
 - a. use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.
 - b. analyze audience and purpose:
 - i. consider specific purposes for writing whether to reflect, inform, explain, persuade, make a social statement, or share an experience or emotion.
 - ii. analyze the characteristics of a specific audience (interests, beliefs, background knowledge) and select an appropriate audience for the writing task.
 - c. analyze appropriate mode/genre.
 - d. develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.
 - e. revise for appropriateness of organization, content, and style.
 - f. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
 - g. refine selected pieces to publish for general and specific audiences.

2. Use elaboration to develop an idea:
 - a. draft a text with a clear controlling idea or thesis.
 - b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
 - c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.
 - d. apply a consistent and appropriate point of view.
 - e. understand and apply formal and informal diction.
3. Demonstrate organization, unity, and coherence by using transitions and sequencing:
 - a. read the draft from the intended audience's point of view to evaluate clarity of purpose.
 - b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
 - c. evaluate whether the topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.
 - d. evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose.
 - e. evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.
 - f. evaluate whether sentence structures are varied in type, length, and complexity.
4. Editing/Proofreading and Evaluating: Use precise word choices, including figurative language, that convey specific meaning:
 - a. apply Standard English usage, spelling and mechanics to text.
 - b. correct errors in grammatical conventions.
 - c. employ specified editing/proofreading strategies and consult resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.
 - d. use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited (check against original source for accuracy).
 - e. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.
5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.

Standard 2: Modes and Forms of Writing—The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.

At Grade 10, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 750 to 1,000 words. Compose business letters. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing that are frequently published for a general or specific audience. Final drafts are formatted appropriately for the mode/genre.

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

1. Standard English Usage. The student will demonstrate correct use of Standard English in speaking and writing.
 - a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
 - b. Use nominative, objective, possessive nouns.
 - c. Use abstract, concrete, and collective nouns.
 - d. Use correct verb forms and tenses.
 - e. Use correct subject-verb agreement especially when the sentence contains intervening phrases or clauses.
 - f. Distinguish transitive, intransitive, and linking verbs.
 - g. Distinguish active and passive voice.
 - h. Use correct pronoun/antecedent agreement and clear pronoun reference.
 - i. Use correct forms of positive, comparative, and superlative adjectives.
 - j. Use correct form of conjunction (coordinating, correlating, or subordinating).
 - k. Use appositives and verbals in compositions.
2. Mechanics and Spelling—The student will demonstrate appropriate language mechanics in writing.
 - a. Apply capitalization rules appropriately in writing.
 - b. Punctuate in writing including:
 - i. commas
 - ii. quotation marks
 - iii. apostrophes, colons, and semicolons
 - iv. ellipsis
 - v. hyphens, dashes, parentheses, and brackets
 - c. Demonstrate correct use of punctuation in research writing including:
 - i. formal outline
 - ii. parenthetical documentation
 - iii. works cited/bibliography
 - d. Use correct formation of plurals.
 - e. Use correct spelling including:
 - i. commonly misspelled words and homonyms
 - ii. spell consonant changes correctly (example recede/recession; transmit/transmission)
 - iii. spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)
3. Sentence Structure. The student will demonstrate appropriate sentence structure in writing.
 - a. Identify and use parallel structure.
 - b. Correct dangling and misplaced modifiers.
 - c. Correct run-on sentences.
 - d. Correct fragments.
 - e. Correct comma splices.
 - f. Use independent/dependent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information.
 - g. Use a variety of sentence structures and lengths to create a specific effect.

Oklahoma School Testing Program
ACE English II – Test Blueprint
School Years 2014-2015, 2015-2016, 2016-2017

The blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard and objective of the Oklahoma Academic Standards/ Oklahoma Academic Standards (PASS/OAS).

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
READING/ LITERATURE		
1.0 Vocabulary	6 - 8	9% - 12%
2.0 Comprehension	16 - 20	24% - 30%
2.1 Literal Understanding	4 - 5	
2.2 Inferences and Interpretation	4 - 5	
2.3 Summary and Generalization	4 - 5	
2.4 Analysis and Evaluation	4 - 5	
3.0 Literature	17 - 20	26% - 30%
3.1 Literary Genres	4 - 5	
3.2 Literary Elements	5 - 6	
3.3 Figurative Language	4 - 5	
3.4 Literary Works	4 - 5	
4.0 Research and Information	6	9%
WRITING/GRAMMAR/USAGE/MECHANICS		
1.0 and 2.0 Writing	1	9%
Writing Prompt	1 (6 points)	
3.0 Grammar/Usage and Mechanics	12	18%
3.1 Standard Usage	4	
3.2 Mechanics and Spelling	4	
3.3 Sentence and Structure	4	
Total Test	61 (66 points)	100%

(Please note this blueprint does not include items that may be field-tested.)

- A minimum of 6 items is required to report a standard, and a minimum of 4 items is required to report results for an objective.

Writing to Modes

Each student taking the English II End-of-Instruction test will write an essay to one of the following modes: narrative, descriptive, expository, persuasive, or reflective. Essays written to each of these modes are assessed using the scoring rubrics and analytic scores included in the following pages.

A **narrative essay** tells about a personal experience or reports on an observed event. In a narrative, events unfold over time. The writer develops the narrative by using specific details and may include personal reactions to the experience or event.

A **descriptive essay** describes a person, place, thing, or experience with enough vivid details that the reader can imagine what the writer is describing. The writer uses precise vocabulary and may use sensory language to evoke images.

An **expository essay** is informative by nature and helps readers understand new information. It may be structured in a variety of ways, including, but not limited to, step-by-step progression, compare and contrast, cause and effect, problem and solution, or extended definition.

A **persuasive essay** tries to convince readers to think or act in a certain way or to accept a particular viewpoint. The writer supports a position with logic, facts, reasons, examples, and/or arguments.

A **reflective essay** presents the writer's personal reflections on or reactions to a quotation or an idea. The writer may choose to write about literature, about a life experience, about a person who has had an impact on the writer's life, or even about an inanimate object—as long as the writer can reflect about it, the subject is appropriate.

Scoring Criteria for Written Responses

Written responses receive two types of scores: (1) a series of analytic scores that focus on specific aspects of writing; these scores are intended to reflect the student's strengths and weaknesses across specific writing skills; and (2) a composite score that reflects how well the student can integrate writing techniques to produce a good overall piece of writing.

Responses that do not meet certain criteria cannot be scored. A zero composite score is given to responses that fall into the following categories:

- No response or just a restatement of the task
- Response in a language other than English
- Response that is illegible or incomprehensible
- Response that is off the topic of the writing task

Analytic Scores

Each piece of student writing is given five analytic scores that focus on specific writing skills. These ratings range from 4 (the highest score) to 1 (the lowest score). Taken together, these scores provide a profile of the specific strengths and weaknesses of the student’s writing. The following are the actual scoring rubrics used to assign the five analytic scores.

Score	Ideas and Development
4	<ul style="list-style-type: none"> • The content is well suited for the audience, purpose, and mode • The main idea or thesis is clear • Ideas are fully developed and elaborated using details, examples, reasons, or evidence • The writer expresses an insightful perspective toward the topic
3	<ul style="list-style-type: none"> • The content is adequate for the audience, purpose, and mode • The main idea is evident but may lack clarity • Ideas are developed using some details, examples, reasons, and/or evidence • The writer sustains his/her perspective toward the topic throughout most of the composition
2	<ul style="list-style-type: none"> • The content is inconsistent with the audience, purpose, and mode • The main idea is not focused and leaves the reader with questions and making inferences to understand the main idea • Ideas are minimally developed with few details • May simply be a list of ideas • The writer has difficulty expressing his/her perspective toward the topic
1	<ul style="list-style-type: none"> • The content is irrelevant to the audience, purpose, and mode • The composition lacks a central idea • Ideas lack development or may be repetitive • The writer has little or no perspective on the topic

Score	Organization, Unity, and Coherence
4	<ul style="list-style-type: none"> • Introduction engages the reader • Sustained or consistent focus on the topic • Logical and appropriate sequencing and balanced with smooth, effective transitions • Order and structure are strong and move the reader through the text • Conclusion is satisfying
3	<ul style="list-style-type: none"> • Evident introduction to the topic • Adequate focus • Adequate sequencing • Stays on topic with little digression • Uses limited but effective transitions • Order and structure are present • Conclusion is appropriate
2	<ul style="list-style-type: none"> • May lack a clear organizational structure • Weak evidence of unity • Little or limited sequencing and/or transitions • Details may be randomly placed
1	<ul style="list-style-type: none"> • Lacks logical direction • No evidence of organizational structure

Analytic Scores (continued)

Score	Word Choice
4	<ul style="list-style-type: none"> • Appropriate word choice that conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way • The writing may be characterized by, but not limited to <ul style="list-style-type: none"> • Lively verbs • Vivid nouns • Imaginative adjectives • Figurative language • Dialogue • No vague, overused, repetitive language is used (a lot, great, very, really) • Words that evoke strong images such as sensory language • Ordinary words used in an unusual way
3	<ul style="list-style-type: none"> • Words generally convey the intended message • The writer uses a variety of words that are appropriate but do not necessarily energize the writing • The writing may be characterized by <ul style="list-style-type: none"> • Attempts at figurative language and dialogue • Some use of lively verbs, vivid nouns, and imaginative adjectives • Few vague, overused, and repetitive words are used
2	<ul style="list-style-type: none"> • Word choice lacks precision and variety or may be inappropriate to the audience and purpose • May be simplistic and/or vague • Relies on overused or vague language (a lot, great, very, really) • Few attempts at figurative language and dialogue • Word choice is unimaginative and colorless with images that are unclear or absent
1	<ul style="list-style-type: none"> • Word choice indicates an extremely limited or inaccurate vocabulary • No attempts at figurative language • General, vague words that fail to communicate meaning • Text may be too short to demonstrate variety

Score	Sentences and Paragraphs
4	<ul style="list-style-type: none"> • Writing clearly demonstrates appropriate sentence structure • Writing has few or no run-on or fragment errors • Writing has a rich variety of sentence structure, types, and lengths • Ideas are organized into paragraphs that blend into larger text • Evidence of appropriate paragraphing
3	<ul style="list-style-type: none"> • Writing adequately demonstrates appropriate sentence structure • Writing may contain a small number of run-on or fragment errors that do not interfere with fluency • Writing has adequate variety of sentence structure • Ideas are organized into paragraphs
2	<ul style="list-style-type: none"> • Writing demonstrates lack of control in sentence structure • Writing contains errors such as run-ons and fragments that interfere with fluency • Writing has limited variety of sentence structure • Writing may show little or no attempt at paragraphing
1	<ul style="list-style-type: none"> • Inappropriate sentence structure • Many errors in structure (run-ons, fragments) • No variety in structure • No attempt at paragraphing

Analytic Scores (continued)

Score	Grammar, Usage, and Mechanics
4	<ul style="list-style-type: none">• The writer demonstrates appropriate use of correct Spelling Punctuation Capitalization Grammar Usage• Errors are minor and do not affect readability
3	<ul style="list-style-type: none">• The writer demonstrates adequate use of correct Spelling Punctuation Capitalization Grammar Usage• Errors may be more noticeable but do not significantly affect readability
2	<ul style="list-style-type: none">• The writer demonstrates minimal use of correct Spelling Punctuation Capitalization Grammar Usage• Errors may be distracting and interfere with readability
1	<ul style="list-style-type: none">• The writer demonstrates very limited use of correct Spelling Punctuation Capitalization Grammar Usage• Errors are numerous and severely impede readability

Composite Score

A composite score is based on the student's analytic trait scores and is determined by assigning various weights to the five analytic traits. The weights are assigned based on the importance of each trait and are supported by empirical evidence. The resulting score is adjusted to a 6-point scale.

ACE English II Practice Test

Note for students:

The practice test in the following section is a shortened version of a test similar to the End-of-Instruction ACE English II test you will take. Follow the instructions below as you take the practice test.

Practice Test Directions

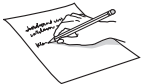
1. Look at Section 1 on the next page. Read about the Writing Task. Plan your response to the practice writing prompt on page 18 of this guide. Write your response on the lines provided on pages 19 through 21. Then check your writing using the Writer's Checklist on page 21.
2. Now turn to Section 2. Read the directions at the top of the page. Look at Sample A in the box. Read it to yourself and think of the answer. Then look at the last page of this guide. The correct answer to Sample A has been filled in. This shows you how to mark your answers.
3. Read Sample B. Mark your answer to Sample B. Now turn the page. Read the selection and answer the questions that follow it. Fill in the circle for each answer completely, as shown in the sample. Continue to read the selections and answer the questions that follow each selection.
4. When you are finished, check your answers against the answer key printed on page 38 of this guide. The standard and objective being measured by each question are also shown. Then read the example of a good writing prompt response on pages 36 and 37 of this guide.

Writing Task

Use the lined pages provided on pages 19 through 21 of your answer document to respond to the prompt.

When scorers evaluate your writing, they will look for evidence that you can:

- address the prompt;
- write to the requested mode;
- develop your ideas thoroughly;
- organize your ideas;
- stay focused on your purpose for writing;
- make your writing thoughtful and interesting; and
- use correct spelling, capitalization, punctuation, grammar, usage, and sentence structure.



There is a common proverb that states, “The unexpected always happens.”

Write about a situation or an event that did not turn out the way you expected. If you could have foreseen what was going to happen, would you have changed anything about your actions? Be sure to include an introduction, a body, and a conclusion in your writing.

Section 1

Writing Task



Planning

Use this page to plan your writing. You might consider using a web, cluster, list, outline, or any other way to help you organize your writing. Then write your essay on the lined pages. Be sure to write neatly. Only your writing on the lined pages in this book will be scored. Using the Writer's Checklist on page 21, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

Directions

Read each selection and the questions that follow it. Choose the best answer for each question. Find the question number in the answer document that matches the question number in the ACE English II Practice Test. Then mark your answer in the answer document.

The correct answer for Sample A has been filled in on the answer document to show you how to mark your answers. Mark your answer for Sample B.

Sample Selection

A Birthday Challenge

1 Dangling her feet over the edge of the cave, Janelle put on her
2 backpack, equipped with water, extra batteries, an energy bar, a light
3 windbreaker—things she thought she wouldn't need. Still, her friend Ethan
4 wouldn't let her go without a safety kit. Ethan had promised her an hour to
5 herself and then he would follow. He had pledged her that much time
6 alone only because it was her birthday, not because he understood how
7 important this experience was for her. She set her watch to chime on the
8 hour. In thirty minutes, the alarm would sound, and she would know Ethan
9 would not be far behind.

10 Janelle lowered herself into the gaping limestone mouth in the hillside.
11 Cautiously, she maneuvered from foothold to foothold, stone to rock,
12 before her boot touched the yielding softness of soil. A creature skittered
13 within centimeters of her foot. Janelle stood frozen, her heart pounding, as
14 if she were face to face with a bear, instead of what she knew must be
15 some tiny creature. The splash of a frog, vanishing into the protection of
16 the water, reassured her.

Sample A

The main character Janelle can be described as

- A** a lost adventurer.
- B** a curious explorer.
- C** a careless planner.
- D** a thoughtful friend.

Sample B

What is the best change, if any, to make to herself in line 5?

- F** herself,
- G** herself:
- H** herself—
- J** no change

Directions

Read the following story by O. Henry. Then answer the questions.

Hearts & Hands

by O. Henry

- 1 At Denver, many passengers got on the east-bound express train. In one coach there sat a very pretty young woman dressed in expensive clothes. Among the newcomers were two young men. One was handsome with a bold manner. The other was glum-faced and roughly dressed. They were handcuffed together.
- 2 They walked down the aisle of the coach. The only empty seat faced the attractive young woman. Here the linked men sat down. Suddenly the young woman smiled and held out her hand.
- 3 "Well, Mr. Easton, if you will make me speak first, I suppose I must. Don't you recognize old friends when you meet them in the West?"
- 4 The younger man was at first surprised. Then he took her fingers in his left hand.
- 5 "It's Miss Fairchild," he said with a smile. "Please excuse the other hand. It's otherwise engaged at present."
- 6 He raised his right hand, handcuffed to the left one of the other man. The glad look in the girl's eyes slowly changed to horror. Easton was about to speak again, but the glum-faced man spoke instead. He had been watching the girl's face with his keen eyes.
- 7 "You'll excuse me for speaking, Miss, but I see you know the marshal here. If you'll ask him to speak a word for me when we get to the pen, it'll make things easier for me. He's taking me to Leavenworth Prison. Seven years for counterfeiting."
- 8 "Oh," said the girl. "So that is what you're doing out here. A marshal!"
- 9 "My dear Miss Fairchild," said Easton, "I had to do something. Money has a way of taking wing. And you know it takes money to keep step with our crowd in Washington. I saw this opening in the West. Of course, a marshal doesn't have as high a position as an ambassador, but—"
- 10 "The ambassador," said the girl, "doesn't call on me anymore. He needn't ever have done so. And so now you are one of those dashing Western heroes. You ride and shoot and go into all kinds of dangers. That's different from the Washington life. You have been missed from that old crowd."
- 11 The girl's eyes widened as she looked again at the handcuffs.
- 12 "Don't worry about them, Miss," said the other man. "Marshals handcuff

themselves to their prisoners to keep them from getting away. Mr. Easton knows his business.”

13 “Will we see you again in Washington?” asked the girl.

14 “Not soon, I think,” said Easton. “My butterfly days are over, I fear.”

15 “I love the West,” said the girl. Her eyes were shining as she looked out the window. “Mama and I spent the summer here. She went home a week ago. I could live and be happy in the West. The air here agrees with me. Money isn’t everything. But people always misunderstand things—”

16 “Mr. Marshal,” growled the glum-faced man. “I haven’t had a smoke all day. Haven’t you talked long enough? Won’t you take me to the smoker? I’m dying for a pipe.”

17 The linked men stood up.

18 Easton smiled and said, “I can’t deny a request for tobacco. Goodbye, Miss Fairchild. Duty calls, you know.” He held out his hand for a farewell.

19 “It’s too bad you’re not going East,” she said. “Must you go to Leavenworth?”

20 “Yes,” said Easton, “I must.”

21 The two men left for the smoker. Two passengers in a seat nearby had heard most of the conversation. One said, “That marshal is a good sort of chap.”

22 “He’s pretty young to hold an office like that, isn’t he?” asked the other.

23 “Young?” said the first. “Oh—didn’t you catch on? Did you ever know a marshal to handcuff a prisoner to his right hand?”

Section 2

1 This passage is written in the form of

- A** a biography.
- B** realistic fiction.
- C** science fiction.
- D** an autobiography.

2 The marshal probably pretended to be the prisoner because he wanted

- F** to spare the lady's feelings.
- G** to draw attention to himself.
- H** to impress other passengers.
- J** to keep Easton from escaping.

3 When Easton talked about his “butterfly days” he was referring to days when he

- A was attending college.
- B had no responsibilities.
- C had studied butterflies.
- D was counterfeiting money.

4

“I had to do something. Money has a way of taking wing.”

In this quotation from the passage, the phrase “taking wing” means

- F disappearing.
- G being stolen.
- H being lost.
- J flying.

5 What does Miss Fairchild most likely mean when she tells Mr. Easton, “You have been missed from that old crowd”?

- A He doesn’t value Miss Fairchild’s friendship.
- B Miss Fairchild doesn’t have the same friends.
- C Miss Fairchild is jealous of Mr. Easton’s popularity in Washington.
- D He is not like the other people Miss Fairchild knows in Washington.

Directions

Read the following article about journalist Ida Tarbell. Then answer the questions.

Ida Tarbell

Investigative Journalist

by Barbara Krasner-Khait



- 1 In 1911, the U.S. Supreme Court broke apart the oil monopoly¹ controlled by John D. Rockefeller's Standard Oil Company. Though the company had been under investigation for some thirty years, it was Ida Minerva Tarbell, a writer for the popular *McClure's* magazine, who exposed Standard Oil's offensive practices.
- 2 Tarbell's knowledge of the oil industry began early in life. Born on November 5, 1857, in the Pennsylvania oil boomtown² of Hatch Hollow, Tarbell knew firsthand how the industry's ups and downs affected her community. She saw how the accidents, fires, and explosions proved fatal to her neighbors. And she watched as her father and his friends fought against the South Improvement Company, which had taken control of local oil production in 1872 and was favored by the railroads.
- 3 At the core of the oil industry's corruption was Rockefeller, who founded Standard Oil in 1870. Standard Oil was a conglomerate³ of forty companies that controlled ninety percent of America's oil refining business. Rockefeller

¹**monopoly:** exclusive control by one group

²**boomtown:** an area experiencing a large economic or population increase

³**conglomerate:** a company made up of smaller companies or businesses

also owned the South Improvement Company.

- 4 When Tarbell enrolled at Pennsylvania's Allegheny College in 1876, she was the only woman in her class. She had wanted to become a scientist but accepted a teaching position at Poland Union Seminary in Poland, Ohio, instead. Tarbell then became an editorial assistant for *The Chautauquan* magazine. When she decided to go to Paris and support herself by writing, her editor in chief said, "You're not a writer. You'll starve."
- 5 Tarbell proved him wrong. While studying history at the Sorbonne, a famous French university, she wrote and sent articles to American newspapers and magazines. Soon, Tarbell's writing came to the attention of *McClure's* founder Samuel McClure. Tarbell met with him in Paris in the spring of 1893 and agreed to write more for the periodical. A year later, she joined the magazine's staff in New York.
- 6 Tarbell's first two assignments were biographies of Napoleon Bonaparte and Abraham Lincoln. These writings increased the circulation of *McClure's*. After interviewing many people and conducting thorough research among dusty and forgotten documents, she soon developed a reputation as an investigative journalist.
- 7 But Standard Oil never left Tarbell's mind. In 1901, Tarbell proposed a three-part article on the company's corrupt business practices. McClure approved it. The first part appeared in November 1902. By the third installment, even President Theodore Roosevelt was reading her work. Tarbell's articles about Standard Oil continued for nineteen issues.
- 8 The more she researched and wrote, the more Tarbell exposed Rockefeller's stranglehold⁴ on the oil industry. Her articles and subsequent 1904 book, *History of the Standard Oil Company*, eventually led to the breakup of the company. From this, Tarbell earned the name muckraker⁵. She then joined with other journalists in a campaign for economic, political, and social reform, which became known as the Progressive Movement.
- 9 In 1906, Tarbell left *McClure's*. Though she went on to write other biographies and articles, her reputation as a journalist was linked forever to Standard Oil. In 1922, the *New York Times* named her one of the "Twelve Greatest Living American Women."
- 10 Before her death in 1944, a young history professor asked Tarbell what she would change if she could rewrite *History of the Standard Oil Company*. Tarbell replied, "Not one word, young man, not one word."

⁴**stranglehold:** restrictive force or influence

⁵**muckraker:** a journalist focused on exposing corruption and greed

Section 2

6 What is the main idea of this passage?

- F** Ida Tarbell wrote many influential articles and biographies.
- G** Ida Tarbell was a successful journalist for several magazines.
- H** Ida Tarbell laid the groundwork for important reform campaigns.
- J** Ida Tarbell helped expose the corruption in the oil refining industry.

7 The author most likely wrote this passage in order

- A** to inform the reader about an important historical figure.
- B** to describe an unusual time period in history.
- C** to build a case for current reform of the oil industry.
- D** to encourage the reader to study journalism.

8 This passage is an example of which of these styles of writing?

- F** short story
- G** personal memoir
- H** persuasive essay
- J** informational article

9 The author includes the last paragraph of the passage

- A** to show that Tarbell was proud of her work.
- B** to defend Tarbell's views about the oil industry.
- C** to demonstrate the effect Tarbell's articles had on history.
- D** to explain how the history professor misunderstood Tarbell.

10 If you wanted to find out more information about Ida Tarbell, which of these topics would be most helpful?

- F** *The Oil Industry: A Look at the Past*
- G** *Boomtown: Life Among the Oil Fields*
- H** *Influential Journalists of the 19th Century*
- J** *Writing for the Investigative Journalist*

Section 2

Directions

Read the following student report and think about what changes you would make. When you finish reading the report, answer the questions.

1 There are certain people in United States history who have made a
2 difference. One of these people are Jackie Robinson, one of the best baseball
3 players of all time. Jackie Robinson was the first African American to play
4 baseball in the big leagues.

5 Jackie Robinson was born the grandson of a slave. Jackies' mother worked
6 hard to raise her children, but Jackie joined a gang and was always in trouble,
7 until he started playing baseball.

8 Robinson brought excitement to the game. He was a strong, powerful athlete.
9 In 1949, he was named Rookie of the year, and two years later he was voted the
10 National League's Most Valuable Player, the first black player so honored.

11 What is the best change, if any, to make to are in line 2?

- A is
- B were
- C will be
- D no change

12 What is the best change, if any, to make to Jackies' in line 5?

- F** Jackie's
- G** Jackies
- H** Jackies's
- J** no change

13 What is the best change, if any, to make to Rookie of the year in line 9?

- A** Rookie of the Year
- B** rookie of the year
- C** Rookie of The Year
- D** no change

Section 2

Directions

Read the next part of the report and think about what changes you would make. Then answer the questions.

- 11 Later in his life, Jackie Robinson worked for the cause of civil rights. He
12 spoke out against racial discrimination in all aspects of life. Jackie Robinson will
13 be remembered not only as a great athlete. But also as a great human being.

14 What is the best change, if any, to make to life, in line 11?

- F life.
- G life:
- H life;
- J no change

15 What is the best way, if any, to rewrite the sentences in lines 12 and 13?

- A Jackie Robinson will be remembered not only as a great athlete but also as a great human being.
- B Jackie Robinson, as a great human being, will be remembered not only as a great athlete.
- C Jackie Robinson will be remembered not only as a great athlete; but also as a great human being.
- D no change

Example of a Good Response



Writing Task

Last year, I helped organize a surprise party for my friend Josie's cousin who had just moved from Texas. Brandon didn't know many people, and we thought a party would be a way for him to make new friends. Josie needed help with the plans, so I volunteered. Little did I know the real purpose of the party!

I had some experience planning parties. A surprise party for my mom a couple of years ago turned out really well, and I wanted to try another. The next one was for Josie's birthday. She came home from school one day and all her friends jumped out and yelled "Surprise!" Everyone had a great time, so I organized more surprise parties. For one, a group of us arrived at the birthday girl's house early one Saturday morning and took her downtown still in her pajamas for a pancake breakfast!

I enjoyed thinking up new ways to spring the surprises, but after a while people began to expect a party, and the element of surprise was gone. Josie's cousin was new in town, though, so that wouldn't be a problem.

In secret Josie and I invited about fifteen people. We asked people to bring a funny or silly gift. I got Brandon a pair of those gag glasses that have eyeballs on springs.

Looking back, I realize that I missed the signs that things would turn out differently. For example, I offered to pick up Brandon, but Josie insisted that she would phone him at the last minute. I never suspected a thing—not even when, on the night of the party, Josie decided there wasn't enough food and sent me out to buy more. When I got back, juggling bags of potato chips and bottles of soda, fifteen people jumped out and yelled "Surprise!"

Brandon was there, laughing as hard as he could. Josie explained that my friends had planned the whole thing to show how much they appreciated the parties I'd organized for everyone else.

So the party did not turn out exactly the way I had expected—but I certainly wouldn't change a thing. I had expected to have fun, and I did. Only I didn't know I'd be wearing a pair of glasses with eyeballs on springs.

Answer Key

ACE English II			
Item Number	Correct Answer	Strand	Standard/ Objective/Subskill (pp. 4-8)
Sample A	B	Reading/Literature	3.2.a
Sample B	F	Writing/Grammar/ Usage and Mechanics	3.2.b
1	B	Reading/Literature	3.1.a
2	F	Reading/Literature	2.2.b
3	B	Reading/Literature	2.2.a
4	F	Reading/Literature	3.3.a
5	D	Reading/Literature	2.2.a
6	J	Reading/Literature	2.3.a
7	A	Reading/Literature	2.4.c
8	J	Reading/Literature	3.1.a
9	A	Reading/Literature	2.4.c
10	H	Reading/Literature	4.1.a
11	A	Writing/Grammar/ Usage and Mechanics	3.1.d
12	F	Writing/Grammar/ Usage and Mechanics	3.2.d
13	A	Writing/Grammar/ Usage and Mechanics	3.2.a
14	J	Writing/Grammar/ Usage and Mechanics	3.2.b
15	A	Writing/Grammar/ Usage and Mechanics	3.3.d

ACE English II

SAMPLES

A (A) (●) (C) (D)

B (F) (G) (H) (J)

Section 2

1 (A) (B) (C) (D)	16 (F) (G) (H) (J)	31 (A) (B) (C) (D)
2 (F) (G) (H) (J)	17 (A) (B) (C) (D)	32 (F) (G) (H) (J)
3 (A) (B) (C) (D)	18 (F) (G) (H) (J)	33 (A) (B) (C) (D)
4 (F) (G) (H) (J)	19 (A) (B) (C) (D)	34 (F) (G) (H) (J)
5 (A) (B) (C) (D)	20 (F) (G) (H) (J)	35 (A) (B) (C) (D)
6 (F) (G) (H) (J)	21 (A) (B) (C) (D)	36 (F) (G) (H) (J)
7 (A) (B) (C) (D)	22 (F) (G) (H) (J)	37 (A) (B) (C) (D)
8 (F) (G) (H) (J)	23 (A) (B) (C) (D)	38 (F) (G) (H) (J)
9 (A) (B) (C) (D)	24 (F) (G) (H) (J)	39 (A) (B) (C) (D)
10 (F) (G) (H) (J)	25 (A) (B) (C) (D)	40 (F) (G) (H) (J)
11 (A) (B) (C) (D)	26 (F) (G) (H) (J)	41 (A) (B) (C) (D)
12 (F) (G) (H) (J)	27 (A) (B) (C) (D)	
13 (A) (B) (C) (D)	28 (F) (G) (H) (J)	
14 (F) (G) (H) (J)	29 (A) (B) (C) (D)	
15 (A) (B) (C) (D)	30 (F) (G) (H) (J)	

STOP
Do not go on to Section 3
until you are instructed to do so.

Section 3

42 (F) (G) (H) (J)	52 (F) (G) (H) (J)	62 (F) (G) (H) (J)	72 (F) (G) (H) (J)
43 (A) (B) (C) (D)	53 (A) (B) (C) (D)	63 (A) (B) (C) (D)	73 (A) (B) (C) (D)
44 (F) (G) (H) (J)	54 (F) (G) (H) (J)	64 (F) (G) (H) (J)	74 (F) (G) (H) (J)
45 (A) (B) (C) (D)	55 (A) (B) (C) (D)	65 (A) (B) (C) (D)	75 (A) (B) (C) (D)
46 (F) (G) (H) (J)	56 (F) (G) (H) (J)	66 (F) (G) (H) (J)	76 (F) (G) (H) (J)
47 (A) (B) (C) (D)	57 (A) (B) (C) (D)	67 (A) (B) (C) (D)	77 (A) (B) (C) (D)
48 (F) (G) (H) (J)	58 (F) (G) (H) (J)	68 (F) (G) (H) (J)	78 (F) (G) (H) (J)
49 (A) (B) (C) (D)	59 (A) (B) (C) (D)	69 (A) (B) (C) (D)	79 (A) (B) (C) (D)
50 (F) (G) (H) (J)	60 (F) (G) (H) (J)	70 (F) (G) (H) (J)	80 (F) (G) (H) (J)
51 (A) (B) (C) (D)	61 (A) (B) (C) (D)	71 (A) (B) (C) (D)	

