Student Name: ___________________________

English Language Arts
Sample Assessment

Paper-Pencil
Sample Booklet
Grades 6-High School
This test booklet contains several different types of questions as shown below. Each sample shows what a certain type of question looks like in the test booklet. Respond to each problem in your answer booklet. Let's practice!

Sample A – Multiple-choice, single-correct response:

Which sentence has an error in verb tense?

A. Even though we were both tired, we decided to go to the party.
B. After eating dinner, the family went for a walk in the nearby park.
C. He is not sure if he should drive to his friend’s house or if he should take the bus.
D. Once she knows the due date, she made a plan to finish her paper over the weekend.

Sample B – Multiple-choice, multiple-correct response:

A student is writing a report about Spain. He is looking for information about the weather. Choose two sentences that have information about the weather in Spain.

A. Madrid is the capital of Spain.
B. Spain usually has hot, dry summers.
C. Spain has both mountains and beaches.
D. Many people visit Spain to see its historic buildings.
E. November is the rainiest month in many parts of Spain.
Part A
Which central idea is expressed in the passage?

A. People should work hard to become heroes.
B. People who believe there are no heroes are wrong.
C. Ordinary people we see in our daily lives are heroes.
D. Those people who feed the world are the greatest heroes.

Part B
Which detail from the passage best supports your answer to part A?

A. “We have every right to dream . . .”
B. “. . . a time when there are no heroes . . .”
C. “You can see heroes every day . . .”
D. “. . . produce enough food to feed all of us . . .”
Sample D – Short-text response:

A student is writing a story for class about a busy day in the life of a teenager. Read the paragraphs from the story and complete the task that follows.

“Travis, don’t forget your soccer shorts and socks in the laundry room,” my mother called to me this morning as she ran out to catch the bus to work, coffee in hand. “Sure thing, Mom!” I hollered as I wolfed down my cereal and grabbed my backpack. Then I saw Sam outside waiting to walk to school, and out the door I went. No shorts or socks in hand.

Now here I am after school, late for soccer practice because I have to race home to get these pesky articles of clothing. Instead of slowing down and thinking about why I am so forgetful these days, I’m running as fast as I can. I’ve got to get back to practice before the coach notices!

In one or two paragraphs, write an ending for the narrative that solves the problem using details and description. Write your answer in the lines provided in the answer booklet.

Sample E – Matching-table response:

Complete the chart to show when different objects are usually visible in the sky. For each object listed, select either D for day or N for night.

<table>
<thead>
<tr>
<th></th>
<th>D</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>day</td>
<td>night</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>clouds</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>comets</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>sun rays</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>moonbeams</td>
<td></td>
</tr>
</tbody>
</table>
Sample F– Full write response:

Your Assignment:
Now that you have completed research on the topic of sleep, the journalism club advisor has asked you to write an explanatory article about sleep and naps for the next issue of the school newspaper. The audience for your article will be other students, teachers, and parents.

Using more than one source, develop a thesis/controlling idea to explain about sleep and naps. Once you have a thesis/controlling idea, select the most relevant information from more than one source to support your thesis/controlling idea. Then, write a multiparagraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate your ideas. Unless quoting directly from the sources, use your own words. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources.
In no time, I turn onto my street and see my house ahead on the left. Running up the front steps of my porch, I slide my backpack around to my stomach so that I can get out my house key. I’m in such a desperate hurry that I pound on the front door even though I know that no one is home. Finally, I find the key and shove it into the lock to open the door. I rush into the laundry room and find my shorts and socks still lying right there. Sprinting back out the front door, I grab my bike off the porch.

As I pedal back to school, my mind is racing about what went wrong this morning. It seems I’m always rushing around in the morning on school days. My mother’s voice rings in my head: “You just need to set your alarm earlier, Travis!” As I reach the school grounds, I let out a deep breath and admit to myself that Mom is probably right. I pedal around to the back of the school and decide to give her advice a chance this time. Anything will be better than feeling this worried. Dropping my bike near the soccer field, I run toward my teammates feeling a little relieved about my plan, but mostly excited that tomorrow is Saturday!
Read the text and answer questions 1 through 5.

**LIFE in the Food Chain**

**What Do You Have in Common with Corn, Mushrooms, Cows, and Grass?**

Like all living things, you need energy. The energy you use to live every day travels from one living thing to another, in a chain that starts with the sun.

The energy in all your food comes from the sun, 93 million miles away. How did the sun’s energy end up in the things you eat? You can thank green plants. They contain chlorophyll—a substance that traps the energy in sunlight. This energy then helps plants change water from the soil and carbon dioxide from the air into oxygen and carbohydrates that power their cells. This process is called photosynthesis.

Most plants make more food than they need. They store the extra in their roots, leaves, stems, flowers, fruit, and seeds. So, when you eat carrots, spinach, celery, cauliflower, bananas, or walnuts, some of the energy stored in plants passes on to you.

Certain bacteria also make their own food. So do most algae. Found just about everywhere on Earth—in lakes, streams, oceans, deserts, soil, boiling hot springs, snow, and ice—algae range from 200-foot-long kelp to tiny ocean plants called phytoplankton. Living things that make their own food are called producers. All others—including humans—are consumers. They need to eat other living things to survive.

**Living Links**

Food chains link producers and consumers together. When scientists talk about food chains, they're not talking about the E-Z Burger restaurant chain. They mean the paths along which energy and nutrients pass from one living thing to another in our "eat-or-be-eaten" world. Food chains everywhere—in grasslands and deserts, oceans and tropical rainforests—begin with the producers. They are the first link.

The consumers come next, starting with the plant eaters, or herbivores, the vegetarians of the animal kingdom. Elephants grazing on grass, caterpillars munching leaves, and pandas chomping bamboo get energy directly from producers. So do the shrimplike krill that dine on one-celled plants in the ocean.

Carnivores, who consume other animals, come next. These predators get energy from plants indirectly. When an owl eats a mouse that nibbled seeds, it tops a three-link chain. But if its prey is a snake that ate a mouse that nibbled seeds, the snake becomes the third link, and the owl, the fourth.

Because all organisms use the energy they get from food to live, grow, and reproduce, only small amounts remain to pass between the living links in a food chain. That's why most chains are short—usually about two to five links—and why it takes a lot of producers at the bottom of a food chain to support a few super
carnivores at the top. It's also why life on Earth depends on a constant supply of sunlight.

**Isle Royale: Predators, Prey, and Producers**

On Isle Royale—a small, remote island in Lake Superior—wolves, moose, and balsam fir trees are bound together in a three-link food chain. Moose came to the island around 1900. These long-legged herbivores probably swam 15 miles to the island from Canada. There they found moose heaven—lots of plants and no large predators. As a result, they thrived, and their numbers grew. Many lived a long time for moose, about 17 years.

In summer, moose eat a variety of ferns, shrubs, wildflowers, leaves, and water plants. An 800-pound moose can scarf down 40 pounds of vegetation a day, packing on an extra 200 pounds in just a couple of months. That's like an 80-pound kid gaining 20 pounds over summer vacation by eating 4 pounds of salad every day.

But in winter when food is scarce, moose eat mostly the twigs and needles of balsam fir trees. These meals are much less nutritious than their summer fare, and the moose use up lots of energy plodding through deep snow to feed. They lose all the weight they gained in summer.

Wolves came to Isle Royale around 1950. Scientists think a mated pair probably walked across an ice bridge between the island and Canada. Wolves are the island's only big predators. Their arrival changed the lives of Isle Royale's moose forever.

**Ups and Downs**

Scientists have been studying this isolated food chain for 50 years to understand how changes in one link can cause changes in another. As more moose are born on the island, they eat more balsam fir. The more they consume, the more they damage the trees. Stunted trees mean less food. Eventually, there's not enough food to support all the moose. Many starve, and their numbers decrease. With fewer moose dining on them, fir trees gradually recover.

A similar boom-and-bust cycle occurs between predator and prey. Ten times the size of a wolf, a moose has long, strong legs and a dangerous kick. So wolves prey mainly on old and weak animals. Good hunting means food for the whole pack. Wolves then raise lots of pups, and their numbers increase. More wolves mean more mouths to feed and more moose get eaten. However, when the moose population decreases, wolves starve.

With fewer predators stalking the moose, more survive to old age. The moose population increases, and the cycle begins again.

Excerpt from “LIFE in the Food Chain” by Ellen R. Braaf, from Ask Magazine. Copyright @ 2008 by Carus Publishing Company.
1. Which of the following sentences from the passage best support the conclusion that all living organisms are part of the food chain?

A. “The energy you use to live every day travels from one living thing to another, in a chain that starts with the sun.”

B. “This energy then helps plants change water from the soil and carbon dioxide from the air into oxygen and carbohydrates that power their cells.”

C. “Food chains everywhere – in grasslands and deserts, oceans and tropical rainforests – begin with the producers.”

D. “Scientists have been studying this isolated food chain for 50 years to understand how changes in one link can cause changes in another.”

2. What are the most likely reasons the author included the section “Living Links” before the sections “Isle Royale: Predators, Prey, and producers” and “Ups and Downs”? Select two options.

A. The section “Living Links” introduces carnivores, and carnivores are mentioned in the last two sections.

B. The section “Living Links” identifies humans as consumers, and humans are addressed in the sections that follow.

C. The section “Living Links” defines a food chain before the other sections give an example of a specific food chain.

D. The section “Living Links” explains how the sun provides energy for all living things, and the sections that follow prove that this is the case.

E. The section “Living Links” gives examples of food chains that are recognizable before the other sections introduce a possibly unfamiliar food chain.
This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**
Which of these inferences about the author’s point of view is **best** supported by the text?

A. The author believes that all living things are connected.
B. The author believes that wolves are weaker animals than moose.
C. The author believes that all of the animals on the island will eventually disappear.
D. The author believes that the moose population will cause the extinction of the balsam fir.

**Part B**
Which sentence from the text supports your answer in Part A?

A. “Scientists have been studying this isolated food chain for 50 years to understand how changes in one link can cause changes in another.”
B. “As more moose are born on the island, they eat more balsam fir.”
C. “Ten times the size of a wolf, a moose has long, strong legs and a dangerous kick.”
D. “However, when the moose population decreases, wolves starve.”
4 Summarize the central idea in the section “Ups and Downs.” Use key evidence from the text to support your summary. Write your answer in the lines provided in the answer booklet.

5 A student is writing an editorial for the local newspaper about cell phones in schools. Read the draft of the editorial and complete the task that follows.

**Needing to Communicate**

Many parents want to be able to have access to their children via cell phones during the school day. However, with the regulations that are present at most schools, contacting their children can seem impossible to parents. While it is true that cell phones can be used improperly in a classroom, this problem can be avoided by establishing a clear set of rules. Instead of banning cell phones completely in schools, school districts should impose limits. These limits would help ensure that mobile devices are used for the right circumstances. For example, students would not be able to use phones during classes. They would, however, be able to use phones during breaks, such as lunch, and after school. This limit would eliminate disruptive phone alerts during lessons but still enable appropriate use for students who are able to follow the rules and thus earn the privilege of carrying a phone.

Write an introduction to the editorial that establishes and introduces a clear claim that supports the use of cell phones in schools.
6 Complete the chart to show the claim(s) that each source supports. Some sources will have more than one option selected.

<table>
<thead>
<tr>
<th>Source #1: How Much Sleep Is Enough?</th>
<th>Source #2: The Secret Truth about Napping</th>
<th>Source #3: Ask the Sleep Doctor</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you take too long of a nap, you might feel sleepy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If your sleep patterns interrupt your body’s internal clock, you might have trouble getting enough sleep.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A deep sleep helps the brain to operate at a higher level.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>