

Tips for Using the QualityCore® English Benchmark Assessments

Each QualityCore® course has its own set of Benchmark Assessments based on the QualityCore Formative Item Pool. There are four to five multiple-choice assessments, consisting of 15 to 25 items (and associated passages) organized by genre. There is also a separate 45-minute constructed-response assessment, consisting of a single prompt, similar to what students might take as part of a QualityCore End-of-Course Assessment.

The assessments are presented as a PDF file to maintain the visual consistency of graphics, special characters, and symbols. Each assessment is “bookmarked” for easy navigation through the PDF file.

Each Benchmark Assessment is introduced by a cover page that lists the item Identification Number (ID), the correct answer (Key), the cognitive level, and the alphanumeric code for the ACT Course Standard measured by that item. (See the applicable *ACT Course Standards* document.) The scoring criteria and a scoring rubric (when applicable) follow the constructed-response prompt.

QualityCore® Benchmark Assessment English 10 – Benchmark 1 – Fiction

The following pages contain one of the Benchmark Assessments for this course. The table below gives the ID number for each item, the correct answer (Key), the cognitive level, and the alphanumeric code for each ACT Course Standard measured by the item. (The language associated with each code appears in the *ACT Course Standards* document for this course.)

The items in this PDF file appear in the order presented in the table. Multiple-choice (MC) directions follow the table and are followed by a name sheet and the MC items.

ID	Key	Cognitive Level	Uc p f c t f
00029-00			A.3.a
00029-01	A	L1	A.3.a A.5.c
00029-02	C	L2	A.3.a
00029-03	D	L2	A.3.a A.5.c
00029-04	B	L1	A.3.a A.5.e B.2.a
00029-05	B	L2	A.5.a A.6.c B.2.a
00029-06	C	L2	A.5.a A.6.c B.2.a
00031-00			
00031-01	B	L2	A.5.a A.5.f
00031-02	D	L3	A.5.a A.5.f A.6.b
00031-03	A	L2	B.3.b B.3.c
00031-04	B	L3	B.3.b
00031-05	C	L2	B.3.b B.3.d
00047-00			
00047-01	A	L3	A.5.b A.5.c

00047-02	C	L2	A.5.c A.5.e
00047-03	D	L3	A.2.c B.2.a
00047-04	C	L2	A.5.e
00047-05	B	L3	A.5.c

Directions:

Each passage in this test is followed by several questions. After reading a passage, choose the best answer provided for each question and circle the corresponding letter. You may refer to the passages as often as necessary.

Name:
Teacher:

Date:
Class/Period:

Antojos

An old woman emerged at last from a shack behind the cabana, buttoning up a torn housedress, and followed closely by a little boy, who kept ducking behind her whenever Yolanda smiled at him. Asking his name just drove him further into the folds of the old woman's skirt.

"You must excuse him, Doña," she apologized. "He's not used to being among people." But Yolanda knew the old woman meant not the people in the village, but the people with money who drove through Altamira to the beaches on the coast. "Your name," the old woman repeated, as if Yolanda hadn't asked him in Spanish. The little boy mumbled at the ground. "Speak up!" the old woman scolded, but her voice betrayed pride when she spoke up for him. "This little know-nothing is Jose Duarte Sanchez y Mella Garcia."

Yolanda laughed. Not only were those a lot of names for such a little boy, but they certainly were momentous: the surnames of the three liberators of the country!

"Can I serve the Doña in any way?" the woman asked. Yolanda gave the tree line beyond the woman's shack a glance. "You think you might have some guavas¹ around?"

The old woman's face scrunched up. "Guavas?" she murmured and thought to herself a second. "Why, they're all around, Doña. But I can't say as I've seen any."

"With your permission—" Jose Duarte had joined a group of little boys who had come out of nowhere and were milling around the car, boasting how many automobiles they had ridden in. At Yolanda's mention of the guavas, he sprung forward, pointing across the road towards the summit of the western hills. "I know where there's a whole grove of them." Behind him, his little companions nodded.

"Go on, then!" His grandmother stamped her foot as if she were scating a little animal. "Get the Doña some."

A few boys dashed across the road and disappeared up a steep path on the hillside, but before Jose could follow, Yolanda called him back. She wanted to go along too. The little boy looked towards his grandmother, unsure of what to think. The old woman shook her head. The Doña would get hot, her nice clothes would get all dirty. Jose would get the Doña as many guavas as she was wanting.

"But they taste so much better when you've picked them yourself," Yolanda's voice had an edge, for suddenly, it was as if the woman had turned into the long arm of her family, keeping her away from seeing her country on her own.

¹ pear-shaped fruit

Adapted from "Antojos," by Julia Alvarez. Later published in a slightly different form in *How the Garcia Girls Lost Their Accents*. Copyright 1991 by Julia Alvarez.

- 1) Based on the passage's descriptive details, where does the story take place?
- A. A coastal country with a tropical climate
 - B. A remote village in the desert
 - C. The foothills of a major mountain range
 - D. A deforested rural area near the equator
- 2) This passage most prominently features which elements of fiction?
- A. Moral lesson, action, description
 - B. Description, dialogue, antagonist
 - C. Action, description, dialogue
 - D. Dialogue, action, moral lesson
- 3) Which statement best suggests the source of Yolanda's frustration in the passage?
- A. He's not used to being among people (lines 9–10).
 - B. But I can't say as I've seen any (lines 35–36).
 - C. The Doña would get hot, her nice clothes would get all dirty (lines 58–59).
 - D. The woman had turned into the long arm of her family (lines 65–66).
- 4) The term *long arm* (lines 65–66) provides an example of which literary device?
- A. Simile
 - B. Metaphor
 - C. Foreshadowing
 - D. Sarcasm

5) According to the passage, why does Yolanda laugh at the boy's name?

- A. It is too long and too difficult for the boy to pronounce.
- B. It is long and seems extravagant for someone so young.
- C. It explains why the old woman feels embarrassed.
- D. It sounds like the name of a recent president of her country.

6) In Spanish, *Doña* is a title of courtesy that means *lady*. What does the repetition of the word *Doña* suggest about the old woman's attitude toward Yolanda?

- A. She understands that Yolanda is shy in front of strangers.
- B. She is polite to Yolanda because she is nervous around visitors.
- C. She acknowledges Yolanda's wealthy status.
- D. She is considerate of Yolanda's awkwardness around older people.

Grub

My platter arrives, the waitress urging, “Eat up, hon,” before she hustles away. The omelet has been made with processed cheese, anemic and slithery.
5 The toast is of white bread that clots on my tongue. The strawberry jelly is the color and consistency of gum erasers. My mother reared me to eat whatever was put in front of me, and so I eat. I
10 look around. At six-thirty this Saturday morning, every seat is occupied. Why are we all here? Why are we wolfing down this dull, this dangerous, this terrible grub?

15 So why are we here in these swaybacked booths eating poorly cooked food that is bad for us? The answer, I suspect, would help to explain why so many of us are so much bigger than we
20 ought to be. I sniff, and the aroma of grease and peppery sausage, frying eggs and boiling coffee jerks me back into the kitchen of my grandparents’ farm. I see my grandmother, barefoot
25 and bulky, mixing biscuit dough with her blunt fingers. Then I realize that everything Ladyman’s serves she would have served. This is farm food, loaded with enough sugar and fat to power a
30 body through a slogging day of work, food you could fix out of your own garden and chicken coop and pigpen, food prepared without spices or sauces, cooked the quickest way, as a woman
35 with chores to do and a passel of mouths to feed would cook it.

“Hot up that coffee, hon?” the waitress asks.

40 “Please, ma’am,” I say, as though answering my grandmother. My father stopped at places like Ladyman’s because there he could eat the vittles he knew from childhood, no-nonsense grub he never got at home from his wife, a city
45 woman who had studied nutrition, and who had learned her cuisine from a Bostonian mother and a Middle Eastern father. I stop at places like Ladyman’s because I am the grandson of farmers,
50 the son of a farm boy. If I went from booth to booth, interviewing the customers, most likely I would find hay and hogs in each person’s background, maybe one generation back, maybe two.
55 My sophisticated friends would not eat here for love or money. They will eat peasant food only if it comes from other countries—hummus and pita, fried rice and prawns, liver pâté, tortellini, tortillas,
60 tortes. Never black-eyed peas, never grits, never short ribs or hush puppies or shoofly pie. This is farm food, and we who sit here and shovel it down are bound to farming by memory or
65 imagination.

With the seasoning of memory, the slithery eggs and gummy toast and rubbery jam taste better. I lick my platter clean.

Adapted from “Grub” by Scott Russell Sanders, from *Wigwag*, June, 1990.

7) By contrasting his parents' backgrounds, what does the author imply?

- A. Although he eats at Ladyman's, the food inspires unpleasant memories.
- B. His tastes in food are both sophisticated and common.
- C. He will eat almost anything because it is all the same to him.
- D. He looks down upon Ladyman's food because his father would never eat it.

8) The author describes his friends' attitudes toward peasant food like grits, short ribs, and shoofly pie. What does the author imply about his friends?

- A. They will not eat peasant food because it is too costly.
- B. They think peasant food is less healthy than European food.
- C. They dislike the atmosphere of restaurants like Ladyman's where peasant food is served.
- D. They do not like peasant food because it is not part of their family history.

9) Which information, if added to the fourth paragraph (lines 39–65), is most consistent with the content of that paragraph?

- A. A description of the food the author's father ate as a child
- B. A description of the restaurant's appearance
- C. A description of the taste of black-eyed peas or grits
- D. A description of the careers of the author's friends

- 10) Which statement best explains how the author's memory of his grandmother contributes to the passage?
- A. It fails to contribute anything relevant to the author's discussion of grub.
 - B. It suggests to the author how to answer the questions in the first paragraph.
 - C. It illustrates that only people who grow up on farms can appreciate home-cooked food.
 - D. It shows that his grandmother liked to prepare food for her grandson.
- 11) What occurs between the arrival of the author's platter in the first paragraph and the act of licking it clean in the last paragraph?
- A. He explains why he prefers the food at Ladyman's to the food at all other restaurants.
 - B. He explains why he looks down upon those who regularly eat at Ladyman's.
 - C. He realizes that eating plain and sometimes unhealthy food is part of his heritage.
 - D. He argues against his friends who claim that other countries have better food.

Invisible Man, Prologue

I am an invisible man. No, I am not a
spook like those who haunted Edgar
Allan Poe; nor am I one of your
Hollywood-movie ectoplasms. I am a
5 man of substance, of flesh and bone,
fiber and liquids—and I might even be
said to possess a mind. I am invisible,
understand, simply because people
refuse to see me. When they approach
10 me they see only my surroundings,
themselves, or figments of their
imagination—indeed, everything and
anything except me.

Nor is my invisibility exactly a matter
15 of a biochemical accident to my
epidermis. That invisibility to which I refer
occurs because of a peculiar disposition
of the eyes of those with whom I come in
contact. A matter of the construction of
20 their *inner* eyes, those eyes with which
they look through their physical eyes
upon reality. I am not complaining, nor
am I protesting either. It is sometimes
advantageous to be unseen, although it
25 is most often rather wearing on the
nerves. Then too, you're constantly being
bumped against by those of poor vision.
Or again, you often doubt if you really
exist. You wonder whether you aren't
30 simply a phantom in other people's
minds. Say, a figure in a nightmare which
the sleeper tries with all his strength to
destroy. It's when you feel like this that,

out of resentment, you begin to bump
35 people back. And, let me confess, you
feel that way most of the time. You ache
with the need to convince yourself that
you do exist in the real world, that you're
a part of all the sound and anguish.

40 I remember that I am invisible and
walk softly so as not to awaken the
sleeping ones. Sometimes it is best not
to awaken them; there are few things in
the world as dangerous as sleepwalkers.
45 I learned in time though that it is possible
to carry on a fight against them without
their realizing it. For instance, I have
been carrying on a fight with
Monopolated Light & Power for some
50 time now. I use their service and pay
them nothing at all, and they don't know
it. Oh, they suspect that power is being
drained off, but they don't know where.
Several years ago (before I discovered
55 the advantages of being invisible) I went
through the routine process of buying
service and paying their outrageous
rates. But no more. I gave up all that,
along with my apartment, and my old
60 way of life: That way based upon the
fallacious assumption that I, like other
men, was visible.

Adapted from *Invisible Man* by Ralph Ellison.
Copyright 1952, and renewed 1980 by Ralph
Ellison.

12) What is the best description of the narrator of the passage?

- A. An ironic figure who uses his low social status to survive
- B. A pitiful, powerless figure struggling to survive in a world of chaos
- C. A hostile, unstable figure who wishes harm to all, including himself
- D. A mysterious figure who fears the world around him

13) What is the best description of the tone of the passage?

- A. Bitter and hateful
- B. Formal and reverent
- C. Reflective and defiant
- D. Anxious and depressed

14) Which sentence suggests that the narrator is resistant?

- A. I am not complaining, nor am I protesting either.
- B. Then too, you're constantly being bumped against by those of poor vision.
- C. You wonder whether you aren't simply a phantom in other people's minds.
- D. It's when you feel like this that, out of resentment, you begin to bump people back.

15) What does the narrator's fight against Monopolated Light & Power symbolize?

- A. The power of money to improve his life
- B. His deep sympathy for the sleepwalkers
- C. His larger struggle against a lack of social power
- D. The lack of education that keeps him from succeeding

16) Based on the passage, what is the narrator most likely to do?

- A.** Surrender to the desires of those around him
- B.** Struggle silently with determination
- C.** Fight openly against oppression
- D.** Strive to become visible again

QualityCore® Benchmark Assessment English 10 – Benchmark 2 – Nonfiction

The following pages contain one of the Benchmark Assessments for this course. The table below gives the ID number for each item, the correct answer (Key), the cognitive level, and the alphanumeric code for each ACT Course Standard measured by the item. (The language associated with each code appears in the *ACT Course Standards* document for this course.)

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ID	Key	Cognitive Level	Uc p f c t f
00032-00			
00032-01	B	L1	B.1.c B.5.a B.5.b
00032-02	A	L2	B.1.c B.3.d B.4.b
00032-03	D	L2	B.1.c B.3.d B.4.b
00032-04	B	L2	A.6.b B.3.a B.3.b
00032-05	A	L3	A.6.c B.3.b
00032-06	D	L3	A.5.a A.6.a B.3.b B.3.d
00032-07	D	L3	B.3.b
00027-00			
00027-01	C	L1	A.5.e A.7.a
00027-02	B	L2	A.5.a A.7.a
00027-03	C	L2	A.8.d A.8.h
00027-04	D	L2	A.8.d A.8.h
00027-05	D	L2	B.2.a

00027-06	A	L3	A.5.a B.2.a
00027-07	D	L3	A.6.c B.2.f
00027-08	A	L1	B.2.f

Directions:

Each passage in this test is followed by several questions. After reading a passage, choose the best answer provided for each question and circle the corresponding letter. You may refer to the passages as often as necessary.

Name:
Teacher:

Date:
Class/Period:

Fast Food in Schools

If you're a student at Arroyo High School, and you must have a Whopper, french fries and a Coke for lunch, you won't have far going to satisfy your fast-
5 food cravings.

That's because there's a Burger King right on campus, just outside the door to the school cafeteria, staffed by student workers dressed in neat red uniforms and caps. The franchise holder? The school district itself. Even the garbage cans carry the Burger King logo.

Each day hundreds of students rush to the order windows to satisfy their fast-food fix. "I don't think it's healthy, but I eat it because it tastes good," ninth-grader Chris Cook said as he clutched his lunch in a brown Burger King bag.

As one student muscled her way through the crowd on her way off campus, she berated her fellow students. "This food is so bad for you," she proclaimed.

Everyone ignored her as they pressed toward the Burger King window dispensing Chicken Tenders, "Chick 'n Crisp" sandwiches, Hershey's Sundae Pie and other familiar fast-food items. Right next to the Burger King is a door leading to the school's "Healthy Express" counter, where students can buy salads and fresh sandwiches. Of the two, Burger King is winning, hands down. In a recent visit, not a single student lined up at the "Healthy Express" counter.

We sympathize with the struggle of school officials trying to accommodate the tastes of picky students. But no district should be peddling food that
40 could contribute to the crisis of obesity

afflicting young people in California and the nation.

Schools should be educating young people about healthy lifestyles and diets—not pander to tastes cultivated by sophisticated marketing, busy parents and adolescents who don't understand or don't care about the long-term consequences of their decisions.

50 "Burger King has, in effect, bought the school's implicit approval of its product," says Allan Kanner, a Berkeley psychologist and author of the forthcoming "Psychology and Consumer Culture." "It sends a message to children about what schools think is OK for them to be eating, and undercuts the message it should be sending about good health and good eating."

60 But at Arroyo High, principal Richard Lloyd says the campus-based Burger King is a win-win situation. "It's been a great money-generator for the district, the service is quick and reliable, the kids like it, and for some it's their major meal of the day," he said.

But are they healthier?

The adults who run the food program at Arroyo High concede that Burger King may not offer the healthiest fare. They point out that the school is encircled by every imaginable fast-food outlet. They say having a Burger King on campus helps keep kids on campus—and leaves open the possibility that the students might be tempted by healthier items at the "Healthy Express" counter.

Schools should not be the place where kids can indulge their fast-food

80 and sugar addictions without limits. And it is also debatable that companies with products of questionable nutritional value should not be allowed to market them to captive, and vulnerable, consumers.

Adapted from "Battle of the Bulge: Fast food is king at Arroyo High," Editorial appearing in *San Francisco Chronicle*, June 29, 2003. Online material material copyright 2006 by San Francisco Chronicle.

1) Which correction, if any, improves the underlined portion of lines 3–5?

- A. NO CHANGE
- B. You won't have to go far to satisfy your fast-food cravings.
- C. You won't have to go to far to satisfy your fast-food cravings.
- D. You won't have to go far too satisfy your fast-food cravings.

2) Which correction, if any, improves the clarity of the underlined portion of lines 36–38 ?

- A. NO CHANGE
- B. We feel sorry for school officials who cannot win and just want students to be able to eat foods that they are used to.
- C. We understand the problems school officials are having to face when trying to make sure there is food teachers and students must eat.
- D. We sympathize with those who in their duties face the circumstances of offering students appetizing food.

3) Which correction, if any, to the underlined portion of lines 80–83 establishes the most logical connection between the two sentences in the twelfth paragraph?

- A. NO CHANGE
- B. Concerned parents and faculty know companies with products of questionable nutritional value will not be allowed
- C. Certainly it is a fact that companies with products of questionable nutritional value will not be allowed
- D. Nor should companies with products of questionable nutritional value be allowed

4) Which sentence best restates the claim made in the sixth paragraph (lines 36–42) ?

- A. Schools place as much emphasis on fast food as they place on healthy food.
- B. Schools endorse unhealthy food by allowing fast-food franchises to operate on campus.
- C. Schools choose profits over the health of students when they allow fast food in schools.
- D. Schools need to consult experts before making decisions about fast-food franchises.

5) How does the fifth paragraph (lines 24–35) build on the student’s comment in line 22 ?

- A. It provides examples of unhealthy food and shows how popular it is among students.
- B. It provides examples of healthy food and emphasizes how important it is.
- C. It shows how students are trying to persuade each other to avoid unhealthy food.
- D. It shows how the school is trying to promote healthier food choices.

6) Which statement best explains why the tenth paragraph (line 67) stands on its own?

- A. It is a complex question that the author does not feel comfortable answering.
- B. It marks the point at which the author shifts from providing information to offering opinions.
- C. It reminds the reader to reread the ninth paragraph (lines 60–66).
- D. It makes the reader question the arguments in favor of fast food in the ninth paragraph (lines 60–66).

- 7) If the underlined portion of lines 43-45 were deleted, which statement would be the most effective replacement?
- A. Fast food is sold on school campuses because adolescents make poor food choices.
 - B. Busy parents must find the time to take responsibility for the eating habits of their children.
 - C. Schools are influenced by the sophisticated marketing of food service companies.
 - D. Schools must make an effort to help students develop healthier eating habits.

Song for My Father

There are pieces in the book, written by my father and his brothers and his classmates, about high school life, about a favorite teacher, about camping and
5 fishing trips, about picaresque adventures where nary an adult appears. There are photographs too; in many of them, Dad and his friends are wearing their school uniforms, baggy and vaguely
10 military. One snapshot I remember vividly. Eight or nine of them are walking up a dirt road, jesting and smiling. And there's my father at the end of this happy phalanx—khaki hat a bit too big, arm
15 pumping jauntily and foot raised in mid-march, singing a song. The face is my father's, but the stance, so utterly carefree, is hardly recognizable. I stared at that picture for a long time when I first
20 got the book.

It's through these photographs that I'll read the book every so often, searching the scenes for new revelations. That's partly because the photographs are so
25 wonderful, soft black-and-white images of an innocence beyond articulation. But it's also, frankly, because I do not understand the text. Almost all the entries, you see, are written in Chinese—
30 a language that I once could read and write with middling proficiency but have since let slip into disuse. Though I know enough to read from top to bottom, right to left, and "back" to "front," I recognize
35 so few of the characters now that perusing the text yields little more than frustration, and shame. I know what the book contains only because Mom has

told me. And she's had to tell me several
40 times.

On one or two occasions I've sat down with my pocket Chinese-English dictionary, determined to decipher at least the essays that my father wrote.
45 This was painstaking work and I never got very far. For each Chinese character, I first had to determine the ideographic root, then count the brush strokes, then turn to an index ordered by root and by
50 number of strokes, then match the character, then figure out its romanized spelling, then look up its definition. By the time I solved one word, I'd already forgotten the previous one. Meaning was
55 hard enough to determine; context was even more elusive.

So it is, I sometimes think, with my father's life. On the one hand, it's easy to locate my father and my family in the
60 grand narrative of "the Chinese American experience." On the other hand, it doesn't take long for this narrative to seem more like a riddle than a fable. Leafing through the pages of the
65 memorial book, staring dumbly at their blur of ideographs, I realize just how little I know about those years of Baba's life before he arrived in America, and before I arrived in the world. I sense how
70 difficult it is to be literate in another man's life, how opaque an inheritance one's identity truly is. I begin to perceive my own ignorance of self.

Adapted from "Song for My Father," in *The Accidental Asian: Notes of a Native Speaker* by Eric Liu. Copyright 1998 by Eric Liu.

- 8) In lines 61–63 the author writes, “On the other hand, it doesn’t take long for this narrative to seem more like a riddle than a fable.” What does this statement suggest about the father’s experiences?
- A. They are too far in the past for anyone to understand.
 - B. They are a source of frustration and shame for the author.
 - C. They do not teach lessons as much as they raise questions.
 - D. They do not explain behavior as much as they explain motives.
- 9) What does the author’s description of the difficulty of understanding written Chinese contribute to the passage?
- A. A comparison of the author’s frustration with learning Chinese and his mother’s comfort with the Chinese language
 - B. A comparison of the author’s inability to translate Chinese and his inability to understand his father’s life
 - C. A symbol of the difference between the ease of the father’s youth and the difficulty of his old age
 - D. A symbol of the contradictions that exist in the father’s past
- 10) Which word is most similar in meaning to the word *opaque*, as used in line 71 ?
- A. Sad
 - B. Informative
 - C. Unclear
 - D. Necessary
- 11) Based on information in the first paragraph, which word is most closely related to the word *picaresque* (line 5) ?
- A. Imaginary
 - B. Frightening
 - C. Scandalous
 - D. Mischievous

12) Based on the tone of the passage and the details the author chooses to describe, what is the most likely reason the author refers to his father as *Baba* (line 67) ?

- A. It demonstrates the coldness of the relationship between the author and his father.
- B. It illustrates the lack of maturity that the author is trying to overcome.
- C. It shows how familiar the author is with his father's history.
- D. It suggests the affection the author feels for his father.

13) In the fourth paragraph, the author writes, "So it is, . . ." (line 57). How does the author use this phrase?

- A. To help the reader recognize the relationship between the third and fourth paragraphs
- B. To indicate frustration with his father's reluctance to talk about the past
- C. To reemphasize what he means by writing, "This was painstaking work and I never got very far" (lines 45–46)
- D. To draw a connection between the events of his father's past and his father's feelings about the past

14) In line 26 the author refers to "an innocence beyond articulation." What is the meaning of this phrase?

- A. The author is saddened by the way life has treated his father.
- B. The author is now capable of understanding his father's happiness.
- C. It is common for black-and-white photos to seem peaceful.
- D. It is impossible to describe in words what the photos show.

15) Which word best describes the tone the author establishes in the first paragraph?

- A. Sentimental
- B. Worshipful
- C. Resentful
- D. Hostile

QualityCore® Benchmark Assessment English 10 – Benchmark 3 – Poetry

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00051-00			
00051-01	C	L3	A.3.d
00051-03	A	L1	A.3.d
00051-04	B	L2	A.2.c A.3.d
00051-05	D	L2	A.3.d
00051-06	D	L2	A.5.e B.2.a
00025-00			
00025-01	C	L2	A.3.d A.5.e A.7.a
00025-02	D	L1	A.3.d A.5.e A.7.a
00025-03	B	L2	A.3.d A.7.a
00025-04	A	L2	A.3.d A.8.b A.8.h
00025-05	C	L1	A.3.d A.5.e
00025-06	A	L2	A.3.d A.5.a A.8.b
00025-07	D	L2	A.3.d A.5.e A.8.f
00025-08	A	L3	A.3.d A.5.e

00054-00			
00054-01	A	L2	A.7.a A.3.d
00054-02	B	L3	A.7.a A.3.d
00054-04	C	L2	A.7.b
00054-05	D	L2	A.8.f A.3.c
00054-06	A	L1	B.6.b B.6.a
00054-07	D	L1	B.6.a

Directions:

Each passage in this test is followed by several questions. After reading a passage, choose the best answer provided for each question and circle the corresponding letter. You may refer to the passages as often as necessary.

Name:
Teacher:

Date:
Class/Period:

Identity

Let them be as flowers,
always watered, fed, guarded, admired,
but harnessed to a pot of dirt.

5 I'd rather be a tall, ugly weed,
clinging on cliffs, like an eagle
wind-wavering above high, jagged rocks.

To have broken through the surface of stone,
to live, to feel exposed to the madness
of the vast, eternal sky.
10 To be swayed by the breezes of an ancient sea,
carrying my soul, my seed, beyond the mountains of time
or into the abyss of the bizarre.

I'd rather be unseen, and if
then shunned by everyone,
15 than to be a pleasant-smelling flower,
growing in clusters in the fertile valley,
where they're praised, handled, and plucked
by greedy, human hands.

I'd rather smell of musty, green stench
20 than of sweet, fragrant lilac.
If I could stand alone, strong and free,
I'd rather be a tall, ugly weed.

"Identity" by Julio Noboa Polanco, from *The Rican, Journal of Contemporary Thought*. Copyright 1973 by Julio Noboa Polanco.

- 1) Which idea does the poet most associate with the image of flowers?
- A. Competition
 - B. Complication
 - C. Conformity
 - D. Confusion
- 2) What type of literary device does the first line of the poem contain?
- A. Simile
 - B. Metaphor
 - C. Oxymoron
 - D. Irony
- 3) What does the speaker desire in lines 4–12?
- A. Power to defeat his rivals
 - B. Freedom to live life as he chooses
 - C. Freedom to travel to exotic locations
 - D. A life independent of social responsibilities
- 4) Which term or phrase best expresses the meaning of the word seed as used in line 11?
- A. Body
 - B. Common sense
 - C. Scent
 - D. Spiritual being
- 5) What effect does the poet achieve by repeating the phrase “I’d rather”?
- A. Regular meter
 - B. Regular rhyme scheme
 - C. Thorough explanation of the poem’s title
 - D. Reinforcement of the poem’s theme of personal desire

My Father in the Navy: A Childhood Memory

Stiff and immaculate
in the white cloth of his uniform
and a round cap on his head like a halo,
he was an apparition on leave from a shadow-world
5 and only flesh and blood when he rose from below
the waterline where he kept watch over the engines
and dials making sure the ship parted the waters
on a straight course.
10 Mother, brother and I kept vigil
on the nights and dawns of his arrivals,
watching the corner beyond the neon sign of a quasar
for the flash of white our father like an angel
heralding a new day.
15 His homecomings were the verses
we composed over the years making up
the siren's song that kept him coming back
from the bellies of iron whales
and into our nights
like the evening prayer.

"My Father in the Navy: A Childhood Memory" by Judith Ortiz Cofer, from *Hispanics in the U.S.: An Anthology of Creative Literature*, Vol. 2, 1982.

- 6) Which device or technique used in the poem creates a conversational tone?
- A. Incomplete sentences
 - B. Figurative language
 - C. Free verse
 - D. Slang
- 7) Which phrase contains a metaphor?
- A. Stiff and immaculate
 - B. kept watch over the engines / and dials
 - C. like an angel / heralding a new day
 - D. coming back / from the bellies of iron whales
- 8) Which literary device helps develop a religious theme in the poem?
- A. Irony
 - B. Figurative language
 - C. Foreshadowing
 - D. Exaggeration
- 9) What does the speaker most likely mean by referring to the father as an *apparition* (line 4)?
- A. He was like a stranger to his family.
 - B. He was a frightening person.
 - C. He was visiting family members only in their imaginations.
 - D. He was an unwelcome visitor.
- 10) Which literary device does the poet use in line 3?
- A. Metaphor
 - B. Personification
 - C. Simile
 - D. Sarcasm

- 11) As suggested by the word choice in lines 4–8, what is the family’s relationship with the father?
- A. Admiring but distant
 - B. Bitter and resentful
 - C. Forgiving but frustrated
 - D. Tense and uncomfortable
- 12) In mythology, sirens used their voices to lure sailors off course. According to the speaker, what did the family’s siren song encourage the father to do?
- A. To remain safe at sea
 - B. To observe his religious duties more consistently
 - C. To resign from the navy
 - D. To return home as often as possible
- 13) Which phrase is most helpful in creating an adoring tone toward the father?
- A. round cap on his head like a halo
 - B. where he kept watch over the engines
 - C. on the nights and dawns of his arrivals
 - D. siren’s song that kept him coming back

In this speech, King Henry of England prepares to lead his army against the French forces. The battle takes place on Saint Crispin's day, which is a minor holiday known to most of Henry's men.

Saint Crispin's Day

KING HENRY:

He which hath no stomach to this fight,
Let him depart, his passport shall be made,
And crowns for convoy put into his purse.
5 We would not die in that man's company
That fears his fellowship to die with us.
This day is call'd the feast of Crispian:
He that outlives this day, and comes safe home,
Will stand a' tiptoe when this day is named,
10 And rouse him at the name of Crispian.
He that shall see this day, and live old age,
Will yearly on the vigil feast his neighbors,
And say, "To-morrow is Saint Crispian."
Then will he strip his sleeve and show his scars,
15 And say, "These wounds had I on Crispin's day."
Old men forget; yet all shall be forgot,
But he'll remember with advantages
What feats he did that day. Then shall our names,
Familiar in his mouth as household words,
20 Harry the King, Bedford and Exeter,
Warwick and Talbot, Salisbury and Gloucester,
Be in their flowing cups freshly rememb'ed.
This story shall the good man teach his son;
And Crispin Crispian shall ne'er go by,
25 From this day to the ending of the world,
But we in it shall be remembered—
We few, we happy few, we band of brothers;
For he to-day that stands to fight with me
Shall be my brother; be he ne'er so vile,
30 This day shall gentle his condition;
And gentlemen in England, now a-bed,
Shall think themselves accurs'd they were not here;
And hold their manhoods cheap whiles any speaks
That fought with us upon Saint Crispin's day.

Adapted from *The Life of Henry the Fifth* by William Shakespeare from *The Riverside Shakespeare*.
Copyright 1974 by Houghton Mifflin Company.

- 14) What is the meaning of King Henry's metaphor "Be in their flowing cups freshly rememb'ed" (line 22)?
- A. Henry's soldiers will be remembered as heroes.
 - B. Henry's army will remember the reason for the battle.
 - C. The English will always remember Saint Crispin.
 - D. The English will be remembered for making peace.
- 15) Which line contains the strongest example of alliteration?
- A. Let him depart, his passport shall be made
 - B. Then will he strip his sleeve and show his scars
 - C. From this day to the ending of the world
 - D. This day shall gentle his condition
- 16) According to the passage, why will some men "hold their manhoods cheap" (line 33)?
- A. Because they fought for money rather than for honor
 - B. Because they did not appreciate the value of hard work
 - C. Because they were not present at the battle of Saint Crispin's day
 - D. Because they deserted the battle of Saint Crispin's day instead of fighting
- 17) Which statement is the most accurate paraphrase of the first line of the passage, "He which hath no stomach to this fight"?
- A. He who would rather eat than fight
 - B. He who has secretly sided with the enemy
 - C. He who has been injured in a previous battle
 - D. He who does not have the courage needed to fight

- 18) What would be the effect of inserting a comma between the words “And” and “say” in line 13?
- A. To interrupt the sentence in an inappropriate place
 - B. To improve the speech by adding a dramatic pause
 - C. To split the sentence into two independent clauses
 - D. To make the speech seem more informal and conversational
- 19) What is the primary function of the commas in the underlined portion of lines 20–21?
- A. To separate independent clauses
 - B. To set off an introductory phrase
 - C. To set off a series of quotations
 - D. To separate items in a list

QualityCore[®] Benchmark Assessment English 10 – Benchmark 4 – Drama

The following pages contain one of the Benchmark Assessments for this course. The table below gives the ID number for each item, the correct answer (Key), the cognitive level, and the alphanumeric code for each ACT Course Standard measured by the item. (The language associated with each code appears in the *ACT Course Standards* document for this course.)

The items in this PDF file appear in the order presented in the table. Multiple-choice (MC) directions follow the table and are followed by a name sheet and the MC items.

ID	Key	Cognitive Level	Uc p f c t f
00044-00			
00044-01	A	L2	A.2.c A.3.c
00044-02	B	L3	A.5.e
00044-03	C	L1	A.3.d A.8.f
00044-04	C	L2	A.8.f
00044-06	B	L2	A.3.c A.5.h
00044-07	D	L2	A.5.c A.5.e
00044-08	A	L3	A.3.c A.5.a
00044-09	C	L3	A.5.h A.6.c
00048-00			
00048-01	A	L3	A.3.c A.5.c
00048-02	B	L2	A.5.f
00048-03	B	L1	A.5.h A.7.b
00048-05	C	L2	A.5.c A.5.f
00048-06	D	L2	A.2.c A.8.f
00048-07	C	L2	A.3.c
00048-08	D	L3	A.5.c A.6.c

Directions:

Each passage in this test is followed by several questions. After reading a passage, choose the best answer provided for each question and circle the corresponding letter. You may refer to the passages as often as necessary.

Name:
Teacher:

Date:
Class/Period:

I Know Thee Not, Old Man

Enter the King and his Train, the Lord Chief Justice among them.

FALSTAFF:

5 God save thy Grace, King Hal! my royal Hal!

PISTOL:

The heavens thee guard and keep,
most royal imp of fame!

FALSTAFF:

10 God save thee, my sweet boy!

KING:

My Lord Chief Justice, speak to that vain man.

CHIEF JUSTICE:

15 Have you your wits? know you what 'tis you speak?

FALSTAFF:

My King, my Jove!¹ I speak to thee, my heart!

20 KING:

I know thee not, old man, fall to thy prayers.

How ill white hairs becomes a fool and jester!

25 I have long dreamt of such a kind of man,

So surfeit-swell'd, so old, and so profane;

But being awak'd, I do despise my dream.

30 Make less thy body (hence) and more thy grace,

Leave gormandizing,² know the grave doth gape

35 For thee thrice wider than for other men.

Reply not to me with a fool-born jest,

Presume not that I am the thing I was,
For God doth know, so shall the world perceive,

40 That I have turn'd away my former self;

So will I those that kept me company.
When thou dost hear I am as I have

45 been,
Approach me, and thou shalt be as thou wast,

The tutor and the feeder of my riots.
Till then I banish thee, on pain of

50 death,
As I have done the rest of my misleaders,

Not to come near our person by ten mile.

55 For competence of life I will allow you,
That lack of means enforce you not to evils,

And as we hear you do reform yourselves,

60 We will, according to your strengths and qualities,

Give you advancement. Be it your charge, my lord,

To see perform'd the tenure of my word.

65 Set on.

Exeunt King and his Train.

FALSTAFF (*to his friend*):

70 Do not you grieve at this, I shall be sent for in private to him. Look you, he must seem thus to the world.

¹ Jove is the chief god in Roman mythology.

² eating greedily

Adapted from *The Second Part of Henry the Fourth* by William Shakespeare, from *The Riverside Shakespeare*. Copyright 1974 by Houghton Mifflin Company.

- 1) What does Falstaff intend to convey in his first three lines?
- A. His close relationship with the King
 - B. His intense disapproval of the King
 - C. The King's popularity with the common people
 - D. The King's disregard of the common people
- 2) The King describes Falstaff as "the tutor and the feeder of my riots"(line 48). What kind of relationship does this characterization suggest the two men had while the King was still a prince?
- A. Falstaff served as governor and chef to the prince.
 - B. Falstaff inspired and encouraged the prince's rebelliousness.
 - C. The prince admired Falstaff as a gentle teacher and guide.
 - D. The prince employed Falstaff as a court jester.
- 3) What literary device does the underlined portion of lines 18–19 contain?
- A. Allusion
 - B. Foreshadowing
 - C. Metaphor
 - D. Parody
- 4) Falstaff's proclamation "My King, my Jove!" (line 18) refers to which of the King's traits?
- A. His jollity
 - B. His loving nature
 - C. His power
 - D. His knowledge
- 5) What is the purpose of the King's statement, "Know the grave / doth gape / For thee thrice wider than for other / men" (lines 33–35)?
- A. To test Falstaff's loyalty
 - B. To belittle Falstaff by mocking his size
 - C. To convince Falstaff of his own importance
 - D. To show the King's murderous intent for Falstaff

6) What is the tone of the King's speech to Falstaff?

- A. Confused and angry
- B. Friendly and regretful
- C. Mean-spirited and depressed
- D. Superior and dismissive

7) Falstaff speaks only a few lines here, while the King speaks many. What does this contrast most likely indicate?

- A. The King has greater social power than Falstaff.
- B. The King enjoys speaking more than Falstaff does.
- C. Falstaff does not wish to delay the King by speaking with him.
- D. Falstaff does not know the King well enough to speak to him at length.

8) Which statement best describes Falstaff's beliefs as indicated by the last line of the passage?

- A. The King truly wants nothing more to do with him.
- B. The King hopes the world will appreciate Falstaff the way he does.
- C. The King cares for him, but can no longer publicly claim him as a friend.
- D. The King is angry with him for speaking to him in public.

Sylvester's Money

IRVIN:

Okay, boys . . . you can pack up. I'll get your money for you.

CUTLER:

5 That's cash money, Mr. Irvin. I don't want no check.

IRVIN:

I'll see what I can do. I can't promise you nothing.

10 CUTLER:

As long as it ain't no check. I ain't got no use for a check.

IRVIN:

I'll see what I can do, Cutler.

15 *(Cutler, Toledo, and Slow Drag exit to the band room.)*

20 Oh, Ma, listen . . . I talked to Sturdyvant, and he said . . . Now, I tried to talk him out of it . . . He said the best he can do is to take twenty-five dollars of your money and give it to Sylvester.

MA RAINEY:

25 Take what and do what? If I wanted the boy to have twenty-five dollars of my money, I'd give it to him. He supposed to get his own money. He supposed to get paid like everybody else.

30 IRVIN:

Ma, I talked to him . . . He said . . .

MA RAINEY:

35 Go talk to him again! Tell him if he don't pay that boy, he'll never make another record of mine again. Tell him that. You supposed to be my manager. All this talk about sticking together. Start sticking! Go on up there and get that boy his money!

40 IRVIN:

Okay, Ma . . . I'll talk to him again. I'll see what I can do.

MA RAINEY:

45 Ain't no see about it! You bring that boy's money back here!

(Later)

STURDYVANT:

Ma, is there something wrong? Is there a problem?

50 MA RAINEY:

Sturdyvant, I want you to pay that boy his money.

STURDYVANT:

55 Sure, Ma. I got it right here. Two hundred for you and twenty-five for the kid, right?
(Sturdyvant hands the money to Irvin, who hands it to Ma Rainey and Sylvester.)

60 Irvin misunderstood me. It was all a mistake. Irv made a mistake.

MA RAINEY:

A mistake, huh?

IRVIN:

65 Sure, Ma. I made a mistake. He's paid, right? I straightened it out.

MA RAINEY:

70 The only mistake was when you found out I hadn't signed the release forms.¹ That was the mistake. Come on, Sylvester.

(She starts to exit.)

STURDYVANT:

75 Hey, Ma . . . come on, sign the forms, huh?

IRVIN:

Ma . . . come on now.

MA RAINEY:

80 Get your coat, Sylvester. Irvin, where's my car?

IRVIN:
It's right out front, Ma. Here . . . I got
the keys right here. Come on, sign the
forms, huh?

85 MA RAINEY:
Irvin, give me my car keys!

IRVIN:
Sure, Ma . . . just sign the forms,
huh?

90 *(He gives her the keys, expecting a trade-
off.)*

MA RAINEY:
Send them to my address and I'll get
around to them.

95 IRVIN:
Come on, Ma . . . I took care of
everything, right? I straightened
everything out.

100 MA RAINEY:
Give me the pen, Irvin.

(She signs the forms.)

You tell Sturdyvant . . . one more
mistake like that and I can make my
records someplace else.

¹ Forms giving Sturdyvant the legal right to sell
the recordings.

Adapted from *Ma Rainey's Black Bottom* by
August Wilson. Copyright 1981, 1985 by August
Wilson.

- 9) Which statement best describes the character of Ma Rainey?
- A. She is strong-willed or determined because she retains the legal rights to her recordings until everyone receives fair payment.
 - B. She is foolish because she is easily duped by her manager, Irvin, into giving away part of her paycheck.
 - C. She is uneducated and pitiful because she is an easy victim of the powerful music industry.
 - D. She is controlling and manipulative because she does not appreciate the efforts Irvin makes on her behalf.
- 10) Ma Rainey is a black singer working in the white recording industry of the 1920s. Based on the passage, what is the author's opinion of her?
- A. He sees Ma Rainey as trapped by her lack of education and easily manipulated by the white recording industry.
 - B. He admires Ma Rainey for her ability to fight back and succeed in a powerful and oppressive industry.
 - C. He views Ma Rainey as a motherly and harmless character with old-fashioned speech patterns.
 - D. He feels conflicted about Ma Rainey, at times showing her as a hero, and at times as a villain.
- 11) Which question is most relevant to the action of this passage?
- A. Will Sturdyvant prevent the musicians from recording their music?
 - B. Will Ma Rainey and the band be able to resist Irvin's manipulation?
 - C. Will Ma Rainey succeed as a recording artist despite her lack of education?
 - D. Will Sylvester be able to support himself on such a small paycheck?

- 12) Based on Ma Rainey's actions, which statement accurately describes her?
- A. She is an unreasonable woman.
 - B. She feels inferior to her employers.
 - C. She is empowered by her musical talent.
 - D. She does not accept her responsibilities.
- 13) What is the most likely explanation for Ma's statement "All this talk about sticking together. Start sticking!" (lines 37–38)?
- A. She believes that she and Irvin work well as a team.
 - B. She thinks that Irvin is the only one who can get the band to cooperate.
 - C. She wants to help Cutler get paid in cash instead of by check.
 - D. She is tired of Irvin's failure to look out for her best interests.
- 14) The stage directions in lines 90–91 tell the reader that Irvin expects a trade-off for Ma's keys. What does this reveal about his attitude toward Ma Rainey?
- A. He considers her an equal.
 - B. He sees her as his superior.
 - C. He tries to maintain power over her.
 - D. He believes she is grateful for his work.
- 15) Which statement signals the biggest change in Ma Rainey's attitude?
- A. He supposed to get paid like everybody else (lines 27–29).
 - B. The only mistake was when you found out I hadn't signed the release forms (lines 68–69).
 - C. Irvin, give me my car keys! (line 86)
 - D. Give me the pen, Irvin (line 100).

QualityCore® Benchmark Assessment English 10 – Benchmark 5 – Speeches

The following pages contain one of the Benchmark Assessments for this course. The table below gives the ID number for each item, the correct answer (Key), the cognitive level, and the alphanumeric code for each ACT Course Standard measured by the item. (The language associated with each code appears in the *ACT Course Standards* document for this course.)

The items in this PDF file appear in the order presented in the table. Multiple-choice (MC) directions follow the table and are followed by a name sheet and the MC items.

ID	Key	Cognitive Level	Standard
00056-00			
00056-01	B	L2	B.3.c A.6.a
00056-02	C	L2	B.4.c A.5.e B.3.b
00056-04	D	L2	A.6.a A.6.b
00056-05	C	L3	A.5.e A.7.b
00056-06	A	L2	B.3.a A.6.b
00056-07	B	L3	B.3.c A.2.c
00053-00			
00053-01	A	L2	A.7.a
00053-02	D	L2	A.8.f A.2.c
00053-04	A	L2	A.6.a
00053-05	C	L3	A.6.b
00053-06	B	L2	B.3.e A.6.b
00055-00			
00055-01	C	L1	A.7.b
00055-02	A	L3	A.6.a B.4.e
00055-04	C	L2	A.6.a A.5.h
00055-05	D	L2	B.4.c A.7.a
00055-06	B	L3	B.4.e B.3.d

Directions:

Each passage in this test is followed by several questions. After reading a passage, choose the best answer provided for each question and circle the corresponding letter. You may refer to the passages as often as necessary.

Name:
Teacher:

Date:
Class/Period:

At the time of this speech by Susan B. Anthony, women in the United States were prohibited from voting. Anthony, an early champion of women's rights, had recently been arrested and fined for casting a vote in the 1872 presidential election.

On Women's Right To Vote

Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having
5 a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all
10 United States citizens by the National Constitution, beyond the power of any state to deny.

The preamble of the Federal Constitution says:

15 "We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare,
20 and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

25 It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves
30 and the half of our posterity, but to the whole people—women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied
35 the use of the only means of securing

them provided by this democratic-republican government—the ballot.

40 For any state to make sex a qualification that must ever result in the disfranchisement of one entire half of the people, is a violation of the supreme law of the land. By it the blessings of liberty are forever withheld from women and their female posterity.

45 To them this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an odious aristocracy; a hateful oligarchy
50 of sex, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters, of every household—which ordains all men sovereigns, all women
55 subjects, carries dissension, discord, and rebellion into every home of the nation.

Webster, Worcester, and Bouvier all define a citizen to be a person in the United States, entitled to vote and hold
60 office. The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens;
65 and no state has a right to make any law, or to enforce any old law, that shall abridge their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of
70 the several states is today null and void.

Adapted from Susan B. Anthony's speech on the right of women to vote, 1873. Retrieved from <http://www.historyplace.com/speeches/anthony.htm>. Copyright 1996–2006 by The History Place.

- 1) Which statement, if deleted, would eliminate a strong emotional appeal from the speaker's argument?
- A. It shall be my work this evening to prove to you that in thus voting, I . . . simply exercised my citizen's rights.
 - B. A hateful oligarchy of sex, which . . . carries dissension, discord, and rebellion into every home of the nation.
 - C. Webster, Worcester, and Bouvier all define a citizen to be a person in the United States, entitled to vote and hold office.
 - D. Being persons, then, women are citizens; and no state has a right to make any law . . . that shall abridge their privileges or immunities.
- 2) Which literary technique does the speaker use in the underlined portion of lines 24–27?
- A. Oxymoron
 - B. Simile
 - C. Parallel construction
 - D. Third-person perspective
- 3) Which is the best restatement of one of the speaker's main points?
- A. The Constitution is too old to be relevant to modern political issues.
 - B. Women have never been subservient to men in the government or at home.
 - C. Women are not citizens and must gain citizenship before the right to vote.
 - D. The government is not a true democracy for women without the right to vote.

- 4) What is the most likely reason for the speaker's repetition of the phrase "To them this government" (lines 45–47)?
- A. To raise doubts about whether the government truly exists
 - B. To show support for the government as it currently functions
 - C. To emphasize that women perceive the government differently than men do
 - D. To suggest that women should be put in charge of the government instead of men
- 5) Which statement best summarizes the speaker's argument?
- A. It is unconstitutional to deny any citizen the right to vote.
 - B. The right to equal treatment extends beyond voting rights.
 - C. We should write a new Constitution that gives women the right to vote.
 - D. The states alone have the power to make decisions about voting rights.
- 6) Which point, if added, would most weaken the speaker's argument?
- A. Denying women the right to vote is not only illegal, but also immoral.
 - B. The Constitution was written by men and so protects only men's rights.
 - C. The right to vote is a responsibility that citizens must take more seriously.
 - D. The right to vote extends to all citizens, regardless of sex, race, or belief.

In this excerpt from one of his most famous speeches, Civil Rights leader Dr. Martin Luther King, Jr. reflects on a stay in the hospital several years before, when he was being treated for a condition that threatened his life.

I've Been to the Mountaintop

If I had merely sneezed, I would have died. Well, about four days later, they allowed me to move around in the wheelchair in the hospital. They allowed me to read some of the mail that came in, and from all over the states and the world, kind letters came in. I read a few, but one of them I will never forget. It said simply,

“Dear Dr. King,

I am a ninth-grade student at the White Plains High School. While it should not matter, I would like to mention that I'm a white girl. I read in the paper of your misfortune, and of your suffering. And I read that if you had sneezed, you would have died. And I'm simply writing you to say that I'm so happy that you didn't sneeze.”

And I want to say tonight that I too am happy that I didn't sneeze. Because if I had sneezed, I wouldn't have been around here in 1960, when students all over the South started sitting-in at lunch counters, standing up for the best in the American dream.

If I had sneezed, I wouldn't have been around here in 1961, when we decided to take a ride for freedom and ended segregation in inter-state travel.

If I had sneezed, I wouldn't have been around here in 1962, when Negroes in Albany, Georgia, decided to straighten their backs up. And whenever men and women straighten their backs up, they are going somewhere, because a man can't ride your back unless it is bent.

If I had sneezed—If I had sneezed I wouldn't have been here in 1963, when the black people of Birmingham, Alabama, aroused the conscience of this nation, and brought into being the Civil Rights Bill.

If I had sneezed, I wouldn't have had a chance later that year, in August, to try to tell America about a dream that I had had.

I'm so happy that I didn't sneeze.

We've got some difficult days ahead. But it really doesn't matter with me now, because I've been to the mountaintop.

And I don't mind.

Like anybody, I would like to live a long life. Longevity has its place. But I'm not concerned about that now. I just want to do God's will. And He's allowed me to go up to the mountain. And I've looked over. And I've seen the Promised Land. I may not get there with you. But I want you to know tonight, that we, as a people, will get to the Promised Land!

Adapted from Dr. Martin Luther King, Jr.'s speech in Memphis, TN, April 3, 1968. Retrieved from <http://www.americanrhetoric.com/speeches/mlkivebeentothemountaintop.htm>. Copyright 2001–2006 by American Rhetoric.

- 7) In lines 44–47, the speaker makes reference to his famous “I Have a Dream” speech. Which literary term best describes this reference?
- A. Allusion
 - B. Parallelism
 - C. Symbolism
 - D. Synecdoche
- 8) The speaker refers to the biblical idea of the “Promised Land” (lines 53–61). Within the context of the passage, what does the “Promised Land” most likely represent?
- A. The carefree days before social inequality existed
 - B. The hard battle against injustice that is still to come
 - C. Another country where people are treated as equals
 - D. An America where racial discrimination no longer exists
- 9) What is the persuasive purpose behind the speaker’s inclusion of a letter from a ninth-grade white girl?
- A. To suggest that his message was important to a diverse audience
 - B. To criticize older members of his audience for not doing as much to help
 - C. To show that ninth-graders understood his message better than anyone else
 - D. To demonstrate the disadvantages of becoming politically active at a young age
- 10) Which statement is closest in meaning to the underlined portion of lines 34–37?
- A. One should never admit to being wrong.
 - B. Intolerance grows when people do not communicate.
 - C. Pride in oneself is often the first step to ending oppression.
 - D. Compromise is the best way to make sure that everyone succeeds.

11) Which is the most effective paraphrase of the final paragraph?

- A. The desire to help our society is more important than the ability to do so.
- B. Regardless of how long I live, we will achieve a more just society one day.
- C. I hope I live for a very long time, because our problems will not improve without me.
- D. Even though we keep working to make things better, it is unlikely that we will succeed.

President John F. Kennedy's Inaugural Address, January 20, 1961

Man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe. We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this Nation has always been committed. Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty. This much we pledge—and more.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate. Let us explore what problems unite us instead of belaboring those

30 problems which divide us. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

35 All this will not be finished in the first 100 days. Nor will it be finished in the first 1,000 days, nor in the life of this Administration, nor even perhaps in our lifetime on this planet. But let us begin. In your hands, my fellow citizens, more than in mine, will rest the final success or failure of our course. Will you join in that historic effort?

And so, my fellow Americans: ask not 45 what your country can do for you—ask what you can do for your country. My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of 50 man. Finally, whether you are citizens of America or citizens of the world, ask of us the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, 55 with history the final judge of our deeds, let us go forth to lead the land we love.

Adapted from the Inaugural Address of John F. Kennedy, 1961. Retrieved from <http://www.bartleby.com/124/pres56.html>.

- 12) What does “the torch” represent in the underlined portion of lines 10–11?
- A. The power to wage war successfully
 - B. The ability to exercise the right to vote
 - C. The responsibility to uphold human rights
 - D. The duty to befriend other nations at any cost
- 13) What is the best explanation for the speaker's repetition of “Let us” in the second paragraph (lines 23–31)?
- A. He is asking his audience to work together with him.
 - B. He is seeking permission from an authority figure.
 - C. He is unable to articulate his goals effectively.
 - D. He is unwilling to involve his audience in his plans.
- 14) In the underlined portion of lines 6–8, the speaker appeals to what quality in his audience?
- A. Their sense of fear
 - B. Their sense of guilt
 - C. Their sense of history
 - D. Their sense of competition
- 15) The underlined portion of lines 36–39 contains what literary device?
- A. Hyperbole
 - B. Metaphor
 - C. Dramatic irony
 - D. Parallel construction

16) What is the speaker's purpose when he says "All this will not be finished in the first 100 days" (lines 35–36)?

- A.** To campaign for a longer term in office
- B.** To remind his audience that worthwhile goals take time
- C.** To distract his audience from the difficult task they face
- D.** To express his belief that his goals will be accomplished easily

QualityCore[®] Benchmark Assessment

English 10 – Benchmark 6 – Essay: Response to Literature

The following pages contain one of the Benchmark Assessments for this course. This particular Benchmark Assessment is a 45-minute essay that mirrors the constructed-response portion of the QualityCore End-of-Course Assessment. (For other, less demanding constructed-response tasks, see the Formative Item Pool for this course.)

The scoring criteria and scoring rubric appear at the end of this assessment. **DO NOT DISTRIBUTE SCORING CRITERIA TO STUDENTS.** The scoring rubric can be included or excluded at your discretion.

Name:
Teacher:

Date:
Class/Period:

- 1) This passage, adapted from Dr. Martin Luther King Jr.'s "I Have a Dream" speech (1963), describes King's vision of an America defined not by hatred and racism, but by equality and harmony. As you read the passage, pay close attention to how Dr. King uses literary elements, such as figurative language and sentence structure, to persuade his listeners to follow his cause.

Let us not wallow in the valley of despair. I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

Adapted from Dr. Martin Luther King Jr., "I Have a Dream." © 2003 by The Estate of Dr. Martin Luther King Jr.

Write an essay in which you explain how Dr. King's use of literary elements in this passage helps to persuade others to follow his dream and share his vision.

Be sure to use evidence from the passage to support your ideas. You may include references to other texts or authors if you feel these will help you explain or support your ideas about this passage.

Please use the space below to write your response(s) to the writing assignment provided by your teacher. If there are multiple tasks to the question, please clearly label the number or letter of each task in the column to the left of your answers. If you need additional pages for your response, your teacher can provide them.

Please write the name of the writing assignment here: _____

Task



Answer Key

Scoring Criteria for Sample EOC Exam—"I Have a Dream"

- 1) **An exemplary response may discuss any or all of the following details:**
- **Connection with the audience:** King refers to the crowd as “my friends” and uses the pronoun “we”; he alludes to shared values (family, faith) and to symbols valued by the audience, such as the American Dream and the Declaration of Independence.
 - **Emotional language:** King’s passion for freedom and justice is conveyed through the rhythmic quality of his speech; the speech continues to build toward a rallying cry, repeating “I have a dream” while moving from his personal experience to shared experiences. Appealing to his crowd’s faith adds a spiritual connection and suggests a moral obligation for change.
 - **Allusions and figurative language:** King uses biblical language (“valley of despair”) and language from the Declaration of Independence to convey the value and historical importance of the struggle for civil rights, as well as his optimism that justice will prevail. The metaphors used in the latter half of the passage express the power of a tolerant society to overcome obstacles and create meaningful and beneficial change (“jangling discords” become a “symphony of brotherhood”; “crooked places” are “made straight”).
 - **Repetition/Anaphora:** King’s repetitious use of the “I have a dream” refrain bolsters the importance of King’s vision; it becomes a chant or a mantra, and the repetition (anaphora) may inspire the audience to think of their own dreams.
 - **Parallelism:** Students may note multiple examples of parallelism; nearly every sentence has a clear and deliberate structure crafted to convey a connectedness and to inspire collective action. In particular, the use of anaphora throughout the piece (“With this faith,” “I have a dream”) and the winding sentences full of various actions build rhetorical momentum, working to persuade the audience that the cause is just and that together they can meaningfully impact the country.

QualityCore® Analytic Scoring Rubric for English 10

Purpose: To Present a Response to Literature

	Interpretation	Development	Organization	Language
Score: 6 Essays at this score point demonstrate effective skill in writing a response to literature,	The essay thoughtfully and accurately analyzes the literary elements in the text. The essay makes insightful connections between the literary elements and the text's meaning and/or their effect on the reader.	The essay uses ample convincing evidence drawn from the passage to support the writer's analysis. Ideas are thoroughly explained. The essay maintains a clear and consistent focus on critical analysis. If the essay includes references to other authors or texts, their relevance to the analysis is consistently clear and effective.	Organization is unified and coherent, with a logical progression of ideas and effective transitions to clarify relationships among ideas. The essay includes a clear, engaging introduction and an effective conclusion that may extend or elaborate ideas.	Well-constructed sentences and precise word choice clearly and effectively convey ideas. Voice and tone are appropriate to the writer's purpose and are maintained throughout the essay. Although there may be a few minor errors in grammar, usage, and mechanics, meaning is clear throughout the essay.
Score: 5 Essays at this score point demonstrate competent skill in writing a response to literature,	The essay clearly and accurately analyzes the literary elements in the text. The essay addresses the connections between the literary elements and the text's meaning and/or their effect on the reader.	The essay uses sufficient convincing evidence drawn from the passage to support the writer's analysis. Ideas are clearly explained. The essay usually maintains focus on critical analysis. If the essay includes references to other authors or texts, their relevance to the analysis is clear.	Organization is coherent, with some logical progression of ideas and clear transitions that clarify relationships among ideas. The essay includes a clear, well-developed introduction and a developed conclusion.	Well-constructed sentences and some precise word choice clearly convey ideas. Voice and tone are appropriate to the writer's purpose and are maintained throughout most of the essay. There are a few errors in grammar, usage, and mechanics, but they are rarely distracting and meaning is clear.
Score: 4 Essays at this score point demonstrate adequate skill in writing a response to literature,	The essay provides primarily accurate analysis of the literary elements in the text. The essay establishes the connections between the literary elements and the text's meaning and/or their effect on the reader.	The essay uses some valid evidence drawn from the passage to support the writer's analysis. Ideas are adequately explained. The essay maintains focus on ideas appropriate to the interpretive task. If the essay includes references to other authors or texts, their relevance to the analysis is generally clear.	Organization is apparent, with ideas logically grouped and some transitions to clarify relationships among ideas. The essay includes a clear, somewhat developed introduction and conclusion.	Sentences and word choice are usually clear and adequately convey ideas. Voice and tone are appropriate to the writer's purpose, though they may not be consistently maintained. There are some distracting errors in grammar, usage, and mechanics, but meaning is usually clear.
Score: 3 Essays at this score point demonstrate some developing skill in writing a response to literature,	The essay provides some accurate analysis of the literary elements in the text, although some analysis provided may be inaccurate, incomplete, or irrelevant. The essay offers a little recognition of the connections between the literary elements and the text's meaning and/or their effect on the reader.	The essay uses a little valid evidence drawn from the passage to support the writer's analysis. Ideas are only somewhat explained. The essay usually focuses on ideas appropriate to the interpretive task. If the essay includes references to other authors or texts, their relevance to the analysis may be unclear.	Organization is simple, with most ideas logically grouped. A few transitions are used to clarify relationships among ideas. The essay includes an underdeveloped introduction and a brief conclusion.	Most sentences convey ideas clearly, and word choice is general. Voice and tone are somewhat appropriate to the writer's purpose, but they are inconsistently maintained. Errors in grammar, usage, and mechanics are distracting and occasionally impede understanding.
Score: 2 Essays at this score point demonstrate inconsistent or weak skill in writing a response to literature,	The essay provides little accurate analysis of the literary elements in the text. There is little or no recognition of the connections between the literary elements and the text's meaning and/or their effect on the reader.	The essay makes a few claims, but there is little and only weak evidence drawn from the passage to support the writer's analysis. Explanations are unclear or incomplete. The essay only sometimes focuses on ideas appropriate to the interpretive task. If the essay includes any references to other authors or texts, their relevance to the analysis is unclear.	Organization is simple, with some ideas logically grouped and a few transitions used. The essay has a brief introduction and may have a brief conclusion.	Some sentences convey ideas clearly, and word choice is basic. Voice and tone are inconsistent and may not be appropriate for the writer's purpose. Errors in grammar, usage, and mechanics are frequently distracting and sometimes impede understanding.
Score: 1 Essays at this score point demonstrate little or no skill in writing a response to literature,	Although the response may include some claims about the specified elements in the text, it includes no accurate analysis of the literary elements. There is no recognition of the connections between the literary elements and the text's meaning and/or their effect on the reader.	The essay provides no evidence from the text for any valid claims and lacks explanation of ideas. The essay focuses very little on ideas appropriate to the interpretive task. If the essay includes any references to other authors or texts, their relevance to the analysis is unclear.	Organization of ideas is not clear, with little or no evidence of the logical grouping of ideas. The essay has a very brief introduction but may have no conclusion.	A few sentences and some word choices convey ideas clearly. Voice and tone are not appropriate for the writer's purpose. Errors in grammar, usage, and mechanics are frequently distracting and significantly impede understanding.
Score: 0	Unscorable: essay is blank, off-topic, illegible, or written in another language			