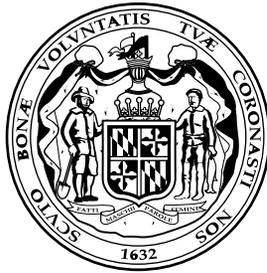


English 1



Maryland High School Assessment
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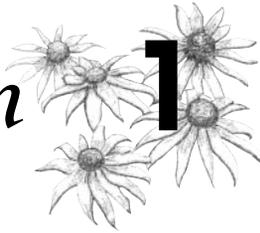
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Session



Sample A

Read the following sentences from a student summary of "The Tree."

1. The tree is old and has a scar.
2. Father wants to move the tree.
3. The tree is planted in sandy soil.

Which of these best combines the ideas into one sentence?

- A Planted in sandy soil, Father wants to move the old, scarred tree.
- B The old, scarred tree is planted in sandy soil, which Father wants to move.
- C Father wants to move the old, scarred tree, which is planted in sandy soil.
- D The old tree has a scar and is planted in sandy soil so Father wants to move it.

Sample B

Read the sentence below. Then choose the best way to revise the sentence without changing its meaning. The first part of the sentence has been written for you.

Two valuable skills are good writing skills and thinking clearly.

Writing . . .

- F well and thinking clearly are two valuable skills.
- G skills are valuable, and thinking skills are also valuable.
- H and thinking well and clearly are two valuable skills to have.
- J well and thinking clearly—these are two valuable skills to have.



Notice that the answer choices for Sample B are FGHI. Selected response answer choices will alternate ABCD and FGHI.

In addition to selected response questions such as Sample A and Sample B, there will be constructed response questions that require a written answer. Brief constructed response questions, which require a short written answer, have an icon labeled "BCR" below the question number in the Student Test Book. Extended constructed response questions, which require a longer written answer, have an icon labeled "ECR" below the question number in the Student Test Book. The Rubric Sheets provide information about how constructed response questions will be scored. There is one Rubric Sheet for BCR items and one for the ECR item. You may refer to the Rubric Sheets during the test.

Many questions refer to a reading selection or a student writing sample. Be sure to look back at the text to help you choose the correct answer. It will be helpful to keep your Student Test Book open so that both pages show.

Remember, read all directions and questions very carefully and choose the best answer for each question. If you are not sure about an answer, do the best you can, but don't spend too much time on any one question.

Answer all questions until you come to the end of Session 1, where you will see a stop sign. If you finish early, you may check your answers in Session 1, but do not go on to Session 2. You have 80 minutes to complete Session 1.



Directions

Read the essay "The Struggle to Be an All-American Girl." Then answer Numbers 1 through 5.

The Struggle to Be an All-American Girl

by Elizabeth Wong



Introduction: Born in 1958, Elizabeth Wong began her writing career as a journalist for the *Hartford Courant* and then the *San Diego Tribune*. Wong entered the Tisch School of the Arts at New York University with hopes of becoming a playwright. The following essay, "The Struggle to Be an All-American Girl," which she wrote as a young adult, first appeared in the *Los Angeles Times* in 1980.

It's still there, the Chinese school on Yale Street where my brother and I used to go. Despite the new coat of paint and the high wire fence, the school I knew 10 years ago remains remarkably stoically¹ the same.

Every day at 5 P.M., instead of playing with our fourth- and fifth-grade friends or sneaking out to the empty lot to hunt ghosts and animal bones, my brother and I had to go to Chinese school. No amount of kicking, screaming or pleading could dissuade my mother, who was solidly determined to have us learn the language of our heritage.

¹**stoically:** showing calm during suffering or bad fortune

Forcibly she walked us the seven long, hilly blocks from our home to school, depositing our defiant tearful faces before the stern principal. My only memory of him is that he swayed on his heels like a palm tree, and he always clasped his impatient twitching hands behind his back. I recognized him as a repressed maniacal child killer, and knew that if we ever saw his hands we'd be in big trouble.

We all sat in little chairs in an empty auditorium. The room smelled like Chinese medicine, an imported faraway mustiness. Like ancient mothballs or dusty closets. I hated that smell. I favored crisp new scents. Like the soft French perfume that my American teacher wore in public school.

There was a stage far to the right, flanked by an American flag and the flag of the Nationalist Republic of China, which was also red, white and blue, but not as pretty.

Although the emphasis at the school was mainly language—speaking, reading, writing—the lessons always began with an exercise in politeness. With the entrance of the teacher, the best student would tap a bell and everyone would get up, kowtow² and chant, "*Sing san ho*," the phonetic³ for "How are you, teacher?"

Being 10 years old, I had better things to learn than ideographs⁴ copied painstakingly in lines that ran right to left

²**kowtow:** the act of kneeling and touching the ground with the forehead to show respect

³**phonetic:** speech sounds

⁴**ideographs:** graphic symbols representing an idea

from the tip of a *moc but*, a real ink pen that had to be held in an awkward way if blotches were to be avoided. After all, I could do the multiplication tables, name the satellites of Mars and write reports on “Little Women” and “Black Beauty.” Nancy Drew, my favorite book heroine, never spoke Chinese.

The language was a source of embarrassment. More times than not, I had tried to dissociate myself from the nagging loud voice that followed me wherever I wandered in the nearby American supermarket outside Chinatown. The voice belonged to my grandmother, a fragile woman in her 70s who could outshout the best of the street vendors. Her humor was raunchy, her Chinese rhythmless, patternless. It was quick, it was loud, it was unbeautiful. It was not like the quiet, lilting romance of French or the gentle refinement of the American South. Chinese sounded pedestrian. Public.

In Chinatown, the comings and goings of hundreds of Chinese on their daily tasks sounded chaotic and frenzied. I did not want to be thought of as mad, as talking gibberish. When I spoke English, people nodded at me, smiled sweetly, said encouraging words. Even the people in my culture would cluck and say that I’d do well in life. “My, doesn’t she move her lips fast,” they’d say, meaning that I’d be able to keep up with the world outside Chinatown.

⁵**fanatical:** excessively enthusiastic or unreasonable

My brother was even more fanatical⁵ than I about speaking English. He was especially hard on my mother, criticizing her, often cruelly, for her pidgin speech—smatterings of Chinese scattered like chop suey in her conversation. “It’s not ‘What it is,’ Mom,” he’d say in exasperation. “It’s ‘What *is*, what *is*, what *is!*’” Sometimes, Mom might leave out an occasional “the” or “a,” or perhaps a verb of being. He would stop her in mid-sentence. “Say it again, Mom. Say it right.” When he tripped over his own tongue, he’d blame it on her: “See, Mom, it’s all your fault. You set a bad example.”

What infuriated my mother most was when my brother cornered her on her consonants, especially “r.” My father had played a cruel joke on Mom by assigning her an American name that her tongue wouldn’t allow her to say. No matter how hard she tried, “Ruth” always ended up “Luth” or “Roof.”

After two years of writing with a *moc but* and reciting words with multiples of meanings, I finally was granted a cultural divorce. I was permitted to stop Chinese school.

I thought of myself as multicultural. I preferred tacos to egg rolls; I enjoyed Cinco de Mayo more than Chinese New Year.

At last, I was one of you; I wasn’t one of them.

Sadly, I still am. ☒



1 Based on information from the introduction, a reader can conclude that Elizabeth Wong

- A became a playwright
- B liked being Chinese American
- C showed creative talents as a young woman
- D visited China after graduating from high school

2 Which of these conclusions about the narrator is best supported by information in the passage?

- F The narrator helped her brother learn English.
- G The narrator wanted to learn about Chinese history.
- H The narrator wished her family had stayed in China.
- J The narrator was uncomfortable with her Chinese background.

3 Read this sentence from the passage.

Forcibly she walked us the seven long, hilly blocks from our home to school, depositing our defiant tearful faces before the stern principal.

The author uses the word *forcibly* to suggest the mother's

- A cleverness
- B determination
- C exhaustion
- D strength

4 Read the last sentence of the story.

Sadly, I still am.

Which word best describes the tone created by this sentence?

- F angry
- G impatient
- H regretful
- J sarcastic

5
BCR

Write an explanation of how the narrator's attitude toward the Chinese culture changes from the beginning of the essay to the end. Include details and examples from the essay to support your explanation. Write your explanation on the lines in your Answer Book.



6 The title and its footnote most likely will help the reader understand the poem's

- F ending
- G organization
- H setting
- J theme

7 The poet's use of "a carved tusk made to look like a fish" (lines 15–16) implies that the father is

- A connected to his culture
- B active in outdoor hobbies
- C without happy memories
- D no longer interested in fishing

8 Which of these statements is true for both "The Struggle to Be an All-American Girl" and "Portrait of Assimilation"?

- F The overall mood is triumphant.
- G The main characters are resistant to change.
- H The events are told as though they take place in the past.
- J The setting contributes strongly to the meaning of the text.

9 The authors of "The Struggle to Be an All-American Girl" and "Portrait of Assimilation" would most likely agree that

- A total acceptance of a new culture is necessary
- B holding on to one's cultural identity is important
- C learning the ways of another culture is an easy process
- D men find it easier to accept cultural differences than women do



Directions

For Numbers 10 through 12, the sentences need to be revised for a new audience or purpose. Choose the sentence that best incorporates the necessary changes to style or tone and maintains the original meaning of the sentence.

- 10** Because bearded seals live on moving sheets of ice in polar seas, scientists have been unable to do much research on them.

Revise for an audience of young children.

- F Scientists have been unable to conduct research on bearded seals because they live on moving sheets of ice in polar seas.
- G Bearded seals live on moving sheets of ice in polar seas; consequently, scientists have done little research on them.
- H Scientists have not been able to study bearded seals because the seals live on moving sheets of ice in very cold seas.
- J The fact that bearded seals live on moving sheets of ice in cold seas has made it difficult for scientists to conduct studies on their habitat.

- 11** A lot of snow fell in the mountains last night during the storm.

Revise for a more descriptive style.

- A Snow fell heavily during the night, during the storm, in the mountains.
- B A lot of snow fell in the mountains, and it fell last night during a storm.
- C According to the latest weather observations, snowfall was heavy in the mountains during the storm last night.
- D Glistening flakes of snow fell all night during the storm, covering the mountains with a carpet of white.



12 Our committee could get a lot more done if we spent more time working and less time complaining and messing around.

Revise to a formal, business style.

- F Our committee could accomplish more if we worked harder and complained less.
- G By doing less complaining and working harder, our committee could get a lot more work done.
- H If we spent less time complaining and messing around, our committee could accomplish a whole lot more.
- J Our committee, which complains a lot and wastes time, might get more work done if we stopped doing these things.

Directions

For Numbers 13 and 14, choose the best response.

13 Read the following sentences:

1. Robert wanted to take a class in physics.
2. The class was full.
3. He took chemistry instead.

Which of these best combines the ideas into one sentence?

- A Robert wanted to take a class in physics, so the class was full, and he took chemistry instead.
- B Robert wanted to take a class in physics, for the class was full, so he took chemistry instead.
- C Robert wanted to take a class in physics, and the class was full, and he took chemistry instead.
- D Robert wanted to take a class in physics, but the class was full, so he took chemistry instead.

14 Read the sentence below.

Equipped with all the proper tools, the student constructed impressive scenery for the play.

In this sentence, the word *equipped* modifies

- F tools
- G student
- H scenery
- J play



Directions

Read the story "Tina." Then answer Numbers 15 through 20.

Tina

by Laurie Stapleton

Insolently,¹ she sits in the right front corner closest to my desk. In the rest of the classroom, heads are down and pens are moving, but she rests her head on her left hand. The gum she was trying to conceal is now in full view between lips glazed in red lipstick, below eyes camouflaged in dark eyeliner and shadow.

She is writing a letter.

If it had been anyone else I might have picked up the letter and jokingly said, "Hmm, 'Dear Lisa' . . . Well, Student, I'm sure you're brainstorming about the party Saturday night, and I'm sure chewing gum helps to exercise your brain muscles, but we're brainstorming on solutions to classism right now!" The students would have laughed, including the student in question, and she would have returned to the task.

"Tina," I say quietly, "put the letter away, do the assignment, and get rid of the gum."

She stomps to the trash can, spits out the gum and stomps back before loudly taking out a piece of paper.

I remind myself not to take it personally.

The sophomore year is known as the tumultuous year, the year students can make or break the rest of their high school careers. Tina is high-risk in a class of at-risk students. Knowing an authoritarian tone will not work against her rebellious attitude, I try joking, talking, listening. But eventually the atmosphere in the classroom is threatened with her defiance and

disruption, and early in the second semester she is placed on a behavior contract.

By the time I make it through the rows a second time she is again writing a letter. I take the letter, bend down and say, "Do the assignment."

"Okaaaay!" she gripes.

"Let me remind you you're on a behavior contract, Tina!"

"So kick me out! That's what you're going to do anyway!"

"Okay, I will."

She storms to the assistant principal's office, and I complete the paperwork by lunch.

At night I contemplate the incident, painfully. I have expelled only one student from class in my career, a boy who one day in his growing sense of self told me to "step outside" and I told him to step into the principal's office. He threw his personal essay on "Cruisin" in the trash—the first essay he'd ever written—and I retrieved it and placed it in his portfolio. Within a month he was telling me he wished he was back in my class. Sometimes he stopped by my house to talk of his personal problems. We became friends.

I wonder if I've made a mistake, if I've just taken things too personally with Tina, and I tell the assistant principal my feelings the next morning.

"That's what makes you a good teacher—to care that much, and to ask yourself the tough questions. But Laurie, you've gone round and round with Tina. That's not

¹insolently: in a rude, arrogant, or disrespectful manner

good for you, or for Tina, or the other students.”

Although I am ill at ease, I know he is right. I walk toward my classroom and Tina is sitting on the bench where she likes to hang out. We say hello to each other respectfully, and within a month our interpersonal dynamics resume; in fact, she begins to confide in me. She often brags of trouble she’s caused, classes she’s flunking, and another class she was expelled from. She talks as if these are medals and I know I can’t tell her they aren’t medals; a 16-year-old needing attention and love won’t listen to a lecture, or even a sentence that contradicts the only things that in her mind are recognizable.

I know. I’ve been there.

But I can’t tell her. Not yet.

All I can do is say, “Tina, Tina, Tina, all that wisdom inside of you . . .,” and she beams with a smile.

As the Creative Writing Club advisor, I invite Tina to bring her poems, all concerning gang issues, to our weekly meetings. She doesn’t speak for several meetings. She sits quietly, chewing her gum with her mouth closed, looking at me occasionally and at other students.

Today she has brought a poem depicting the death of a boy from a drive-by shooting. An “honors” senior says, “Take my advice: don’t write about negative stuff.” As he looks at me like he’s said something deeply intelligent, I realize I have two students’ esteem to save, but I have learned that truth is most important of all and ultimately solidifies real self-esteem.

“Gang issues are important themes, especially with the more extensive role they’re playing in today’s society,” I say. After class, I tell the senior it’s normal to question the content of someone’s creativity, but it’s better to focus on style, structure, and clarity.

When he is gone I tell Tina the senior had good intentions, but in this case was incorrect. I explain to her that she should write about whatever is in her heart, and her heart is clearly on the right path; some of her poems are very good, and they are all important.

But Tina has one more surprise for me.

“I didn’t pay any attention to him,” she says with a sly smile.

“All that wisdom!” I exclaim, and I am filled with the realization that Tina’s strength already exists and is developing.

When I left the area and returned to my hometown, Santa Cruz, I taught a novel to seventh-graders that discussed gang issues. Tina wrote and called me several times, and once asked me to use her poems in class, which I did. Students read them eagerly, and used them as models for their own poems.

She is a junior now, enthusiastic about her church youth group, her new teachers, and her poems. In her last letter she asked me if I felt I’d made the right decision in expelling her from my class. I replied I wasn’t sure, and told her a bit of my own rebellious past. I told her what I *was* sure about was that she possessed a wonderful heart, and had an important message for the world, beginning with my seventh-graders.

“Tina” by Laurie Stapleton, copyright © 1997 by Laurie Stapleton, from *An Intricate Weave: Women Write About Girls and Girlhood*, edited by Marlene Miller. Used by permission of Laurie Stapleton.

15 Which of these sentences best illustrates the sympathetic tone in the story?

- A Insolently, she sits in the right front corner closest to my desk.
- B At night I contemplate the incident, painfully.
- C Although I am ill at ease, I know he is right.
- D By the time I make it through the rows a second time she is again writing a letter.

16 Which of these issues would readers better understand after reading the story?

- F the effect of gangs on young people
- G the causes of youthful rebellion
- H the importance of classroom safety
- J the influence of caring teachers

17 What idea is best demonstrated in "Tina"?

- A Too much pride can be self-destructive.
- B The greatest accomplishments are achieved alone.
- C Difficult experiences can have positive results.
- D Success often depends on the ability to keep secrets.

18 Read this sentence from the story.

The sophomore year is known as the tumultuous year, the year students can make or break the rest of their high school careers.

In this sentence, the word tumultuous most likely means

- F awkward
- G fundamental
- H rewarding
- J unpredictable

19 Read this sentence from the passage.

She talks as if these are medals and I know I can't tell her they aren't medals; a 16-year-old needing attention and love won't listen to a lecture, or even a sentence that contradicts the only things that in her mind are recognizable.

In the sentence above, which of these is not a verb?

- A contradicts
- B know
- C love
- D talks

20 Read these sentences from a student's summary of "Tina."

1. Tina is a high school student.
2. She continually gets in trouble at school.
3. Tina writes poetry about her difficult life.

Which of these best combines the ideas into one sentence?

- F Tina, a high school student who is continually in trouble, writes poetry about her difficult life.
- G A high school student, Tina is continually in trouble because her poetry is about her difficult life.
- H Tina, a high school student, writes poetry about her difficult life but is in continual trouble at school.
- J Although Tina is continually in trouble at school, she is a high school student who writes poetry about her difficult life.



Directions

A ninth-grade social studies class is writing research reports on people who have accomplished their goals or inspired others to achieve. Michael chose to write about Tenzing Norgay, who climbed Mt. Everest in 1953. Read the draft of Michael's report below. Then answer Numbers 21 through 26.

Tenzing Norgay, Mountain Climber

¹Tenzing Norgay, a humble man from India, became famous as a member of the first team to reach the peak of Mt. Everest, Earth's highest mountain. ²His accomplishments in mountain climbing and his attitude toward life brought him glory.

³Young Tenzing Norgay always believed he would have special luck and great achievement. ⁴In 1932 he became a carrier for mountain climbers in India. ⁵He climbed other mountains, but he remained focused on Everest.

⁶His famous climb occurred in 1953. ⁷He made the climb with Sir Edmund Hillary, a beekeeper from New Zealand with a whole bunch of climbing experience. ⁸The two men had great confidence in each other; however, this made them a strong team. ⁹During the climb, they had to cross a river, navigate an icefall, and cut steps in the snow in order to reach the peak. ¹⁰They wore eight layers of clothing and three pairs of gloves all at the same time. ¹¹The team reached the 29,028-foot peak on May 29, 1953, two months after they started their trek.

¹²Tenzing Norgay became a role model for those striving to rise above humble beginnings. ¹³His goal in life was to reach the summit of Mt. Everest. ¹⁴He devoted his entire life to this goal. ¹⁵His approach to life served as an inspiration to many other people, including his own son, who later climbed Mt. Everest also.

21 Michael found additional information about Tenzing Norgay's early life. In which paragraph should the information be included?

- A first paragraph
- B second paragraph
- C third paragraph
- D fourth paragraph

22 In Sentence 7, which of these is best to use instead of "a whole bunch of" so that the tone is consistent with the rest of the paragraph?

- F countless
- G extensive
- H lots and lots of
- J a great quantity of

23 In Sentence 1, the word *humble* is used to describe Tenzing Norgay. In Sentence 12, *humble* is used to describe his beginnings.

Which pair of words best suggests the two meanings of *humble*?

- A shy . . . polite
- B modest . . . plain
- C timid . . . reserved
- D unimportant . . . quiet

24 Which of these is the best way to revise Sentence 8 to make it more effective?

- F Although the two men had great confidence in each other, they made a strong team.
- G While the two men had great confidence in each other, they made a strong team.
- H The two men had great confidence in each other; nevertheless, they made a strong team.
- J The two men had great confidence in each other, which made them a strong team.

25 Michael found these suggestions for writing effective sentences in a language handbook.

1. Use planned repetition of ideas.
2. Use strong verbs.
3. Eliminate unneeded repetition.
4. Sequence elements in a series for greater emphasis.

He then combined the ideas in Sentences 13 and 14.

He devoted his entire life to his goal of reaching the top of Mt. Everest.

Which suggestion did Michael follow?

- A Suggestion 1
- B Suggestion 2
- C Suggestion 3
- D Suggestion 4

26 Michael thinks he may have used the word *climb* too often in his report. Which of these would be best to find synonyms for *climb*?

- F a dictionary
- G a thesaurus
- H a style book
- J a language handbook

Directions

For Numbers 27 through 31, read the sentence. Then choose the best way to revise the sentence without changing its meaning. The first part of the sentence has been written for you.

27 The flashlight and the batteries that Marianna could use on her trip were found in the box.

In the box, . . .

- A the flashlight and the batteries she could use on her trip were found by Marianna.
- B were found by Marianna the flashlight and the batteries she could use on her trip.
- C she could use on her trip Marianna found the flashlight and the batteries.
- D Marianna found the flashlight and the batteries she could use on her trip.

28 E. B. White was the author of *Charlotte's Web*, which is a book about a pig, and White also wrote essays.

Charlotte's Web, . . .

- F which is a book that was written by E. B. White, about a pig, but he also wrote essays.
- G which was written by E. B. White, is a book about a pig, and he also wrote essays.
- H a book about a pig whose author is E. B. White, and he wrote essays also.
- J a book about a pig, was written by E. B. White, who also wrote essays.



29 I like to dance, and, as a direct result of this, I joined a folk-dance group, and we perform frequently at community events.

Since . . .

- A I like to dance, I joined a folk-dance group that performs frequently at community events.
- B the folk-dance group and I like to dance, I joined to perform frequently at community events.
- C joining a frequently-performing folk-dance group, a direct result is I like to dance at community events.
- D they perform frequently, and I like to dance, I joined a folk-dance group that dances often at community events.

30 We went to a restaurant one evening that is on the outskirts of town and in the old hotel.

One evening . . .

- F we went to a restaurant in the old hotel on the outskirts of town.
- G on the outskirts of town is a restaurant we went to in the old hotel.
- H a restaurant in the old hotel on the outskirts of town is where we went.
- J in the old hotel is a restaurant on the outskirts of town that we went to.



31 Eagles, which had been on the Endangered Species List, have been removed because their numbers have increased.

Because . . .

- A eagles have been removed from the Endangered Species List, their numbers have increased.
- B of their numbers, eagles have been removed from the Endangered Species List and increased.
- C they have increased, a number of eagles have been removed from the Endangered Species List.
- D their numbers have increased, eagles have been removed from the Endangered Species List.

Directions

Read the story "The Snow Goose." Then answer Numbers 32 through 35.

The Snow Goose

by Paul Gallico

Introduction: *Rhayader is an artist who has retreated to an isolated lighthouse where he is sheltered from unkind comments about his appearance.*

One November afternoon, three years after Rhayader had come to the Great Marsh, a child approached the lighthouse studio by means of the sea wall. In her arms she carried a burden.

She was no more than twelve, slender, dirty, nervous and timid as a bird, but beneath the grime as eerily beautiful as a marsh faery.¹ She was pure Saxon, large-boned, fair, with a head to which her body was yet to grow, and deep-set, violet-colored eyes.

She was desperately frightened of the ugly man she had come to see, for legend had already begun to gather about Rhayader, and the native wild-fowlers hated him for interfering with their sport.

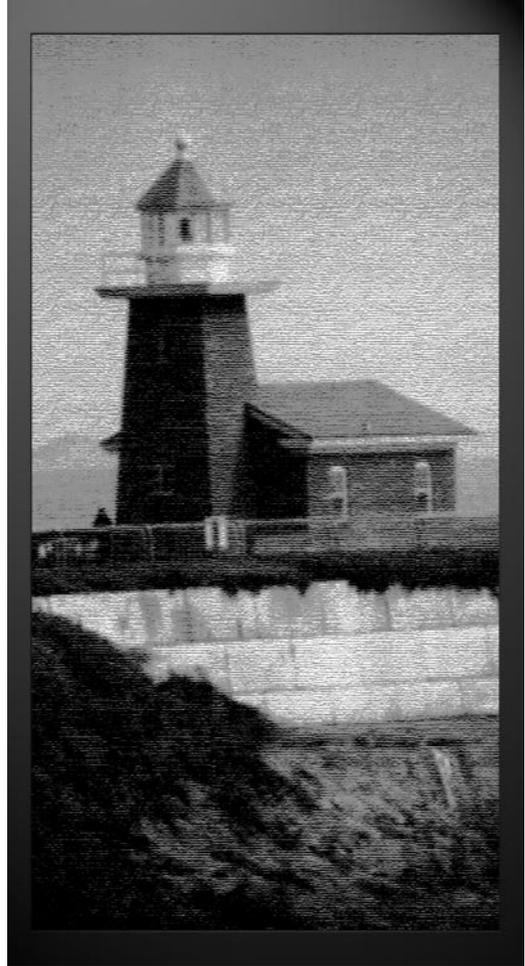
But greater than her fear was the need of that which she bore. For locked in her child's heart was the knowledge, picked up somewhere in the swampland, that this ogre who lived in the lighthouse had magic that could heal injured things.

She had never seen Rhayader before and was close to fleeing in panic at the dark apparition² that appeared at the studio door, drawn by her footsteps—the black head and beard, the sinister hump, and the crooked claw.

She stood there staring, poised like a disturbed marsh bird for instant flight.

But his voice was deep and kind when he spoke to her.

"What is it, child?"



¹faery: British spelling of "fairy"

²apparition: ghostly figure

She stood her ground, and then edged timidly forward. The thing she carried in her arms was a large white bird, and it was quite still. There were stains of blood on its whiteness and on her kirtle where she had held it to her.

The girl placed it in his arms. "I found it, sir. It's hurted. Is it still alive?"

"Yes. Yes, I think so. Come in, child, come in."

Rhayader went inside, bearing the bird, which he placed upon a table, where it moved feebly. Curiosity overcame fear. The girl followed and found herself in a room warmed by a coal fire, shining with many colored pictures that covered the walls, and full of a strange but pleasant smell.

The bird fluttered. With his good hand Rhayader spread one of its immense white pinions. The end was beautifully tipped with black.

Rhayader looked and marveled, and said: "Child, where did you find it?"

"In t' marsh, sir, where fowlers had been. What— what is it, sir?"

"It's a snow goose from Canada. But how in all heaven came it here?"

The name seemed to mean nothing to the little girl. Her deep violet eyes, shining out of the dirt on her thin face, were fixed with concern on the injured bird.

She said: "Can 'ee heal it, sir?"

"Yes, yes," said Rhayader. "We will try. Come, you shall help me."

There were scissors and bandages and splints on a shelf, and he was marvelously deft, even with the crooked claw that managed to hold things.

He said: "Ah, she has been shot, poor thing. Her leg is broken, and the wing tip, but not badly. See, we will clip her primaries, so that we can bandage it, but in the spring the feathers will grow and she will be able to fly again. We'll bandage it close to her body, so that she cannot move it until it has set, and then make a splint for the poor leg."

Her fears forgotten, the child watched, fascinated, as he worked, and all the more so because while he fixed a fine splint to the shattered leg he told her the most wonderful story.

The bird was a young one, no more than a year old. She was born in a northern land far, far across

the seas, a land belonging to England. Flying to the south to escape the snow and ice and bitter cold, a great storm had seized her and whirled and buffeted her about. It was a truly terrible storm, stronger than her great wings, stronger than anything. For days and nights it held her in its grip and there was nothing she could do but fly before it. When finally it had blown itself out and her sure instincts took her south again, she was over a different land and surrounded by strange birds that she had never seen before. At last, exhausted by her ordeal, she had sunk to rest in a friendly green marsh, only to be met by the blast from the hunter's gun.

"A bitter reception for a visiting princess," concluded Rhayader. "We will call her '*La Princesse Perdue*,' the Lost Princess. And in a few days she will be feeling much better. See?" He reached into his pocket and produced a handful of grain. The snow goose opened its round yellow eyes and nibbled at it.

The child laughed with delight, and then suddenly caught her breath with alarm as the full import of where she was pressed in upon her, and without a word she turned and fled out of the door.

"Wait, wait!" cried Rhayader, and went to the entrance, where he stopped so that it framed his dark bulk. The girl was already fleeing down the sea wall, but she paused at his voice and looked back.

"What is your name, child?"

"Frith."

"Eh?" said Rhayader. "Fritha, I suppose. Where do you live?"

"Wi' t' fisherfolk at Wickaldroth." She gave the name the old Saxon pronunciation.

"Will you come back tomorrow, or the next day, to see how the Princess is getting along?"

She paused, and again Rhayader must have thought of the wild water birds caught motionless in that split second of alarm before they took to flight.

But her thin voice came back to him: "Ay!"

And then she was gone, with her fair hair streaming out behind her.

The snow goose mended rapidly and by mid-winter was already limping about the enclosure with the wild pink-footed geese with which it associated, rather than the barnacles, and had learned to come to be fed at Rhayader's call. And the child, Fritha, or

Frith, was a frequent visitor. She had overcome her fear of Rhayader. Her imagination was captured by the presence of this strange white princess from a land far over the sea, a land that was all pink, as she knew from the map that Rhayader showed her, and on which they traced the stormy path of the lost bird from its home in Canada to the Great Marsh of Essex.

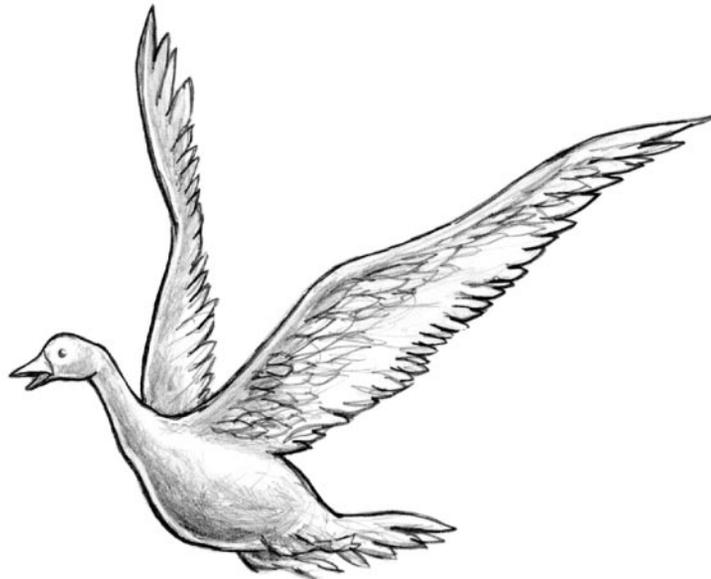
Then one June morning a group of late pink-feet, fat and well fed from the winter at the lighthouse, answered the stronger call of the breeding-grounds and rose lazily, climbing into the sky in ever widening circles. With them, her white body and black-tipped pinions shining in the spring sun, was the snow goose. It so happened that Frith was at the lighthouse. Her cry brought Rhayader running from the studio.

“Look! Look! The Princess! Be she going away?”

Rhayader stared into the sky at the climbing specks. “Ay,” he said, unconsciously dropping into her manner of speech. “The Princess is going home. Listen! She is bidding us farewell.”

Out of the clear sky came the mournful barking of the pink-feet, and above it the higher, clearer note of the snow goose. The specks drifted northward, formed into a tiny v, diminished, and vanished.

With the departure of the snow goose ended the visits of Frith to the lighthouse. Rhayader learned all over again the meaning of the word “loneliness.” That summer, out of his memory, he painted a picture of a slender, grime-covered child, her fair hair blown by a November storm, who bore in her arms a wounded white bird.



32 Based on information in the introduction, readers can assume that Rhayader lives in the lighthouse because he is

- F uncomfortable around most people
- G able to paint better when he is alone
- H physically unable to leave the lighthouse
- J afraid to leave the lighthouse unattended

33 Which of these best describes Frith's conflict in the story?

- A Frith fears Rhayader but wants to help the bird.
- B Frith is rejected by the locals after visiting Rhayader.
- C Frith prefers Rhayader's company to that of the locals.
- D Frith wants to free the bird but Rhayader wants to keep it.

34 Which of the following is the best statement of the theme of this story?

- F Suffering helps an artist to become great.
- G Loving something means you will lose it.
- H Outward appearances may conceal inner beauty.
- J Young people should try to preserve the environment.

35 Write an explanation that shows how the traits and circumstances of Rhayader, Frith, and the snow goose are similar. Include examples and details from the story to support your explanation. Write your explanation on the lines in your Answer Book.

BCR

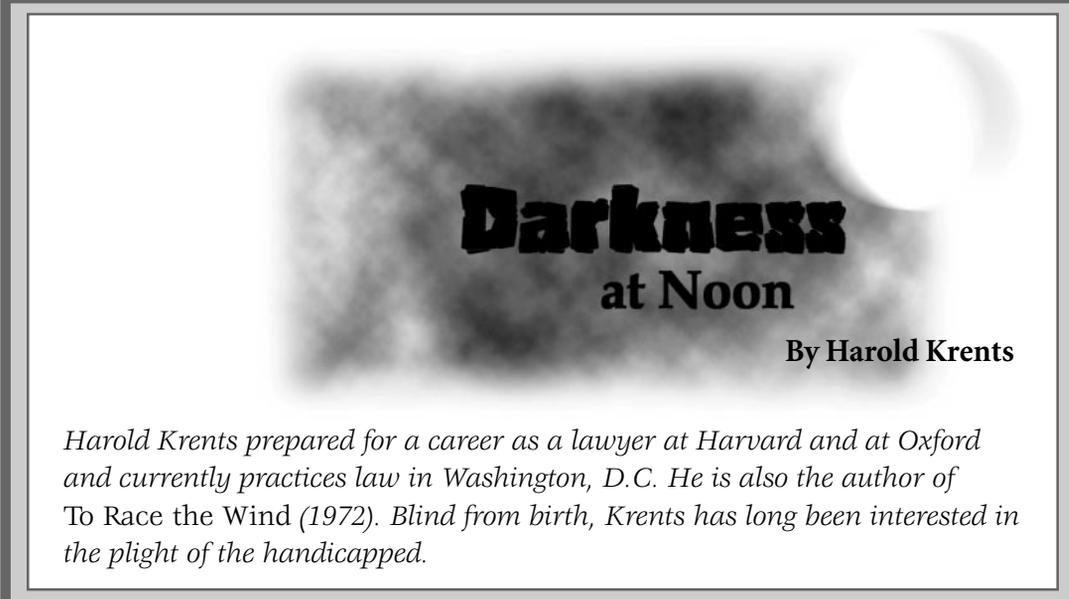


Session **2**

Answer all questions until you come to the end of Session 2, where you will see a stop sign. If you finish early, you may check your answers in Session 2, but do not go back to Session 1. You have 65 minutes to complete Session 2.

Directions

Read the essay "Darkness at Noon." Then answer Numbers 36 through 39.



Darkness at Noon

By Harold Krents

Harold Krents prepared for a career as a lawyer at Harvard and at Oxford and currently practices law in Washington, D.C. He is also the author of To Race the Wind (1972). Blind from birth, Krents has long been interested in the plight of the handicapped.

BLIND from birth, I have never had the opportunity to see myself and have been completely dependent on the image I create in the eye of the observer. To date it has not been narcissistic.¹

There are those who assume that since I can't see, I obviously also cannot hear. Very often people will converse with me at the top of their lungs, enunciating each word very carefully. Conversely, people will also often whisper, assuming that since my eyes don't work, my ears don't either.

For example, when I go to the airport and ask the ticket agent for assistance to the plane, he or she will invariably pick up the phone, call a ground hostess and whisper: "Hi, Jane, we've got a 76 here." I have concluded that the word "blind" is not used for one of two reasons: Either they fear that if the dread word is spoken, the ticket agent's retina will immediately detach or they are reluctant to inform me of my condition of which I may not have been previously aware.

On the other hand, others know that, of course, I can hear, but believe that I can't talk. Often, therefore, when my wife and I go out to dinner, a waiter or waitress will ask Kit if "*he* would like a drink" to which I respond that "indeed *he* would."

This point was graphically driven home to me while we were in England. I had been given a year's leave of absence from my Washington law firm to study for a diploma in law degree at Oxford University. During the year I became ill and was hospitalized.

¹narcissistic: characterized by love of oneself

Immediately after admission, I was wheeled down to the X-ray room. Just at the door sat an elderly woman—elderly I would judge from the sound of her voice. “What is his name?” the woman asked the orderly who had been wheeling me.

“What’s your name,” the orderly repeated to me.

“Harold Krents,” I replied.

“Harold Krents,” he repeated.

“When was he born?”

“When were you born?”

“November 5, 1944,” I responded.

“November 5, 1944,” the orderly intoned.

This procedure continued for approximately five minutes at which point even my saint-like disposition deserted me.

“Look,” I finally blurted out, “this is absolutely ridiculous. Okay, granted I can’t see, but it’s got to have become pretty clear to both of you that I don’t need an interpreter.”

“He says he doesn’t need an interpreter,” the orderly reported to the woman.

The toughest misconception² of all is the view that because I can’t see, I can’t work. I was turned down by over forty law firms because of my blindness, even though my qualifications included a cum laude³ degree from Harvard College and a good ranking in my Harvard Law School class.

The attempt to find employment, the continuous frustration of being told that it was impossible for a blind person to practice law, the rejection letters, not based on my lack of ability but rather on my disability, will always remain one of the most disillusioning experiences of my life.

Fortunately, this view of limitation and exclusion is beginning to change. On April 16, the Department of Labor issued regulations that mandate equal-employment opportunities for the handicapped. By and large, the business community’s response to offering employment to the disabled has been enthusiastic.

I therefore look forward to the day, with the expectation that it is certain to come, when employers will view their handicapped workers as a little child did me years ago when my family still lived in Scarsdale.

I was playing basketball with my father in our backyard according to procedures we had developed. My father would stand beneath the hoop, shout, and I would shoot over his head at the basket attached to our garage. Our next-door neighbor, aged five, wandered over into our yard with a playmate. “He’s blind,” our neighbor whispered to her friend in a voice that could be heard distinctly by Dad and me. Dad shot and missed; I did the same. Dad hit the rim; I missed entirely; Dad shot and missed the garage entirely. “Which one is blind?” whispered back the little friend.

I would hope that in the near future when a plant manager is touring the factory with the foreman and comes upon a handicapped and nonhandicapped person working together, his comment after watching them work will be, “Which one is disabled?”

²**misconception:** a mistaken idea

³**cum laude:** with high honor

36 Which idea is explored in “Darkness at Noon”?

- F Blind people face few limitations today.
- G People with disabilities are not easily influenced.
- H Personal appearance is an important part of first impressions.
- J Physical differences should not limit a person’s opportunities.

37 Which words best describe how Harold Krents responds to the way people treat him?

- A violent and angry
- B bored and depressed
- C frustrated and annoyed
- D thankful and enthusiastic

38 Reading “The Snow Goose” and “Darkness at Noon” would most likely encourage a reader to be more

- F aware of beauty
- G interested in law
- H sensitive to others
- J careful with animals

39 Which of these statements best summarizes the experiences of both Harold Krents in “Darkness at Noon” and Rhyader in “The Snow Goose”?

- A Pain is not always physical.
- B People cannot function alone.
- C Having ambition guarantees success.
- D Being different has special privileges.

40
ECR

Write a well-organized essay in which you tell about a time you or someone else struggled to achieve a goal. Develop your ideas with details that describe the goal, how you or the other person achieved it, and what was learned as a result of this experience. Write your essay on the lines on pages 13 and 14 in your Answer Book.



Directions

Sandra wrote a paragraph describing her favorite place, Smithville Beach. Read the paragraph. Then answer Numbers 41 through 47.

Smithville Beach

¹A visit to Smithville Beach is sure to be a delightful summer vacation. ²According to a recent survey this resort is the most popular beach on the Atlantic Coast. ³Visitors enjoy the many sights, sounds, and smells. ⁴Floating through the salty air, you'll be greeted by sounds of laughter and happy shouts. ⁵Expect to see sights like a brightly colored plastic ball flying by and then landing on the sand, kicking up a fine spray of clean, white sand. ⁶From the concession stands along the boardwalk, the aroma of fries and cotton candy drifts out. ⁷Hundreds of colorful blankets, toys, coolers, and picnic baskets dot the sand. ⁸The white and gray surf pounds the shore. ⁹The surf sends seagulls and children running. ¹⁰Surfers enjoy the waves. ¹¹Smithville Beach is a wonderful place where all kinds of things happen.

41 Where should the sentence below be inserted in the paragraph?

Elsewhere, swimmers paddle around on rubber rafts and inner tubes.

- A after Sentence 2
- B after Sentence 3
- C after Sentence 10
- D after Sentence 11

- 42** Sandra reviewed these punctuation rules in a language handbook before editing Sentence 2.

Use a comma

1. between two or more adjectives that equally modify the same word.
2. to set off most introductory elements.
3. to set off parenthetical expressions (*fortunately, in other words, all things considered*).
4. to separate main clauses linked by a coordinating conjunction (*for, and, so, but, nor, yet*).

Then Sandra edited Sentence 2 to read as follows:

According to a recent survey, this resort is the most popular beach on the Atlantic Coast.

Which rule did Sandra use to edit Sentence 2?

- F Rule 1
- G Rule 2
- H Rule 3
- J Rule 4

- 43** Which of these is the best way to revise Sentence 4 for clarity?

- A Sounds of laughter and happy shouts will greet you floating through the air.
- B Greeting you with sounds of laughter, happy shouts will be floating through the air.
- C You will be greeted by sounds of laughter and happy shouts floating through the air.
- D You will be greeted floating through the air by sounds of laughter and happy shouts.

- 44** Which of these transitional phrases is best to add at the beginning of Sentence 7?

- F At last,
- G As a result,
- H All around,
- J After a while,

45 Which of these best combines the ideas in Sentences 8 and 9?

- A The white and gray surf of the shore pounds and sends seagulls and children running.
- B The white and gray surf pounds the shore, sending seagulls and children running.
- C Pounding the shore, the white and gray surf also sends seagulls and children running.
- D While the surf pounds the shore, the white and gray surf sends seagulls and children running.

46 Sandra would like to compare Smithville Beach to other beaches along the Atlantic Coast. Which of these would be the best source containing descriptive information about vacations on Atlantic beaches?

- F *A Road Atlas of the Atlantic Seashore*
- G *A Visitor's Guide to the Atlantic Seashore*
- H *A Collector's Guide to Atlantic Sea Shells*
- J *An Almanac for the Atlantic Coast States*

47 Sandra wants to expand and better organize her description. Which of these organizational patterns would not be appropriate to include in her essay?

- A summarizing scientific data about the beach
- B relating sensory details of the beach at sunset
- C narrating the events of a typical day at the beach
- D comparing activities at the beach at different times of day

Directions

The information below is from a chapter on capitalization in a language handbook. Read the information, and then answer Number 48.

- Capitalize proper nouns and proper adjectives.
- Capitalize the names of nationalities, races, languages, and religions.

48 Read the sentence below.

The literature of early african american and native american writers is rich in the oral tradition.

Which of these is the correct way to edit the underlined part?

- F African american and native american writers
- G African American and native American writers
- H African American and Native American writers
- J Best as it is

Directions

The information below is from a chapter on punctuation in a language handbook. Read the information, and then answer Number 49.

Use a comma

- following introductory words or phrases: *Whenever the bell rings, we change classes.*
- to set off appositives: *The dog, a golden retriever, chased the ball.*
- to set off parenthetical elements: *on the other hand, in fact, therefore.*

49 Read the sentence below.

The members of the City Council were generally, in favor of the tax increase.

Which of these is the correct way to edit the sentence?

- A The members of the City Council, were generally, in favor of the tax increase.
- B The members of the City Council were, generally in favor of the tax increase.
- C The members of the City Council were, generally, in favor of the tax increase.
- D Best as it is

Directions

Read the information in the box and use it to answer Number 50.

Use a semicolon between main clauses not joined by a coordinating conjunction.

- Main clauses contain a subject and a predicate and do not begin with a subordinating word.
- Subordinating words include *because, although, since, as if, so that, after*.
- Coordinating conjunctions are *and, but, or, nor, for, so, and yet*.

50 Which one of these sentences should be edited to correct an error?

- F Daffodil bulbs are planted in autumn; the flowers then bloom in early spring.
- G Squirrels gather and bury nuts in autumn so that they have food during the winter.
- H Squirrels won't eat daffodil bulbs, but they do enjoy digging up and eating tulip bulbs.
- J Some flowers bloom in early spring, there can still be snow on the ground when they bloom.



Directions

For Numbers 51 through 53, choose the best way to revise the underlined words to create a clear and complete sentence. If no changes are needed, choose the response "Best as it is."

51 George enjoyed the party, because he did not like the cranberry sauce.

- A party, as
- B party, but
- C party, since
- D Best as it is

52 The movie was over we went home.

- F over, we
- G over, so we
- H over, so, we
- J Best as it is

53 The sun's warming rays touching the damp earth breaking through the clouds.

- A While the sun's warming rays touched the damp earth breaking through the clouds.
- B Breaking through the clouds, the sun's warming rays touched the damp earth.
- C Although the sun's warming rays breaking through the clouds touched the damp earth.
- D Best as it is



Correct

BCR Review Page

Rubric

English Brief Constructed Response

Score: 4

The response demonstrates an understanding of the complexities of the text.

- Addresses the demands of the question
- Effectively uses expressed and implied information from the text to clarify or extend understanding

Score: 3

The response demonstrates more than a literal understanding of the text.

- Addresses the demands of the question, although may not develop all parts equally
- Uses some expressed or implied information from the text to clarify or extend understanding

Score: 2

The response demonstrates a partial, literal, or superficial understanding of the text and/or question.

- May lack transitional information to show the relationship of the support to the question
- May use minimal information from the text to clarify or extend understanding

Score: 1

The response shows evidence that some meaning has been derived from the text.

- May lack enough information to demonstrate an understanding of the text in relation to the question
- May indicate a misreading of the text or the question

Score: 0

The response is completely incorrect or irrelevant.

Rubric

English Extended Constructed Response

Score: 6

The response is an effective and well-developed essay that fulfills the writing purpose.

- Has relevant and complete support and elaboration to enhance ideas
- Uses an effective organizational strategy that enhances the essay
- Maintains a distinctive voice and deliberate tone
- Uses precise word choice and evocative language
- Demonstrates careful attention to audience's understanding and interest
- Has no errors in usage or conventions that interfere with meaning

Score: 5

The response is a well-developed essay that fulfills the writing purpose.

- Has relevant and complete support and elaboration to develop ideas
- Uses an effective organizational strategy that is consistent with the purpose
- Maintains a consistent voice and tone
- Uses clear and consistent word choice
- Demonstrates attention to audience's understanding and interest
- Has no errors in usage or conventions that interfere with meaning

Score: 4

The response is a complete essay that addresses the writing purpose.

- Has adequate support and elaboration, which may be uneven
- Uses an organizational structure that supports the writing purpose
- Demonstrates an awareness of audience's understanding and interest
- Has few, if any, errors in usage and conventions that interfere with meaning

Score: 3

The response is an incomplete or oversimplified essay that attempts to address the writing purpose.

- Has incomplete or unclear support and elaboration for development of ideas
- Attempts to use an organizational structure
- Demonstrates little awareness of audience's understanding and interest
- May have errors in usage and conventions that interfere with meaning

Score: 2

The response is an essay that attempts to address the writing purpose.

- Has support and elaboration that are inadequate
- May attempt to use an organizational structure
- Demonstrates no attention to audience's understanding and interest
- May have errors in usage and conventions that interfere with meaning

Score: 1

The response provides evidence the writer has seen the assignment and is attempting to respond to it.

- Has minimal or no support or elaboration
- Uses no organizational structure, or may be too brief to demonstrate an organizational structure
- Awareness of audience is usually not apparent
- May have errors in usage and conventions that interfere with meaning

Score: 0

The response is completely irrelevant or incorrect.

