

MTEL Communication and Literacy Skills

DIAGNOSTIC TEST

DIAGNOSTIC TEST READING SUBTEST

Directions for the Reading Subtest

This reading subtest consists of seven reading selections. Each selection is followed by several multiple-choice questions related to the selections. Read each question carefully and choose the ONE best answer based on the information contained in the selection you have just read. You may refer back to the selection to answer the questions.

There are a total of 42 multiple-choice questions in this section of the reading subtest, numbered 1 to 42. Record your answer to each question on the answer sheet provided in this book.

In the multiple-choice section of the reading subtest, the order of information requested by the questions does not necessarily correspond to the order of information in a given selection.

Multiple-Choice Questions

Directions: Read the passage below; then answer the six questions that follow.

Origins of Language

- 1 For centuries, scholars have discussed and debated *how* language was invented. In 2011, a paper published in the journal *Science* provided new evidence as to *where* language was invented. In this paper, Dr. Quentin Atkinson, a biologist at the University of Auckland, argued that human language originated in southwestern Africa. Dr. Atkinson based his argument on an analysis of the number of phonemes contained in languages spoken throughout the world.
- 2 A phoneme is the smallest audible unit of sound in a language. For example, the word “six” consists of four phonemes—an /s/, an /i/, a /k/, and an /s/. Dr. Atkinson analyzed 504 languages and found that certain African languages have more phonemes than any other human language, and that the further from Africa one looks, the fewer the number of phonemes one finds in the native language. In short, languages reflect decreasing phonetic diversity with increasing

distance from Africa. But why is this pattern important? Why does this connection between phonetic diversity and distance imply that language originated in Africa?

- 3 Dr. Atkinson's argument builds on a recent finding that the more people who speak a language, the greater the number of phonemes contained in that language. Dr. Atkinson assumed that as small groups split off and move away from larger populations, the number of phonemes in the smaller groups' languages will gradually diminish over time. Thus, one would expect to find the greatest number of phonemes among the population in which language originated. As the first groups of people migrate away from this larger population, the number of phonemes they use will gradually decline. Then, as the splitting off process continues, the number of phonemes will continue to decline among each smaller group.
- 4 One of the most appealing strengths of Dr. Atkinson's argument is that the link between distance from Africa and phonetic diversity that he reports is consistent with the known link between distance from Africa and genetic diversity. These findings suggest that both the human species and human language originated in Africa. Another strength of Dr. Atkinson's argument is its consistency with independent evidence that African tongues such as Khoisan are among the most ancient human languages. Not all scientists accept his argument, however. Some linguists are suspicious of the mathematical methods that Dr. Atkinson used to relate distance to phonetic diversity. Others are cautious, simply because Dr. Atkinson's findings are new, and in science new findings are not typically accepted until they have been independently replicated.

1. Which of the following words is closest in meaning to the word replicated as it is used at the end of the fourth paragraph of the passage?
- (A) disconfirmed
 - (B) pondered
 - (C) repeated
 - (D) questioned

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2. Which of the following statements best expresses the main idea of this passage?
- (A) A prominent biologist has proposed a new and controversial theory of language.
 - (B) Languages vary greatly in phonetic diversity.
 - (C) The evolution of language reflects a serial founder effect.
 - (D) Recent evidence suggests that human language originated in Africa.
3. Which of the following phrases best describes the author's main purpose in the third paragraph of the passage?
- (A) to explain why the fact that certain African languages have the most phonemes implies that language originated in Africa
 - (B) to help readers understand what phonemes are and how they play a role in the evolution of language
 - (C) to stress that migrations of small groups of people result in changes in phonetic diversity
 - (D) to inform readers as to why the number of phonemes in a language declines as a result of migration away from larger populations
4. Information presented in the passage best supports which of the following conclusions?
- (A) Scholars reject the idea that the serial founder effect can be applied to language.
 - (B) Scandinavian languages are likely to contain fewer phonemes than southern European languages.
 - (C) A group of people who relocate to a small island will quickly lose phonemes from their language.
 - (D) Dr. Atkinson's argument is relatively simple and based on one line of evidence.

5. Which of the following statements from the passage expresses an opinion rather than stating a fact?
- (A) In 2011, a paper published in the journal *Science* provided new evidence as to *where* language was invented.
 - (B) Dr. Atkinson analyzed 504 languages and found that certain African languages have more phonemes than any other human language, and that the further from Africa one looks, the fewer the number of phonemes one finds in the native language.
 - (C) One of the most appealing strengths of Dr. Atkinson's argument is that the link between distance from Africa and phonetic diversity that he reports is consistent with the known link between distance from Africa and genetic diversity.
 - (D) Dr. Atkinson assumed that as small groups split off and move away from larger populations, the number of phonemes in the smaller groups' languages will gradually diminish over time.
6. Which of the following types of graphics could best be used to present information contained in the passage?
- (A) a world map illustrating the phonetic diversity of languages in different geographic regions
 - (B) a timeline showing the most important migrations of different human populations
 - (C) A bar graph representing the number of phonemes contained in several languages
 - (D) A flowchart depicting the migration of one group of people and the subsequent loss of phonetic diversity in their language

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Directions: Read the passage below; then answer the six questions that follow.

Qianlong

- 1 The term “renaissance man” refers to a person whose accomplishments span a variety of areas. An excellent example is Qianlong, who ruled China from 1736 to 1799. As the grandson of Kangxi, one of the greatest of Chinese emperors, Qianlong experienced an unusually privileged childhood. However, privilege alone cannot account for the exceptional and varied talents he exhibited from an early age.
- 2 As a child, Qianlong exhibited keen intelligence and remarkable skill at martial arts. At age 11, his father ascended to the throne and Qianlong became a prince. Over the next decade his leadership skills became increasingly apparent—in modern terms, Qianlong was a successful politician. When his father died, Qianlong, now 26, became emperor. During his sixty-year reign, Qianlong’s capacity for empire-building left a permanent mark on East Asia, as the areas now known as Tibet, Xinjiang, Outer Mongolia, among others, were brought under Chinese rule, thereby consolidating China’s imperial power. Historians now see most of Qianlong’s reign as an extremely prosperous period in China’s history.
- 3 Along with his political activities, Qianlong was a prolific artist and collector of artistic works. His own works consist of poetry, essays, paintings, and calligraphy. Particularly impressive is the fact that his collected writings contain more than 40,000 poems. His collections were enormous as well and consisted of tens of thousands of jade items, ancient bronzes, ceramics, seals, curios, and other treasures, all of which form a significant part of the Chinese cultural treasury.
- 4 Qianlong was not only an artist and collector, but also a great patron of scholarship and art. Many talented and creative people benefitted from his patronage. The most significant project that Qianlong supported was the *Siku Quanshu*, or “Complete Library in the Four Branches of Literature.” This collection consists of 3,461 manuscripts that were bound together in 36,281 volumes. Altogether the *Siku Quanshu* comprises more than two million pages and represents one of the largest collection of books in the world.

- 5 Qianlong's accomplishments are not without criticism. His expansion of China reflected both skillful diplomacy as well as military subjugation. His reputation as a politician is tarnished somewhat by actions he took late in his reign, including the disdainful rejection of British proposals for increased trade and cultural exchange. As for his artistic interests, Qianlong's poetry is considered an invaluable source of cultural information but does not rank among the treasures of world literature. And although the *Siku Quanshu* preserved an extraordinary number of books, it also provided the opportunity to suppress works that the emperor deemed insulting or rebellious. In spite of these criticisms, Qianlong's reputation as a man of many talents, a true renaissance man, is central to his legacy, and his political and artistic achievements have had a permanent impact on world culture.
7. Which of the following words is the best meaning of prolific as it is used in the third paragraph of the passage?
- (A) intriguing (C) talented
(B) thoughtful (D) productive
8. Which of the following statements from Paragraph 4 of the passage best expresses the main idea of that paragraph?
- (A) Qianlong was not only an artist and collector, but also a great patron of scholarship and art.
(B) Many talented and creative people benefitted from his patronage.
(C) This collection consists of 3,461 manuscripts that were bound together in 36,281 volumes.
(D) Altogether the *Siku Quanshu* comprises more than two million pages and represents one of the largest collection of books in the world.

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9. Which of the following phrases best describes the author's main purpose in the passage?
- (A) to present a balanced account of Qianlong's accomplishments
 - (B) to document how Qianlong's activities contributed to Chinese culture
 - (C) to introduce the reader to Qianlong as an illustration of a renaissance man
 - (D) to explain why Qianlong has such a positive reputation among historians
10. Information presented in the passage best supports which of the following conclusions?
- (A) Qianlong is the primary source of China's prosperity.
 - (B) Qianlong was highly accomplished in many areas but not considered the greatest talent in each area.
 - (C) Qianlong was successful in every endeavor that he pursued.
 - (D) Qianlong is widely considered to be one of the greatest emperors in history, in spite of his military and political failures.
11. Which of the following statements provides the best evidence for the author's objectivity?
- (A) Besides writing about Qianlong's political activities, the author also mentions his contributions to scholarship and art.
 - (B) In spite of Qianlong's shortcomings, the author provides a glowing account of his cultural influence.
 - (C) Rather than focusing on just one accomplishment, the author writes knowledgeably about Qianlong's many accomplishments.
 - (D) Although clearly positive toward Qianlong, the author also notes criticism of Qianlong's actions.

12. Which of the following types of graphics could best be used to present information contained in the passage?
- (A) a circle graph showing the number of years Qianlong devoted to each of his accomplishments
 - (B) a world map illustrating changes in China's borders from Qianlong's reign through the present
 - (C) a timeline of Qianlong's life depicting his various accomplishments
 - (D) a flowchart representing the impact of Qianlong's activities on world culture

Directions: Read the passage below; then answer the six questions that follow.

School Violence

- 1** Shootings and other acts of extreme violence on school premises are a rare but worrisome trend in the United States. When these tragic events occur, school administrators frequently ask: Could we have known in advance that the attacks were being planned? What can be done to prevent future attacks? These questions were addressed by the Safe School Initiative (SSI), a collaborative effort carried out by the Secret Service and the Department of Education. The SSI was initiated in June 1999, in response to the attack at Columbine High School in April of that year. The final report of the SSI's investigation was published in 2002.
- 2** The main goal of the SSI was to identify information that is potentially knowable prior the occurrence of extreme violence. In order to achieve this goal, SSI researchers reviewed 37 incidents of targeted school violence that took place in American schools between 1974 and 2000. For the purposes of their study, "targeted school violence" was defined as an incident in which a current or former student deliberately chose his school as the location of an attack using lethal means (e.g., gun or knife). The SSI research team reviewed these 37 incidents in order to identify any patterns in the data. The results were expressed in terms of percentages of incidents that reflected various characteristics.

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- 3** The SSI findings were noteworthy both for the presence as well as the absence of consistent patterns. For example, all of the attackers were male. Analysis of other demographic variables reflected trends but not complete uniformity. 76% of the attackers were Caucasian, for instance, and 63% came from two-parent families. In other respects, the characteristics of the attackers did not reflect clear trends. Age, mental health, academic performance, and participation in school activities varied widely across the attackers.
- 4** The data also failed to support some of the usual stereotypes about the attackers, such as the idea that they are violent loners who had caused trouble at school and experienced rejection by their peers. In fact, about half of the attackers had demonstrated an interest in violent media such as movies and video games, while the other half had not. About two-thirds of the attackers had never been in serious trouble at school. And only about a third of the students were loners, while the rest appeared to be part of the social mainstream at their schools. On the whole, the SSI researchers rejected the idea that a simple, useful profile of the attackers could be identified.
- 5** Although the SSI team found no clear profile of students who engage in extreme school violence, they did identify other characteristics of relevance to prevention. For example, 71% of the attackers felt persecuted or bullied by others prior to their attacks. 98% had experienced a significant failure or loss prior to their attack, and appeared to have difficulty coping with the failure or loss. Particularly important is the finding that 93% of the attackers planned their attack in advance, and in 81% of cases, at least one other person had information that the attack was imminent. These findings suggest some useful implications for administrators as they attempt to maintain safe environments at their schools.

13. Which of the following phrases is the best meaning of imminent as it is used in the fifth paragraph of the passage?

- (A) not very likely (C) carefully planned
(B) intended to do harm (D) about to happen

14. Which of the following statements best expresses the main idea of paragraph 4?
- (A) The study does not provide consistent information about the attackers.
 - (B) Most attackers have never been in serious trouble at school.
 - (C) The characteristics of attackers do not reflect a single pattern.
 - (D) The stereotypical attacker is a violent loner who causes trouble and experiences rejection.
15. This passage was most likely written for an audience of:
- (A) school administrators.
 - (B) police officers.
 - (C) sociologists.
 - (D) high school students.
16. According to information presented in this passage:
- (A) targeted school violence is completely unpredictable.
 - (B) targeted school violence is more likely in some cases than in others.
 - (C) targeted school violence can be prevented if key information is known.
 - (D) targeted school violence can be predicted with total accuracy in some cases.
17. Which of the following statements included in the passage best supports the author's assertion that the findings were noteworthy owing in part to "the absence of consistent patterns."?
- (A) Particularly important too is the finding that 93% of the attackers planned their attack in advance, and in 81% of cases, at least one other person had information that the attack was imminent.
 - (B) For example, all of the attackers were male.
 - (C) 98% had experienced a significant failure or loss prior to their attack, and appeared to have difficulty coping with the failure or loss.

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- (D) In fact, about half of the attackers had demonstrated an interest in violent media such as movies and video games, while the other half had not
18. Which of the following lists best outlines the main topics addressed in this passage?
- (A) —questions asked by administrators
—patterns present in data
—patterns not present in data
- (B) —purpose for conducting study
—methods of study
—main findings of study
- (C) —collaborative agreement
—expected findings
—unexpected findings
- (D) —introduction to study
—goal of study
—useful implications of study

Directions: Read the passage below; then answer the six questions that follow.

Orwell, Tolstoy, and Shakespeare

- 1 No matter how widely accepted an opinion might be, you can always find someone who dissents. A curious footnote to William Shakespeare's reputation as the greatest English language playwright and poet is Leo Tolstoy's opinion that Shakespeare was vastly overrated. Tolstoy, one of the world's most celebrated writers himself, argued that Shakespeare was not only lacking in genius, but that for the most part he did not even rise to the level of average as an author. Tolstoy expressed this rather unusual opinion in an essay entitled *Shakespeare*

and the Drama, which served as the introduction to a pamphlet about Shakespeare. This essay was in turn the subject of a critical essay, *Lear, Tolstoy and the Fool*, published in 1947 by the famous author George Orwell. In his oft-cited essay, Orwell provides a detailed analysis of Tolstoy's reasoning and, ultimately, a persuasive refutation of the great Russian's objections to Shakespeare.

- 2 Tolstoy was aware that his opinions were unconventional. Having disliked Shakespeare all his life, he re-reread the entire works of Shakespeare at the age of seventy-five, open to the possibility that he had been mistaken. Instead, he discovered once again that Shakespeare's writing gave him feelings of "repulsion, weariness and bewilderment." Although he acknowledged that Shakespeare had some technical skills as a writer, Tolstoy found the writing bombastic and unnatural, asserting that Shakespeare tended to foist his own thoughts on his characters rather than letting the characters' speech arise naturally out of each situation. Tolstoy described this tendency as reflecting a "complete absence of aesthetic feeling." He also concluded that Shakespeare's writing is immoral and unoriginal.
- 3 Orwell's initial response to Tolstoy's essay is that literary merit is subjective rather than a quality that can be definitively proven. The only "proof" of the merit of a writer's work is survival, and Shakespeare's work has certainly survived for many centuries. Orwell goes on to say that Tolstoy misrepresented Shakespeare's writing in some of his more specific criticisms, and that in fact his condemnation of Shakespeare reflects malice rather than genuine aesthetic concerns. Put simply, Orwell argues that Tolstoy ultimately objected to Shakespeare's exuberance for life. Orwell claims that Tolstoy's religious views led him to renounce the chaos and confusion of physical existence in order to focus narrowly on spiritual issues. As an old man, according to Orwell, Tolstoy sensed in Shakespeare's characters a pleasure in life that Tolstoy had lost. And, lacking that pleasure himself, Tolstoy disliked observing it in others.
- 4 Orwell proposes much more about the causes of Tolstoy's disparagement of Shakespeare's work, including the possibility that Tolstoy somehow recognized himself as King Lear, one of Shakespeare's most famous characters, and inwardly despised the similarities. Orwell also notes that Tolstoy simply missed a lot, both in the content of Shakespeare's work (e.g., his social criticism) as

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well as in its verbal music. In the end, Orwell reiterates that the only defense of Shakespeare, or any other writer, is whether the work survives, and in Shakespeare's case the writing not only survives but continues to be venerated, generation after generation. Shakespeare remains one of our most beloved writers, and that fact alone constitutes evidence of his genius. Orwell closes his essay with the slyly ironic remark that the only reason Tolstoy's essay has not been completely forgotten is the fact that it was written by someone whose own great works of literature continue to survive.

19. Which of the following phrases is the best meaning of disparagement as it is used in the fourth paragraph of the passage?
- (A) extreme weariness
 - (B) contemptuous criticism
 - (C) mistaken interpretation
 - (D) unconscious rejection
20. Which of the following statements best expresses the main idea of the passage?
- (A) Orwell and Tolstoy disagreed somewhat in their interpretations of Shakespeare's work.
 - (B) Orwell's objections to Shakespeare's work were different from Tolstoy's objections.
 - (C) Orwell analyzed and rejected Tolstoy's criticisms of Shakespeare's work.
 - (D) Orwell was concerned that the reputation of Shakespeare's work would be damaged by Tolstoy's condemnation.

21. Information included in the second paragraph of the passage is primarily intended to:
- (A) describe some of Tolstoy's objections to Shakespeare's work.
 - (B) illustrate the flaws in Tolstoy's interpretation of Shakespeare
 - (C) summarize Orwell's response to Tolstoy's criticism of Shakespeare.
 - (D) explain why Orwell objected to Tolstoy's views on Shakespeare.
22. According to information presented in this passage, Orwell believed that the merits of a literary work would be reflected in:
- (A) objective qualities such as plot and treatment of characters.
 - (B) the amount of consensus among critics as to its merit.
 - (C) how persuasively the author expressed an exuberance for life.
 - (D) the extent to which people continue to read the work.
23. In which of the following statements from the passage does the author most clearly express an opinion rather than state a fact?
- (A) Tolstoy found the writing bombastic and unnatural, asserting that Shakespeare tended to foist his own thoughts on his characters rather than letting the characters' speech arise naturally out of each situation.
 - (B) Orwell's initial response to Tolstoy's essay is that literary merit is subjective rather than a quality that can be definitively proven.
 - (C) Orwell claims that Tolstoy's religious views led him to renounce the chaos and confusion of physical existence in order to focus narrowly on spiritual issues.
 - (D) In his often-cited essay, Orwell provides a detailed analysis of Tolstoy's reasoning and, ultimately, a persuasive refutation of the great Russian's objections to Shakespeare.

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24. Which of the following lists best outlines the main topics addressed in this passage?
- (A) —Tolstoy’s views on Shakespeare
 - Orwell’s views on Shakespeare
 - Orwell’s evaluation of Tolstoy’s views
 - (B) —Tolstoy’s criticism of Shakespeare
 - Orwell’s rejection of Tolstoy’s criticism
 - Orwell’s alternative view of literary merit
 - (C) —Origins of Tolstoy’s and Orwell’s essays
 - Tolstoy’s objections to Shakespeare’s work
 - Orwell’s defense of Shakespeare
 - (D) — Shakespeare’s literary reputation
 - Tolstoy’s attack on Shakespeare’s reputation
 - Orwell’s attack on Tolstoy’s reputation

Directions: Read the passage below; then answer the six questions that follow.

Roger Williams

- 1** Most Americans assume that our country was first settled by colonists who came from England in search of religious freedom. Although this idea is not incorrect, it is certainly incomplete. The colonization of what eventually became the United States was fostered by people from numerous countries who represented a variety of different religious, economic, and political interests. Even for those colonists driven primarily by the search for religious freedom, the details tend to be more complex than represented in the popular imagination. A good example of this complexity can be seen in the story of Roger Williams.
- 2** Born in 1603, Williams became a Puritan while in college and eventually grew disenchanted with the Church of England. In February of 1631, he and his wife Mary came to Boston in order to join the Massachusetts Bay Colony and,

he hoped, to continue his ministerial work there. This might be the end of the story if Williams had found in Boston the sort of religious freedom that he was looking for. In fact, William's views on religion immediately clashed with those of the Puritan leaders of the colony. Williams found their church to be insufficiently separated from the church of England. He also believed that individuals should be free to worship God however they choose.

- 3** Owing to such views, which were quite progressive, Williams never completely fit in with the religious administration of the colony. He was offered a position as assistant minister, but turned it down. He was then offered a position in Salem that was later withdrawn following objections from Boston church leaders. By the late summer of 1631, Williams had moved to Plymouth colony in order to work in the ministry there. Here again he deemed the local church insufficiently separate from the church of England, and he relocated to Salem in 1633. As pastor of the Salem church, he continued to experience controversy, and by 1635 he had been convicted of sedition and heresy, and found himself banished from the colony.
- 4** Following banishment, Williams made his way to the territory of the Narragansett Indians, and there, with support from two of the prominent chiefs, he established a settlement that he called "Providence," because he felt that God's Providence had guided him and his supporters to their new home. Williams' settlement was based on the notion of complete religious tolerance, a radical idea in his day, and it gradually attracted many other seekers of religious freedom. In 1643 Williams returned to England as a visitor and within a year had secured a charter for his settlement; by 1647 he had united the neighboring towns into a single colony. This colony eventually came to be the "State of Rhode Island and Providence Plantations," or "Rhode Island" for short.
- 5** Roger Williams was a man of great moral courage whose political and religious views were ahead of their time. Williams opposed the contemporary practice of occupying Native American land without purchase, and he opposed slavery at a time when other colonies were adopting legislation that legalized the practice. The government that Williams established for his colony is considered the first in modern times in which there was a meaningful separation between church and state. In sum, the new world did not offer Williams the religious freedom he was seeking, owing to the disparity between his views and those of most colonists of his day. He had to create for himself and his followers a place where those views could be realized.

- (B) 1. England
 - 2. Salem
 - 3. Boston
 - 4. Salem
 - 5. Plymouth
- (C) 1. England
 - 2. Boston
 - 3. Salem
 - 4. Plymouth
 - 5. Salem
- (D) 1. England
 - 2. Boston
 - 3. Plymouth
 - 4. Salem
 - 5. Plymouth

29. In which of the following statements from Paragraph 5 of the passage does the author most clearly express an opinion rather than state a fact?
- (A) Roger Williams was man of great moral courage whose political and religious views were ahead of their time.
 - (B) Williams opposed the common practice in his day of occupying Native American land without purchase, and he opposed slavery at a time when other colonies were adopting legislation that legalized the practice.
 - (C) The government that William established for his colony is considered the first in modern times in which there was a meaningful separation between church and state.

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- (D) In sum, the new world did not offer Williams the religious freedom he was seeking, owing to the disparity between his views and those of most colonists of his day.
30. Information presented in the passage best supports which of the following conclusions?
- (A) Roger Williams was largely unsuccessful in finding a place where he could practice the kind of religious freedom he championed.
- (B) Roger Williams changed the colonists' views on the relationship between church and state.
- (C) Roger Williams did not give up easily in his quest for religious freedom.
- (D) Roger Williams was among the most successful organizers in colonial history.

Directions: Read the passage below; then answer the six questions that follow.

Ancient Olympics

- 1** Those of us who are familiar with the modern-day Olympic Games would barely recognize them in their original form. For one thing, the ancient Olympics, held between the 8th century BC and the 4th Century AD, consisted of both athletic events and religious rituals. Prayer and animal sacrifice were included as a way of honoring Zeus, the king of the Gods in Greek mythology, and each athlete was required to take an oath in front of a statue of Zeus prior to participation in an event. Apart from these and other rituals, many other details distinguish the early Olympics.
- 2** To illustrate the differences between the contemporary and ancient Olympic Games, imagine walking toward a stadium on the last day of competition two millennia ago. You are in Olympia, certainly, as the location of the Games did not change as it does now. If it is a time of war, you feel relatively safe, as a truce had been enacted among the warring city-states in order to allow the Olympics to proceed. As you approach the stadium, you pass open air markets as well as tents where audience members from out of town are temporarily housed.

- 3 Perhaps the first thing you notice upon entering the stadium is that the athletes are nude, as the Games are intended in part to be a celebration of the human body. The bodies glisten with olive oil in the morning sun. Upon closer examination, you notice an unusual degree of physical homogeneity among the athletes. At that time, participation was restricted to free men who spoke Greek. For this and other reasons, most of the Olympic athletes hail from Greek city-states.
- 4 Once you find your seat, you hear people discussing chariot racing and other events that you have never seen before. However, on the particular day of your attendance, you have no difficulty identifying each event. There is boxing, wrestling, a combination of the two, and foot races. And yet...even these familiar events seem strange in some ways. The boxing is far bloodier than its contemporary version, with neither rest periods nor rules against hitting a man when he is down. Even the foot races are different from the running events to which you are accustomed. For instance, you watch a 5 kilometer race in which the runners leave the stadium, make their way through the Olympic grounds, and then return to finish inside the stadium. At the end of the day, there is a shorter race in which the participants wear armor and carry shields.
- 5 When the athletes are honored for their victories, you feel once again a curious mix of familiar and strange. No medals are awarded. Rather, immediately after each event, the winner's name is announced. A judge places a palm branch in the winner's hands while the crowd cheers and throws flowers. As a further sign of victory, red ribbons are tied on his head and hands. When you come back the next day, you follow a procession to the Temple of Zeus where the winners are once again honored. A herald announces each winner's name, father's name, and place of birth, and then a judge places an olive wreath on his head.
31. Which of the following words is closest in meaning to homogeneity as it is used in the third paragraph of the passage?
- (A) variety (C) similarity
 (B) strength (D) size

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32. Which of the following statements best expresses the main idea of the fourth paragraph in the passage?
- (A) The ancient Olympics included boxing, wrestling, a combination of the two, and foot races.
 - (B) Athletic events that are familiar to us now were conducted differently in the ancient Olympics.
 - (C) Athletic events in the ancient Olympics lasted all day.
 - (D) Some of the athletic events in the ancient Olympics would be completely unfamiliar to us now.
33. Which of the following phrases best describes the author’s main reason for writing about “red ribbons” in the fifth paragraph of the passage?
- (A) to stress that winning athletes were honored in the ancient Olympics
 - (B) to describe a practice that is no longer part of the Olympics
 - (C) to provide an interesting anecdote about the ancient Olympics
 - (D) to illustrate how some aspects of the Olympics have never changed
34. Information presented in the passage best supports which of the following conclusions?
- (A) The Olympics has always been an international competition represented by athletes from around the globe.
 - (B) The ancient Olympics consisted of a one-day competition, followed the next day by an award ceremony at the Temple of Zeus.
 - (C) The Olympic Games have been held every four years since the 8th century BC.
 - (D) The ancient Olympics consisted of a mixture of religious rituals and athletic events.

35. Which of the following statements best expresses one of the author's key assumptions?
- (A) The reader will have some knowledge of the customs of ancient Greece.
 - (B) The reader will understand the rules and conventions of major sporting events.
 - (C) The reader will have some familiarity with the characteristics of the modern Olympics.
 - (D) The reader will know something about Greek political history.
36. Which of the following types of graphics could best be used to present information contained in the passage?
- (A) a timeline of key developments in Olympic history
 - (B) a table listing key differences between ancient and modern Olympics
 - (C) a map of ancient Greece
 - (D) a circle graph of athletic and religious events in the ancient and modern Olympics

Directions: Read the passage below; then answer the six questions that follow.

Singaporean Success

- 1** What makes an educational system successful? This is a question of great interest to American educators, legislators, and parents, particularly when concerns are expressed about the quality of education provided to our students. There are many ways to define educational "success," including student achievement. Achievement itself can be defined in terms of how well students perform on standardized test scores. Another indicator of achievement is graduation rate: the percentage of students who graduate from high school.
- 2** Over the past few decades, Singapore has been among the world leaders in student achievement. For example, Singapore has consistently ranked among the top five countries in student scores on assessments such as the Programme

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for International Student Assessment and the Trends in International Mathematics and Science Study. Moreover, the graduation rate in Singapore is over 98%, a startling and admirable figure in the eyes of American educators, especially now that our graduation rate has dipped under 70%. A question of interest, then, is what distinguishes the educational system in Singapore? Keeping in mind that student achievement is not the only indicator of success, what lessons does the Singaporean model hold for education in the U.S.?

- 3** Singapore’s educational success can be attributed in part to factors that would be impossible to approximate in our country. In particular, Singapore has a much smaller population. There are just over half a million students in Singaporean schools, or about one percent of the total in the U.S. National educational policy can thus have a much stronger and more consistent impact on educational practice in Singapore than it can in America, where the educational system is much larger and more strongly determined by state-level policies. Educational reform can also take place more quickly and efficiently in Singapore owing to its small size.
- 4** Small size facilitates but does not guarantee the success of an educational system. About 20% of the Singaporean national budget is devoted to education—a much greater proportion than in countries such as America—and the funding sustains a longer school year as well as better-trained teachers. Students in Singapore enter school at age three and remain in school most of the calendar year, thus preventing the well-known loss of learning experienced by American students during the long summer vacation. Singapore’s teachers are recruited from among the highest-performing college graduates, and once they have entered the profession they receive a relatively high degree of support through mentoring and professional development opportunities. These are a few of the characteristics that, taken together, distinguish the educational system in Singapore and may contribute to its success.
- 5** American educators are not oblivious to Singapore’s success. School districts in the U.S. have already begun to borrow techniques such as the Singapore Math Method, which has been shown to boost math achievement through strong emphasis on problem solving, simple explanations of math concepts that progress from concrete to pictorial to abstract, and careful sequencing that requires less instructional time for re-teaching previously introduced concepts. However, in order to match Singapore’s success in achievement test scores and graduation rates, the U.S. will need to incorporate more than just one particular approach to the math curriculum.

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37. Which of the following words is closest in meaning to facilitates as it is used in the fourth paragraph of the passage?
- (A) supports (C) broadens
(B) weakens (D) alters
38. In paragraph 4 of the passage, the author's states that Singapore's teachers receive "a relatively high degree of support." This statement is most likely meant to imply that:
- (A) in Singapore teachers receive more support after they enter the profession than they do during their training.
(B) working teachers tend to receive more support in Singapore than they do in the U.S.
(C) Singaporean teachers receive more support than financial compensation once they enter the profession.
(D) in America the teaching profession does not include mechanisms of support.
39. Statistical information included in the second paragraph of the passage is primarily intended to:
- (A) illustrate that the American educational system is struggling.
(B) demonstrate that Singapore has the most advanced educational system in the world.
(C) support the contention that Singapore is a world leader in student achievement.
(D) suggest that American educators should follow Singapore's educational practices.
40. Information presented in the passage best supports which of the following conclusions?
- (A) The size of a country is the primary determinant of the success of its educational system.

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- (B) The educational systems of all countries would benefit from the adoption of Singaporean educational methods.
 - (C) It is unclear why Singapore is one of the world leaders in student achievement.
 - (D) Many factors contribute to the success of a country's educational system.
41. Which of the following statements from the passage expresses an opinion rather than stating a fact?
- (A) For example, Singapore has consistently ranked among the top five countries in student scores on assessments such as the Programme for International Student Assessment and the Trends in International Mathematics and Science Study.
 - (B) There are just over half a million students in Singaporean schools, or about one percent of the total in the U.S.
 - (C) Students in Singapore enter school at age three and remain in school most of the calendar year, thus preventing the well-known loss of learning experienced by American students during the long summer vacation.
 - (D) However, in order to match Singapore's success in achievement test scores and graduation rates, the U.S. will need to incorporate more than just one particular approach to the math curriculum.
42. Which of the following statements best expresses the main idea of the first paragraph of the passage?
- (A) Educational success is an important topic only if it is defined in terms of student achievement.
 - (B) People are concerned about educational success.
 - (C) Educators do not agree on how concepts such as educational success and student achievement are defined.
 - (D) Educational success can be defined in terms of student achievement, and student achievement can be defined in terms of test scores and graduation rates.

WRITING SUBTEST

Directions for the Multiple-Choice Section Of The Writing Subtest

This multiple-choice section of the writing subtest is based on several passages. For testing purposes, the passages contain numbered “parts” (e.g., sentences, sentence fragments, run-on sentences that should be punctuated as two sentences); these are the “parts” to which the test questions refer. In this part of the writing section, the term *error* refers to language that does not conform to standard English conventions.

Each passage is followed by several multiple-choice questions related to the passage. Read each passage carefully and then read the questions that refer to that passage. For each question, choose the ONE best answer based on the information contained in the passage you have just read.

For this section, there are 35 multiple-choice questions in all, numbered 1–35. Record your answer to each question on the answer sheet provided in this booklet.

Multiple-Choice Questions

Directions: Read the passage below; then answer the three questions that follow.

¹Most of us who are accustomed to flying in planes do not realize that less than a century ago, dirigibles were a much more common means of air travel. ²The dirigible, or airship, consists in a large container of gas, underneath which one or more gondolas provide space for passengers. ³Dirigibles typically contained an engine of some sort, to provide thrust, as well as a steering mechanism. ⁴Common types of dirigibles include blimps, which are non-rigid, as well as rigid airships such as the Zeppelin, a famous German brand.

⁵Dirigibles were widely used for both domestic and international travel until the 1930’s, when their popularity declined owing to the increasing superiority of airplanes as well as to a number of widely publicized accidents. ⁶The most famous of these accidents occurred near Lakehurst, New Jersey on May 6, 1937, when the Hindenburg burst into flames and crashed immediately before landing. ⁷The cause of the crash was never identified. ⁸Ultimately, the demand for air travel via dirigibles never recovered from the tragedy. ⁹Because

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this tragic event was witnessed by a large crowd and filmed, public confidence in dirigibles was almost immediately diminished.

1. Which of the following changes would make the sequence of ideas in the second paragraph clearer?
 - (A) Delete Part 6.
 - (B) Reverse the order of Parts 7 and 8.
 - (C) Delete Part 7.
 - (D) Reverse the order of Parts 8 and 9.
2. Which change is needed in the passage?
 - (A) Part 2: Change “in” to “of.”
 - (B) Part 4: Change “such as” to “besides.”
 - (C) Part 5: Change “for” to “to.”
 - (D) Part 7: Change “of” to “in.”
3. Which underlined word in the passage is spelled incorrectly?

(A) accustomed	(C) immediately
(B) publicized	(D) diminished

Directions: Read the passage below; then answer the four questions that follow.

¹Poverty is an enduring problem in American society that sap the potential of many citizens. ²Among the numerous organizations designed to fight poverty, one that has received much attention in recent years is the Harlem Children’s Zone (HCZ). ³Founded by Geoffrey Canada in the 1990’s, the HCZ currently serves over 17,000 adults and children in a roughly 100 block area of Harlem.

⁴Thus far, the organization reports success in terms of its students' retention rates, standardized test performance, and college admissions. ⁵The HCZ consists of parenting workshops, a preschool, three charter schools, afterschool programs, and other services available to the local community. ⁶Broadly, the goal of HCZ is to provide a network services that support children from birth through college.

⁷____. ⁸President and CEO Geoffrey Canada has frequently refuted this charge. ⁹For instance, in an October 13, 2010 op-ed piece, Mr. Canada notes that HCZ spends about \$16,000 per year on its students, as compared to a figure of about \$14,500 per student in New York City public schools. ¹⁰Mr. Canada points out that the \$1,500 difference per student allows HCZ schools to offer a 30% longer school year and additional teacher support. ¹¹Moreover, the successes of HCZ also justify the extra expense according to Mr. Canada.

4. Which sentence, if added as Part 7, would be the most effective topic sentence of the third paragraph?
- (A) Critics of HCZ claim that the organization represents an approach to education that cannot be readily duplicated.
 - (B) Critics of HCZ assert that the organization overspends on families and fails to provide evidence that the students achieve success.
 - (C) Critics of HCZ acknowledge the organization's successes but charge that the HCZ spends far too much money on its students.
 - (D) Critics of HCZ acknowledge the organization's superior financial management but hold that the graduates of HCZ schools are academically underprepared.

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5. Which of the following changes would make the sequence of ideas in the second paragraph clearer?
- (A) Move Part 4 immediately after Part 6.
 - (B) Delete Part 5.
 - (C) Move Part 6 immediately after Part 4.
 - (D) Delete Part 6.
6. Which change is needed in the passage to correct an error in subject-verb agreement?
- (A) Part 1: Change “sap” to “saps.”
 - (B) Part 3: Change “serves” to “serve.”
 - (C) Part 4: Change “reports” to “report.”
 - (D) Part 11: Change “justify” to “justifies.”
7. Which change is needed in the passage to correct an error in punctuation?
- (A) Part 2: Delete the comma after “poverty.”
 - (B) Part 3: Delete the comma after “1990’s.”
 - (C) Part 10: Insert a comma after “year.”
 - (D) Part 11: Insert a comma after “expense.”

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13. Which underlined word in the passage is spelled incorrectly?
- (A) incorporated (C) desolate
(B) preceded (D) detached
14. Which part of the passage contains a redundant expression of ideas or information?
- (A) Part 2 (C) Part 8
(B) Part 7 (D) Part 10
15. What change is needed in the passage to correct an error in subject-verb agreement?
- (A) Part 3: Change “are” to “is.”
(B) Part 4: Change “are” to “is.”
(C) Part 6: Change “have” to “has.”
(D) Part 10: Change “have” to “has.”

Directions: Read the passage below; then answer the four questions that follow.

¹The world’s first electronic digital computer, the ENIAC, was very different from the personal computers, laptops, and other electronic devices that we are accustomed to. ²Created in the 1940’s, the ENIAC was used by the U.S. Army between 1947 and 1955 for ballistics calculations. ³World War II had just ended. ⁴At the outset of that period, the ENIAC was approximately one thousand times faster than any other calculating machine of the day. ⁵By the early 1950’s, other computers were beginning to surpass the ENIAC’s capabilities, but they were not fundamentally different in design.

⁶

⁷Containing more than a hundred thousand separate parts, the ENIAC weighed 30 tons and occupied about 1800 square feet of floor space. ⁸It was a large and wieldy device.

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25. Which sentence, if added as Part 4, provides the best transition from the first paragraph to the second paragraph?
- (A) Lasagna, gnocchi, and other pasta dishes are distinctive to the Italian cuisine and very popular among diners around the world.
 - (B) China is not the only place in the world where one can find pasta, even though it may be where pasta originated.
 - (C) Even if Italy is not the original source of pasta, Italian chefs have made significant contributions to world cuisine.
 - (D) Spaghetti, lasagna, and gnocchi are among the delicious pasta dishes that can be found on any complete Italian menu.
26. Which of the following revisions is needed to correct an error in the use of apostrophes?
- (A) Part 1: Change “Italy’s” to “Italys’,”
 - (B) Part 5: Change “chef’s” to “chefs.”
 - (C) Part 7: Change “innovations” to “innovation’s.”
 - (D) Part 9: Change “pastas” to “pastas’.”
27. Which part of the passage is a sentence fragment?
- (A) Part 2
 - (B) Part 3
 - (C) Part 6
 - (D) Part 7

Directions: Read the passage below; then answer the four questions that follow.

¹In more than a dozen volumes of poetry, Robert Frost distinguished himself as one of the greatest American poets of the 20th century. ²A superficial reading of Frost suggests that he is a regional poet, in that most of his work is set in New England and depicts rural scenes distinctive to that region. ³Moreover, at first glance some the poems seem a bit unsophisticated—the

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33. Which part of the passage draws attention away from the main idea of the second paragraph?
- (A) Part 7 (C) Part 9
(B) Part 8 (D) Part 10
34. Which underlined word in the passage should be replaced by a more appropriate verb form?
- (A) elected (C) receives
(B) reduce (D) supporting
35. Which part of the passage contains an error in capitalization?
- (A) Part 2 (C) Part 8
(B) Part 5 (D) Part 11

DIRECTIONS FOR THE SHORT-ANSWER SECTION OF THE WRITING SUBTEST

The short-answer section of the writing subtest consists of seven questions. Each question asks you to revise text that contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, and punctuation) For each item, rewrite the text so that the errors are addressed and the original meaning is maintained. In addressing the errors, you may restructure the syntax of the original text, but the essential elements (e.g., names, places, actions) and relationship among those elements (e.g., cause/effect, before/after) must be maintained. Your rewrite should not introduce any new errors in construction, grammar, usage, spelling, capitalization, or punctuation. Note that proper names of people and places are correctly spelled within the text.

Write or print your responses on the response sheet in the space that follows each question.

SHORT-ANSWER ASSIGNMENTS AND RESPONSE SHEET

36. The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.

A person will find it difficult to maintain a successful career, if they are unable to compromise with others.

37. The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.

Jake is very persistant, he does not give up when his projects fail.

38. The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.

My understanding is that people from Portugal and Brazil both speak portuguese.

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39. The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.

Ready at a moment's notice, firefighter's courage in difficult situations cannot be praised too highly.

40. The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.

I would imagine that either Bill Gates or Donald Trump have more money then most people do.

41. The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.

Kendra gave the china set to Harry and I on the second anniversary of our Wedding.

42. The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.

Steve had collect baseball cards since he was a child; by the time he was 60, his collection had become gastronomical in size.

**DIRECTIONS FOR THE WRITING SUMMARY
EXERCISE OF THE WRITING SUBTEST**

This section of the writing subtest presents a passage for you to summarize in your own words. The passage can be found on the next page. Prepare a summary of approximately 100 to 150 words.

Your summary should effectively communicate the main idea and significant supporting details of the passage in your own words. You are expected to identify the relevant information and communicate it clearly and concisely without introducing your own ideas.

Your summary will be evaluated based on the following criteria:

- **FIDELITY:** The extent to which the response accurately and clearly conveys the main ideas and significant supporting details of the original passage.
- **CONCISENESS:** The extent to which the response is of appropriate length, containing enough specificity to convey the main ideas and significant supporting details, while omitting insignificant content.
- **EXPRESSION:** The extent to which the candidate uses his or her own words to clearly and coherently convey the main ideas and significant supporting details.
- **GRAMMAR AND CONVENTIONS:** The extent to which the response shows control in the use of standard English conventions.

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The final version of your summary should conform to standard English conventions, should be written legibly, and should be your own original work.

Write or print your response in the space provided following the exercise.

WRITING SUMMARY EXERCISE

Directions: Use the passage below to prepare a summary of 100–150 words.

According to a recent study, almost a quarter of elementary school students own their own cell phones. In some cases, allowing children this young to have cell phones is justifiable. Some children have medical conditions that could require immediate contact with a parent or medical professional at any time. Other children, who walk home from school or otherwise spend brief periods of time away from adult supervision, may need cell phones as a means of quickly contacting an adult. However, most children have no pressing need to own a cell phone. Parents need to recognize that for the majority of young children, the disadvantages of owning a cell phone vastly outweigh the advantages.

A serious concern in this regard stems from the fact that most children who own cell phones bring them to school. Children are easily distracted, and their natural distractibility is exacerbated when a cell phone is close at hand. Younger students may use their phones to play games, while older children may be playing games or texting friends. In either case, attention to the teacher is diminished. The problem is worse among students who have “smart phones” that allow them to surf the Internet and use various applications. Even when students are not using their phones, the temptation of having them nearby may constitute a distraction. Of course, when a student’s cell phone goes off during class, the disruption will affect everyone.

One might argue that cell phone ownership is acceptable for young children so long as they do not bring their phones to school. However, the very fact that these children have their own phones is troubling. Some studies show that heavy cell phone use is associated with an increased risk of brain cancer. Although not all studies point to such an association, the fact that some do should be cause for concern. Cell phones have not been in existence long enough for us to know what risks they present to young users. Allowing

children to own their own cell phones might be dangerous unless use of the phones is suitably restricted. Unfortunately, it is not clear from the research what degree of restriction would be suitable.

Cell phones are useful and convenient. There is no question that all children could benefit on occasion from having their own phones. But in the hands of young children, the benefits are clearly outweighed by the risks to their academic achievement and their health.

DIRECTIONS FOR THE COMPOSITION EXERCISE OF THE WRITING SUBTEST

This section of the writing subtest consists of one writing assignment. The assignment can be found on the next page. You are asked to prepare a multiple-paragraph composition of approximately 300 to 600 words on an assigned topic.

Your composition should effectively communicate a whole message to the specified audience for the stated purpose. You will be assessed on your ability to express, organize, and support opinions and ideas. You will not be assessed on the position you express.

Your composition will be evaluated based on the following criteria:

- **APPROPRIATENESS:** The extent to which the response addresses the topic and uses language and style appropriate to the given audience, purpose, and occasion.
- **MECHANICAL CONVENTIONS:** The extent to which words are spelled correctly and the response follows the conventions of punctuation and capitalization.
- **USAGE:** The extent to which the writing shows care and precision in word choice and is free of usage errors.
- **SENTENCE STRUCTURE:** The effectiveness of the sentence structure and the extent to which the sentences are free of structural errors.
- **FOCUS AND UNITY:** The clarity with which the response states and maintains focus on the main idea or point of view.
- **ORGANIZATION:** The clarity of the writing and the logical sequence of ideas.

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- **DEVELOPMENT:** The extent to which the response provides statements of appropriate depth, specificity, and/or accuracy.

The final version of your composition should conform to standard English conventions, should be written legibly, and should be your own original work.

Write or print your response in the space provided following the exercise.

COMPOSITION EXERCISE

Directions: Read the passages below about looping (the practice of advancing teachers from one grade to the next so that they stay with the same students) ; then follow the instructions for writing your composition.

Looping is an Appropriate Educational Practice	Looping is Not an Appropriate Educational Practice
Classroom instruction is most effective when teachers can follow the the same students from grade to grade. Teachers become quite familiar with student's personalities, learning styles, strengths and weaknesses. Instructional time will not be lost at the beginning of the year in getting to know students and establishing classroom rules. A sense of community can be established.	Classroom instruction is impaired when teachers follow the same students from grade to grade. The negative impact of an ineffective or unfair teacher will be exacerbated. Students will not be exposed to a range of perspectives and teaching styles. New students may find it difficult to fit in. The logistics are more difficult for school administrators to implement.

Your purpose is to write a persuasive composition, to be read by a classroom instructor, in which you take a position on whether or not looping is an appropriate practice. Be sure to defend your position with logical arguments and appropriate examples.

**PRACTICE TEST
ANSWER KEY**

READING SUBTEST – MULTIPLE-CHOICE SECTION

- | | | | |
|---------|---------|---------|---------|
| 1. (C) | 12. (C) | 23. (D) | 34. (D) |
| 2. (D) | 13. (D) | 24. (B) | 35. (C) |
| 3. (A) | 14. (C) | 25. (C) | 36. (B) |
| 4. (B) | 15. (A) | 26. (D) | 37. (A) |
| 5. (C) | 16. (B) | 27. (B) | 38. (B) |
| 6. (A) | 17. (D) | 28. (C) | 39. (C) |
| 7. (D) | 18. (B) | 29. (A) | 40. (D) |
| 8. (A) | 19. (B) | 30. (C) | 41. (D) |
| 9. (C) | 20. (C) | 31. (C) | 42. (B) |
| 10. (B) | 21. (A) | 32. (B) | |
| 11. (D) | 22. (D) | 33. (B) | |

WRITING SUBTEST – MULTIPLE-CHOICE SECTION

- | | | | |
|--------|---------|---------|---------|
| 1. (D) | 10. (C) | 19. (D) | 28. (D) |
| 2. (A) | 11. (C) | 20. (C) | 29. (C) |
| 3. (D) | 12. (B) | 21. (B) | 30. (A) |
| 4. (C) | 13. (D) | 22. (C) | 31. (B) |
| 5. (A) | 14. (D) | 23. (B) | 32. (B) |
| 6. (A) | 15. (C) | 24. (D) | 33. (A) |
| 7. (D) | 16. (C) | 25. (C) | 34. (C) |
| 8. (C) | 17. (A) | 26. (B) | 35. (A) |
| 9. (B) | 18. (C) | 27. (C) | |

SHORT-ANSWER SECTION SAMPLE RESPONSES

36. **Errors:** 1. inappropriate comma. 2. lack of pronoun/antecedent agreement.

Sample Correct Response:

People will find it difficult to maintain a successful career if they are unable to compromise with others.

37. **Errors:** 1. spelling. 2. run-on sentence.

Sample correct response: Jake is very persistent, in that he does not give up when his projects fail.

38. **Errors:** 1. use of an inappropriate word. 2. lack of capitalization.

Sample Correct Response:

My understanding is that people from Portugal and Brazil all speak Portuguese.

39. **Errors:** 1. Misplaced modifier. 2. incorrect use of an apostrophe.

Sample Correct Response:

Firefighters are ready at a moment's notice, and their courage in difficult situations cannot be praised too highly.

40. **Errors:** 1. lack of subject/verb agreement. 2. use of an inappropriate word.

Sample Correct Response:

I would imagine that either Bill Gates or Donald Trump has more money than most people do.

41. **Errors:** 1. use of an inappropriate pronoun. 2. inappropriate capitalization.

Sample Correct Response:

Kendra gave the china set to Harry and me on the second anniversary of our wedding.

42. **Errors:** 1. incorrect verb tense. 2. use of an inappropriate word.

Sample Correct Response:

Steve had collected baseball cards since he was a child; by the time he was 60, his collection had become astronomical in size.

Sample of Strong Response for Writing Summary Exercise:

About a quarter of elementary school students own cell phones. A personal cell phone is useful for children who have medical conditions or need quick access to adults. But for most children, the disadvantages of owning their own phones outweigh the benefits. One such disadvantage is that cell phones create distractions in the classroom. Children's natural distractibility is exacerbated by using (or being tempted to use) their phones in class, or by hearing another student's phone ring. Another disadvantage is that the use of cell phones may increase children's risk of contracting brain cancer. It is unclear from recent studies how much cell phone use should be restricted. In sum, even though children may benefit from owning cell phones, the benefits are overshadowed by the risks to their academic performance and neurological health.

Sample of Strong Response for Composition Exercise:

On the whole, looping is an appropriate and desirable educational practice. One of the teacher's most important goals in the classroom is to establish a community of learners. As members of the community, students internalize the rules and expectations of the classroom, and they learn how to treat each other and their teacher with respect. Looping fosters this sense of community, because it provides the opportunity for teachers and students to forge deep connections with each other. Over a period of years, students become more than just classmates, and the teacher becomes more than just a voice emanating from the front of the room. Just as the teacher learns more about the students, so the students learn more about the

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teacher and about each other, and the bonds of community are gradually forged. This is an important experience for students, as they will be leaving the classroom someday and entering the community of adult citizens.

The notion of community, as described here, is somewhat abstract. Looping is advantageous in more concrete ways as well. Teachers who have worked with their students for more than a year do not need to spend much time at the beginning of each year discussing the rules of classroom behavior. Moreover, teachers' understanding of their students is enriched by observing them develop over time. Because teachers become so familiar with their students, they are able to tailor their instruction somewhat in light of each student's personality, interests, and strengths and weaknesses as a learner.

Looping does have some potential disadvantages. If the teacher cannot foster a sense of community in the classroom, modify instruction for individual students, or otherwise provide an healthy learning environment, students will end up worse off than they would be after only having the teacher for one year. In short, looping is an advantageous system only insofar as students move from grade to grade with an effective teacher. Moreover, even the effective teacher will need to ensure that students are exposed to a variety of perspectives, so that his or her own views do not completely dominate instruction. Finally, looping is relatively difficult from a logistical perspective, and thus it requires a sustained commitment from school administrators. In spite of these potential limitations, looping is preferable on the whole. With the right teacher in place, students can benefit on many levels from sustained experience with that individual and with each other.

