

# Description of the PLAN Tests

## The English Test (50 questions — 30 minutes)

The English Test measures your students' understanding of the conventions of standard written English and of rhetorical skills. The test consists of several prose passages, each accompanied by a number of multiple-choice test items.

### Usage/Mechanics

**Punctuation.** The items in this category test the student's knowledge of the conventions of internal and end-of-sentence punctuation, with emphasis on the relationship of punctuation to meaning.

**Grammar and Usage.** The items in this category test the student's understanding of agreement between subject and verb, between pronoun and antecedent, and between modifiers and the words modified; verb formation; pronoun case; formation of comparative and superlative adjectives and adverbs; and idiomatic usage.

**Sentence Structure.** The items in this category test the student's understanding of relationships between and among clauses, placement of modifiers, and shifts in construction.

### Rhetorical Skills

**Strategy.** The items in this category test the student's ability to choose expressions appropriate to an essay's audience and purpose; to gauge the effect of adding, revising, or deleting supporting material; and to judge the relevancy of statements in context.

**Organization.** The items in this category test the student's ability to organize ideas and to choose effective opening, transitional, and closing sentences.

**Style.** The items in this category test the student's ability to select precise and appropriate words and images, to maintain the level of style and tone in an essay, to manage sentence elements for rhetorical effectiveness, and to avoid ambiguous pronoun references, wordiness, and redundancy.

## The Mathematics Test (40 questions — 40 minutes)

The Mathematics Test measures your students' mathematics achievement. It emphasizes the solution of practical quantitative problems that require skills encountered in many first- and second-year high school courses (pre-algebra, elementary algebra, and plane geometry). While some material from second-year courses is included on the test, most items, including geometry items, emphasize content presented before the second year of high school. The test focuses on quantitative reasoning rather than on memorization of formulas, knowledge of techniques, or computation skill.

**Pre-Algebra.** Items in this category are based on operations with whole numbers, integers, decimals, and fractions. The topics covered include prime factorization, comparison of fractions, conversions, scientific notation, square roots, percent, absolute value, positive integer exponents, data representation, elementary counting and probability, mean, median, and mode.

**Elementary Algebra.** Items in this category are based on operations with algebraic expressions. The operations include substituting to evaluate algebraic expressions; simplifying algebraic expressions; adding, subtracting, and multiplying polynomials; factoring polynomials; and factoring to solve quadratic equations.

## Geometry

**Coordinate Geometry.** Items in this category cover topics on graphing in the standard coordinate plane. The topics include graphs of linear equations, measurement of lines, and determination of the slope of a line.

**Plane Geometry:** Items in this category cover such topics as measurement of plane surfaces, properties of polygons, properties of triangles, the Pythagorean theorem, and relationships involving circles.

## The Reading Test (25 questions — 20 minutes)

The Reading Test measures reading comprehension and requires your students to derive meaning from several reading passages by (1) referring to what is explicitly stated and (2) reasoning to determine implicit meanings and to draw conclusions, comparisons, and generalizations. The test includes three prose passages based on topics in prose fiction, the humanities, and the social sciences. The test focuses on the kinds of skills that readers must use in studying written materials across a range of subject areas, rather than on information from outside the passages, rote recall of facts, isolated vocabulary items, or rules of formal logic.

**Prose Fiction.** Intact short stories or excerpts from short stories or novels.

**Social Sciences.** Anthropology, archaeology, biography, business, economics, education, geography, history, political science, psychology, sociology.

**Humanities.** Passages from memoirs and personal essays and in the content areas of architecture, art, dance, ethics, film, language, literary criticism, music, philosophy, radio, television, and theater.

## The Science Test (30 questions — 25 minutes)

The Science Test measures your students' scientific reasoning skills with respect to information that is typically encountered in general, introductory science courses. The content of the Science Test includes biology, chemistry, physics, and the Earth/space sciences. Advanced knowledge in these subject areas is not required, but knowledge that is typically covered in early high school general science courses is needed to answer some of the questions.

The items require your students to recognize and understand the basic features of, and concepts related to, the information provided; to examine critically the relationships between the information provided and the conclusions drawn or hypotheses developed; and to generalize from the given information to gain new information, draw conclusions, or make predictions.

The test presents five sets of scientific information, each conveyed in one of three different formats.

**Data Representation.** This format presents students with graphic and tabular material similar to that found in science journals and texts. The items measure skills such as graph reading, interpretation of scatterplots, and interpretation of information presented in tables.

**Research Summaries.** This format provides students with descriptions of one or more related experiments. The items focus on the design of experiments and the interpretation of experimental results.

**Conflicting Viewpoints.** This format presents students with expressions of several hypotheses or views that, being based on differing premises or on incomplete data, are inconsistent with one another. The items focus on the understanding, analysis, and comparison of alternative viewpoints or hypotheses.

**SECTION A**

**TABLE 1: Item-Response Summary for English**

| SECTION B<br>Item Number            | Percent of report group selecting each option, by response position |       |       |       |           | REFERENCE group percentage correct | Percentage difference (report group minus reference group percentage correct) |          |            | Item Number |  |
|-------------------------------------|---|-------|-------|-------|-----------|------------------------------------|---|----------|------------|-------------|--|
|                                     | Asterisk marks correct response                                     |       |       |       |           |                                    | Report group responded correctly  |          |            |             |  |
|                                     | A / F   | B / G | C / H | D / J | Omit      |                                    | Less often  | As often | More often |             |  |
| Usage/Mechanics: Punctuation        |   |       |       |       |           |                                    |   |          |            |             |  |
| 2                                   | *71   | 3     | 10    | 16    | 0         | 60                                 |   |          | 11         | 2           |  |
| 14                                  | 14  | 1     | 14    | *71   | 0         | 56                                 |   |          | 15         | 14          |  |
| 17                                  | 8   | 4     | 10    | *77   | 0         | 62                                 |   |          | 15         | 17          |  |
| 29                                  | *71   | 14    | 8     | 7     | 1         | 54                                 |   |          | 17         | 29          |  |
| 33                                  | *72   | 12    | 13    | 2     | 1         | 59                                 |   |          | 13         | 33          |  |
| 35                                  | 3   | *74   | 20    | 3     | 0         | 60                                 |   |          | 14         | 35          |  |
| 39                                  | 18  | 5     | 23    | *54   | 0         | 41                                 |   |          | 13         | 39          |  |
| <b>SECTION D</b>                    |   |       |       |       |           |                                    |   |          |            |             |  |
| Avg. % Correct                      |   |       |       |       | <b>70</b> | <b>SECTION E</b>                   | <b>56</b>   |          |            |             |  |
| Usage/Mechanics: Grammar and Usage  |   |       |       |       |           |                                    |   |          |            |             |  |
| 1                                   | 2   | 16    | *80   | 2     | 0         | 72                                 |   | 8        |            | 1           |  |
| 3                                   | 9   | *89   | 0     | 2     | 0         | 75                                 |   |          | 14         | 3           |  |
| 21                                  | 9   | 38    | 3     | *50   | 0         | 47                                 |   | 3        |            | 21          |  |
| 31                                  | 23  | 12    | *55   | 10    | 0         | 40                                 |   |          | 15         | 31          |  |
| 32                                  | 8   | 6     | 16    | *69   | 1         | 78                                 |   | -9       |            | 32          |  |
| 37                                  | 17  | *80   | 1     | 2     | 0         | 62                                 |   |          | 18         | 37          |  |
| 40                                  | 5   | 14    | *78   | 2     | 1         | 58                                 |   |          | 20         | 40          |  |
| 4                                   | 6   | *86   | 6     | 2     | 1         | 63                                 |   |          | 23         | 4           |  |
| 15                                  | 5   | *75   | 8     | 12    | 1         | 77                                 |   | -2       |            | 15          |  |
| Avg. % Correct                      |   |       |       |       | <b>74</b> | <b>SECTION E</b>                   | <b>64</b>   |          |            |             |  |
| Usage/Mechanics: Sentence Structure |   |       |       |       |           |                                    |   |          |            |             |  |
| 6                                   | 2   | 11    | 7     | *80   | 0         | 67                                 |   |          | 13         | 6           |  |
| 7                                   | 1   | 12    | 3     | *84   | 0         | 76                                 |   | 8        |            | 7           |  |
| 11                                  | 4   | 23    | 4     | *69   | 0         | 52                                 |   |          | 17         | 11          |  |
| 16                                  | *79   | 18    | 3     | 0     | 0         | 71                                 |   | 8        |            | 16          |  |
| 18                                  | 13  | 16    | *61   | 10    | 0         | 71                                 | -10   |          |            | 18          |  |
| 20                                  | *87   | 6     | 4     | 3     | 0         | 76                                 |   |          | 11         | 20          |  |
| 22                                  | 5   | 11    | 3     | *81   | 0         | 72                                 |   | 9        |            | 22          |  |
| 25                                  | 17  | 17    | *63   | 2     | 1         | 68                                 |   | -5       |            | 25          |  |
| 27                                  | 8   | 10    | 9     | *73   | 1         | 65                                 |   | 8        |            | 27          |  |
| 28                                  | 2   | 24    | *70   | 4     | 0         | 54                                 |   |          | 16         | 28          |  |
| 30                                  | 7   | *80   | 4     | 8     | 1         | 67                                 |   |          | 13         | 30          |  |
| 34                                  | 14  | 12    | *53   | 21    | 1         | 64                                 | -11   |          |            | 34          |  |
| 38                                  | *62   | 27    | 9     | 2     | 0         | 44                                 |   |          | 18         | 38          |  |
| 9                                   | 10  | 11    | 4     | *74   | 1         | 42                                 |   |          | 32         | 9           |  |
| Avg. % Correct                      |   |       |       |       | <b>73</b> | <b>SECTION E</b>                   | <b>64</b>   |          |            |             |  |

**KEY**

Section A
  Section B
  Section C
  Section D
  Section E

### **SECTION A. Identify your report group and reference group (top of first page of report for each subject area).**

- ? Does your report group represent your entire 10th-grade class or some portion of your 10th-grade class? (Note: Only the records of students tested in standard-time test administrations are included.)
- If your report group represents only a portion of your class, your results may not apply to your entire class.

### **SECTION B. Study the items within each content area (PLAN test booklet).**

- ? What differences are there between your curriculum and the skills and knowledge covered by each PLAN content area?
- Use the descriptions of the tests given on the back page of this guide to determine the skills and knowledge tested within each content area. Use the items themselves to identify more specific skills or knowledge required to answer correctly the items in each content area. Identify the skills and knowledge you emphasize in your curriculum, and determine the similarities and differences between your curriculum and the test contents.
  - PLAN test items represent skills and knowledge from broader content domains. Focus on each domain of skills and knowledge, rather than the contents of specific items. Specific items will not be used again on future forms of PLAN.

### **SECTION C. Evaluate your report group performance in each content area (percentage selecting each response option).**

- ? Given your curriculum, is the percentage of your report group answering each item correctly consistent with your expectations? (The correct response is indicated by an asterisk.)
- Determine whether your students tended to respond correctly to items in a content area that you emphasize in your curriculum.
- ? Is a large percentage of your report group choosing incorrect response options?
- Incorrect options may represent common misconceptions related to the skill or knowledge measured by the item. If your students did not perform as well as you expected on some items, the incorrect options can help you identify the source of errors being made.

- ? Is a large percentage of your report group omitting responses to items?
- If you have high omit rates at the end of the test, you may want to consider other factors, such as general test-taking skills, that can influence your students' performance.
  - High omit rates near the beginning of the test or on difficult items may indicate that your students did not know the answer.

### **SECTION D. Compare the performance of your report group with that of a national reference group.**

In order to give you an idea of how well your students did on PLAN compared to other students from across the nation, ACT has included test results from a national reference group. This group consists of several thousand fall 10th graders who had previously taken the same test form as your students as part of a special study.

- ? Is there a consistent pattern of your report group responding correctly less often, as often, or more often than the reference group in a content area?
- Differences in percentage correct that occur in the "Less often" and "More often" columns are likely to reflect real differences between the report and reference groups. When differences across items in a content area consistently fall in these columns, your report group is more or less prepared than the reference group in that content area. Some individual items may appear in these columns solely due to chance and should be interpreted cautiously, however. Look for consistent patterns of difference between your report group and the reference group performance.
  - Differences in percentage correct between your report group and the reference group that occur in the "As often" column are likely not to be significant.

### **SECTION E. Examine the overall performance of your report group in each content area (average percentage correct).**

- ? Is your report group's average percentage correct similar to that of the reference group?
- If consistent patterns of item-level performance occur in a content area, comparing report and reference group average percentage correct will help confirm your report group's strengths and weaknesses in that content area. Where no consistent pattern is apparent, differences between the report and reference group average percentage correct are likely due to chance.
  - Report and reference group comparisons of average percentage correct (as well as patterns of item-level performance) should always be interpreted relative to the skills and knowledge emphasized in your curriculum.

**TABLE 1: Item-Response Summary for English**

| Item Number                                 | Percent of report group selecting each option, by response position |         |         |         |        | REFERENCE group percentage | Percentage difference (report group minus reference group percentage correct) |          |            | Item Number |
|---|---|---------|---------|---------|--------|----------------------------|---|----------|------------|-------------|
|   | Asterisks mark correct responses.                                   |         |         |         |        |                            | Report group responded correctly  |          |            |             |
|   | A / F %   | B / G % | C / H % | D / J % | Omit % |                            | Less often  | As often | More often |             |
| <b>Usage/Mechanics: Punctuation</b>         |   |         |         |         |        |                            |   |          |            |             |
| 2   | 25  | 7       | *61     | 7       | 0      | 46                         |   |          | 15         | 2           |
| 9   | 3   | 7       | 6       | *84     | 0      | 76                         |   | 8        |            | 9           |
| 14  | 19  | 7       | *72     | 2       | 0      | 59                         |   |          | 13         | 14          |
| 16  | 12  | *59     | 24      | 5       | 0      | 55                         |   | 4        |            | 16          |
| 21  | 11  | *28     | 57      | 3       | 0      | 38                         | -10   |          |            | 21          |
| 40  | 25  | *52     | 7       | 12      | 5      | 35                         |   |          | 17         | 40          |
| 45  | 17  | *63     | 8       | 6       | 7      | 45                         |   |          | 18         | 45          |
| 49  | 26  | 22      | 8       | *36     | 9      | 23                         |   |          | 13         | 49          |
| Avg. % Correct                              | 57%   |         |         |         |        | 47%                        |   |          |            |             |
| <b>Usage/Mechanics: Grammar &amp; Usage</b> |   |         |         |         |        |                            |   |          |            |             |
| 11  | *39   | 42      | 15      | 3       | 0      | 39                         |   | 0        |            | 11          |
| 19  | 3   | 18      | 16      | *63     | 0      | 54                         |   | 9        |            | 19          |
| 27  | 35  | *52     | 10      | 3       | 1      | 51                         |   | 1        |            | 27          |
| 30  | *43   | 19      | 26      | 12      | 1      | 34                         |   | 9        |            | 30          |
| 31  | *61   | 21      | 5       | 12      | 1      | 52                         |   | 9        |            | 31          |
| 43  | 21  | 7       | 7       | *58     | 6      | 41                         |   |          | 17         | 43          |
| 44  | 22  | *29     | 24      | 18      | 7      | 21                         |   | 8        |            | 44          |
| 48  | 21  | 18      | *45     | 7       | 9      | 36                         |   | 9        |            | 48          |
| Avg. % Correct                              | 49%   |         |         |         |        | 41%                        |   |          |            |             |
| <b>Usage/Mechanics: Sentence Structure</b>  |   |         |         |         |        |                            |   |          |            |             |
| 1   | 5   | 7       | 2       | *86     | 0      | 77                         |   | 9        |            | 1           |
| 4   | 8   | *74     | 1       | 17      | 0      | 70                         |   | 4        |            | 4           |
| 5   | 4   | 9       | 4       | *83     | 0      | 76                         |   | 7        |            | 5           |
| 17  | 12  | 17      | *65     | 6       | 0      | 59                         |   | 6        |            | 17          |
| 18  | *77   | 7       | 10      | 5       | 0      | 69                         |   | 8        |            | 18          |
| 22  | 10  | 7       | 17      | *67     | 0      | 58                         |   | 9        |            | 22          |
| 24  | 16  | *61     | 16      | 7       | 0      | 48                         |   |          | 13         | 24          |
| 26  | 28  | *38     | 6       | 28      | 0      | 36                         |   | 2        |            | 26          |
| 29  | 38  | 9       | *47     | 5       | 1      | 38                         |   | 9        |            | 29          |
| 33  | 5   | 17      | 4       | *72     | 2      | 60                         |   |          | 12         | 33          |
| 38  | *43   | 6       | 40      | 5       | 5      | 33                         |   |          | 10         | 38          |
| 39  | 5   | 19      | 7       | *64     | 5      | 48                         |   |          | 16         | 39          |
| 42  | 19  | 12      | *57     | 7       | 6      | 44                         |   |          | 13         | 42          |
| 46  | 9   | 19      | 17      | *47     | 8      | 35                         |   |          | 12         | 46          |
| Avg. % Correct                              | 63%   |         |         |         |        | 54%                        |   |          |            |             |

**TABLE 1: Item-Response Summary for English**

| Item Number                            | Percent of report group selecting each option, by response position |         |         |         |        | REFERENCE group percentage | Percentage difference (report group minus reference group percentage correct) |          |            | Item Number |
|--|---|---------|---------|---------|--------|----------------------------|---|----------|------------|-------------|
|  | Asterisks mark correct responses.                                   |         |         |         |        |                            | Report group responded correctly  |          |            |             |
|  | A / F %   | B / G % | C / H % | D / J % | Omit % |                            | Less often  | As often | More often |             |
| <b>Rhetorical Skills: Organization</b> |   |         |         |         |        |                            |   |          |            |             |
| 6                                      | 62  | *17     | 15      | 6       | 0      | 13                         |   | 4        |            | 6           |
| 8                                      | *75   | 16      | 3       | 5       | 0      | 70                         |   | 5        |            | 8           |
| 10                                     | 18  | *74     | 3       | 4       | 0      | 73                         |   | 1        |            | 10          |
| 20                                     | 26  | 9       | *47     | 18      | 0      | 44                         |   | 3        |            | 20          |
| 25                                     | 12  | 14      | *56     | 17      | 1      | 44                         |   |          | 12         | 25          |
| 28                                     | 28  | 8       | 11      | *52     | 1      | 38                         |   |          | 14         | 28          |
| 32                                     | 7   | 20      | 31      | *41     | 2      | 30                         |   |          | 11         | 32          |
| 50                                     | 42  | 10      | *30     | 9       | 9      | 23                         |   | 7        |            | 50          |
| Avg. % Correct                         | 49%   |         |         |         |        | 42%                        |   |          |            |             |
| <b>Rhetorical Skills: Strategy</b>     |   |         |         |         |        |                            |   |          |            |             |
| 13                                     | *56   | 15      | 10      | 19      | 0      | 50                         |   | 6        |            | 13          |
| 15                                     | 13  | 9       | 4       | *74     | 0      | 58                         |   |          | 16         | 15          |
| 37                                     | 12  | 27      | *44     | 14      | 4      | 31                         |   |          | 13         | 37          |
| 41                                     | 15  | 28      | *46     | 5       | 5      | 36                         |   |          | 10         | 41          |
| 47                                     | *47   | 16      | 14      | 15      | 9      | 33                         |   |          | 14         | 47          |
| Avg. % Correct                         | 53%   |         |         |         |        | 42%                        |   |          |            |             |
| <b>Rhetorical Skills: Style</b>        |   |         |         |         |        |                            |   |          |            |             |
| 3                                      | *93   | 4       | 2       | 2       | 0      | 87                         |   | 6        |            | 3           |
| 7                                      | 9   | 17      | *60     | 14      | 0      | 48                         |   |          | 12         | 7           |
| 12                                     | 7   | 5       | 3       | *86     | 0      | 75                         |   |          | 11         | 12          |
| 23                                     | 12  | *61     | 14      | 12      | 0      | 50                         |   |          | 11         | 23          |
| 34                                     | *63   | 20      | 9       | 6       | 3      | 50                         |   |          | 13         | 34          |
| 35                                     | 28  | 14      | 13      | *43     | 3      | 30                         |   |          | 13         | 35          |
| 36                                     | *62   | 16      | 16      | 3       | 3      | 47                         |   |          | 15         | 36          |
| Avg. % Correct                         | 67%   |         |         |         |        | 55%                        |   |          |            |             |

# 1

## ENGLISH TEST

30 Minutes—50 Questions

**DIRECTIONS:** In the four passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose "NO CHANGE." In some cases, you will find in the right-hand column a question about the underlined part. You are to choose the best answer to the question.

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and fill in the corresponding oval on your answer folder. Read each passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.

### PASSAGE I

#### Beauty in Landscape

Until recently, I had only lived in the western United States—along the Pacific coast, near mountains, and in the high deserts of California, New Mexico, Oregon, and Utah.

It was when I moved east that has been when I came to understand something essential about my taste. My idea of what is beautiful in landscape is shaped by the geography that is most familiar to my eye.

My friends in the East, describe parks, farms, or cities

as beautiful, but when I visit these places, I find them bland and uninspiring. Just a lot of trees, I think—I can hardly see the sky. There are no vistas. Those are small hills, not mountains. I feel claustrophobic in dense forests of maple, oak, and sycamore.

As I puzzled over this, I realize that the landscapes I know best are dramatic: soaring, rocky mountains; fast rivers running through giant boulders and over steep slabs of granite; empty land so vast it might be a brown, tideless

1. A. NO CHANGE  
B. being when  
C. is  
D. DELETE the underlined portion.
2. F. NO CHANGE  
G. friends' in the East,  
H. friends in the East  
J. friends' in the East
3. A. NO CHANGE  
B. because  
C. as if  
D. DELETE the underlined portion.
4. F. NO CHANGE  
G. realized  
H. am to realize  
J. have realized

ocean meeting the sky in a sharp line against the horizon.  
 My landscape is dominated by earth, sky, and rock. I don't  
of dense foliage know how to appreciate the softness.

5

However, a landscape that is primarily green rather  
 than brown is not lovely to me. Acres of trees block the  
 sunlight, hide the sky, and foster a thick underbrush that  
 limits where you can walk and explore.

7

Since I live in the East now, I find myself trying to  
 understand the beauty of this new landscape. I've learned

8

to appreciate winter when the trees, are bare, and more

9

of the land and sky are visible. After, when the ground

10

is covered with snow, I like its spare white beauty.

11

5. The best placement for the underlined portion would be:
- A. where it is now.
  - B. after the word *know*.
  - C. after the word *appreciate*.
  - D. after the word *softness* (and before the period).
6. F. NO CHANGE  
 G. A  
 H. Yet, a  
 J. When a
7. Which of the following alternatives to the underlined portion would NOT be acceptable?
- A. people
  - B. a person
  - C. they
  - D. I
8. Which choice provides the most effective transition into this paragraph?
- F. NO CHANGE
  - G. I often think about the beauty of the landscape of the West.
  - H. I have the opportunity to see several of my friends more often.
  - J. parks, farms, and cities are what most of my neighbors consider to be beautiful.
9. A. NO CHANGE  
 B. winter when, the trees are bare,  
 C. winter when, the trees are bare  
 D. winter, when the trees are bare
10. F. NO CHANGE  
 G. When the  
 H. Next, the  
 J. The
11. A. NO CHANGE  
 B. it's  
 C. its'  
 D. how its

I'm also building fond of the marshes and beaches along  
12

the Atlantic coast, which are as open as the desert. 13  
And wherever I am, when I look up I notice that, even  
framed by trees, the sky is beautiful.

12. F. NO CHANGE  
G. expanding  
H. increasing  
J. growing
13. The writer is considering deleting the clause "which are as open as the desert" from the preceding sentence (changing the comma after the word *coast* to a period). Should this clause be kept or deleted?
- A. Kept, because it helps the reader understand what the narrator finds appealing about the marshes and beaches along the Atlantic coast.  
B. Kept, because it makes clear that the narrator still longs to live in the high deserts of California.  
C. Deleted, because it is unnecessary since the essay has already made clear that the narrator is fond of deserts.  
D. Deleted, because it detracts from this paragraph's focus on the appearance of the landscape of the East during winter.

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PASSAGE II

**The Worldly Sunflower**

Sunflowers are native, only to the Americas. Yet,  
14  
surprisingly, the gigantic sunflowers commercially  
harvested in the United States today were developed  
in Europe.

As early as 3000 BC, in both North and South  
America, Native peoples began cultivating small  
sunflowers with seeds the size of grains of rice. 15  
The growers put the entire sunflower to good use.

14. F. NO CHANGE  
G. native only,  
H. native only  
J. native, only,
15. At this point, the writer is considering adding the following true statement:
- Since they grow wild in Kansas, the state adopted the sunflower as its official flower in 1903.
- Should the writer make the addition here?
- A. Yes, because it adds important background information about sunflowers.  
B. Yes, because it demonstrates the sunflower's cultural importance to part of the Americas.  
C. No, because it doesn't clarify which variety of sunflower Kansas chose.  
D. No, because it is unrelated to the paragraph's focus on Native uses of the sunflower.



They cracked the seeds shells and either ate the kernels

16

within and pounded them into flour. Various plant parts produced medicinal ointments; seed oil provided purple dye for ceremonial body painting; and the petals offered a yellow dye to brighten textiles. Even the dried stalks supplied people with building materials.

[1] Around AD 1500, Spanish explorers returned

home from South America with sunflower seeds.

[2] In North America during the 1700s, European

settlers adopted a Native method of raising sunflowers,

planting them among rows of beans and corn. [3] Although

18

sunflower production eventually decreased among the

settlers, they continued to grow the flower for decorative

use. [4] The plant's popularity spread across Europe so

quickly that by the 1600s sunflowers have become a

19

common sight. 20

In the early 1800s, however Russians began growing

21

sunflowers commercially, making Russia a leading source

of sunflower oil. Attempting to boost their sunflower oil

output. The Russians began a successful program that bred

22

taller and more productive sunflowers.

16. F. NO CHANGE

G. seeds' shells

H. seeds shell's

J. seeds shells'

17. A. NO CHANGE

B. within, pounding

C. within or pounded

D. within to pound

18. F. NO CHANGE

G. planting themselves between

H. they were planted with

J. with them planting among

19. A. NO CHANGE

B. have become

C. had become

D. had become

20. For the sake of the logic and coherence of this paragraph, Sentence 4 should be placed:

F. where it is now.

G. before Sentence 1.

H. after Sentence 1.

J. after Sentence 2.

21. A. NO CHANGE

B. 1800s, however,

C. 1800s however,

D. 1800s however

22. F. NO CHANGE

G. output because the

H. output; the

J. output, the

In the late 1800s, Russian immigrants brought the seeds of these larger varieties with them to the United States. With these new seeds, farmers started commercially

growing sunflowers so far exceeded in size and number

those produced by the original plants. 25

23. Which of the following placements for the underlined portion would be LEAST acceptable?
- Where it is now
  - After the word *immigrants*
  - After the word *brought*
  - After the words *United States* (and before the period)
24. F. NO CHANGE  
G. that  
H. had  
J. too
25. The writer wants to effectively conclude this paragraph and tie it more closely to the opening paragraph of the essay. Which of the following true statements would best accomplish this purpose?
- Many people in the United States today plant sunflowers because they add a natural beauty to any garden.
  - Sunflower production is now again on the rise as people discover the health benefits of the flower's oil and seeds.
  - After the sunflower's alterations overseas, widespread sunflower production has found a home again in the Americas.
  - To this day, many organizations support the cultivation of and research on sunflowers throughout the world.

### PASSAGE III

#### When the Steel Drums Go Marching In

Inspired by a musician from the Caribbean island of Trinidad, some Shriners in North Carolina formed the first steel drum band in Shriners history. Wearing beige bolero shirts and flat-topped hats, parades and civic events regularly feature the band. The Shriners' goal, which they regularly attain, is to attract attention to their service organization and its important work.

26. F. NO CHANGE  
G. band members play in parades and at civic events.  
H. civic events and parades are occasions when the group plays.  
J. many local civic events, such as parades, feature the band's playing.
27. A. NO CHANGE  
B. their service organization and its  
C. there service organization and it's  
D. there service organization and its

[1] Accordingly, steel drums, or pans, start out as <sup>28</sup> fifty-five-gallon metal barrels. [2] Pan makers hammer one end into a bowl-shaped playing surface. [3] The depth of the bowls varies: high-pitched tenor drums have deep bowls, while low-pitched bass drums have shallower ones.

[4] Makers then fashioned <sup>29</sup> specially tuned ridges into the

bowls that, when struck with a mallet, produce <sup>30</sup> distinct pitches and tones. [5] The result is a melodic, percussive

sound that evokes images <sup>31</sup> of the gentle climate of the

instrument's Caribbean birthplace. 32

A pan group can produce sounds as varied as the voices in a choir and may include lead, baritone, cello, and tenor bass drums as well as a six bass, which is itself composed of six pans. The Shriners, like other steel groups, can play tunes in almost any musical style. Their favorite songs range from "Jamaica Farewell" to "When the Saints Go Marching In."

The Shriners formed their band. <sup>33</sup> After they met Mikey Enoch, a musician from Trinidad. Enoch, both a performer and pan maker, agreed to build the drums and teach the Shriners how to play them.

The Shriners say <sup>34</sup> performing before an audience requires courage and preparation, so they practice weekly. To their twenty-five steel drums, the Shriners add tambourines, maracas, and cowbells to their drums. <sup>35</sup> The

band is hugely popular with <sup>36</sup> audiences, and profits from their performances help children at Shrine hospitals.

28. F. NO CHANGE  
G. Moreover, steel  
H. Thus, steel  
J. Steel

29. A. NO CHANGE  
B. than fashioned  
C. then fashion  
D. than fashion

30. F. NO CHANGE  
G. mallet produce  
H. mallet, produces  
J. mallet produces

31. A. NO CHANGE  
B. evoke images  
C. evoke images,  
D. evokes images,

32. Upon reviewing this paragraph and realizing that some information has been left out, the writer composes the following sentence, incorporating that information:

A pitch pipe helps the pan maker ensure that each of these notes is neither sharp nor flat.

This new sentence should most logically be placed after Sentence:

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

33. A. NO CHANGE  
B. band; after  
C. band: after  
D. band after

34. F. NO CHANGE  
G. proclaim the point that  
H. articulate distinctly that  
J. speak volumes about how

35. A. NO CHANGE  
B. cowbells to the steel drums.  
C. cowbells to their many steel drums.  
D. cowbells.

36. F. NO CHANGE  
G. elicits affirmative responses from  
H. wins some big hands from  
J. does the job with

Question 37 asks about the preceding passage as a whole.

37. Suppose that as one goal, the writer wants the essay to briefly describe the history of steel drum playing. Would this essay accomplish this goal?
- A. Yes, because it shows how the instruments are made from what were originally just metal barrels.
  - B. Yes, because it provides information about the first steel drum band in the history of the Shriners.
  - C. No, because it details the history of one steel drum band but not the history of the instrument.
  - D. No, because it fails to include important historical facts, such as where the instrument originally came from.

PASSAGE IV

**Libraries Are Needed and Wanted**

As many of us know from experience, libraries do more than hold books; they hold the power to change lives.

However, through computer and Internet access, a wealth

of information will have been available outside of a traditional library. As a result, many city and state

governments across the United States, debate the purpose of public libraries and the amount of funding needed to maintain their services.

Many of our communities are looking at cuts of as much as 50 percent in library funding,

having been suggested that the library isn't as important as other government services. Perhaps some government

38. F. NO CHANGE

- G. books
- H. books,
- J. books and

39. A. NO CHANGE

- B. had been
- C. was
- D. is

40. F. NO CHANGE

- G. governments across the United States
- H. governments across the United States;
- J. governments, across the United States

41. If the writer were to delete the underlined portion, the paragraph would primarily lose:

- A. a specific example of one city official's attempt at a library budget cut.
- B. a statistic indicating the number of libraries affected by budget cuts.
- C. an estimate that suggests the size of many library budget cuts.
- D. a detail that explains the reason library budgets have been cut.

42. F. NO CHANGE

- G. suggested
- H. suggesting
- J. DELETE the underlined portion.

officials consider the public library a luxury—a service citizens could of done without. Libraries don't build roads or put food on people's tables. They also don't protect us, as police and fire departments do. However, libraries build our sense of community and has improved the quality of our lives.

Nationwide, 97 percent of the population has access to public libraries. Students depend on library research materials for homework, preschoolers, and their parents look forward to weekly story times, and people of all ages checking out for their enjoyment books for leisure reading. Other resources include job search assistance, tax preparation advice, and health-related seminars. Overall, libraries provide a comfortable place for exploring

and the expansion in our world.

Those of us who use the public library system consider its services essential. Journalist Pete Hamill once said, that the road to our imaginations begins at the public library. To keep that road maintained we must continue encouraging all generations to foster a lifelong love of reading.

43. A. NO CHANGE  
B. done  
C. of did  
D. do

44. F. NO CHANGE  
G. improve  
H. improves  
J. is improving

45. A. NO CHANGE  
B. preschoolers and  
C. preschoolers; and  
D. preschoolers,

46. F. NO CHANGE  
G. enjoying their books they check out  
H. checked out books for their enjoyment  
J. enjoy the books they check out

47. Given that all the choices are true, which one most clearly provides the paragraph with a new example of the wide variety of services offered by the library?

- A. NO CHANGE  
B. information for school projects,  
C. interesting books,  
D. children's events,

48. F. NO CHANGE  
G. the expanse of  
H. expanding  
J. for expanding to

49. A. NO CHANGE  
B. once said:  
C. once, said  
D. once said

50. Which choice would best conclude the sentence and this essay by clearly restating the writer's main argument?

- F. NO CHANGE  
G. using the library as a location for holding meetings of local organizations.  
H. demanding adequate government funding for our local libraries.  
J. helping people learn to find the books they need.

**END OF TEST 1**

**STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.**