

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 Item Number	Percent of report group selecting each option, by response position Asterisk marks correct response					REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number	
	A / F	B / G	C / H	D / J	Omit		Report group responded correctly				
							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	
SECTION D											
Avg. % Correct					70	SECTION E	56				
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					74	SECTION E	64				
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					73	SECTION E	64				

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 3: Item-Response Summary for Reading

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	
Prose Fiction										
1	12	3	*75	9	0	57			18	1
2	*70	15	4	11	0	56			14	2
3	11	3	7	*78	0	60			18	3
4	*78	9	11	2	0	64			14	4
5	25	4	*69	2	0	49			20	5
6	6	6	*83	5	0	70			13	6
7	6	7	9	*78	0	59			19	7
8	7	*82	7	4	0	64			18	8
Avg. % Correct	77%					60%				
Social Science										
9	11	16	*66	5	1	49			17	9
10	14	*51	15	19	1	34			17	10
11	18	11	34	*35	1	28		7		11
12	13	*61	19	4	2	42			19	12
13	18	3	*71	6	2	48			23	13
14	4	*79	12	3	3	61			18	14
15	*76	4	7	9	3	57			19	15
16	18	*60	11	7	4	45			15	16
Avg. % Correct	63%					46%				
Humanities										
17	*57	8	18	7	11	48		9		17
18	8	15	9	*57	11	47			10	18
19	6	*65	8	8	13	55			10	19
20	9	17	7	*53	14	45		8		20
21	14	18	*47	3	17	41		6		21
22	*52	9	9	11	19	48		4		22
23	9	16	13	*42	20	37		5		23
24	13	14	12	*41	20	36		5		24
25	8	16	*46	9	21	40		6		25
Avg. % Correct	51%					44%				

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READING TEST

20 Minutes—25 Questions

DIRECTIONS: There are three passages in this test. Each passage is followed by several questions. After reading a passage, choose the best answer to each question and fill in the corresponding oval on your answer folder. You may refer to the passages as often as necessary.

Passage I

PROSE FICTION: This passage is adapted from the novel *Bee Season* by Myla Goldberg (©2000 by Myla Goldberg).

Studying has always been a chore on the level of dish-washing and room-cleaning, approached with the same sense of distraction and reluctance. Eliza fears that studying will leech her of spelling enthusiasm. The days following her spelling bee win, she resolutely maintains her after-school schedule of television reruns, pretends not to notice her father's raised eyebrows at the sight of her in her regular chair, nary a spelling list or dictionary in sight. More than her father's unspoken expectations, it is Eliza's growing suspicion that she has stumbled upon a skill that convinces her to break out the word lists. She realizes she has never been naturally good enough at anything to want to get better before. She renames studying "practice." Spelling is her new instrument, the upcoming bee the concert for which she must prepare her part.

Within a few days Eliza has developed a routine. After two TV reruns, she retreats to her room. Though she knows there is little chance of anyone disturbing her, she closes and locks her door. She likes the idea, however unlikely, of her father, Saul, or her brother, Aaron, stuck outside, reduced to slipping a note under her door or to waiting for her to emerge. After dinner, she allows herself one prime-time show and then, with Aaron and Saul playing guitar in the study and her mother, Miriam, either cleaning the kitchen or reading her magazines, she returns to her room. The click of the bedroom door becomes one of her favorite sounds, filling her with a sense of well-being.

Eliza starts walking around with the kind of smile usually associated with Mona Lisas and sphinxes. *I am the best speller on this bus*, she thinks on the way home from school. After a few days of studying, when she's feeling more daring, she goes as far as *I am the best speller at the dinner table*, Saul, Miriam, and Aaron innocently eating around her. Eliza knows that something special is going on. On Wednesday, she remembers the words she studied on Monday and Tuesday. On Thursday, she remembers all the old words, plus the new ones from the day before. The letters are magnets, her brain a refrigerator door.

Eliza finally understands why people enjoy talent shows or performing in recitals. She stops hating Betsy Hurley for only doing double-Dutch jump rope at recess. If Eliza could, she would spell all the time. She starts secretly spelling the longer words from Ms. Bergermeyer's droning class lessons and from the nightly TV news broadcasts. When Eliza closes her eyes to spell, the inside of her head becomes an ocean of consonants and vowels, swirling and crashing in huge waves of letters until the word she wants begins to rise to the surface. The word spins and bounces. It pulls up new letters and throws back old ones, a fisherman sorting his catch, until it is perfectly complete.

Eliza can sense herself changing. She has often felt that her outsides were too dull for her insides, that deep within her there was something better than what everyone else could see.

- The passage is best described as being told from the point of view of:
 - Eliza, a young girl preparing for an upcoming spelling bee.
 - a member of Eliza's family, who carefully observes Eliza's study habits.
 - an unidentified narrator who focuses primarily on relating the thoughts, feelings, and actions of Eliza.
 - an unidentified narrator who spends about an equal amount of time relating the thoughts, feelings, and actions of several characters, including Eliza.
- The author makes clear that before the events described in the passage, Eliza had:
 - won a spelling bee.
 - changed her after-school schedule.
 - argued with her father about chores.
 - begun to lose interest in spelling.

According to the passage, the factor most responsible for Eliza beginning to use the word lists is her:

- F. father's wishes, expressed without words.
- G. increasing boredom with after-school television.
- H. desire to avoid chores, such as washing dishes.
- J. growing sense that she has a great skill.

The passage most strongly suggests that for Eliza, changing the name of "studying" to "practice" helps her to:

- F. become more interested in preparing for the spelling bee.
- G. remember that she has to get ready for a concert as well as a spelling bee.
- H. switch from studying the dictionary to practicing her word lists.
- J. stop worrying about missing so many television shows.

The passage implies that for Eliza, locking her door is something that she:

- F. needs to do to avoid having her studying interrupted by a family member.
- G. likes to do but that earns her disapproval from other members of her family.
- H. probably doesn't need to do to ensure her privacy but that she nonetheless enjoys doing.
- J. sometimes regrets doing because it keeps her apart from the rest of her family.

6. By the end of the events described in the passage, Eliza's attitude toward Betsy Hurley is most likely one of:
- F. hatred.
 - G. discontent.
 - H. understanding.
 - J. devotion.
7. The only information the passage provides about Eliza's teacher is that Ms. Bergermeyer:
- A. encouraged Eliza to compete in a local spelling bee.
 - B. recognized Eliza's talent for spelling long before Eliza herself did.
 - C. teaches spelling in a way that excites and entertains Eliza.
 - D. teaches dull lessons that Eliza borrows some words from to spell.
8. The best summary of the last paragraph is that Eliza:
- F. worries that her insides are too dull for her outsides.
 - G. feels increasingly sure that she is more special than she might appear.
 - H. realizes that people can see her true self with a simple glance at her.
 - J. wonders what other people think when they look at her.

Passage II

SOCIAL SCIENCE: This passage is adapted from the article "Farming the Wind in Minnesota" by Melanie Radzicki McManus (©2002 by National Wildlife Federation).

The rugged terrain and unforgiving gusts that characterize a southwestern portion of Minnesota known as Buffalo Ridge have always tormented local farmers. Its rocky hills make cultivation difficult, and the stiff winds create a trail of swirling dust and flapping clotheslines. But today, the wind is blowing new life into this rural area, providing a second income for local farmers by powering more than 400 turbines that supply clean energy to 100,000 homes in the Minneapolis–St. Paul area.

Spread across about 35 miles of farmland in Lincoln and Pipestone counties, the turbines in 2002 produced more energy than any other wind farm in the nation, collectively churning out 325 megawatts of electricity for a mere 3.2 cents per kilowatt hour versus the national average of 8 cents for electricity generated using fossil fuels. Energy developers pay farmers \$2,000 to \$3,000 a year in royalties for every turbine on their land. Each one only takes up about an eighth of an acre, while a full acre of corn yields only \$150 in a good year.

Even farmers with land adjacent to turbines can get into the game by selling wind rights to energy developers who want to prevent other companies from "stealing" their wind by building their turbines too close.

Besides putting cold, hard cash straight into farmers' pockets, the wind farm project, which began two years ago, added 50 full-time turbine maintenance jobs in Lincoln County alone. The county now also receives \$715,000 in annual property taxes from wind developers—money needed for education and services. Another pleasant, unexpected benefit of the wind farm is tourism. Fifty-one busloads of tourists traveled to the region in 2000, just to drive through the countryside and watch the turbines at work.

Standing at more than 200 feet tall, the majestic turbines have 75- to 85-foot rotor blades that spin quietly and effortlessly.

Locals weren't always so enthusiastic about wind energy, which was first brought to their attention in the early 1990s. "None of us had ever even seen a wind turbine before," says Jim Nichols, a Lincoln County commissioner. "And there were no major projects in the world to study. People were afraid that the turbines would be noisy, expensive to operate and that they'd kill birds."

Their fears had some merit. California is home to a number of wind farms, built following the 1970s energy crisis, that became major disappointments. The farms, often erected on remote mountain peaks or passes, con-

tain many small, noisy turbines that produce a tiny amount of expensive electricity.

Dramatic advances in wind turbine technology have changed the picture completely. Today's more sophisticated wind catchers generate 120 times as much electricity as their predecessors, and they do so at virtually the same cost as energy produced from new coal-fired power plants. And wind, of course, is a clean energy source. Use of coal causes health and environmental problems such as asthma, smog, global warming, and acid rain, which add another 2 to 4 cents per kilowatt hour to the total cost of coal, note energy experts at Stanford University.

9. Which of the following questions about the wind farm at Buffalo Ridge is NOT answered by the passage?
 - A. About how much land does a turbine take up?
 - B. What effect has the wind farm had on tourism?
 - C. How many farmers have turbines on their land?
 - D. About how much do farmers earn annually per turbine?
10. The passage mentions that the wind farm has resulted in all of the following benefits for Lincoln County EXCEPT:
 - F. an increase in tourism.
 - G. cheap energy for local schools.
 - H. increased revenue from property taxes.
 - J. new jobs in the area.
11. Based on the passage, all of the following are reasons to use energy from wind rather than from coal EXCEPT that:
 - A. coal contributes to global warming.
 - B. coal contributes to the creation of smog.
 - C. wind power is ultimately less expensive than power from coal.
 - D. wind power generates 120 times more electricity than coal.
12. The description of Buffalo Ridge in the passage indicates that its environment has:
 - F. provided ideal conditions for grain farming.
 - G. proved challenging for traditional farmers.
 - H. become drier and windier in recent years.
 - J. encouraged young people to go into traditional farming.

13. According to the passage, the turbines at Buffalo Ridge supply energy to homes located:
- A. in Lincoln and Pipestone counties.
 - B. in California.
 - C. in the Minneapolis–St. Paul area.
 - D. throughout the nation.
14. As it is used in line 25, the word *stealing* most nearly refers to:
- F. farmers illegally taking turbine equipment.
 - G. energy developers building turbines that block the wind for others' turbines.
 - H. energy developers not paying farmers for the turbines placed on their land.
 - J. farmers and energy developers not paying their local property taxes.
15. In the passage, when Nichols notes the early fears of people in Lincoln County about wind turbines, he specifically includes all of the following EXCEPT their fear that the turbines would:
- A. be ugly.
 - B. be noisy.
 - C. be expensive to run.
 - D. kill birds.
16. The passage suggests that the wind farms built in California after the energy crisis of the 1970s were less successful than that built later at Buffalo Ridge because the turbines in California were:
- F. taller but less efficient in producing energy.
 - G. smaller and often in remote locations.
 - H. noisier though more productive.
 - J. built in larger groups.

Passage III

HUMANITIES: This passage is adapted from the essay “Enigma” by Naomi Shihab Nye (©1996 by University of South Carolina).

He keeps the heavy doors of his old-fashioned piñata shop locked up tight since he’s usually in the attic working. You have to ring a bell if you want to shop here. By then you’re semicommitted, buying party favors even if you have no party in mind. Tomorrow I turn forty and today Mr. Beto, who has always seemed old, seems distinctively older. Did some wind blow through in the night? His face has grown thinner, more gently defined, his skin softly tissue-like. He’s becoming his favorite substance. He’s switching on lights for us, muttering, “It’s here, it’s all here.”

Party favors loop down the walls. Plastic babies, sparklers, poppers, whistles. Mountains of confetti. My son Madison stares up at the crowds of piñatas dangling from the ceiling. “Does he really make all these?” he whispers to me, and Mr. Beto grumbles, “I do.” He’s married to tissue. He’s snipped it into a million strips.

Once I climbed with him into the attic, the flamboyant topple of half-finished superheroes, turquoise sailing ships, chipmunks and brides, to ask him serious piñata questions. For my newspaper column I used to interview people who ran feed stores and built toothpick dispensers.

He told me how long it took and how much thinking it took and the sun coming in through a tiny slit of window lit up sheaves of paper along the walls. I wanted to buy just the uncut paper, plain and sheer and tropical fruit-colored, and made the mistake of saying so. It seemed to hurt him. After that I thought of him living here alone with all these faces.

Today Madison’s dragging a huge pink rabbit-shaped piñata around. Mr. Beto growls, “Put it back where you found it.” How people stuff these with candy and smash them still eludes me. I can’t do it. I leave them hanging till they grow dusty webs between their toes. Madison’s fingering a giant birthday cake, smiling. A fish, and a police officer. Mr. Beto could supply every party between here and Saltillo till the end of the world.

My eyes fall onto a single standing girl done in odd shades of gray and brown with the word ENIGMA painted on her chest in blocky white letters. Who’s this?

I carry her by the string in her head to Mr. Beto where he sits.

Two little gray braids poke out on either side of the string. She’s not smiling. She looks uncharacteristically gloomy for a piñata. Does she represent a robot? A character in a cartoon?

50 He’s waving his graceful fingers, looking for a word with sudden urgency.

“She’s like *mystery*, you know? Like something you can’t answer even when it stands right next to you? Like *puzzle*.”

55 “Yes, yes, I know what the *word* means, but who *is* she? Is she a character from a story or did you make her up?”

He pauses. Looks as if he’s deciding whether to tell the truth. “I just thought of her.”

60 He stares at the floor. She costs eight dollars. He peers up curiously when I say I thought of her too.

It takes a long time to decide not to buy her. It seems philosophical. I could hang her over the breakfast table tomorrow when forty comes to claim me. Or I could think of her in the dark shop down the street from my house, waiting, waiting.

17. The author characterizes Mr. Beto as all of the following EXCEPT:
- A. cheerful.
 - B. dedicated.
 - C. solitary.
 - D. clever.
18. The author uses the word *faces* in line 30 to refer to the:
- F. customers who frequent Mr. Beto’s shop.
 - G. shadows created by the lit-up tissue paper.
 - H. old friends from Mr. Beto’s youth.
 - J. piñatas in Mr. Beto’s attic.
19. According to the passage, if customers want to shop in Mr. Beto’s store, they must:
- A. telephone first to make an appointment.
 - B. ring the doorbell before entering.
 - C. be prepared to admire the half-finished piñatas in the attic.
 - D. be prepared for a lecture on the history of piñata construction.

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20. As it is used in lines 24 and 25, the word *it* most likely refers to the:
- F. construction of Mr. Beto's attic.
 - G. process of making tissue paper.
 - H. operation of a party favor store.
 - J. creation of one of Mr. Beto's piñatas.
21. One purpose of the fourth paragraph (lines 24–30) is to reveal that Mr. Beto:
- A. is hesitant to reveal the process he uses to create piñatas.
 - B. finds beauty in the way the light in the attic illuminates the colorful tissue paper.
 - C. takes pride in his efforts to construct creative piñatas.
 - D. has little interest in keeping his attic clean and organized.
22. It is reasonable to conclude from the passage that the author avoids smashing piñatas because she:
- F. appreciates the care required to construct them.
 - G. fears being embarrassed if she should swing and miss.
 - H. prefers to use the same piñata at more than one party.
 - J. enjoys watching the tissue paper on the piñatas turn colors as the tissue ages.
23. The author states that compared to other piñatas, Enigma appears to be unusually:
- A. insulting.
 - B. peaceful.
 - C. cartoonish.
 - D. gloomy.
24. According to Mr. Beto, Enigma represents:
- F. a lost love.
 - G. all of his yet-to-be-created piñatas.
 - H. a cartoon character.
 - J. a bewildering question.
25. According to the passage, what does the author ultimately choose to do about Enigma?
- A. Use it at her birthday party
 - B. Hang it over her breakfast table the next morning
 - C. Leave it behind in the shop with Mr. Beto
 - D. Buy it for her son's birthday

END OF TEST 3

**STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.
DO NOT RETURN TO A PREVIOUS TEST.**