

Released Items

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English II

North Carolina End-of-Course Assessment



Public Schools of North Carolina

Department of Public Instruction | State Board of Education

Division of Accountability Services/North Carolina Testing Program



Sample Questions

America's Oldest University

1

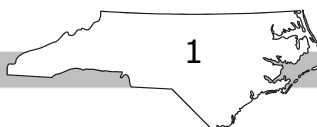
What is the oldest university in the United States? Well, that is a somewhat controversial topic.

2

Harvard University, established in 1636, has claimed to be the oldest institution of higher education, and that is generally accepted. However, since the Philippines was a U.S. territory from 1898 to 1946, the University of Santo Tomas, established in 1611, was for a time the oldest university in a U.S. territory. The University of Pennsylvania considers itself the first official university in America, a claim stated on its website. Johns Hopkins University claims to be the first *research* university in America: a differentiation that has been accepted as necessary. The College of William and Mary has said it is the second oldest institution of higher learning in America.

So is there a difference between a college and a university? The answer is "yes."

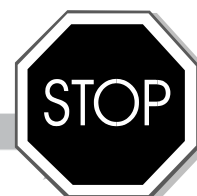
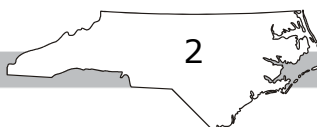
A college tends to be a smaller institution and only offers undergraduate degrees. A university is usually much larger and offers graduate-level degrees as well. A university also tends to have more diverse educational opportunities in which students may choose to participate.





- S1 What does *controversial* mean in paragraph 1?
- A causing an argument
 - B detailing an agreement
 - C introducing a selection
 - D concluding a discussion
- S2 Which school claims to be the first research university in America, according to the information in paragraph 2?
- A Harvard University
 - B Johns Hopkins University
 - C University of Santo Tomas
 - D College of William and Mary

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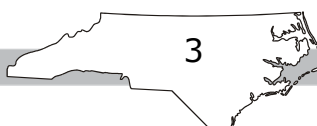


The Art of Brazilian Lace

by Laura Morelli

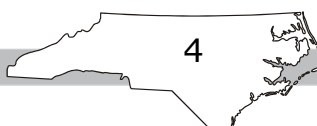
- 1 Which central idea develops over the course of the text?
 - A "The lacemaker's wrinkled hands are surprisingly agile. This seventy-something lady in Prainha, on the northeastern coast of Brazil, rapidly maneuvers two dozen wooden bobbins, which make a pleasant clicking sound as she works."
 - B "Early colonists made lace to pass the time and supplement their families' income, making doilies, collars, and tablecloths out of white and colored linen threads."
 - C "Several factors can influence the price of a lace piece, including the type of thread used (cotton, silk, or other materials), the intricacy of the design, and the size, which is a measure of the time it takes to complete it."
 - D "Whether watching lacemakers at work in the market, at a lace center, or in the shade of their own doorways, it's a pleasure to witness the production of such delicate finery, inch by inch."

- 2 What is the meaning of the word *frenetic* in paragraph 1?
 - A relaxed
 - B active
 - C fragile
 - D clumsy



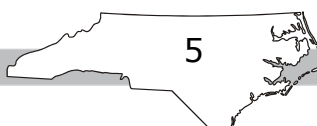


- 3 How is paragraph 1 significant to the author's claims?
- A It sets the tone for the rest of the text by explaining the origins of lacemaking.
 - B It emphasizes the lacemaker's ability to create a wonderful product to sell to people.
 - C It describes the beauty of the art designs used in lacemaking.
 - D It expresses the level of difficulty involved in lacemaking.
- 4 What is the meaning of *laborious* based on the sentences below from paragraphs 1 and 2?
- "Incongruously, her frenetic movements produce a minuscule lace fragment. In fact, a full day's work yields just a few inches of delicate finery.
- "The extraordinarily laborious craft of bobbin lace (*renda di bilros* in Portuguese) came to Brazil along with Portuguese colonists who claimed its beautiful northeastern coastline as their own in the seventeenth century."
- A easily performed
 - B extremely dull
 - C excessively difficult
 - D quickly finished





- 5 How was the art of lacemaking in the New World viewed differently than it was viewed in Europe in the seventeenth century?
- A Lacemaking was viewed as an everyday task in the New World; in Europe, lace was seen as a luxurious fashion accessory.
 - B Lacemaking was seen as a luxury that pioneers could not afford in the New World; in Europe, lace was found on common accessories.
 - C Lacemaking was seen as strictly women's work in the New World; in Europe, it was seen as a proper way to make a living for both men and women.
 - D Lacemaking was seen as an art form for only the upper class in the New World; in Europe, all classes of people wore and produced lace.
- 6 How does the author advance her purpose in the sentences below from paragraph 5?
- "If you want to see lacemakers in action, take a day trip to the seaside towns of Iguape or Prainha, both of which boast lacemaking centers where you can watch women and girls making lace. Ask the lacemakers to indicate which patterns are most traditional, as each town is known for its own patterns."
- A She encourages everyone to visit Iguape and Prainha to see the authentic lacemakers.
 - B She makes convincing statements about the higher cost of lacemaking in Iguape and Prainha.
 - C She provides information about the historical role Iguape and Prainha played in creating the art of lacemaking.
 - D She shares her feelings about the lacemaking practices in Iguape and Prainha that take advantage of women and girls.





- 7 How does the art of making lace represent Brazilian cultural heritage?
- A Portuguese colonists were developing the lacemaking market in Brazil during the seventeenth century.
 - B Lacemaking is directly related to the daily tasks performed in the seaside colonies of Brazil.
 - C Lace is considered a luxurious fashion accessory in Brazil.
 - D Lace has a religious significance to the people of Brazil.
- 8 Which statement from the text supports the author's claim that making lace is laborious?
- A "Lace can be produced either with a needle and thread (needle lace) or by interweaving threads wound on bobbins."
 - B "As many as 50 bobbins, each holding an individual thread, might be used to work a single pattern."
 - C "Ask the lacemakers to indicate which patterns are most traditional, as each town is known for its own patterns."
 - D "You can pick up small items like napkins for around seven to 15 Brazilian reais (just a few dollars)."
- 9 How does the author order events to develop her points?
- A She details the various aspects of the lacemaking process.
 - B She compares and contrasts the different methods of lacemaking.
 - C She discusses the historical causes of lacemaking and its great impact.
 - D She states an opinion about lacemaking in Brazil without evidence to support it.





The City Planners

by Margaret Atwood

- 10 How does the poet's use of the words *sanities*, *levelness*, and *rational* affect the tone of the poem?
- A She purposefully chooses words which are nostalgic and remind the audience of the past.
 - B She purposefully chooses words which convey a sense of urgency about urban problems.
 - C She purposefully chooses words which will persuade and advise the audience against spontaneity.
 - D She purposefully chooses words which sound neutral to convey the idea of uniformity in suburban life.
- 11 What does the phrase "rational whine" mean in line 11?
- A unusual designs
 - B a broken machine
 - C a routine activity
 - D unseen distractions
- 12 What is the purpose of the figurative language in lines 11–12?
- A to show how much the speaker dislikes yard work
 - B to show how badly the landscape has been maintained
 - C to show how the equipment is unable to operate correctly
 - D to show how nature is not easily forced into a pattern





- 13 Which phrase provides a contrast to the uniformity of the neighborhood?
- A “the roofs all display / the same slant of avoidance”
 - B “a splash of paint on brick surprising as a bruise”
 - C “a plastic hose poised in a vicious / coil”
 - D “the too-fixed stare of the wide windows”
- 14 How does the poem’s structure reveal conflicts between the ideals of the speaker and those of the City Planners?
- A The speaker’s complaints in the opening stanzas transition to the adverse description of the City Planners in the last stanzas.
 - B Each stanza provides lengthy descriptions of the City Planners’ thoughts and minimal descriptions of the speaker’s motivations.
 - C The long stanzas reveal positive memories for the speaker, and the short stanzas convey negative remarks about the City Planners.
 - D Each stanza presents an unbiased view of the speaker’s emotions and then a biased interpretation of the City Planners’ actions.
- 15 How does the poet’s use of personification affect the poem?
- A It directs the focus to the condition of the streets.
 - B It introduces a sense of suspense and a negative tone.
 - C It reinforces the sympathetic and emotional mood.
 - D It causes curiosity about what will happen to the houses.



Adapted from "How a Muzhik¹ Fed Two Officials"

by Mikhail Saltykov
translated by Thomas Seltzer

Once upon a time there were two Officials. They were both empty-headed, and so they found themselves one day suddenly transported to an uninhabited isle.

2

They had passed their whole life in a Government Department, where records were kept; had been born there, bred there, grown old there, and consequently hadn't the least understanding for anything outside of the Department; and the only words they knew were: "With assurances of the highest esteem, I am your humble servant."

But the Department was abolished, and as the services of the two Officials were no longer needed, they were given their freedom. So the retired Officials migrated to Podyacheskaya Street in St. Petersburg. Each had his own home, his own cook, and his pension.

4

Waking up on the uninhabited isle, they found themselves lying on the beach. At first, of course, they couldn't understand what had happened to them, and they spoke as if nothing extraordinary had taken place.

5

"What a peculiar dream I had last night, your Excellency," said the one Official. "It seemed to me as if I were on an uninhabited isle."

6

Scarcely had he uttered the words, when he jumped to his feet. The other Official also jumped up.

7

"My goodness, what does this mean! Where are we?" they cried out in astonishment.

¹**Muzhik:** a Russian peasant, a country person



8

They touched each other to make sure that they were no longer dreaming, and finally convinced themselves of the sad reality.

9

Before them stretched the ocean, and behind them was a little spot of earth, beyond which the ocean stretched again. They began to cry—the first time since their Department had been shut down.

They looked at each other, and each noticed that the other was clad in nothing but his night shirt with his badge hanging around his neck.

"We really should be having our coffee now," observed the one Official. Then he bethought himself again of the strange situation he was in and a second time fell to weeping.

"What are we going to do now?" he sobbed. "Even supposing we were to draw up a report, what good would that do?"

"You know what, your Excellency," replied the other Official, "you go to the east and I will go to the west. Toward evening we will come back here again and, perhaps, we shall have found something."

They started to ascertain which was the east and which was the west. They recalled that the head of their Department had once said to them, "If you want to know where the east is, then turn your face to the north, and the east will be on your right." But when they tried to find out which was the north, they turned to the right and to the left and looked around on all sides. Having spent their whole life in the Department of Records, their efforts were all in vain.

"To my mind, your Excellency, the best thing to do would be for you to go to the right and me to go to the left," said one Official, who had served not only in the Department of Records, but had also been teacher of handwriting in the School for Reserves, and so was a little bit cleverer.

16

So said, so done. The one Official went to the right. He came upon trees, bearing all sorts of fruits. Gladly would he have plucked an apple, but they all hung so high that he would have been obliged to climb up. He tried to climb up in vain. All he succeeded in doing was tearing his night shirt. Then he struck upon a brook. It was swarming with fish.



17

"Wouldn't it be wonderful if we had all this fish in Podyacheskaya Street!" he thought, and his mouth watered. Then he entered woods and found partridges,² grouse,³ and hares.⁴

18

"My goodness, what an abundance of food!" he cried. His hunger was going up tremendously.

19

But he had to return to the appointed spot with empty hands. He found the other Official waiting for him.

20

"Well, Your Excellency, how went it? Did you find anything?"

21

"Nothing but an old number of the *Moscow Gazette*, not another thing."

The Officials lay down to sleep again, but their empty stomachs gave them no rest. They were partly robbed of their sleep by the thought of who was now enjoying their pension, and partly by the recollection of the fruit, fishes, partridges, grouse, and hares that had been seen during the day while searching the island.

23

"The human pabulum in its original form flies, swims, and grows on trees. Who would have thought it your Excellency?" said the one Official.

24

"To be sure," rejoined the other Official. "I, too, must admit that I had imagined that our breakfast rolls came into the world just as they appear on the table."

"From which it is to be deduced that if we want to eat a pheasant, we must catch it first, kill it, pull its feathers, and roast it. But how's that to be done?"

²**partridges:** short-tailed birds with mainly brown plumage, native to Eurasia

³**grouse:** medium to large birds with a plump body and feathered legs

⁴**hares:** fast-running, long-eared mammals that resemble large rabbits with long hind legs



"Yes, how's that to be done?" repeated the other Official.

They turned silent and tried again to fall asleep, but their hunger scared sleep away. Before their eyes swarmed flocks of pheasants and ducks, herds of porklings, and they were all so juicy, done so tenderly, and garnished so deliciously with olives, capers, and pickles.

"I believe I could devour my own boots now," said the one Official.

"Gloves are not bad either, especially if they have been made quite smooth," said the other Official.

The two Officials stared at each other fixedly. In their glances gleamed an evil-boding fire, their teeth chattered and a dull groaning issued from their chests. Slowly they crept upon each other and suddenly they burst into a fearful frenzy. There was yelling and arguing. . . . However, the fight brought them both back to their senses.

"Oh help us!" they cried at the same time. "We certainly don't mean to beat each other up. How could we have come to such a pass as this? What evil genius is making sport of us?"

"We must, by all means, entertain each other to pass the time away," said the one Official.

"You begin," said the other.

"Can you explain why it is that the sun first rises and then sets? Why isn't it the reverse?"

"Aren't you a funny, man, your Excellency? You get up first, then you go to your office and work there, and at night you lie down to sleep."

"But why can't one assume the opposite, that is, that one goes to bed, sees all sorts of dream figures, and then gets up?"

"Well, yes, certainly. But when I was still an Official, I always thought this way: Now it is dawn, then it will be day, then will come supper, and finally will come the time to go to bed."

The word "supper" recalled that incident in the day's doings, and the thought of it made both Officials melancholy, so that the conversation came to a halt.

"A doctor once told me that human beings can sustain themselves for a long time on their own juices," the one Official began again.



"What does that mean?"

"It is quite simple. You see, one's own juices generate other juices, and these in their turn still other juices, and so it goes on until finally all the juices are consumed."

"And then what happens?"

"Then food has to be taken into the system again."

"Darn it!"

45

No matter what topic the Officials chose, the conversation invariably reverted to the subject of eating; which only increased their appetite more and more. So they decided to give up talking altogether, and, recollecting the *Moscow Gazette* that the one of them had found, they picked it up and began to read eagerly.

-
- 16 Which quote from the text supports the development of the theme?
- A "But the Department was abolished, and as the services of the two Officials were no longer needed, they were given their freedom."
 - B "They looked at each other, and each noticed that the other was clad in nothing but his night shirt with his badge hanging around his neck."
 - C "'To be sure,' rejoined the other Official. 'I, too, must admit that I had imagined that our breakfast rolls came into the world just as they appear on the table.' "
 - D "In their glances gleamed an evil-boding fire, their teeth chattered and a dull groaning issued from their chests."



- 17 Why does the author include the quote “With assurances of the highest esteem, I am your humble servant” in paragraph 2?
- A to emphasize the theme, because the men serve one another food while on the island
 - B to establish the setting, because the men have to work as servants for a certain amount of time
 - C to highlight the characters, because each man desires to help the other get back home
 - D to create irony, because the men are unable to do any physical labor to survive
- 18 Based on paragraphs 4–9, what causes the Officials to realize the events are not a dream?
- A They do not wake up early.
 - B Their department is no longer open.
 - C Their hunger is very extreme and painful.
 - D They are experiencing the same things together.
- 19 What can be inferred from the fact that both Officials returned “with empty hands” in paragraphs 16–21?
- A They did not have the necessary skills to obtain anything to eat.
 - B The wild animals and fruit they saw were imaginary.
 - C They did not want to share a meal with each other.
 - D They were unable to locate any food.



- 20 What does *pabulum* mean in the sentences below from paragraphs 23 and 24?
- “The human pabulum in its original form flies, swims, and grows on trees. Who would have thought it your Excellency?” said the one Official.
- “To be sure,” rejoined the other Official. “I, too, must admit that I had imagined that our breakfast rolls came into the world just as they appear on the table.”
- A body
 - B food
 - C enemy
 - D medicine
- 21 What can be inferred from the last sentence of paragraph 45 in the text?
- A The Officials are bewildered and in a dream-like state.
 - B The island where the Officials are located is close to Moscow.
 - C The island had previously been inhabited by another group of Officials.
 - D The Officials are still preoccupied with activities happening in the government.
- 22 How does referring to the men as “Officials” and “Your Excellency” develop the theme of the text?
- A It provides a description of the two men that is comical since neither still works in the Government Department.
 - B It reveals that the two men are greatly respected by their former coworkers at the Government Department.
 - C It shows how the two men are wealthy even though they have retired from their jobs at the Government Department.
 - D It gives an explanation for why the two men left their jobs at the Government Department because both are secretly royalty.



- 23 How does the text reflect the author's cultural experience?
- A It draws attention to the problem of world hunger.
 - B It encourages people to retire from service as soon as possible.
 - C It mocks people who are too attached to their government jobs.
 - D It gives the impression that the government will take care of everything.
- 24 In what way does the interaction between the two Officials develop the theme of the text?
- A It illustrates the ways in which bureaucracy fails the people of a country.
 - B It offers a commentary on the nature of people in society who fail to advance through education and training.
 - C It shows the ways in which accomplished men can lack basic knowledge about how the world around them functions.
 - D It highlights the differences in the approach to government in the modern world versus more traditional governments.



Excerpt from “On Thomas Edison Bulb Anniversary, Lighting Breakthrough”

by Marianne Lavelle

- 25 Which detail states where the central idea of the text emerges?
- A “It hasn’t been easy to design an energy-efficient lighting appliance that consumers embrace as warmly as the gadget that Thomas Edison first fashioned 131 years ago in a Menlo Park, New Jersey, laboratory with carbonized thread from his wife’s sewing kit.”
 - B “Edison’s technology so transformed the candlelit world that his lightbulb has stood for years as the iconic image of a new idea. And it’s a shape that 21st-century consumers are reluctant to leave behind, even though Edison’s incandescent lightbulb wastes energy by literally giving off more heat than light.”
 - C “ ‘We think consumers want a lightbulb that looks like a lightbulb,’ says Stephanie Anderson, director of communications at Osram Sylvania, of Danvers, Massachusetts, part of Germany’s Siemens AG. Osram Sylvania already has had an LED bulb designed as a replacement for the 40-watt incandescent in Lowe’s stores for several months.”
 - D “The twisty look of the main energy-saving home bulb now on the market, the compact-fluorescent (CFL), is seen by the lighting industry as one of a series of stumbling blocks that has prevented the product from gaining deep acceptance.”
- 26 What does the word *fashioned* mean in paragraph 7?
- A inhibited
 - B envisioned
 - C demolished
 - D formulated



- 27 Which statement from the text supports the author's claim in paragraph 7?
- A "The twisty look of the main energy-saving home bulb now on the market, the compact-fluorescent (CFL), is seen by the lighting industry as one of a series of stumbling blocks that has prevented the product from gaining deep acceptance."
 - B "A U.S. government survey in 2009 found that only 11 percent of household sockets have CFLs."
 - C "Lighting experts tout long-lasting, ultra-low-energy light-emitting diodes (LEDs)—first seen as indicator lights on appliances—as the remedy for virtually all of these issues."
 - D "Years of research have produced ever-brighter and ever-whiter LEDs, with lighting manufacturers now prepared to offer products they say are good enough for the living room lamp."
- 28 What can be inferred from the sentence below in paragraph 8?
- "Edison's technology so transformed the candlelit world that his lightbulb has stood for years as the iconic image of a new idea."
- A The lightbulb produces a significant amount of energy.
 - B The lightbulb represents any fresh and original concept.
 - C The lightbulb has come to represent hope.
 - D The lightbulb has replaced the candle.



- 29 What is the effect of the metaphor in paragraph 13?
- “ ‘Sixty watts is the holy grail of the LED replacement game.’ ”
- A It indicates just how far companies will go to win.
 - B It signifies the ultimate goal of the energy companies.
 - C It shows what is no longer desirable in the energy industry.
 - D It marks the competitive nature of energy-related technology.
- 30 What detail from the text supports the author’s claim that General Electric’s high-efficiency LED bulb is an illumination breakthrough?
- A “ ‘LEDs are basically chips you can use in your computer, and are temperature-sensitive.’ ”
 - B “Edison’s technology so transformed the candlelit world that his lightbulb has stood for years as the iconic image of a new idea.”
 - C “ ‘We think consumers want a lightbulb that looks like a lightbulb.’ ”
 - D “Lighting experts tout long-lasting, ultra-low-energy light-emitting diodes (LEDs)—first seen as indicator lights on appliances—as the remedy for virtually all of these issues.”
- 31 For what purpose did the author include information about Edison’s “candlelit world” crafted “with carbonized thread from his wife’s sewing kit”?
- A to remind the audience that consumers are frugal people who prefer inexpensive products
 - B to remind the audience that consumers are younger people who prefer modern goods
 - C to remind the audience that consumers are basic people who prefer simple designs
 - D to remind the audience that consumers are older people who prefer new technology



- 32 How did the author make the connection between Edison's lightbulb and the high-efficiency lighting choices available today?
- A by evaluating the current experts' solution for most of the problematic issues with the incandescent lightbulb
 - B by contrasting the benefits of innovative lighting technology with the popularity of traditional lighting
 - C by outlining the development of technology that transformed the world's lighting preferences from candles to LEDs
 - D by reporting on Osram Sylvania and Philips's announcement of a breakthrough jet-engine technology to keep LED bulbs cool

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The question you read next will require you to answer in writing.

1. Write your answer on separate paper.
2. Be sure to write your name on each page.

- 33 Explain the importance of lightbulb shape for future bulb development. Use one example from the text and include how the textual evidence supports your answer.

RELEASED



Adapted from "The Cloak"

by Nikolai Vasilievich Gogol

1

It would be difficult to find another man who lived so entirely for his duties. It is not enough to say that Alex labored with zeal: no, he labored with love. In his copying, he found a varied and agreeable employment. Enjoyment was written on his face: some letters were even favorites with him; and when he encountered these, he smiled, winked, and worked with his lips, till it seemed as though each letter might be read in his face, as his pen traced it. If his pay had been in proportion to his zeal, he would, perhaps, to his great surprise, have been made even a councilor of state.¹ But he worked, as his companions, the wits, put it, like a horse in a mill.

2

Moreover, it is impossible to say that no attention was paid to him. One director being a kindly man, and desirous of rewarding him for his long service, ordered him to be given something more important than mere copying. So he was ordered to make a report of an already concluded affair to another department: the duty consisting simply in changing the heading and altering a few words from the first to the third person. This caused him so much toil that he broke into a perspiration, rubbed his forehead, and finally said, "No, give me rather something to copy." After that they let him copy on forever.

3

Outside this copying, it appeared that nothing existed for him. He gave no thought to his clothes: his uniform was not green, but a sort of rusty-meal color. The collar was low, so that his neck, in spite of the fact that it was not long, seemed inordinately so as it emerged from it, like the necks of those plaster cats which wag their heads, and are carried about upon the heads of scores of image sellers. And something was always sticking to his uniform, either a bit of hay or some trifle. Moreover, he had a peculiar knack, as he walked along the street, of arriving beneath a window just as all sorts of rubbish were being flung out of it: hence he always bore about on his hat scraps of melon rinds and other such articles. Never once in his life did he give heed to what was going on every day in the street; while it is well-known that the younger officials watch everything and train the range of their glances until they can see when anyone's trouser straps come undone on the opposite sidewalk, which always brings a malicious smile to

¹**councilor of state:** a government official



their faces. But Alex saw in all things the clean, even strokes of his written lines; and only when a horse thrust his nose, from some unknown quarter, over his shoulder, and sent a whole gust of wind down his neck from his nostrils, did he observe that he was not in the middle of a page, but in the middle of the street.

4

On reaching home, he sat down at once at the table, supped his cabbage soup up quickly, and swallowed a bit of beef with onions, never noticing their taste, and gulping down everything and anything else which appeared before him at the moment. His stomach filled, he rose from the table, and copied papers which he had brought home. If there happened to be none, he took copies for himself, for his own gratification, especially if the document was noteworthy, not on account of its style, but of its being addressed to some distinguished person.

5

Thus flowed on the peaceful life of the man, who, with a salary of four hundred rubles,² understood how to be content with his lot; and thus it would have continued to flow on, perhaps, to extreme old age, were it not that there are various ills strewn along the path of life for title councilors as well as for private, actual, court, and every other species of councilor, even for those who never give any advice or take any themselves.

²**rubles:** monetary coins of Russia and the Soviet Union

34 How does the sentence below from paragraph 1 shape the theme of the text?

“Enjoyment was written on his face: some letters were even favorites with him; and when he encountered these, he smiled, winked, and worked with his lips, till it seemed as though each letter might be read in his face, as his pen traced it.”

- A It supports the idea that Alex has an unhealthy obsession with his work.
- B It supports the idea that Alex’s work is worthwhile to the community.
- C It conveys the idea that Alex’s work brings him genuine pleasure.
- D It conveys the idea that Alex does his work in a primitive way.



- 35 What is the effect of the simile “like a horse in a mill” in paragraph 1?
- A It emphasizes how Alex toiled ceaselessly.
 - B It emphasizes how strong Alex was.
 - C It emphasizes the perfection in Alex’s duties.
 - D It emphasizes the importance of Alex’s job.
- 36 How does Alex’s interaction with the director in paragraph 2 advance the plot?
- A It exposes how Alex’s department is eager to promote him.
 - B It exposes the fact that Alex does not get along well with his coworkers.
 - C It emphasizes Alex’s contentment with his position and his fear of change.
 - D It emphasizes the fact that Alex’s supervisors disagree on what he should do.
- 37 What can be inferred from the sentence below in paragraph 3?
- “But Alex saw in all things the clean, even strokes of his written lines; and only when a horse thrust his nose, from some unknown quarter, over his shoulder, and sent a whole gust of wind down his neck from his nostrils, did he observe that he was not in the middle of a page, but in the middle of the street.”
- A Alex had a strong awareness of all written words.
 - B Alex was oblivious to his surroundings.
 - C Alex was a dispirited and lonely individual.
 - D Alex led a dismal life compared to others.



- 38 What impact does the author's use of the word *lot* have in paragraph 5?
- A It shows that Alex's life and work are valuable and honored highly by society.
 - B It reveals that Alex's work pays well, and he is respected by other professionals.
 - C It proves that Alex's life is excessive, and his work becomes overbearing for him at times.
 - D It indicates that Alex's life and work are neither rewarding nor revered by other people.
- 39 What is being implied in paragraph 5?
- A Alex seems content with his work and his life despite the future challenges he has ahead of him.
 - B Alex is not happy about the changes occurring in his job and his future.
 - C Alex looks forward to changing his job and his life in the future.
 - D Alex's work and life will become more interesting in the future.
- 40 How does the author create suspense in paragraph 5?
- A by saying Alex never gave any advice to anyone or took any advice himself
 - B by saying Alex had a salary of only 400 rubles a year
 - C by saying Alex's life would have flowed on, perhaps to extreme old age
 - D by saying Alex's career continued peacefully



- 41 Which detail from the text emphasizes the idea that Alex's occupation is his favorite activity?
- A "If his pay had been in proportion to his zeal, he would, perhaps, . . . have been made even a councilor of state."
 - B "Moreover, it is impossible to say that no attention was paid to him."
 - C "He gave no thought to his clothes: his uniform was not green, but a sort of rusty-meal color."
 - D "If there happened to be none, he took copies for himself, for his own gratification . . ."

RELEASED

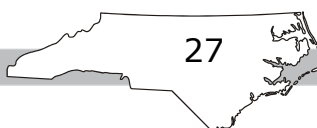


The question you read next will require you to answer in writing.

1. Write your answer on separate paper.
2. Be sure to write your name on each page.

- 42 Analyze how Alex's actions in paragraphs 3 and 4 develop the theme of the text. Use at least one example from the text to support your answer. Explain how the textual evidence supports your answer.

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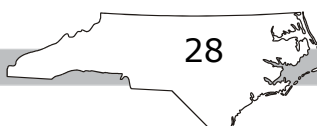


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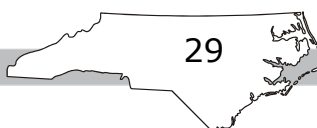
Excerpt from “Sprawl Threatens Wildlife and Habitat”

- 43 Where does the central idea first emerge in the text?
- A “Sprawl was found to be the leading cause of species imperilment.”
 - B “The rate of sprawl in the United States almost quadrupled between 1954 and 1997.”
 - C “Currently, the rate of land consumption outpaces population growth.”
 - D “Habitat loss in the lowlands has severed connections between populations.”
- 44 How does the use of words like *danger*, *threat*, and *imperilment* in paragraph 1 affect the meaning of the text?
- A by illustrating the rate of road mortality in the United States
 - B by conveying the negative effects of ecological biodiversity
 - C by stating a warning about the consequences of urbanization on wildlife
 - D by implying the possibility that a loss of animal species is impossible to control
- 45 How does the description of sprawl as “devouring land and habitat at an alarming pace” in paragraph 3 affect the meaning of the text?
- A It detracts from the author’s concerns about urbanization.
 - B It highlights the means by which urbanization occurs and grows.
 - C It personifies the process of urbanization and emphasizes its negative aspects.
 - D It discredits the threat of urbanization and dispels the myths associated with it.



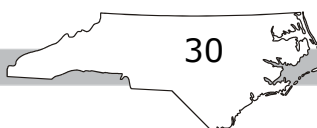


- 46 How do the details in paragraph 4 develop the author's claims about sprawl?
- A by emphasizing the extent of animal habitat that is jeopardized yearly
 - B by indicating how much land can safely be lost to development each year
 - C by suggesting forests and pastures are the primary habitats of endangered species
 - D by asserting that the effects of development are less serious than experts suggest
- 47 Based on paragraph 5, what can be inferred about the connection between clearing land and wildlife habitat?
- A Clearing land for agriculture has been less of a threat in the past.
 - B Clearing land for agriculture is the greatest threat to wildlife at this time.
 - C Clearing land for urbanization has been the main threat to wildlife in the past.
 - D Clearing land for urbanization has surpassed the threat of clearing land for agriculture.
- 48 How do the paragraphs in the section "Habitat loss concerns" refine the author's claim about habitat loss?
- A by describing the particular species most affected by urban sprawl
 - B by emphasizing the areas where species are the most vulnerable to extinction
 - C by demonstrating the need for policies that limit development in certain areas
 - D by focusing on the history of urban development in certain parts of the United States





- 49 How does the author connect the ideas concerning sprawl and threatened wildlife?
- A by implying that new studies about development and extinction should be conducted
 - B by emphasizing the importance of the research studies and when they were published
 - C by using research and data to support the central idea of the text
 - D by suggesting the claims are legitimate but need less emphasis
- 50 How does the author use rhetoric to advance the point of view that urban sprawl is one of the main causes of wildlife extinction in the United States?
- A by discussing species-specific losses and the development projects that led to their demise
 - B by including studies from activists about the insufficient legislation protecting animal habitats
 - C by focusing on how much land is currently being developed for commercial and agricultural use
 - D by highlighting specific studies and explaining the increase in development over time





The question you read next will require you to answer in writing.

1. Write your answer on separate paper.
2. Be sure to write your name on each page.

- 51 Analyze how the information in paragraphs 6–8 refines the claims the author makes in the first paragraph. Provide one example from the text and explain how the textual evidence supports your answer.

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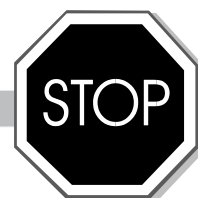
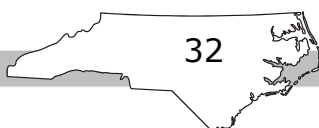


This is the end of the English II test.

Directions:

- 1. Look back over your answers for the test questions.**
- 2. Put all of your papers inside your test book and close your test book.**
- 3. Stay quietly in your seat until your teacher tells you that testing is finished.**

RELEASED



**English II
RELEASED Items
2019–2020
Answer Key**

Item Number	Type	Key	DOK*	Domain
S1	MC	A		
S2	MC	B		

Item Number	Type	Key	DOK	Domain
1	MC	D	2	EII.RI.10.2
2	MC	B	2	EII.L.10.4
3	MC	D	3	EII.RI.10.5
4	MC	C	2	EII.RI.10.4
5	MC	A	3	EII.RI.10.3
6	MC	A	3	EII.RI.10.6
7	MC	B	3	EII.RI.10.3
8	MC	B	3	EII.RI.10.8
9	MC	A	2	EII.RI.10.3
10	MC	D	2	EII.RL.10.4
11	MC	C	2	EII.RL.10.4
12	MC	D	2	EII.L.10.5
13	MC	B	2	EII.RL.10.1
14	MC	A	3	EII.RL.10.5
15	MC	B	2	EII.L.10.5

ENGLISH II — RELEASED ITEMS

Item Number	Type	Key	DOK	Domain
16	MC	C	2	EII.RL.10.2
17	MC	D	2	EII.RL.10.1
18	MC	D	2	EII.RL.10.1
19	MC	A	2	EII.RL.10.1
20	MC	B	2	EII.L.10.4
21	MC	D	2	EII.RL.10.1
22	MC	A	2	EII.RL.10.2
23	MC	C	3	EII.RL.10.6
24	MC	C	2	EII.RL.10.3
25	MC	A	2	EII.RI.10.2
26	MC	D	2	EII.L.10.4
27	MC	A	3	EII.RI.10.6
28	MC	B	2	EII.RI.10.1
29	MC	B	2	EII.L.10.5
30	MC	D	3	EII.RI.10.5
31	MC	C	2	EII.RI.10.6
32	MC	B	3	EII.RI.10.3
33	CR	0–2 Rubric	3	EII.RI.10.1
34	MC	C	2	EII.RL.10.2
35	MC	A	2	EII.L.10.5
36	MC	C	2	EII.RL.10.3
37	MC	B	2	EII.RL.10.1
38	MC	D	2	EII.RL.10.4
39	MC	A	2	EII.RL.10.1
40	MC	C	3	EII.RL.10.5

ENGLISH II — RELEASED ITEMS

Item Number	Type	Key	DOK	Domain
41	MC	D	2	EII.RL.10.1
42	CR	0–2 Rubric	3	EII.RL.10.2
43	MC	A	2	EII.RI.10.2
44	MC	C	2	EII.RI.10.4
45	MC	C	2	EII.L.10.5
46	MC	A	3	EII.RI.10.5
47	MC	D	2	EII.RI.10.1
48	MC	B	3	EII.RI.10.5
49	MC	C	3	EII.RI.10.3
50	MC	D	3	EII.RI.10.6
51	CR	0–2 Rubric	3	EII.RI.10.5

***DOK:**

1 = Recall

2 = Skill/Concept

3 = Strategic Thinking

Scoring Rubric for:

Excerpt from “On Thomas Edison Bulb Anniversary, Lighting Breakthrough”

Explain the importance of lightbulb shape for future bulb development. Use one example from the text and include how the textual evidence supports your answer.

Score Point 2

- Explains the importance of lightbulb shape for future bulb development
- Uses one appropriate example from the text
- Writes a response that includes how the textual evidence supports the answer

Score Point 1

- Explains the importance of lightbulb shape for future bulb development
- Uses one inappropriate example from the text or lacks textual support
- Writes a response that may attempt to include how the incorrect textual evidence supports the answer or the correct evidence is analyzed incorrectly

Score Point 0

- Fails to explain the importance of lightbulb shape for future bulb development
- Fails to use one appropriate example from the text
- Writes a response that fails to include how the textual evidence supports the answer

Scoring Rubric for:

Adapted from “The Cloak”

Analyze how Alex’s actions in paragraphs 3 and 4 develop the theme of the text. Use at least one example from the text to support your answer. Explain how the textual evidence supports your answer.

Score Point 2

- Analyzes how Alex’s actions in paragraphs 3 and 4 develop the theme of the text
- Uses one appropriate example from the text as support
- Writes a response that explains how the textual evidence supports the answer

Score Point 1

- Analyzes how Alex’s actions in paragraphs 3 and 4 develop the theme of the text
- Uses one inappropriate example from the text as support or lacks textual support
- Writes a response that may attempt to explain how the incorrect textual evidence supports the answer

Score Point 0

- Fails to analyze how Alex’s actions in paragraphs 3 and 4 develop the theme of the text
- Fails to use one appropriate example from the text as support
- Writes a response that fails to explain how the textual evidence supports the answer

Scoring Rubric for:

Excerpt from “Sprawl Threatens Wildlife and Habitat”

Analyze how the information in paragraphs 6–8 refines the claims the author makes in the first paragraph. Provide one example from the text and explain how the textual evidence supports your answer.

Score Point 2

- Response analyzes how the information in paragraphs 6–8 refines the claims the author makes in the first paragraph
- Response provides one appropriate example from the text
- Writes a response that explains how the textual evidence supports the answer

Score Point 1

- Response analyzes how the information in paragraphs 6–8 refines the claims the author makes in the first paragraph
- Response provides one inappropriate example from the text as support or lacks an example from the text
- Writes a response that may attempt to explain how the incorrect textual evidence supports the answer

Score Point 0

- Response fails to analyze how the information in paragraphs 6–8 refines the claims the author makes in the first paragraph
- Response fails to provide one example from the text
- Writes a response that fails to explain how the textual evidence supports the answer

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