

Released Items

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NCEXTEND1 English II



Public Schools of North Carolina

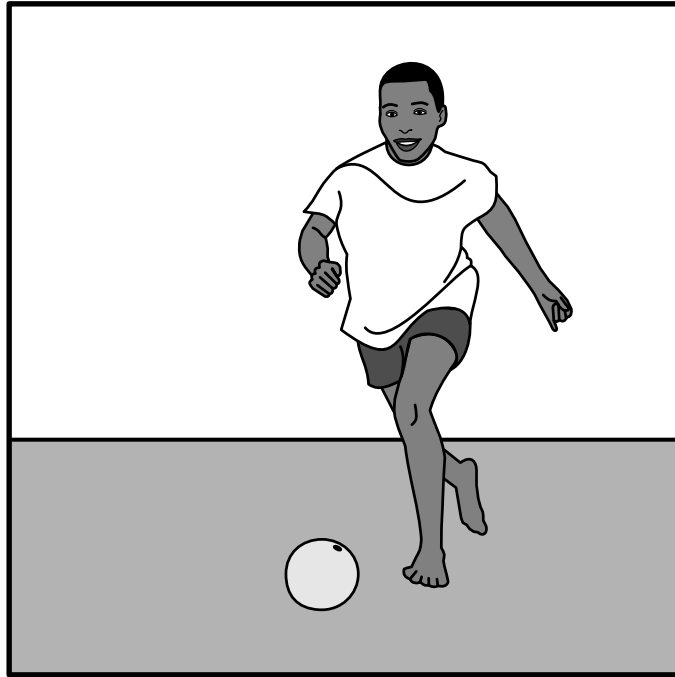
Department of Public Instruction | State Board of Education

Division of Accountability Services/North Carolina Testing Program

Pelé



Pelé is a famous soccer player. He is said to be the “king of soccer” because many believe he is the greatest player in the history of soccer.



Pelé was born in 1940 in Brazil, a country in South America. His love for soccer began as a child. When Pelé was growing up, his family had very little money and could not afford to buy him a soccer ball. Instead, Pelé used a grapefruit or a sock stuffed with newspaper as a soccer ball.

Pelé showed an amazing talent for soccer at a young age. He became known for his speed and an ability to score soccer goals using both of his feet and even his head. By the time Pelé was 17, he was playing soccer professionally for Brazil's national team. A professional athlete is considered to be one of the best and is paid money to play a sport.



Pelé helped Brazil's national soccer team win the World Cup three times. The World Cup is a soccer competition where teams from countries all over the world play each other. The team that wins the World Cup is said to be the best in the world.



In 1977, Pelé played his last game of professional soccer when he was 37 years old. By the end of his career, he had scored an amazing 1,281 goals. Although he has long since retired, he is still called the “king of soccer” and considered by many to be the greatest player in the history of the game.



Item 1

Test Cards: Provided by NCDPI

- Selection: Pelé
- Stem: "What is the main idea of the selection?"
- A: Pelé was an amazing soccer player.
- B: Pelé was a man who lived in Brazil.
- C: Pelé was a man who grew up with little money.

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

Trial 1

- The assessor presents and reads the stem.
- The assessor says: **"What is the main idea of the selection?"**
- The assessor presents the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"Pelé was an amazing soccer player."** (B) **"Pelé was a man who lived in Brazil."** (C) **"Pelé was a man who grew up with little money."**
- The assessor repeats the stem and says: **"What is the main idea of the selection? Select an answer."**
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.



Trial 2

- The assessor presents and reads the stem.
- The assessor says: **"Let's try again. What is the main idea of the selection?"**
- The assessor presents the answer choices in the following order.
If B was removed
 The assessor says: (A) **"Pelé was an amazing soccer player."**
 (C) **"Pelé was a man who grew up with little money."**
If C was removed
 The assessor says: (A) **"Pelé was an amazing soccer player."**
 (B) **"Pelé was a man who lived in Brazil."**
- The assessor says: **"What is the main idea of the selection? Select an answer."**
- The assessor and student continue to the next item.



Item 2

Test Cards: Provided by NCDPI

- Selection: Pelé
- Stem: "What does the phrase 'could not afford' mean in the selection?"
- A: did not have a soccer ball
- B: did not have enough money
- C: did not have a place to play

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

Trial 1

- The assessor presents and reads the stem.
- The assessor says: **"What does the phrase 'could not afford' mean in the selection?"**
- The assessor presents the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"did not have a soccer ball"** (B) **"did not have enough money"** (C) **"did not have a place to play"**
- The assessor repeats the stem and says: **"What does the phrase 'could not afford' mean in the selection? Select an answer."**
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.



Trial 2

- The assessor presents and reads the stem.
- The assessor says: **"Let's try again. What does the phrase 'could not afford' mean in the selection?"**
- The assessor presents the answer choices in the following order.
If A was removed
 The assessor says: (B) **"did not have enough money"** (C) **"did not have a place to play"**
If C was removed
 The assessor says: (A) **"did not have a soccer ball"** (B) **"did not have enough money"**
- The assessor says: **"What does the phrase 'could not afford' mean in the selection? Select an answer."**
- The assessor and student continue to the next item.



Item 3

Test Cards: Provided by NCDPI

- Selection: Pelé
- Stem: "What made Pelé such a talented player?"
- A: He started playing soccer at the World Cup.
- B: He retired from soccer when he was 37 years old.
- C: He could score goals with his feet and his head.

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

Trial 1

- The assessor presents and reads the stem.
- The assessor says: **"What made Pelé such a talented player?"**
- The assessor presents and reads the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"He started playing soccer at the World Cup."** (B) **"He retired from soccer when he was 37 years old."** (C) **"He could score goals with his feet and his head."**
- The assessor repeats the stem and says: **"What made Pelé such a talented player? Select an answer."**
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.



Trial 2

- The assessor presents and reads the stem.
- The assessor says: **"Let's try again. What made Pelé such a talented player?"**
- The assessor presents the answer choices in the following order.
If A was removed
 The assessor says: (B) **"He retired from soccer when he was 37 years old."** (C) **"He could score goals with his feet and his head."**
If B was removed
 The assessor says: (A) **"He started playing soccer at the World Cup."** (C) **"He could score goals with his feet and his head."**
- The assessor says: **"What made Pelé such a talented player? Select an answer."**
- The assessor and student continue to the next item.



Item 4

Test Cards: Provided by NCDPI

- Selection: Pelé
- Stem: "Which detail supports the idea that Pelé was important to his team?"
- A: He started playing soccer at a very young age.
- B: He helped his team win the World Cup three times.
- C: He was retired from his team when he was 37 years old.

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

Trial 1

- The assessor presents and reads the stem.
- The assessor says: **"Which detail supports the idea that Pelé was important to his team?"**
- The assessor presents and reads the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"He started playing soccer at a very young age."**
(B) **"He helped his team win the World Cup three times."**
(C) **"He was retired from his team when he was 37 years old."**
- The assessor repeats the stem and says: **"Which detail supports the idea that Pelé was important to his team? Select an answer."**
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.



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Trial 2

- The assessor presents and reads the stem.
- The assessor says: **"Let's try again. Which detail supports the idea that Pelé was important to his team?"**
- The assessor presents the answer choices in the following order.
If A was removed
 The assessor says: (B) **"He helped his team win the World Cup three times."** (C) **"He was retired from his team when he was 37 years old."**
If C was removed
 The assessor says: (A) **"He started playing soccer at a very young age."** (B) **"He helped his team win the World Cup three times."**
- The assessor says: **"Which detail supports the idea that Pelé was important to his team? Select an answer."**
- The assessor and student continue to the next item.



Item 5

Test Cards: Provided by NCDPI

- Selection: Pelé
- Stem: "Which detail supports the idea that Pelé was the greatest soccer player?"
- A: He scored 1,281 goals.
- B: He was born in Brazil.
- C: He had very little money.

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

Trial 1

- The assessor presents and reads the stem.
- The assessor says: **"Which detail supports the idea that Pelé was the greatest soccer player?"**
- The assessor presents and reads the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"He scored 1,281 goals."** (B) **"He was born in Brazil."** (C) **"He had very little money."**
- The assessor repeats the stem and says: **"Which detail supports the idea that Pelé was the greatest soccer player? Select an answer."**
- If the student answers correctly, the assessor ends the presentation of the sample items.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.



Trial 2

- The assessor presents and reads the stem.
- The assessor says: **"Let's try again. Which detail supports the idea that Pelé was the greatest soccer player?"**
- The assessor presents the answer choices in the following order.
If B was removed
 The assessor says: (A) **"He scored 1,281 goals."** (C) **"He had very little money."**
If C was removed
 The assessor says: (A) **"He scored 1,281 goals."** (B) **"He was born in Brazil."**
- The assessor says: **"Which detail supports the idea that Pelé was the greatest soccer player? Select an answer."**
 The assessor ends the presentation of the sample items.

RELEASED



What is the main idea of the selection?

Pelé was an amazing soccer player.

Pelé was a man who lived in Brazil.

Pelé was a man who grew up with little money.

What does the phrase “could not afford” mean in the selection?

did not have a soccer ball

did not have enough money

did not have a place to play

What made Pelé such a talented player?

He started playing soccer at the World Cup.

He retired from soccer when he was 37 years old.

He could score goals with his feet and his head.

Which detail supports the idea that Pelé was important to his team?

He started playing soccer at a very young age.

He helped his team win the World Cup
three times.

He retired from his team when he was 37 years old.

Which detail supports the idea that Pelé was the greatest soccer player?

He scored 1,281 goals.

He was born in Brazil.

He had very little money.