

Example Items

English I ESOL Intermediate

English I ESOL Intermediate Example Items are a **representative set** of items for the ACP. Teachers may use this set of items along with the test blueprint as guides to prepare students for the ACP. On the last page, the correct answer, content SE and SE justification are listed for each item.

On the Example set and the ACP, Figure 19 SEs are bundled with the TEKS Strand for the genre of the passage tested. The items with bundled SEs on the Example set are representative of those on the ACP but may *not* be inclusive of all possible bundled SEs. The ACP Blueprint does show all Figure 19 bundled SEs assessed on the ACP. *Also, the specific part of an SE that an Example Item measures is **NOT** necessarily the only part of the SE that is assessed on the ACP.* None of these Example Items will appear on the ACP.

Teachers may provide feedback regarding Example Items.

(1) Download the [Example Feedback Form](#) and email it. The form is located on the homepage of Assessment.dallasisd.org.

OR

(2) To submit directly, click “Example Feedback” **after** you login to the [Assessment website](#).

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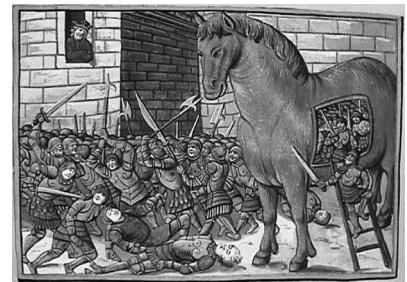
EXAMPLE ITEMS Eng I ESOL Interm, Sem 1



Read the selection and choose the best answer for each question.

The Trojan Horse

- 1 Helen was Queen of the Greeks, and she was incredibly beautiful. A treacherous Trojan prince made her a prisoner and took her to his home in Troy. Of course, Helen's husband, Odysseus, believed Helen belonged back in Greece. He sailed to Troy with countless mighty ships and legions of soldiers, and for ten years, he and the other Greeks camped outside the walls around the city. They unsuccessfully attacked Troy many times, but the walls were always too strong.
- 2 Finally, the Greeks asked two of their gods, Athena and Poseidon, for help. Athena, the goddess of wisdom, inspiration, and war strategy, wanted the Greeks to beat their enemies. So, she gave an idea to Odysseus. She said, "We can trick the Trojans! We can build a huge wooden horse and hide inside it. Then, as soon as the Trojans bring the horse through the city walls, we will surprise them."
- 3 And that is what the Greek soldiers did. When the wooden horse was ready, they carved words on the side. The words said: *For Athena—The Greeks ask you for a safe return home.* The Greeks knew that the people of Troy also honored Athena, and there was a temple to Athena inside the city walls. "The Trojans will take the horse into the city to the temple. We will be hiding inside the horse," Athena told Odysseus.
- 4 That night, Odysseus and twenty other soldiers climbed inside the horse, and they closed the small door and waited quietly. All the other Greeks sailed away in their ships, but they did not go far.
- 5 The next morning, the Trojans looked outside the walls. To their tremendous surprise, the Greeks were gone. Their camp was empty, and nothing was left outside the walls of Troy but the big wooden horse.
- 6 The Trojans saw the huge horse and were curious about it. Even though one Trojan warned that the horse was a trick, the others did not listen. They decided to bring it through the city walls. It was very heavy, but with great effort, they pulled it into the city. When the horse was inside, the people of Troy covered it with flowers to celebrate the end of the war.
- 7 At night, the King of Troy had a party at the palace. At last, the war was over. Queen Helen came outside to look at the horse. "I wonder what is inside the horse," she said quietly to herself. The men inside the horse wanted to call out to Helen, but Odysseus stopped them. Their strategy required their absolute silence.



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- 8 "Shhh," he said to his men. "Do not say a word or the Trojans will discover us." Helen guessed that Greek soldiers were inside the horse, but she kept the secret.
- 9 Late that night, all the Trojans were asleep, so the Greek soldiers opened the small door in the horse. They climbed out. A few of them ran to the top of the city walls, and they waved at their ships to return. The Greek soldiers on the ships saw them and sailed back to the city.
- 10 Then, Odysseus and his men opened the city gates, and all the other Greek soldiers rushed inside. They killed the Trojans and burned the city. Queen Helen, at long last, was saved, and the long war was finally over.

1 What foreshadows the Greeks' victory?

- A** *Helen was Queen of the Greeks, and she was incredibly beautiful.*
- B** *...for ten years, he and the other Greeks camped outside the walls around the city.*
- C** *They unsuccessfully attacked Troy many times, but the walls were always too strong.*
- D** *Athena...wanted the Greeks to beat their enemies.*

2 Odysseus can best be described as —

- A** timid
- B** clever
- C** weak
- D** cowardly

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Read the selection and choose the best answer for each question.

Changing the World

by Time Magazine for Kids

- 1 Bushwick is a tough place to grow up. This part of Brooklyn, in New York City, has a lot of crime. More than half of its 100,000 residents need help from the government. Only 50% of students at Bushwick High School graduate in four years. Students need at least 24 credits to graduate. Some people might say, "We should help these poor kids who have so many challenges."
- 2 But Malaak Compton-Rock looks at the teens in Bushwick and says, "Go help kids who have even bigger challenges than you do." She believes that once young people see the power they have to make things better, they can handle their own problems more easily. So her service group, the Angel Rock Project, took 30 Bushwick kids to Soweto (so-way-toh), in South Africa, to help poor families there. Soweto is a township outside the city of Johannesburg. The effort, called *Journey for Change*, aims to show that any kid can change the world.
- 3 "Kids in Bushwick face pressure to drop out of school or become involved in gangs and drugs," Compton-Rock told TFK. She and her husband, the comedian Chris Rock, want to help these teens gain the skills they need to succeed. "We want them to live a life of purpose and service," says Compton-Rock.

Helping and Healing

- 4 In Soweto, many parents have died of AIDS, a deadly disease. When that happens, a grandparent or a child must lead the family. The Bushwick volunteers helped such families. They tended vegetable gardens, cared for babies and bought groceries.
- 5 "The saddest thing was when we visited an orphanage, and I held a little boy who had been abandoned by his family because he had HIV," says Queen Clyde, 12. HIV is the virus that causes AIDS. "It's been good to be on this trip. But what's also important is what we do when it's finished, when people aren't looking. That's what counts." The trip was two weeks long. But the kids, ages 12 to 15, will spend all year speaking about their experience, fund-raising, and more.
- 6 "I never appreciated what I had until I saw some people who had nothing," says Sadara Lewis, 12. "It's really changed my attitude. I want to make a difference."

A New Attitude

- 7 Nathabise Mohlopwa, 17, is an orphan who lost both her parents. She played with the *Journey for Change* kids, and they helped her care for her family. She smiled as she said, "We love you guys and hope you will come back."

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8 Donovan Rogers, 13, took many photos in South Africa. He says that the trip changed his life. "I cried so many times behind my camera lens. I never thought I could help others, but now I am inspired to help my community."

3 Which word or phrase from paragraph 4 helps the reader determine the meaning of *tended*?

- A *Bushwick volunteers*
- B *vegetable gardens*
- C *cared*
- D *groceries*

4 Why does the author include paragraphs 5 through 8 in the article?

- A To make the kids more popular among their friends in the community
- B To make sure their parents knew about their trip to Africa
- C To help the African orphans remember their friends from New York
- D To show that the kids' experience in Africa was very successful

5 Which sentence is an example of an unsubstantiated opinion?

- A "We should help these poor kids who have so many challenges."
- B "Kids in Bushwick...become involved in gangs and drugs,"
- C *In Soweto, many parents have died of AIDS, a deadly disease.*
- D *Nathabise Mohlopwa, 17, is an orphan who lost both her parents.*

6 The reader can infer that, after visiting Soweto, the Bushwick kids —

- A had a difficult time readjusting to life at home
- B were better students than they were before their trip
- C had a new outlook on their lives in New York
- D were less interested in helping their local community

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7

What is the best summary of the selection?

- A** The Angel Rock Project helps kids with AIDS in Bushwick, which is part of New York City. The group sends the kids to Africa to help other kids with AIDS by teaching them to grow vegetables. The kids even get a special visit from comedian Chris Rock.
- B** The Angel Rock Project takes poor kids from Bushwick in Brooklyn and sends them to Africa to help fight AIDS. The Bushwick Kids join comedian Chris Rock to help improve lives in Africa through laughter. The Bushwick kids enjoy their time in Africa.
- C** The Angel Rock Project was started in Bushwick, which is part of Brooklyn. All of the kids there are poor, struggle to stay in school, and are involved in drugs or gangs. The Angel Rock Project helps them see that things could be much worse.
- D** The Angel Rock Project tries to help struggling kids in Bushwick by showing them they can change lives. The group takes the kids to Africa to help families there. The trip pushes the Bushwick kids to make a difference at home.

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Read the selection and choose the best answer for each question.

Ryan wrote this personal narrative about his experience serving the community. Read his narrative and look for any changes that should be made. Then, answer the questions.

The Garden

(1) I cannot believe my terrible luck. (2) I will be working at the Beachtown Community Garden. (3) I will be working there for the next two weeks. (4) Mrs. Lance, who is our teacher, gave us a painfully boring new assignment today. (5) Our assignment is to help improve the community. (6) She wrote down several different ways we could help, and then, she put them in a hat so we could select our assignment. (7) Unfortunately, I selected the garden. (8) Yuck.

(9) Drag my feet, I walked to the park. (10) The garden is in a beautiful section of the park next to the duck pond. (11) I opened the gate, and I reluctantly walked inside. (12) The garden has hundreds of tiny green plants. (13) I let out a frustrated sigh just thinking about the disgusting dirt that will cover my favorite shoes.

(14) I report to Mrs. Carson, who is the Garden Director. (15) She races over, and she excitedly introduces herself. (16) She tells me that each day I am required to pick weeds and water the plants.

(17) As I start to water, I look over at an elderly man. (18) He is bent over carefully picking weeds, and I wonder why he is here. (19) He looks up and smiles politely, so I give a little wave and return to my watering.

(20) After an hour, the man walks over and introduces himself as Albert. (21) He comes to the garden every day, and he waters, picks weeds, and harvests vegetables. (22) My absolute favorite vegetables are tomatoes. (23) I ask him why he comes to the garden each day, and he looks surprised at my question.

(24) "I volunteer here because the food is grown for people who cannot afford to buy food of their own" he explained. (25) "It's important for people to help they out."

(26) Suddenly, the dirt on my shoes does not seem very important. (27) As I pick up my hose. (28) This time I carefully water each tiny little plant.

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8

What is the best way to combine sentences 2 and 3?

- A I will be working at the Beachtown Community Garden because I will be working there for the next two weeks.
- B I will be working at the Beachtown Community Garden for the next two weeks.
- C I will be working at the Beachtown Community Garden, or I will be working there for the next two weeks.
- D I will be working at the Beachtown Community Garden, there for the next two weeks.

9

What change, if any, should be made in sentence 9?

- A Change ***Drag*** to ***Dragging***
- B Change ***walked*** to ***walks***
- C Insert a comma after ***walked***
- D Make no change

10

What change, if any, should be made in sentence 20?

- A Change ***hour*** to ***our***
- B Change ***walks*** to ***walk***
- C Change ***albert*** to ***Albert***
- D Make no change

11

What change, if any, should be made in sentence 24?

- A Change ***volunteer*** to ***volunter***
- B Change ***their*** to ***there***
- C Insert a comma after ***own***
- D Make no change

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12

What change, if any, should be made in sentence 25?

- A Change ***It's*** to ***Its***
- B Change ***people*** to ***person***
- C Change ***they*** to ***each other***
- D Make no change

13

What is the correct way to write sentences 27 and 28?

- A This time, as I pick up my hose, I carefully water each tiny little plant.
- B As I pick up my hose, and this time I carefully water each tiny little plant.
- C This time I carefully, as I pick up my hose, water each tiny little plant.
- D As I pick up my hose because this time I carefully water each tiny little plant.

EXAMPLE ITEMS English I ESOL Intermediate Key, Sem 1

Item#	Key	SE	Process Skills/SE Justification
1	D	9.5A	Analyze non-linear plot development (e.g.,...foreshadowing...)...
2	B	9.5B	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices....
3	C	9.1B	Analyze textual context (...in larger sections of text) to distinguish between denotative and connotative meanings of words.
4	D	9.9C	Make subtle inferences...about the ideas in text and their organizational patterns.
5	A	9.9B	Differentiate between opinions that are substantiated and unsubstantiated in the text.
6	C	9.9 F19B [R]	Make complex inferences about text....
7	D	9.9A	Summarize text....
8	B	9.13C	Revise drafts to improve...word choice...after rethinking how well questions of...audience...have been addressed.
9	A	9.17Ai	Use and understand the function of the following parts of speech in the context of...writing...: (i) more complex active...tenses and verbals (...participles).
10	C	9.18A	Use conventions of capitalization.
11	C	9.13D	Edit drafts for...mechanics....
12	C	9.17Aiii	Use and understand the function of the following parts of speech in the context of...writing...: ...(iii) reciprocal pronouns (e.g., each other...).
13	A	9.17C	Use a variety of correctly structured sentences (e.g. ...complex...).