

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.

*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 the [Assessment website](https://assessment.dallasisd.org): <https://assessment.dallasisd.org>.

OR

(2) To submit directly, click “Example Feedback – online form” **after** you click the Example Items link under ACP Resources on the ACP tab on the [Assessment website](#).

First Semester
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EXAMPLE ITEMS English I ESOL Intermediate, 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, 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, when 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.

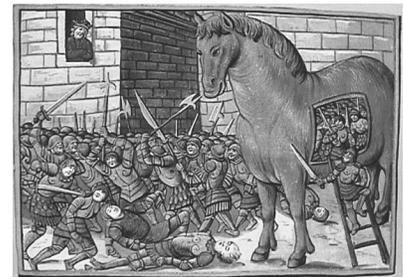


4 That night, Odysseus and twenty soldiers climbed inside the horse. They closed the small door and waited quietly. All the other Greeks sailed away in their ships, but they did not go far.

5 The next morning, the Trojans looked outside the walls. To their 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. Although 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, 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. Finally, the war was over. Queen Helen came outside to look at the horse. "I wonder what is inside the horse," she said quietly. The men inside the horse wanted to call out to Helen, but Odysseus stopped them. Their plan 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, when all the Trojans were asleep, 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. 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, was finally saved, and the long war was over.

1 Read these sentences from paragraph 3.

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 author includes these sentences in the passage to —

- A show the probability of the Trojans bringing the horse into the city walls
- B convey the depth of honor the Greeks had for the goddess Athena
- C reveal that the Trojan people loved and worshiped horses
- D explain why there was a temple to Athena inside the Trojan city walls

2 Odysseus can **best** be described as —

- A timid
- B clever
- C weak
- D grateful

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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 difficult place to grow up. This part of 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. 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 when young people see the power they have to make things better, they can control their own problems more easily. Her service group, the Angel Rock Project, took 30 Bushwick kids to Soweto (so-way-toh), a small town in South Africa, to help poor families there. The program, called *Journey for Change*, wants to show that any kid can change the world.
- 3 "Kids in Bushwick have pressure to drop out of school or become involved in gangs and drugs," says Compton-Rock. She and her husband, the comedian Chris Rock, want to help these teens get 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 these types of families. They tended vegetable gardens, cared for babies and bought groceries.
- 5 "The saddest part was when we visited an orphanage, and I held a little boy whose family abandoned him 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 the important part." The trip was only two weeks long but the kids will spend all year talking about their experience.
- 6 "I never appreciated what I had until I saw 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."
- 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."

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

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

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

6 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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Use "The Trojan Horse" and "Changing the World" to answer the next question.

- 7** How do the soldiers in "The Trojan Horse" **differ** from the Angel Rock Project teens in "Changing the World"?
- A** The soldiers celebrate the end of the war while the teens are inspired to continue to help others.
 - B** The soldiers worked together to destroy a city while the teens worked together to help others.
 - C** The soldiers call other soldiers for support while the teens stay together in a small group.
 - D** The soldiers build their own camps while the teens stay in an orphanage.

REVISING

GO ON 

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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) Dragging 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 is the most effective way to revise sentence 6?

- A She wrote down several different ways we could help, and then, she put them in a hat so we could select our assignment.
- B She wrote down several different ways we could help, she put them in a hat, so we could select our assignment.
- C She wrote down several different ways we could help, and she put them in a hat so we could select our assignment.
- D She wrote down several different ways we could help, she put them in a hat and so we could select our assignment.

10

What is the most effective way to combine 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.

EDITING

EXAMPLE ITEMS English I ESOL Intermediate, Sem 1



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

Amy wrote a report for her Social Studies class. Read her report and look for any changes that should be made. Then, answer the questions.

California Weather is Ideal for Fires

(1) Many areas of california have a Mediterranean climate. (2) Long, dry summers are follow by a mild, wet winter with a handful of storms. (3) These conditions make the state ideal for wildfires, said LeRoy Westerling, fire scientist at University of California, Merced. (4) However, such conditions are getting affected by climate change, too.

(5) With Global Warming, the climate keeps getting hotter. (6) Snow melts earlier in the spring, plants dry out in the summer sooner and the rains come later in the autumn. (7) In other words, the summer fire season is getting longer.

(8) Climate change is affecting the jet stream, too. (9) This river of high altitude air that moves storms and daily weather west to east slows. (10) Weather get stuck, often with dry periods for the Golden State.

11

What change should be made in sentence 1?

- A Change **Many** to **many**
- B Change **california** to **California**
- C Change **Mediterranean** to **mediterranean**
- D Change **climate** to **Climate**

12

What change should be made in sentence 2?

- A Change **follow** to **followed**
- B Change **follow** to **have follow**
- C Change **follow** to **following**
- D Change **storms** to **stormy**

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13 What change, if any, should be made to sentence 5?

- A** Change *Global Warming* to **global warming**
- B** Change *keeps* to **keep**
- C** Change *getting* to **gets**
- D** Make no change

14 What change should be made in sentence 10?

- A** change *get* to **has gotten**
- B** change *get* to **gets**
- C** change *often with* to **often to**
- D** change *dry* to **dries**

EXAMPLE ITEMS English I ESOL Intermediate Key, Sem 1

Item#	Key	SE	SE Justification
1	A	9.8A	Analyze the author’s purpose, audience, and message within a text
2	B	9.6B	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils
3	C	9.2B	Analyze context to distinguish between the denotative and connotative meanings of words
4	D	9.4F	Make inferences and use evidence to support understanding
5	B	9.5C	Use text evidence and original commentary to support a comprehensive response
6	D	9.5D	Paraphrase and summarize texts in ways that maintain meaning and logical order
7	B	9.4E	Make connections to personal experiences, ideas in other texts, and society
8	B	9.9C	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses
9	C	9.9C	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses
10	A	9.9C	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses
11	B	9.9Div	Edit drafts using standard English conventions, including: (iv) correct capitalization
12	A	9.9Dii	Edit drafts using standard English conventions, including: (ii) consistent, appropriate use of verb tense and active and passive voice.
13	A	9.9Div	Edit drafts using standard English conventions, including: (iv) correct capitalization
14	B	9.9Dii	Edit drafts using standard English conventions, including: (ii) consistent, appropriate use of verb tense and active and passive voice.