

Example Items

English III

English III 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.

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

First Semester
2018–2019
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EXAMPLE ITEMS English III, Sem 1



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

CIA Report Encourages Extremists, Makes Allies Reluctant to Help

by Lawrence J. Haas

- 1 Though they preside over the world's most important nation, our leaders in Washington can be shockingly oblivious to the people beyond our shores. Other nations—and extremists in those nations—watch and listen closely to whatever we say or do.
- 2 That's the only logical explanation for why Senate Intelligence Committee Democrats released such a graphic report 13 years after the terror attacks of Sept. 11, 2001. It details the CIA's "enhanced interrogation" methods in the frightening days, weeks, and months after that fateful day.
- 3 With its provocative detail splashed across the TV screens, front pages, and websites of our media, the report will undoubtedly endanger American lives. It gives extremists one more rallying cry to attack U.S. interests and strengthen their recruiting efforts. It also forces other governments and intelligence services to show that they're keeping their distance from Uncle Sam.
- 4 To be clear, the report was revealing only in its raw detail of CIA activities against particular detainees. We've known for many years that the CIA used unsavory methods.
- 5 In fact, when news surfaced years ago that the CIA deprived suspects of sleep, chained them to walls, threatened them with gruesome death, and so on, government officials, opinion leaders, and the broad public began a serious and cathartic national debate over whether the United States should ever torture.
- 6 With a few exceptions, we even reached a general agreement that we should avoid anything that smacks of torture and consider employing it only in the most extreme cases. An obvious situation is when the United States faces the immediate threat of an attack that could kill hundreds, if not thousands, of people.
- 7 That's all fine years after the fact but, as the Senate Intelligence Committee Chair Diane Feinstein, a Democrat from California, acknowledged in her forward to the report, the days after Sept. 11, 2001 were not ones in which our government and intelligence services could take a leisurely approach to national security. Instead, they were the days of overwhelming fear that much greater attacks were coming.
- 8 In fact, Feinstein noted that, after Sept. 11, the CIA "was encouraged by political leaders and the public to do whatever it could to prevent another attack." She went on to say that the "Intelligence Committee as well often pushes intelligence agencies to act quickly in response to threats and world events."

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- 9 That, by the way, is no different than how our nation’s leaders have behaved at other perilous times. During the Civil War, for instance, President Abraham Lincoln suspended the writ of habeas corpus, which prevents Americans from being unlawfully imprisoned. What later seems horrifying often seems vital at the time.
- 10 Feinstein says that she hopes the report will serve as a warning for the future, as a preemptive measure to ensure that, even when facing national security perils, the United States never again abandons its values.
- 11 Indeed, she and her Democratic colleagues were so determined to render their judgments against the CIA’s post-Sept. 11 methods that they never even interviewed the officials whose activities they judged so harshly.
- 12 Now, the extremists of al-Qaida, Islamic State, and other dangerous groups who plot every day to attack America and its global interests will have one more rallying cry and recruiting tool. That means more extremists with more motivation to plot and launch more attacks against more Americans.
- 13 Now, governments and intelligence agencies with which Washington has worked regularly, whether in Europe, the Middle East, or elsewhere, will hesitate before aligning themselves too closely with the United States.
- 14 That means less intelligence from around the world will flow to Washington, leaving us more vulnerable to plots that our intelligence services lack the information to prevent.
- 15 America debated torture and rendered its judgment long ago. Rather than advance that debate, the committee’s report is just making American deaths more likely.

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1 The author most likely included paragraphs 1 through 3 in order to show that he thinks releasing the report —

- A** was a sensible thing to do to protect American interests
- B** will cause the public to protest the actions it details
- C** will ease tensions between the U.S. and other nations
- D** was an illogical action made by U.S. leaders

2 The author’s style suggests that the purpose for writing the article is to —

- A** persuade the public to express disapproval of the CIA’s unsavory methods
- B** criticize Diane Feinstein’s reason for publishing the report
- C** warn of possible dire consequences for publishing the report
- D** show what happens when people are unlawfully imprisoned and tortured

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3 The reader can conclude from the selection that the author believes that —

- A others nations admire the U.S. and align themselves with its policies
- B the CIA always uses “enhanced interrogation” methods to protect U.S. citizens
- C Senator Feinstein regrets the impact that publishing the CIA report has had
- D America’s many enemies continuously look for reasons to attack

4 What is the best summary of the article?

- A Sometimes it’s hard to predict unintended consequences of an action. A butterfly flaps its wings in China, and it rains in America. Did Democrats on the Senate Intelligence Committee embolden al-Qaida when they released their report on what the CIA did after September 11, 2001? Maybe. Or maybe something else would have encouraged al-Qaida. It’s hard to know.
- B Although he is never openly critical, clearly the author is displeased with Democrats on the Senate Intelligence Committee after they published details of CIA behavior when trying to prevent a repeat of the September 11, 2001 attacks. Perceptively, he points out that the Democrats have made a repeat of that attack more likely as a result.
- C The author takes the position that the Democrats on the Senate Intelligence Committee made a mistake when they revealed details about CIA operations following the September 11, 2001 attacks. In their effort to make America a better country, he argues, they likely made it less safe, empowering our enemies and forcing our allies to keep their distance.
- D In this one-sided attack on elected officials who are doing the best they can, the author suggests that Democrats on the Senate Intelligence Committee made a mistake in delivering transparency relating to the CIA’s response to the September 11, 2001 attacks. Rather than hold al-Qaida responsible for future attacks, he shamelessly and incorrectly blames Americans.

EXAMPLE ITEMS English III, Sem 1



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

from **“The Interesting Narrative of the Life of Olaudah Equiano”**
by Olaudah Equiano

- 1 At last when the ship we were in had got in all her cargo, they made ready with many fearful noises, and we were all put under deck, so that we could not see how they managed the vessel. But this disappointment was the least of my sorrow. The stench of the hold while we were on the coast was so intolerably loathsome, that it was dangerous to remain there for any time, and some of us had been permitted to stay on the deck for the fresh air; but now that the whole ship’s cargo was confined together, it became absolutely pestilential.
- 2 The closeness of the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced copious perspirations, so that the air soon became unfit for respiration, from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died—thus falling victims to the improvident avarice, as I may call it, of their purchasers. This wretched situation was again aggravated by the galling of the chains, now become insupportable, and the filth of the necessary tubs, into which the children often fell, and were almost suffocated.
- 3 The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable. Happily perhaps, for myself, I was soon reduced so low here that it was thought necessary to keep me almost always on deck; and from my extreme youth I was not put in fetters¹. In this situation I expected every hour to share the fate of my companions, some of whom were almost daily brought upon deck at the point of death, which I began to hope would soon put an end to my miseries. Often did I think many of the inhabitants of the deep much more happy than myself. I envied them the freedom they enjoyed, and as often wished I could change my condition for theirs.

¹**fetters** *n.*: chains

5 In this selection, the descriptions of the setting are powerful. This intensity comes in part from the author’s use of words —

- A** appealing to the senses of smell, hearing, sight, and touch
- B** expressing uncontrollable anger, hatred, and resentment
- C** displaying a sense of humor about the situation
- D** conveying ideas in simple sentences and simple vocabulary

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- 6** In the excerpt, the narrator reveals which observation on humanity?
- A** Slaveowners should take better care of their property so it will be worth more.
 - B** Under some circumstances, death represents freedom as much as liberty does.
 - C** If the slaves learn how to sail the ship, they will not suffer at the hands of the crew.
 - D** The life of a young person is preferable to that of an older, more experienced person.

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

Marked

by Carmen Tafolla

Never write with pencil,
m'ija¹
It is for those
who would
5 erase.
Make your mark proud
and open,
Brave,
beauty folded into
10 its imperfection,
Like a piece of turquoise
marked.

Never write
with pencil,
15 m'ija.
Write with ink
or mud,
or berries grown in
gardens never owned,
20 or, sometimes,
if necessary,
blood.

¹m'ija: Spanish term of endearment for a young girl

7

The author uses free verse in this poem to —

- A show how to create imperfect things
- B reveal that poems never need rhyme
- C reinforce the idea that all marks should be in pencil
- D demonstrate how creativity should be bold

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

Jasmine has written this report for her English class. As part of a peer conference, you have been asked to read the report and think about any suggestions you would make.

(1) The Boston Tea Party electrified John Adams: “This Destruction of the Tea is so bold, so daring, so firm, intrepid and inflexible, and it must have...important Consequences...” (2) It was not long in coming. (3) Lord North persuaded Parliament to adopt a policy to isolate Boston and subdue Massachusetts. (4) The Intolerable Acts closed the harbor of Boston to outside shipping, until the town paid for the tea, moved the capital to Salem, and abolished the elected council. (5) Town meetings—“hotbeds of seditions,” George III labeled them—were forbidden, except during the town officials’ annual election.

(6) The effect of the repressive legislation was to unite the colonies as never before. (7) In September 1774, the First Continental Congress convened in Philadelphia and resolved that parliament, rather than having all power in all cases whatsoever, had no power. (8) Although the delegates pledged allegiance to the king, they predicted that if Great Britain should attempt to execute the Intolerable Acts by force in Massachusetts,...“All Americans ought to support [the New Englanders] in their opposition.”

8

What change should be made in sentence 4?

- A Insert a semicolon after **Boston**
- B Delete the comma after **shipping**
- C Delete the comma after **tea**
- D Change **council** to **Council**

9

What is the best way to rewrite sentence 5 to clarify its meaning?

- A George III labeled them “hotbeds of seditions,” because town meetings were forbidden, except during the town officials’ annual election.
- B Labeled “hotbeds of seditions” by George III, town meetings were forbidden except during the town officials’ annual election.
- C Town meetings—“hotbeds of seditions,” George III labeled them—were, except during the town officials’ annual election, forbidden.
- D “Hotbeds of seditions”—is what George III labeled town meeting—were forbidden except during the annual election of town officials.

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What change should be made to sentence 7?

- A Insert a comma after ***September***
- B Insert a semicolon after ***Philadelphia***
- C Change ***parliament*** to **Parliament**
- D Change ***no*** to **none**

EXAMPLE ITEMS English III Key, Sem 1

Item#	Key	SE	SE Justification
1	D	11.9C	Make...complex conclusions about the ideas in text and their organizational patterns
2	C	11.8A	Analyze how the style...of a text advance[s] the author's purpose
3	D	11.9 F19B [R]	Make complex inferences...about text
4	C	11.9A	Summarize a text...without taking a position or expressing an opinion
5	A	11.6A	Analyze how rhetorical techniques...in...true life adventures...influence the reader
6	B	11.2A	Analyze the way in which the...meaning of a selection represents a view...on the human condition
7	D	11.3A	Analyze the effects of...conventions in American poetry
8	B	11.13D	Edit drafts for...mechanics
9	B	11.13C	Revise drafts to clarify meaning
10	C	11.18A	Correctly and consistently use conventions of...capitalization