

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.

*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
2020–2021
Code #: 2111

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."

EXAMPLE ITEMS English III, Sem 1

- 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.

Adapted by Newsela staff. Text copyright © 2014 Tribune News Service and McClatchy.

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

EXAMPLE ITEMS English III, Sem 1

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

- A other 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 evidence from the selection does the author use to support the idea that the CIA report is likely to increase threats on America?

- A *It details the CIA’s “enhanced interrogation” methods in the frightening days, weeks, and months after that fateful day.*
- B *With a few exceptions, we even reached a general agreement that we should avoid anything that smacks of torture...*
- C *What later seems horrifying often seems vital at the time.*
- D *...they never even interviewed the officials whose activities they judged so harshly.*

5 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.

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

6

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

EXAMPLE ITEMS English III, Sem 1



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

adapted from "A Country Cottage"
by Anton Chekhov

- 1 Two young people who had not long been married were walking up and down the platform of a little country station. His arm was round her waist, her head was almost on his shoulder, and both were happy.
- 2 The moon peeped up from the drifting cloudlets and frowned, as it seemed, envying their happiness. The still air was heavy with the fragrance of lilac and wild cherry. Somewhere in the distance beyond the line a corncrake was calling.
- 3 "How beautiful it is, Sasha, how beautiful!" murmured the young wife. "It all seems like a dream. See, how sweet and inviting that little copse looks! How nice those solid, silent telegraph posts are! They add a special note to the landscape, suggesting humanity, civilization in the distance. Don't you think it's lovely when the wind brings the rushing sound of a train?"
- 4 "Yes, but what hot little hands you've got. That's because you're excited, Varya. What have you got for our supper tonight?"
- 5 "Chicken and salad. It's a chicken just big enough for two. Then there is the salmon and sardines that were sent from town."
- 6 The moon as though she had taken a pinch of snuff hid her face behind a cloud. Human happiness reminded her of her own loneliness, of her solitary couch beyond the hills and dales.
- 7 "The train is coming!" said Varya, "how jolly!"
- 8 Three eyes of fire could be seen in the distance. The stationmaster came out on the platform. Signal lights flashed here and there on the line.
- 9 "Let's see the train in and go home," said Sasha, yawning. "What a splendid time we are having together, Varya, it's so splendid, one can hardly believe it's true!"
- 10 The dark monster crept noiselessly alongside the platform and came to a standstill. They caught glimpses of sleepy faces, of hats and shoulders at the dimly lighted windows.
- 11 "Look! look!" they heard from one of the carriages. "Varya and Sasha have come to meet us! There they are! Varya! Varya! Look!"

EXAMPLE ITEMS English III, Sem 1

12 Two little girls skipped out of the train and hung on Varya's neck. They were followed by a stout, middle-aged lady, and a tall, lanky gentleman with grey whiskers; behind them came two schoolboys, laden with bags, and after the schoolboys, the governess, after the governess the grandmother.

13 "Here we are, here we are, dear boy!" began the whiskered gentleman, squeezing Sasha's hand. "Sick of waiting for us, I expect! You have been pitching into your old uncle for not coming down all this time, I daresay! Kolya, Kostya, Nina, Fifa! Children! Kiss your cousin Sasha! We're all here, the whole troop of us, just for three or four days. I hope we shan't be too many for you? You mustn't let us put you out!"

14 At the sight of their uncle and his family, the young couple were horror-stricken. While his uncle talked and kissed them, Sasha had a vision of their little cottage: he and Varya giving up their three little rooms, all the pillows and bedding to their guests; the salmon, the sardines, the chicken all devoured in a single instant; the cousins plucking the flowers in their little garden, spilling the ink, filled the cottage with noise and confusion; his aunt talking continually about her ailments and her papa's having been Baron von Fintich...

15 The moon came out again. She seemed to smile, as though she were glad she had no relations. Sasha, turning his head away to hide his angry despairing face, struggled to give a note of cordial welcome to his voice as he said, "It is jolly of you! Welcome to the cottage!"

7 What word helps the reader understand the meaning of *lanky* as it is used in paragraph 12?

- A *skipped*
- B *followed*
- C *tall*
- D *grey*

8 The author most likely refers to the train using the metaphor "dark monster crept noiselessly" in order to —

- A emphasize the couple's happy mood through contrast
- B suggest the train is a supernatural being
- C foreshadow the unwelcome news arriving on the train
- D highlight the moon's power over the couple

EXAMPLE ITEMS English III, Sem 1



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.”

9

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**

10

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.

EXAMPLE ITEMS English III, Sem 1

11

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	11.7Dii	Analyze characteristics and structural elements of informational texts such as the relationship between organizational design and author's purpose
2	C	11.8F	Evaluate how the author's diction and syntax contribute to the...voice...of a text
3	D	11.4F	Make inferences
4	A	11.7Di	Analyze characteristics and structural elements of informational texts, such as...strong supporting evidence
5	C	11.5D	Summarize texts in ways that maintain meaning and logical order
6	D	11.7B	Analyze relationships among characteristics of poetry
7	C	11.2B	Analyze context to draw conclusions about nuanced meanings
8	C	11.6C	Evaluate how different literary elements shape the author's portrayal of the plot
9	B	11.9D	Edit drafts to demonstrate a command of standard English conventions
10	B	11.9C	Revise drafts to improve clarity
11	C	11.9D	Edit drafts to demonstrate a command of standard English conventions