

Example Items

English II Pre-AP

English II Pre-AP 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 #: 2201

EXAMPLE ITEMS English II Pre-AP, Sem 1



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

"A Guide to the Rocks, Landscape, Geologic History, and Settlers of the Area of Big Bend National Park"

by Ross A. Maxwell

Originally published in 1968 by the Texas Bureau of Economic Ecology. Reproduced on the National Park Service Website.

- 1 The scene is set. According to Indian legend, when the Great Creator made the earth and had finished placing the stars in the sky, the birds in the air, and the fish in the sea, there was a large pile of rejected stony materials left over. Finished with His job, He threw this into one heap and made the Big Bend.
- 2 The rocks are strangely mixed up, most of the strata are lopsided or standing on end, and some of the mountains are turned upside down and piled where they do not appear to fit. Along the Rio Grande are deep, yawning canyons and above them are mountain peaks that rise above the flats like giant sentinels. The Chisos Mountains, with their ghost-like peaks, guard the northern approach to the river, and the Sierra del Carmen range, overlooking the southern bank, rises as a sheer wall to heights that dwarf the Palisades of the Hudson. . .
- 3 The big adventures in the settling of this vast frontier area are over, but history here is only yesterday and is close enough to intrigue both tourists and local inhabitants. It was the idea of preserving the area with its unique traditions that led to the proposal in 1935 to set aside as a National Park the southern portion of the Big Bend country, which was purchased by the State of Texas and deeded to the Federal government. Because of the immensity of the area and the inaccessibility of parts of it, tourists cannot hope to explore the Big Bend completely. But the adventuresome and scenery-loving traveler will be captured by the spell of the place on just a short excursion into the area.
- 4 The name Big Bend is somewhat loosely applied to the area surrounded on three sides by the Rio Grande, where this great river swings deeply southward into Mexico approximately halfway in its course between El Paso and Laredo. The Rio Grande also marks the boundary between the United States of Mexico and the United States of America. All of the area in Brewster and Presidio counties south of the Southern Pacific Railway is commonly considered as the Big Bend country. Big Bend National Park lies within the southernmost tip of the area and is only a portion of the Big Bend.
- 5 The Park includes both lowland and mountain environments. Big Bend National Park includes 708,281 acres of Federally-owned land; it is not completely developed. There are no railroads and only recently has it been served by paved highways. It is a harsh land. The country's harsh terrain, scrubby vegetation, scarcity of water, and severe climate are probably the chief reasons why the Big Bend area is one of the nation's last frontiers.

EXAMPLE ITEMS English II Pre-AP, Sem 1

1 What is the best summary of paragraph 4?

- A Big Bend is named for the large curve in the Rio Grande, which separates the United States and Mexico. While most of Brewster and Presidio counties are part of Big Bend country, the national park itself is only a small portion of the Big Bend region.
- B Though it is only a small portion of the area between El Paso and Laredo, Big Bend is named for the way the Rio Grande swings toward the south as it marks the boundary between the United States and Mexico, which includes Brewster and Presidio counties.
- C Big Bend National Park is surrounded on three sides by the Rio Grande and stretches from El Paso to Laredo. The area is named for the river that marks the boundary between the United States and Mexico.
- D While Brewster and Presidio counties make up most of Big Bend country, Big Bend National Park is at the southern tip. The park stretches up to the Southern Pacific Railway and includes lowland and mountain areas of federally-owned lands.

2 In paragraph 5, *developed* is used to mean —

- A evolved
- B civilized
- C matured
- D refined

3 The legend that begins the passage was most likely included in order to —

- A foreshadow the future cultural clashes
- B illustrate a cultural perspective about the history of the area
- C describe the local geography
- D show the significance of the area alluding to its history

4 What line best represents the key idea of the selection?

- A *The big adventures in the settling of this vast frontier area are over, but history here is only yesterday...*
- B *Big Bend National Park lies within the southernmost tip of the area and is only a portion of the Big Bend.*
- C *Big Bend National Park includes 708,281 acres of Federally-owned land; it is not completely developed.*
- D *The country's harsh terrain, scrubby vegetation, scarcity of water, and severe climate are probably the chief reasons why the Big Bend area is one of the nation's last frontiers.*

EXAMPLE ITEMS English II Pre-AP, Sem 1



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

Fish Cheeks

by Amy Tan © 1987

"Fish Cheeks" is a brief narrative, almost an anecdote, that deftly portrays the contradictory feelings and advantages of a girl with feet in two different cultures. The essay first appeared in Seventeen, a magazine for young women, in 1987.

- 1 I fell desperately in love with the minister's son the winter I turned fourteen. He was not Chinese, but as white as Mary in the manger. For Christmas, I prayed constantly for this blond-haired boy, Robert, and a slim, new American nose.
- 2 When I discovered that my parents had invited the minister's family over for Christmas Eve dinner, I cried endlessly for days. What would Robert think of our tacky, shabby Chinese Christmas? What would he think of our barbaric, noisy Chinese relatives who lacked proper American manners? What terrible disappointment would consume him upon seeing not a beautiful roasted turkey and delicious sweet potatoes but strange, traditional Chinese food?
- 3 When Christmas Eve finally arrived, I noticed that my mother had, incredibly, outdone herself in creating a massive, bizarre menu. She was viciously ripping black veins out of the backs of fleshy prawns, and the kitchen was littered with appalling mounds of raw food: a slimy rock cod with bulging eyes that pleaded fruitlessly not to be thrown into a pan of mercilessly hot oil; tofu, which looked like stacked wedges of rubbery, flavorless white sponges; a bowl soaking mysterious dried fungus back to life; a plate of slippery, slimy squid, their backs crisscrossed with deliberate knife markings so they resembled decrepit bicycle tires.
- 4 And then they arrived—minister's family and all my relatives invaded in a clamor of doorbells and rumpled Christmas packages. Robert grunted an unenthusiastic hello, and I pretended he was not worthy of existence or my mere presence.
- 5 Dinner threw me increasingly deeper into the remoteness of despair and the agony of embarrassment. My relatives eagerly licked the ends of their chopsticks and reached gracelessly across the table, vigorously plunging them into the dozen or so plates of food. Robert and his family, meanwhile, waited patiently for platters to be passed to them. My relatives murmured with pleasure when my mother finally presented the whole steamed fish. Robert grimaced awkwardly, clearly secretly praying he wouldn't have to endure much more. Then my father poked his chopsticks just below the bulging fish eye and plucked out the soft meat. "Amy, your favorite," he said excitedly, offering me the tender fish cheek. I wanted to disappear.
- 6 At the end of the meal, my father leaned back and belched loudly, thanking my mother for her exceptional cooking. "It's a polite Chinese custom to show you are satisfied," explained my father to our astonished guests. Robert was looking down at his plate with a reddened face. The minister managed to muster up a quiet, subtle burp. I was stunned into absolute silence for the remainder of the night.

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7 After everyone had finally departed, my mother said to me, "You want to be the same as American girls on the outside." She handed me an early gift; it was a miniskirt in beige tweed. "But inside you must always be Chinese. You must be proud you are different. Your only shame is to have shame."

8 And even though I didn't remotely agree with her then, I knew that she understood how horribly I had suffered during the evening's dinner. However, it wasn't until many years later—long after I had gotten over my crush on Robert—that I was able to fully appreciate her lesson and the true purpose behind our particular menu. For Christmas Eve that year, she had chosen all my favorite foods.

5 At the end of paragraph 5, the narrator wants to disappear because —

- A her father pokes the fish with chopsticks
- B her relatives have unusual manners
- C she sees that Robert is uncomfortable
- D she fears Robert's disapproval

6 What does the gift of the miniskirt in paragraph 7 reveal?

- A The mother was aware of her daughter's feelings all along.
- B The mother feels bad about embarrassing her daughter.
- C The mother wants the daughter to be more American.
- D The mother hides things from the father.

7 Given the story's setting inside a traditional Chinese home with traditional Chinese food, the narrator is best described as —

- A flustered
- B spoiled
- C embarrassed
- D ungrateful

EXAMPLE ITEMS English II Pre-AP, Sem 1



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

Fire and Ice

by Robert Frost

Some say the world will end in fire,
Some say in ice.
From what I've tasted of desire
I hold with those who favor fire.
5 But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

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The poet most likely ends the poem with two shorter lines in order to —

- A illustrate the speaker's indecisive attitude toward destruction
- B emphasize the finality that the end of the world would bring
- C reflect the descent into chaos the end of the world would bring
- D suggest the speaker is eager for the destruction to begin

REVISING

EXAMPLE ITEMS English II Pre-AP, Sem 1



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

Sasha is writing an essay for her English class about mythology. Read her first two paragraphs and consider what revisions she could make. Answer the questions that follow.

Odin

(1) One of the major gods in Norse mythology, Odin is one of the most complex and widely known, and legends of his fierce power and intense intelligence are known across countless cultures. (2) He is often described as being flanked by wolves and ravens. (3) This adds to his mystical and powerful quality. (4) He is the ruler of Asgard, one of the Nine Worlds of Norse mythology. (5) He is most often associated with war, death, knowledge, and magic. (6) He has many sons, including Thor, the god of thunder; each is a less-powerful god than Odin in Norse mythology.

(7) Odin relentlessly seeks and gives truth while wandering throughout the Norse worlds, which creates a positive reputation among followers. (8) Odin is said, in one tale, to have hung himself in a mystical tree so he could learn the runic alphabet, an alphabet that preceded Latin. (9) He wanted to pass it on to humanity. (10) This leads many to worship him in hope of gaining knowledge and prestige. (11) Odin is also closely associated with death because he rules over Valhalla and Asgard. (12) Valhalla is a mystical land filled with people killed in battle. (13) Odin selects fallen soldiers to join him for eternity in the afterlife. (14) In modern times, Odin has inspired countless works of poetry, art, music, and writing; he even continues to inspire some religious movements.

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

- A** Often described as being flanked by wolves and ravens, he adds to his mystical and powerful reputation.
- B** He is often described, adding to his mystical and powerful quality, as being flanked by wolves and ravens.
- C** Adding to his mystical and powerful quality, Odin is frequently described as being flanked by wolves and ravens.
- D** He is often described as being flanked by powerful wolves and mystical ravens, adding to his reputation.

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Sentences 4 and 5 are choppy and ineffective. What is the best way to revise them?

- A** When he is the ruler of Asgard, he is most often associated with war, death, knowledge, and magic.
- B** He is most often associated with war, death, knowledge, and magic; as the ruler of Asgard.
- C** Ruling over Asgard, he is most often associated with war, death, knowledge, and magic.
- D** He is the ruler of Asgard who is most often associated with: war, death, knowledge, and magic.

EDITING

EXAMPLE ITEMS English II Pre-AP, Sem 1



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

The Printing Press

(1) In Germany, around 1440, goldsmith Johannes Gutenberg invented the printing press which started the Printing Revolution. (2) Modeled on the design of existing screw presses, a single Renaissance printing press could produce up to 3,600 pages per workday, compared to forty by hand-printing and a few by hand-copying. (3) Gutenbergs newly devised hand mold made possible the precise and rapid creation of metal movable type in large quantities. (4) His two inventions, the hand mold and the printing press, together drastically reduced the cost of printing books and other documents in Europe, particularly for shorter print runs.

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What change, if any, should be made in sentence 1?

- A Change **goldsmith** to **Goldsmith**
- B Change **invented** to **invents**
- C Insert a comma after **press**
- D Make no change

12

What change, if any, should be made in sentence 3?

- A Change **Gutenbergs** to **Gutenberg's**
- B Insert a comma after **precise**
- C Change **metal** to **medal**
- D Make no change

EXAMPLE ITEMS English II Pre-AP Key, Sem 1

Item#	Key	SE	SE Justification
1	A	10.5D	Summarize texts in ways that maintain meaning and logical order
2	B	10.2A	Use print...resources to clarify...understanding of the precise and appropriate meaning of...vocabulary
3	B	10.7Dii	Analyze characteristics and structural elements of informational texts such as the relationship between organizational design and thesis
4	D	10.7Di	Analyze characteristics and structural elements of informational texts, such as clear thesis
5	D	10.4F	Make inferences
6	A	10.6C	Analyze isolated scenes and their contribution to the success of the plot as a whole
7	C	10.6B	Analyze how authors develop complex yet believable characters
8	B	10.7B	Analyze the effects of metrics...in poems
9	C	10.9C	Revise drafts to improve...style
10	C	10.9C	Revise drafts to improve...sentence effectiveness
11	C	10.9Di	Edit drafts using standard English conventions, including...avoidance of...run-ons
12	A	10.9Dv	Edit drafts using standard English conventions, including punctuation