

# 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](#).

Second Semester  
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## EXAMPLE ITEMS English III, Sem 2



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

*adapted from* **"An Occurrence at Owl Creek Bridge"**

*by Ambrose Bierce*

- 1 As Peyton Farquhar fell straight downward through the bridge, he lost consciousness and was as one already dead. Yet from this state he was awakened, ages later, it seemed to him, by the pain of a sharp pressure upon his throat, followed by a sense of suffocation. Sharp, bitter pains seemed to shoot from his neck downward through every fiber of his body and limbs. These pains appeared to flash along well-defined lines of ramification and beat with an unthinkably rapid rhythm, like streams of pulsating fire heating him to an intolerable temperature. As to his head, he was conscious of nothing but a feeling of fullness, of congestion, as though these sensations were unaccompanied by thought, as if the intellectual part of him was already erased, so that while he had power only to feel, the feeling was one of torment. He was conscious of motion, encompassed in a luminous cloud, of which he was now merely the fiery heart, without material substance, swinging through unthinkable arcs of oscillation, like a vast pendulum. Then all at once, with terrible suddenness, the light about him shot upward with the noise of a loud splash: a frightful roaring was in his ears, and all was cold and dark. The power of thought was restored, and he knew that the rope had broken and he had fallen into the stream. Yet there was no additional strangulation, for the noose about his neck was already suffocating him and kept the water from his lungs. To die of hanging at the bottom of a river seemed to him absurd, so he opened his eyes in the darkness and saw above him a gleam of light, but how distant, how inaccessible! He was still sinking, for the light became fainter and fainter until it was a mere glimmer. Then it began to grow and brighten, and he knew that he was rising toward the surface, though he knew it with reluctance, for he was now very comfortable. To be hanged and drowned, he thought, that is not so bad, but I do not wish to be shot. No, I will not be shot, for that is not fair.
- 2 He was not conscious of an effort, but a sharp pain in his wrist informed him that he was trying to free his hands. So he gave the struggle his attention, as an idler might observe the act of a juggler, without interest in the outcome. What splendid effort, what magnificent, what superhuman strength, what a fine endeavor! Bravo! The cord fell away, and his arms parted and floated upward, the hands dimly seen on each side in the growing light. He watched them with a new interest as first one and then the other pounced upon the noose at his neck and tore it away and thrust it fiercely aside, its undulations resembling those of a water snake. "Put it back, put it back!" He thought he shouted these words to his hands, for the undoing of the noose had been succeeded by the direst pang that he had yet experienced: his neck ached horribly; his brain was on fire; his heart, which had been fluttering faintly, gave a great leap, trying to force itself out at his mouth. His whole body was stretched and twisted with an insupportable anguish, but his disobedient hands gave no attention to the command, beating the water vigorously with quick, downward strokes, forcing him to the surface. He felt his head emerge; his eyes were blinded by the sunlight; his chest expanded convulsively, and with a supreme and crowning agony his lungs engulfed a great draught of air, which instantly he expelled in a shriek!

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- 3 He was now in full control of his physical senses. They were, indeed, preternaturally keen and alert. Something in the awful disturbance of his organic system had so lifted and refined them that they made record of things never before perceived. He felt the ripples upon his face and heard their separate sounds as they struck. He looked at the forest on the bank of the stream, saw the individual trees, the leaves and the veining of each leaf—saw the very insects upon them: the locusts, the brilliant-bodied flies, the grey spiders stretching their webs from twig to twig. He noted the brilliant colors in all the dewdrops upon a million blades of grass. The humming of the gnats that danced above the eddies of the stream, the beating of the dragonflies' wings, the strokes of the water-spiders' legs, like oars which had lifted from their boat—all these made audible music. A fish slid along beneath his eyes, and he heard the rush of its body parting the water.
- 4 He had come to the surface facing down the stream. In a moment the visible world seemed to turn slowly round, himself the pivotal point. He saw the bridge, the fort, the soldiers upon the bridge, the captain, the sergeant, the two privates, his executioners. They were in silhouette against the blue sky. They shouted and motioned, pointing at him. The captain had drawn his pistol, but did not fire; the others were unarmed. Their movements were distorted and horrible, their forms gigantic.
- 5 Suddenly he heard a sharp explosion, and something struck the water smartly within a few inches of his head, spattering his face with spray. He heard a second explosion and saw one of the sentinels with his rifle at his shoulder, a light cloud of blue smoke rising from the muzzle. The man in the water saw the eye of the man on the bridge gazing into his own through the sights of the rifle. He observed that it was a grey eye and remembered having read that grey eyes were keenest, and that all famous marksmen had them. Nevertheless, this one had missed.

1

Read the sentence from paragraph 1.

*...swinging through unthinkable arcs of oscillation, like a vast pendulum.*

The figurative language suggests that Peyton Farquhar's —

- A body is floating peacefully in the air
- B life is flashing before his eyes
- C fate is swaying between life and death
- D spirit is floating comfortably on the water

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**2** Peyton Farquhar's perception of his situation changes over the course of the passage as he feels more —

- A**     anxious
- B**     vindictive
- C**     alert
- D**     desperate

**3** The story uses point of view to cause the audience to —

- A**     assume that Peyton Farquhar is innocent
- B**     sympathize with Peyton Farquhar
- C**     stay emotionally distant from Peyton Farquhar
- D**     hope that Peyton Farquhar will be caught

**4** The increasingly vivid imagery used to convey the setting serves to —

- A**     foreshadow the relief and joy to come
- B**     represent the underlying conflict of the story
- C**     suggest that Peyton Farquhar is a fundamentally unreliable narrator
- D**     show changes in Peyton Farquhar's mental and emotional state

**5** Which phrase from paragraph 1 helps the reader understand the meaning of *oscillation*?

- A**     *encompassed in a luminous cloud*
- B**     *swinging through unthinkable arcs*
- C**     *light about him shot upward*
- D**     *frightful roaring was in his ears*

## EXAMPLE ITEMS English III, Sem 2



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

from **American Caesar: Douglas MacArthur, 1880–1964**  
by William Manchester

- 1 He was a great thundering paradox of a man, noble and ignoble, inspiring and outrageous, arrogant and shy, the best of men and the worst of men, the most protean<sup>1</sup>, most ridiculous, and most sublime<sup>2</sup>. No more baffling, exasperating soldier ever wore a uniform. Flamboyant, imperious<sup>3</sup>, and apocalyptic<sup>4</sup>, he carried the plumage of a flamingo, could not acknowledge errors, and tried to cover up his mistakes with sly, childish tricks. Yet, he was also endowed with great personal charm, a will of iron, and a soaring intellect. Unquestionably, he was the most gifted man-at-arms this nation has produced. He was also extraordinarily brave. His twenty-two medals—thirteen of them for heroism—probably exceeded those of any other figure in American history. He seemed to seek death on battlefields. Repeatedly, he deliberately exposed himself to enemy snipers, first as a lieutenant in the Philippines shortly after the turn of the century, then as a captain in Mexico, and finally as a general in three great wars. At the age of seventy, he ordered his pilot to fly him in an unarmed plane through Chinese flak over the length of the bleak Yalu. Nevertheless, his troops scorned him as “Dugout<sup>5</sup> Doug.”
- 2 His belief in an Episcopal, merciful God was genuine, yet he seemed to worship only at the altar of himself. He never went to church, but he read the Bible every day and regarded himself as one of the world’s two great defenders of Christendom. (The other was the Pope.) For every MacArthur strength, there was a corresponding MacArthur weakness. Behind his bravura<sup>6</sup> and his stern Roman front, he was restive<sup>7</sup> and high-strung, an embodiment of machismo who frequently wept. He yearned for public adulation. His treatment of the press guaranteed that he wouldn’t get it. After World War II, he was generous toward vanquished Dai Nippon—and executed two Nipponese generals whose only offense was that they had fought against him. He emerged from the 1940s as a national hero in Canberra, Manila, and Tokyo—but not in Washington, D.C. He loathed injustice—and freed Filipino patricians who had collaborated with the enemy. He refused to send an expedition against the Hukbalahap insurgents on the grounds that if he were a Philippine peasant, he would be a Huk himself. Continuing his sidestepping to the left, during his years as American viceroy in Japan, he introduced the Japanese to civil liberties, labor unions, equal rights for women, and land reforms which were more thorough, in the opinion of Edwin O. Reischauer, than Mao Tsetung’s. Meanwhile, he became a cat’s paw<sup>8</sup> for reactionaries at home. The army was his whole life, yet at the end of it he said, “I am a one hundred percent disbeliever in war.” In his campaigns, he was remarkably economical of human life—his total casualties from Australia to V-J Day were fewer than those in the Battle of the Bulge—but his GIs, unimpressed, continued to mock him cruelly.

<sup>1</sup>**protean**: easily taking different shapes or roles

<sup>2</sup>**sublime**: having an impressive quality that inspires awe

<sup>3</sup>**imperious**: arrogant

<sup>4</sup>**apocalyptic**: signifying the end of the world

<sup>5</sup>**Dugout**: a man-made pit used in wartime for shelter from enemy fire

<sup>6</sup>**bravura**: a display of daring

<sup>7</sup>**restive**: impatient of delay

<sup>8</sup>**cat’s paw**: one used by others as a tool

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In paragraph 1, the reader can infer that the author includes MacArthur's character traits in order to —

- A persuade the reader that MacArthur should be honored
- B inform the reader of MacArthur's intriguing personality
- C question whether or not MacArthur is a hero
- D suggest MacArthur's inner thoughts and feelings

7

What is the best summary of paragraph 1?

- A Douglas MacArthur can be characterized as a man of opposites who had both positive and negative attributes. He was heroic but also sometimes foolish and arrogant. Despite his bravery, his troops did not revere him.
- B With an immature nature, it is clear that Douglas MacArthur was perceived as a contradictory leader. Although his success overshadowed the rest of his shortcomings, his troops did not adhere to his instructions.
- C Douglas MacArthur was more talented than any United States general. Although some military troops did not view him as great, his leadership over his troops was irrelevant. His passion, generosity, and complex mind are more important.
- D Numerous medals, overwhelming intelligence, and a witty personality make Douglas MacArthur a hero. Because he marched to the beat of his own drum, his friends were also his enemies. The Philippines were transformed and reborn through his vision.

8

In which quote from the selection does the author use anecdotal evidence to support the idea that MacArthur was sometimes unheroic?

- A *Behind his bravura and his stern Roman front, he was restive and high-strung, an embodiment of machismo who frequently wept.*
- B *After World War II, he was generous toward vanquished Dai Nippon—and executed two Nipponese generals whose only offense was that they had fought against him.*
- C *...during his years as American viceroy in Japan, he introduced the Japanese to civil liberties, labor unions, equal rights for women, and land reforms...*
- D *...his total casualties from Australia to V-J Day were fewer than those in the Battle of the Bulge—but his GIs, unimpressed, continued to mock him cruelly.*

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Use “An Occurrence at Owl Creek Bridge” and “American Caesar: Douglas MacArthur, 1880–1964” to answer the next question.

- 9** Based on the passages, Peyton Farquhar and Douglas MacArthur are similar in that they both —
- A** were mocked by the men they led
  - B** had been captured by the enemy
  - C** faced and survived enemy gunfire
  - D** desired public attention for their actions

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

from **Zora Neale Hurston: A Cautionary Tale and a Partisan View**  
by Alice Walker

- 1 When I read *Mules and Men*, I was delighted. Here was this perfect book! The “perfection” of which I immediately tested on my relatives, who are such typical black Americans they are useful for every sort of political, cultural, or economic survey. Very regular people from the South, rapidly forgetting their Southern cultural inheritance in the suburbs and ghettos of Boston and New York, they sat around reading the book themselves, listening to me read the book, listening to each other read the book, and a kind of paradise was regained. For what Zora’s book did was this: it gave them back all the stories they had forgotten or of which they had grown ashamed (told to us years ago by our parents and grandparents—not one of whom could *not* tell a story to make you weep or laugh) and showed how marvelous, and, indeed, priceless, they are. This is not exaggerated. No matter how they read the stories Zora had collected, no matter how much distance they tried to maintain between themselves, as new sophisticates, and the lives their parents and grandparents lived, no matter how they tried to remain cool toward all Zora revealed, in the end they could not hold back the smiles, the laughter, the joy over who she was showing them to be: descendants of an inventive, joyous, courageous, and outrageous people; loving drama, appreciating wit, and, most of all, relishing the pleasure of each other’s loquacious<sup>1</sup> and bodacious<sup>2</sup> company.
- 2 This was my first indication of the quality I feel is most characteristic of Zora’s work: racial health; a sense of black people as complete, complex, *undiminished* human beings, a sense that is lacking in so much black writing and literature. (In my opinion, only Du Bois<sup>3</sup> showed an equally consistent delight in the beauty and spirit of black people, which is interesting when one considers that the angle of his vision was completely the opposite of Zora’s.) Zora’s pride in black people was so pronounced in the ersatz<sup>4</sup> black twenties that it made other blacks suspicious and perhaps uncomfortable (after all, they were still infatuated<sup>5</sup> with things European). Zora was interested in Africa, Haiti, Jamaica, and—for a little racial diversity (Indians)—Honduras. She also had a confidence in herself as an individual that few people (anyone?), black or white, understood. This was because Zora grew up in a community of black people who had enormous respect for themselves and for their ability to govern themselves. Her own father had written the Eatonville town laws. This community affirmed her right to exist and loved her as an extension of itself. For how many other black Americans is this true? It certainly isn’t true for any that I know. In her easy self-acceptance, Zora was more like an uncolonized African than she was like her contemporary American blacks, most of whom believed, at least during their formative years, that their blackness was something wrong with them.
- 3 On the contrary, Zora’s early work shows she grew up pitying whites because the ones she saw lacked “light” and soul. It is impossible to imagine Zora envying anyone (except tongue in cheek), and least of all a white person for being white. Which is, after all, if one is black, a clear and present calamity<sup>6</sup> of the mind.

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<sup>1</sup>**loquacious**: very talkative

<sup>2</sup>**bodacious**: a Southern dialect term meaning “remarkable” or “spirited”

<sup>3</sup>**Du Bois**: the U.S. civil rights leader, editor, and author W.E.B. Du Bois (1868-1963)

<sup>4</sup>**ersatz**: artificial, imitation

<sup>5</sup>**infatuated**: carried away by a foolish attraction

<sup>6</sup>**calamity**: disaster; tragedy



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Read the excerpt from paragraph 1.

*No matter how they read the stories Zora had collected, no matter how much distance they tried to maintain between themselves, as new sophisticates, and the lives their parents and grandparents lived, no matter how they tried to remain cool toward all Zora revealed, in the end they could not hold back the smiles, the laughter, the joy...*

By repeating the phrase “no matter” three times, the author emphasizes the —

- A** powerful impact of the stories
- B** challenges faced by her family
- C** importance of their heritage
- D** unexpected nature of the stories

11

What kind of tone does the phrase “suspicious and perhaps uncomfortable” create in paragraph 2?

- A** Enraged and alarmed
- B** Considerate and trusting
- C** Disapproving and frustrated
- D** Objective and descriptive

## EXAMPLE ITEMS English III, Sem 2



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

*Joseph wrote a report about Benjamin Franklin for his English class. Read Joseph's report and think about what edits you would make.*

### **Ben Franklin**

(1) "The First American," as Benjamin Franklin has been called, was born in the capital of New England Puritanism, Boston. (2) He was born just as Puritanism was dying out. (3) He left Boston at the age of seventeen, but Puritan ideals stayed with him. (4) As Puritans hope to be made pure by Gods grace, he tried to make himself morally perfect by self-discipline. (5) He failed to do so. (6) He did carry out another kind of self-transformation. (7) By cleverness and hard work, he changed himself from the poorly educated son of a candle-and-soap-maker into a world-famous scientist, diplomat, philosopher, and writer.

(8) A few paragraphs cannot describe, but only list, Franklin's many interests and accomplishments. (9) He made his living mostly as a hardworking Philadelphia printer. (10) He also helped improve the city's pavements, street lighting, sanitation, fire companies, and police; ran a magazine and a newspaper; founded or helped to found a debating club, a hospital, the American Philosophical Society, the first circulating library in America, and the college that became the University of Pennsylvania; studied earthquakes, ocean currents, and wind; improved or invented the lightning rod, bifocal eyeglasses, a device for lifting books off high shelves, a rocking chair that could swat flies, a musical instrument made of moistened glass bowls called the glass harmonica, and a stove that was sold throughout America and Europe; addressed the English House of Commons on the Stamp Act, drew an important political cartoon, and served as first Postmaster General of America; assisted in creating the Declaration of Independence and the Constitution of the United States; discovered the laws of electricity (for which he won honorary degrees from Harvard and Yale and a gold medal from the English Royal Academy); and became perhaps the first American millionaire.

(11) Franklin was also a brilliant writer. (12) Following his precept that writing should be "smooth, clear, and short," he perfected the Puritan plain style. (13) He kept a huge correspondence and wrote on everything from love to musical harmony to chess. (14) Most popular among his earlier works were the *Poor Richard* almanacs, noted for their witty sayings. (15) During the war, he wrote cutting satires on British policy such as "An Edict by the King of Prussia." (16) In 1771, he began his *Autobiography*, describing his rise from "poverty and obscurity...to a state of affluence and some degree of reputation in the world..." (17) Although never completed, the *Autobiography* has been translated into a dozen languages and read by millions.

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(18) The contrast between Franklin’s beginnings and his vast success has made him a symbol of America. (19) Franklin’s admirers, then, have seen him as resourceful and adaptable, a proof of the opportunities for chances in America. (20) His critics have seen him as a man who spent his life getting ahead without asking where he was going.

- 12** What change, if any, should be made in sentence 4?
- A** Change ***Gods*** to **God’s**
  - B** Change ***himself*** to **hisself**
  - C** Insert a comma after ***perfect***
  - D** Make no change
- 13** Sentences 5 and 6 are choppy and ineffective. What is the most effective way to revise these sentences?
- A** He failed to do so, if he did carry out another kind of self-transformation.
  - B** He failed to do so, but he did carry out another kind of self-transformation.
  - C** He failed to do so, since he carried out another kind of self-transformation.
  - D** He failed to do so, because he carried out another kind of self-transformation.
- 14** Which transition should be added to the beginning of sentence 11 to most effectively connect the ideas in paragraph 2 (sentences 8–10) and paragraph 3 (sentences 11–17)?
- A** Therefore,
  - B** Consequently,
  - C** Likewise,
  - D** In addition,
- 15** What change, if any, should be made in sentence 13?
- A** Change ***correspondence*** to **corispondance**
  - B** Insert a comma after ***correspondence***
  - C** Change ***chess*** to **Chess**
  - D** Make no change

**EXAMPLE ITEMS English III Key, Sem 2**

<b>Item#</b>	<b>Key</b>	<b>SE</b>	<b>SE Justification</b>
<b>1</b>	C	11.4F	Make inferences and use evidence to support understanding
<b>2</b>	C	11.6A	Analyze relationships among characterization...and plot in a variety of literary texts
<b>3</b>	B	11.6A	Analyze relationships among...point of view...and plot in a variety of literary texts
<b>4</b>	D	11.6C	Evaluate how different literary elements shape the author's portrayal of plot
<b>5</b>	B	11.2B	Analyze context to draw conclusions about nuanced meanings
<b>6</b>	B	11.4F	Make inferences and use evidence to support understanding
<b>7</b>	A	11.5D	Summarize texts in ways that maintain meaning and logical order
<b>8</b>	B	11.8G	Analyze the effects of rhetorical devices...on the way the text is read and understood
<b>9</b>	C	11.4E	Make connections to...ideas in other texts
<b>10</b>	A	11.8G	Analyze the effects of rhetorical devices...on the way the text is read and understood
<b>11</b>	C	11.8F	Evaluate how the author's diction...contribute[s] to the...tone of a text
<b>12</b>	A	11.9D	Edit drafts to demonstrate a command of standard English conventions
<b>13</b>	B	11.9C	Revise drafts to improve clarity
<b>14</b>	D	11.9C	Revise drafts to improve...organization
<b>15</b>	D	11.9D	Edit drafts to demonstrate a command of standard English conventions