

PLACE[®]

STUDY GUIDE

90 Basic Skills



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for Colorado Educators[®]**

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PART 1: GENERAL INFORMATION ABOUT THE PLACE® AND TEST PREPARATION

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the PLACE and Test Preparation](#)

PART 2: FIELD-SPECIFIC INFORMATION

TEST FIELD 90: BASIC SKILLS

INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice multiple-choice questions. For test areas that include a performance assessment (Basic Skills, all languages other than English, Special Education Specialist: Visually Impaired), one or more practice performance assignments (as applicable) will also be included.

TEST OBJECTIVES. As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

PRACTICE MULTIPLE-CHOICE QUESTIONS. The practice multiple-choice questions included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice questions represent the various types of multiple-choice questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

When you answer the practice multiple-choice questions, you may wish to use the answer key to check your answers. To help you identify how the test objectives are measured, the objective statement to which each multiple-choice question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test area.

PRACTICE PERFORMANCE ASSIGNMENTS. Because this test area includes a performance assessment, one practice performance assignment is also included in this section. Sample responses are provided immediately following the written performance assignment. The sample responses in this guide are for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

NOTE: The Basic Skills (90) test consists of three sections. Once you have passed a section, you do not need to retake that section.

OBJECTIVES



TEST FIELD 90: BASIC SKILLS

Reading
Mathematics
Writing
Written Expression

READING

Determine the meaning of words and phrases used in context.

Includes using the context of a passage to determine the meaning of words with multiple meanings, unfamiliar and uncommon words and phrases, and figurative expressions.

Understand the main idea and supporting details in written material.

Includes identifying explicit and implicit main ideas, and recognizing ideas that support, illustrate, or elaborate the main idea of a passage.

Identify a writer's purpose, point of view, and intended meaning.

Includes recognizing a writer's expressed or implied purpose for writing; evaluating the appropriateness of written material for various purposes or audiences; recognizing the likely effect of a writer's choice of words on an audience; and using the content, word choice, and phrasing of a passage to determine a writer's opinion or point of view.

Analyze the relationships among ideas in written material.

Includes identifying the sequence of events or steps, identifying cause-effect relationships, analyzing relationships between ideas in opposition, identifying solutions to problems, and drawing conclusions inductively and deductively from information stated or implied in a passage.

Use critical reasoning skills to evaluate written material.

Includes evaluating the stated or implied assumptions on which the validity of a writer's argument depends; judging the relevance or importance of facts, examples, or graphic data to a writer's argument; evaluating the logic of a writer's argument; evaluating the validity of analogies; distinguishing between fact and opinion; and assessing the credibility or objectivity of the writer or source of written material.

Apply study skills to reading assignments.

Includes organizing and summarizing information for study purposes; following written instructions or directions; and interpreting information presented in charts, graphs, or tables.

MATHEMATICS

Use mathematical reasoning in problem-solving situations to arrive at logical conclusions and to analyze the problem-solving process.

Includes analyzing problem solutions for logical flaws, identifying missing information needed to solve problems, evaluating a partial solution to a problem to determine an appropriate next step, and judging the validity or logic of an argument or advertising claim that is based on statistics or probability.

Use mathematical terms and representations to organize, interpret, and communicate information.

Includes analyzing data and making inferences from two or more graphic sources (e.g., diagrams, graphs, equations), restating a daily life problem in mathematical terms, and representing graphically information presented in another form (e.g., a newspaper excerpt).

Apply knowledge of numerical, geometric, and algebraic relationships in real-world and mathematical contexts.

Includes using scales and ratios to interpret maps and models; using geometric concepts and formulas to solve problems related to everyday situations; and applying appropriate algebraic concepts, formulas, and equations to the solution of problems.

WRITING**Recognize purpose and audience.**

Includes recognizing the appropriate purpose, audience, or occasion for a piece of writing, and recognizing writing that is appropriate for various purposes, audiences, or occasions.

Recognize unity, focus, and development in writing.

Includes recognizing unnecessary shifts in point of view or distracting details that impair the development of the main idea in a piece of writing, and recognizing revisions that improve the unity and focus of a piece of writing.

Recognize effective organization in writing.

Includes recognizing methods of paragraph organization and the appropriate use of transitional words or phrases to convey text structure, and reorganizing sentences to improve cohesion and the effective sequence of ideas.

Recognize effective sentences.

Includes recognizing ineffective repetition and inefficiency in sentence construction; identifying sentence fragments and run-on sentences; identifying standard subject-verb agreement; identifying standard placement of modifiers, parallel structure, and use of negatives in sentence formation; and recognizing imprecise and inappropriate word choice.

Recognize edited American English usage.

Includes recognizing the standard use of verb forms and pronouns; recognizing the standard formation and use of adverbs, adjectives, comparatives, superlatives, and plural and possessive forms of nouns; and recognizing standard punctuation.

WRITTEN EXPRESSION**Write an organized, developed composition for a specified audience and purpose in response to a given prompt.**

The composition of about 300 to 600 words should communicate a whole message to a specified audience for a stated purpose and should display appropriate language and style, unity and focus, development of details, organization of ideas, sentence structure, usage, and mechanical conventions.

Basic Skills

The Basic Skills test includes sections in Reading, Mathematics, and Writing. Both the Reading and Mathematics sections are composed solely of multiple-choice questions; the Writing section includes a multiple-choice subsection and a writing assignment subsection (performance assignment). You may take any or all of the Basic Skills sections at a given administration. The three sections are contained in a single test booklet; you may take the sections in any order you prefer. Examinees will receive a separate score for each section of the Basic Skills test. Once a section has been passed, you do not need to retake that section.

PRACTICE QUESTIONS AND PERFORMANCE ASSIGNMENT: BASIC SKILLS

Read the passage below. Then answer the four questions that follow.

The Production of a Television Commercial

- 1 Everything in today's world is going faster and faster, and television commercials are no exception. At the start of the television age, the standard commercial lasted 60 seconds, but most of today's commercials are only half that length and many are even shorter. The 15-second commercial, introduced a few years ago as a way to cut skyrocketing advertising costs, may soon be the most common in the United States. (Our television-watching counterparts in Japan and Europe are already being treated to 7½-second mini-commercials!)
- 2 What stands behind the message that blips onto and off of our television screens before we have time to get to the kitchen and back? It involves months of planning; hundreds of interviews with potential users of the product; hours of writing; dozens of actors, directors, and technicians; days of filming; and hundreds of thousands of dollars in payments to the television networks that will run the ad.
- 3 Take for example a recent commercial for a certain brand of cough drops. The manufacturer of the cough drops spent four months trying to think of a way to boost sales. After several surveys of cough drop users, the company decided to market a strawberry-flavored lozenge. Further surveys identified the typical users of the strawberry-flavored cough drops as persons between the ages of 15 and 30. This information was important in planning the content and style of the commercial (fast-paced and upbeat, with colorful graphics and lively music) and in determining when to air it (during situation comedies, prime-time dramas, and music specials).
- 4 The creative team at the advertising agency that handled the cough drop company's account then took over. After hours of discussion and writing, they came up with six scripts, from which the client chose two. One involved a young woman pulling a strawberry out of a box of cough drops. The outline, or storyboard, for the commercial looked deceptively simple: four sketches and a few lines of "voice-over." Yet these few words and images (just enough to fill 15 seconds) had been carefully selected to convey crucial information about the product: its effectiveness in suppressing coughs and soothing sore throats, the absence of sugar, and its strawberry flavor.
- 5 Turning this carefully calculated script into an effective commercial involved finding just the right actor: a young woman who would be attractive to the target audience and who could make her positive response to the cough drops look convincing. Forty-two actors were auditioned; one was chosen.
- 6 The actor was not the only element of the commercial that had to go through an audition. More than a hundred outfits were inspected before one was chosen for her to wear, and hundreds of strawberries had to be sorted through.
- 7 The filming began at 9:30 one morning. "All" the actor had to do was open a box of cough drops, pull out a strawberry, and munch on it. Yet her movements and facial expressions had to be just right, and achieving that perfection took three hours and 72 shootings, or "takes."

8 Even then—shooting completed—the job was far from done. Thousands of feet of film had to be reduced to a compact 45 feet of finished commercial. Using million-dollar computerized equipment, the producer, writer, and art director selected the best two takes and mixed images and sound to

produce a polished final product. The result is a simple, effortless-looking little film that shows none of the tremendous effort that went into producing it, but which should justify all of that time, creativity, and expense by boosting cough drop sales.



1. Which of the following best defines the word storyboard as it is used in paragraph 4 of the selection?
 - A. a written description of a film's setting and characters
 - B. an enlarged script placed so that actors can read the words as they perform
 - C. a sequence of pictures and text illustrating the major segments of a film
 - D. the scenery used as a backdrop for the main action in a film

2. At the end of the first paragraph, the writer includes a parenthetical remark about the 7½-second mini-commercials currently seen in Japan and Europe. The writer most likely includes this information to help readers understand that:
 - A. the United States has fallen behind its Japanese and European competitors in some important areas of development.
 - B. television commercials seen in the United States may well become even shorter than they are at present.
 - C. television commercials in other parts of the world use even more advanced technology than that used in the United States.
 - D. the quality of a television commercial is not necessarily related to its length.

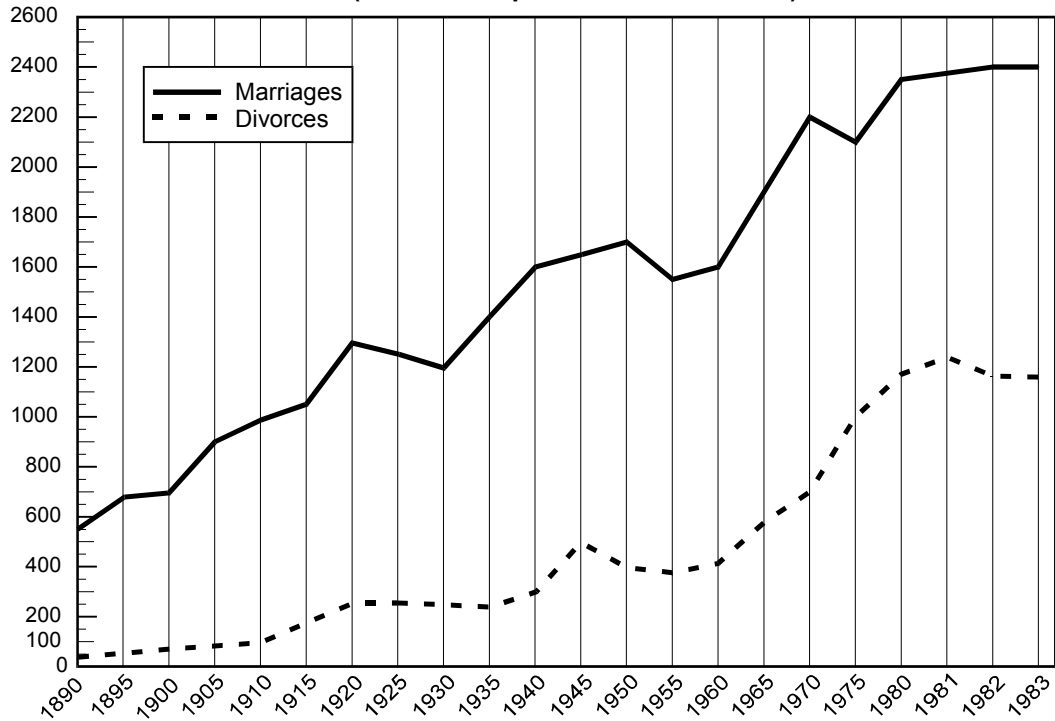
3. According to information included in the selection, which of the following occurs first in the development of a television commercial?
- A. developing alternative scripts
 - B. determining the general style of the commercial
 - C. selecting an actor or actors
 - D. identifying the commercial's target audience
4. Which of the following is the best assessment of the writer's credibility?
- A. The approving tone of the selection and the author's thinly disguised enthusiasm for television commercials raise serious questions about his or her credibility.
 - B. Although readers are unable to assess the representativeness of the case study discussed in the selection, the considerable amount of factual detail presented inspires faith in the writer's credibility.
 - C. The writer's credibility is questionable because the selection devotes more attention to actors than to the technical personnel involved in making a commercial.
 - D. Although the selection provides useful information about the procedures involved in producing a television commercial, the writer's credibility is weakened by a failure to say more about the costs.

Read the passage and graph below. Then answer the two questions that follow.

Trends in Marriage and Divorce in the United States

- 1 Both marriage and divorce rates in the United States have increased in the twentieth century, though divorce rates have grown far more rapidly. In 1890, for example, the marriage rate stood at 9.0 per 1000 people and the divorce rate at only 0.5 per 1000. In 1983, the marriage rate was 10.5 per 1000 (only a slight increase over 1890), but the divorce rate had risen to 5.0 per 1000. Among the major reasons cited to explain the latter trend are changes in social attitudes, economic conditions, and divorce laws.
- 2 In the early twentieth century, family life represented the backbone of U.S. culture, and marriages tended to endure despite problems. People stayed together "for better or for worse," while the few who ended their marriages suffered considerable ostracism. During the course of the century, however, divorce has become more socially acceptable as people have begun to expect more of marriage and have become less willing to preserve marriages that failed to meet these expectations. At the same time, increased economic opportunities have made women less dependent financially on men, and relaxed divorce laws have made it easier to end a marriage.
- 3 Social disruptions, particularly wars, also precipitated great increases in divorce during the twentieth century. As the graph indicates, the number of divorces rose from 1915 to 1920, 1940 to 1945, and 1965 to 1975, the approximate time frames of World War I, World War II, and the Vietnam War. This is not especially surprising, given war's tendency to separate young married couples for long stretches of time and the general loosening of moral standards that has been known to occur during such periods.
- 4 In recent years, sociologists have noted a change in the above trends. Since the early 1980s, both the marriage and divorce rates have begun to level off somewhat, and there has even been a small decline in the number of divorces. It is much too early, however, to determine the significance of these changes: whether they represent a temporary departure from long-term trends or mark the beginning of a new phase in the history of marital relations.

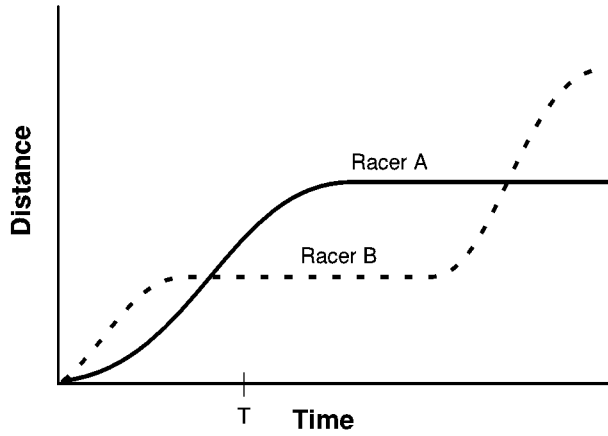
Marriages and Divorces in the U.S.: 1890-1983 (numbers expressed in thousands)



- ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆
5. According to the graph, the number of divorces peaked in which of the following years?
- 1920
 - 1945
 - 1965
 - 1981
6. According to the graph, during which of the following periods did the number of marriages per year undergo the greatest decline?
- 1920–1930
 - 1940–1950
 - 1960–1970
 - 1970–1980

7. A factory that produces computer monitors tests 40 out of every 100 monitors for defects. Of those monitors tested, one out of every 20 monitors has some kind of defect. Which of the following is a valid conclusion based on the testing process described above?
- A. Approximately 2% of the monitors produced have some kind of defect.
 - B. To achieve a representative sample, a larger number of monitors should be tested.
 - C. Approximately 5% of the monitors produced have some kind of defect.
 - D. Every batch of 100 monitors will have at least two defective monitors.
8. Joanne is designing a garden in the shape of a regular polygon and plans to enclose it with a low fence on its perimeter. Which of the following pieces of information can be used to determine the total length of fencing Joanne will need?
- I. the number of sides in the garden
 - II. the area of the garden
 - III. the length of one side of the garden
 - IV. the distance from the center to one side of the garden
- A. I and II only
 - B. I and III only
 - C. II and III only
 - D. III and IV only

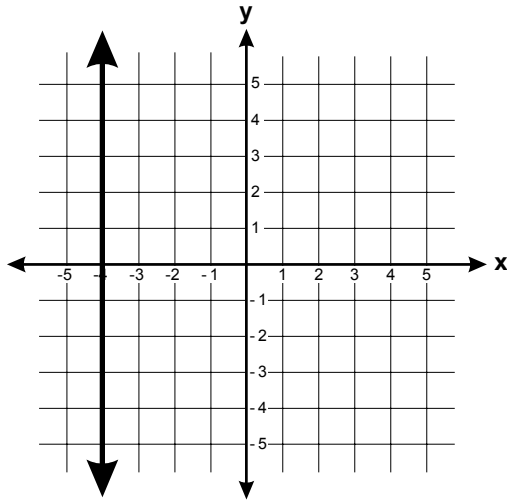
9. Use the graph below to answer the question that follows.



Which of the following is true at time T ?

- A. Both racer A and racer B are running.
- B. Racer A is running and racer B is resting.
- C. Racer B is running and racer A is resting.
- D. Both racer A and racer B are resting.

10. Use the graph below to answer the question that follows.



Which equation is represented by this graph?

- A. $x = 4$
- B. $x = -4$
- C. $y = 4$
- D. $y = -4$
11. $\frac{25 \times 10^8}{5 \times 10^3} =$
- A. 5×10^5
- B. 5×10^{11}
- C. 20×10^5
- D. 20×10^{11}

12. A student is building a porch on her family's house. She will use 15 boards for the porch floor and will need 10 nails for each board. If she buys 50 more nails than she expects to use, how many nails does she buy?
- A. 150 nails
 - B. 200 nails
 - C. 900 nails
 - D. 1250 nails

Read the passage below, written in the style of a student letter to a college newspaper. Then answer the two questions that follow.

¹The parking situation on this campus is truly outrageous. ²Sure, for full-time students who live on campus, convenient parking isn't a big deal. ³But by now everyone—except, evidently, those responsible for campus parking—must know that there are a lot of us commuter students who struggle to balance a job, a family, and academics. ⁴We are not the ones you see strolling leisurely from dormitory to class to dining hall to student hangout. ⁵Nothing in our lives is leisurely: we race from job to classroom to the library to the daycare center to the grocery store and finally, exhaustedly, back home.

⁶We commuter students don't have time to park our cars in lots that require us to walk a mile to get to the nearest classroom building or the library. ⁷Sure, it's nice to look at all those neat lawns and walk along those pretty paths and not see any ugly cars anywhere. ⁸But wake up! ⁹We're here to get an education, not to fritter away our time in some kind of ecological never-never land. ¹⁰I say forget the lawns and build a couple of convenient parking lots for we harried commuters!



13. Which of the following sentences, if added between Parts 3 and 4 of the first paragraph, would be most consistent with the writer's purpose and intended audience?
- A. We commuter students don't drive to campus just because it's nice to have a car around in case we want to go shopping or to the movies.
 - B. Even a cursory survey of the situation should be sufficient to reveal the significant burdens that such a demanding lifestyle must place on the average commuter student.
 - C. One must accept the statistically verifiable fact that, as a group, commuter students take more difficult courses than students who live on campus.
 - D. I am aware that commuter students cannot and should not request special treatment from campus officials.
14. Which one of the following changes is needed in the second paragraph?
- A. Part 6: Change "nearest" to "nearer."
 - B. Part 7: Change "it's" to "its."
 - C. Part 9: Change "our" to "their."
 - D. Part 10: Change "we" to "us."

Read the passage below, written in the style of a college dance textbook.
Then answer the two questions that follow.

(Note: An error in paragraph organization has been purposely included in this paragraph.)

¹The term *modern dance* is generally used to refer to the serious and disciplined mode of dance that has evolved in this century.

²Expressiveness is characteristic of this style of dance, distinguishing it from other forms of dance, such as folk and ballet. ³However, the apparent spontaneity and freedom of movement of the style is not formless; they require the

same intense study and practice as classical ballet. ⁴Like other modern art forms, then, modern dance has its roots in scientific principle. ⁵To achieve this effect of freedom, the dancer must become familiar with the natural laws that govern movement and must use those laws to express feeling.



15. Which of the following changes would make the sequence of ideas in the paragraph clearer?

- A. Delete Part 1.
- B. Place Part 3 before Part 1.
- C. Delete Part 3.
- D. Reverse the order of Parts 4 and 5.

16. Which of the following parts of the passage should be revised as indicated?

- A. Part 1: Change "has evolved" to "have evolved."
- B. Part 3: Change "is not" to "are not."
- C. Part 4: Change "then" to "however."
- D. Part 5: Change "effect" to "affect."

**Read the passage below, written in the style of a student essay.
Then answer the two questions that follow.**

**(Note: An error in paragraph organization has been purposely
included in the second paragraph.)**

¹Measuring public opinion has unfortunately become a growth industry in the United States.

²As each major election approaches, newspaper readers and television viewers are swamped with trivial data from the latest polls. ³Indeed, public opinion polls have proven a valuable addition to the political process in the twentieth-century United States. ⁴With a minimum of research, the average citizen can find out what percentage of Americans on any given day thinks candidate X is trustworthy, loyal, and kind to animals. ⁵Is it all really necessary? ⁶Do we need to know such things in order to vote intelligently? ⁷Plainly, we do not.

⁸If not conducting public opinion polls, what should the media be doing? ⁹To be sure, this may not be the best way to make friends.

¹⁰Rather than counting heads, newspaper and television networks ought to spend more time analyzing a candidate's positions on the issues.

¹¹And when these positions are so lacking in substance as to make such analysis impossible, the media should inform their audiences of the fact. ¹²It would, however, be a real service to the voting public.



17. Which of the following changes would help focus attention on the main idea of the first paragraph?

- A. Delete Part 3.
- B. Delete the phrase "with a minimum of research" from Part 4.
- C. Change Part 6 from an interrogative to a declarative sentence by dropping the word "Do."
- D. Change Part 7 from the plural to the singular, as in "Plainly, I do not."

18. Which of the following changes would make the sequence of ideas in the second paragraph clearer?

- A. Reverse the order of Parts 8 and 9.
- B. Place Part 9 after Part 11.
- C. Reverse the order of Parts 10 and 11.
- D. Delete Part 12.

**Read the passage below, written in the style of a biography.
Then answer the two questions that follow.**

¹On March 4, 1933, Franklin D. Roosevelt took the oath as president of the United States.

²Although few realized it at the time, the country would never be the same again.

³Assuming office during the worst of the Great Depression, Roosevelt was soon forced to take actions that he himself would have considered extreme only a few years earlier. ⁴There were programs to supply relief funds to local communities, to regulate industrial and

agricultural production to provide old-age assistance to retired persons, and to protect labor's right to organize. ⁵In the process of enacting these measures, the new president made many enemies. ⁶Some thought that his policies endangered the free-enterprise system. ⁷Yet Roosevelt was also deeply loved by millions of Americans. ⁸"He was a beautiful man," one woman later recalled. ⁹"He was good to the poor and good to working people."



19. Which of the following parts of the passage displays nonstandard usage?

- A. Part 2
- B. Part 3
- C. Part 5
- D. Part 6

20. Which one, if any, of the following changes is needed in the passage above?

- A. Part 1: Delete the comma after "1933."
- B. Part 4: Insert a comma after "agricultural production."
- C. Part 8: Delete the comma after "man."
- D. None of these changes is needed.

Below are the directions for the Basic Skills Writing Assignment Subsection.

DIRECTIONS FOR THE WRITING ASSIGNMENT SUBSECTION

This section of the assessment consists of a writing assignment. **The assignment can be found on the next page.** You are asked to prepare a written response of approximately 300–600 words (2–3 pages) on the assigned topic. You should use your time to plan, write, review, and edit your response for the assignment.

Read the assignment carefully before you begin to work. Think about how you will organize your response. You may use any blank space in this assessment booklet to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response written in the Written Response Booklet.**

Your response will be evaluated based on the following criteria.

- *appropriateness*: the extent to which you address the topic and use language and style appropriate to the given audience, purpose, and occasion
- *unity and focus*: the clarity with which you state and maintain your main idea or point of view
- *development*: the amount, depth, and specificity of your supporting details
- *organization*: the clarity of your writing and the logical sequence of your ideas
- *sentence structure*: the effectiveness of your sentence structure and the extent to which your writing is free of errors in sentence structure
- *usage*: the extent to which your writing is free of errors in usage and shows care and precision in word choice
- *mechanical conventions*: your ability to spell common words and to use the conventions of capitalization and punctuation

Your response will be scored based on your ability to communicate a whole message to the specified audience for the stated purpose. You will be assessed on your ability to express, organize, and support opinions and ideas, rather than on the position you express. Your response must be communicated clearly enough to permit valid judgment of the evaluation criteria by scorers. The final version of your response should conform to the conventions of edited American English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the assessment. Remember to review your work and make any changes you think will improve your response.

Below is the scoring scale for the Basic Skills performance assignment.

Basic Skills Scoring Scale (Test Field 90)

Score	Score Point Description
<p>4</p>	<p>The "4" response is a well-formed writing sample that effectively communicates a whole message to a specified audience.</p> <p>The writer maintains unity of a developed topic throughout the writing sample and establishes a focus by clearly stating a purpose. The writer exhibits control in the development of ideas and clearly specifies supporting detail. Sentence structure is effective and free of errors. Choice of words is precise, and usage is careful. The writer shows mastery of mechanical conventions, such as spelling and punctuation.</p>
<p>3</p>	<p>The "3" response is an adequately formed writing sample that attempts to communicate a message to a specified audience.</p> <p>The focus and the purpose of the writing sample may be clear; however, the writer's attempts to develop supporting details may not be fully realized. The writer's organization of ideas may be ambiguous, incomplete, or partially ineffective. Sentence structure within paragraphs is adequate, but minor errors in sentence structure, usage, and word choice are evident. There may also be errors in the use of mechanical conventions, such as spelling and punctuation.</p>
<p>2</p>	<p>The "2" response is a partially developed writing sample in which the characteristics of effective written communication are only partially formed.</p> <p>The statement of purpose is not clear, and although a main idea or topic may be announced, focus on the main idea is not sustained. Ideas may be developed by the use of specific supporting detail, and the writer may make an effort to organize and sequence ideas, but development and organization are largely incomplete or unclear. Paragraphs contain poorly structured sentences with noticeable and distracting errors. The writer exhibits imprecision in usage and word choice and a lack of control of mechanical conventions, such as spelling and punctuation.</p>
<p>1</p>	<p>The "1" response is an inadequately formed writing sample that fails to communicate a complete message.</p> <p>The writer attempts to address the topic, but language and style may be inappropriate for the given audience, purpose, and/or occasion. There is often no clear statement of a main idea, and the writer's efforts to present supporting detail are confused. Any organization that is present fails to present an effective sequence of ideas. Sentence structure is ineffective, and few sentences are free of errors. Usage and word choice are imprecise. The writer makes many errors in the use of mechanical conventions, such as spelling and punctuation.</p>
<p>U</p>	<p>Unscorable.</p> <p>The examinee's response is not scorable because it is unrelated to the assigned topic, illegible, written in a language other than English, not of sufficient length to score, or blank.</p>

Practice Performance Assignment**WRITING ASSIGNMENT**

Most people have a favorite relative or friend. Write an essay, to be read by an English teacher, in which you identify your favorite relative or friend and explain why that person is your favorite. Provide examples or illustrations to support your choice. Your purpose is to identify your favorite friend or relative and explain why you chose that person.

Sample Performance Assignment Response: Score Point 1

I have many friends and relatives. I like some of them, and some not. You know what they say "you can choose you're friends but not you're relatives. Some friends I know for many years, since I was a child. Other friends came as I grew up and when I went to school—I only know some of my friends now for a little bit.

Now my best friend is Dana. Dana and me met when we work together one summer. Best friends are important becaus we always do alot of stuff we like. Let me tell you know one should underestamate friends!

I did'nt chose my relatives but my aunt Barb was very important as a child to me. So was my uncle Rob. Thier was many things they taught me that noone else could or would. Too name a few I learnt to play sports from them.

My aunt worked for the telaphone company. She use to be a opperater then moved to a differant place. Nowa days she is retired. They live in a small farm near Clifton.

When I was growing-up they taught me the valu of loving someone and have them love you. When I had a problem I can always talk to them. That's why thier my most favorite relatives.

Sample Performance Assignment Response: Score Point 2

When I grew up I didn't have no close friends. I always wanted someone to be around with. One day I met Pete. We then proceded to become best friends.

I was in Junior High and we had just moved in. Imagine my surprise to meet a new friend. We met at School, but we soon found out that Pete didn't live to far. We started hanging out. Pete has a big family but I didn't. Sometimes his brothers too.

The reasons why I liked Pete is that we got along. We liked the same things; especally sports. We would always play hoop and baseball all day sometimes. We didn't have no park or anything around. Pete had two brothers who came with us sometimes.

Later when we got older we didn't play as much sports exept in school. Sometimes we went to movies though. We had algabra class together and we neither liked it. Why do we need algabra? Also other math class's was hard and we didn't like it very much.

Sometimes we talked about our problems. Pete was always having problems with girls. Especially Sheila his girlfriend for a long time. We talked about what we wanted to do. Pete wants to be a pilot but he never did. Then he wants to be a forrest ranger. Figure that out!

When we graduated from High School I came to college but Pete went into the Army. He went to south Carolina, but now I think he is in Germany.

Even though we was best friends I don't here from Pete anymore. I guess its my fault to. But I know we both rememmberr the time we grew up together and how we was best friends.

Sample Performance Assignment Response: Score Point 3

My favorite relative is definitely my father. Because of his love, guidance and support, I am the person I am today.

My mother passed away when I was four years old. Not really old enough to know what that meant. My father had a tough time as a single parent, but he always finds time for me. Even though he was working two jobs to support us, he would read me every night. He took me many different places; to ball games, to the zoo, to museums, etc. He would drop me off at school in the mornings, and pick me up in the afternoons, so we had time to talk in the car. He always told me to do well in school.

As I got older and went to high school, and junior high school, I met new friends. They were important to my life too. We would do many things together like go to dances and the mall.

My father let me have my space as a teenager. He was able to remain a big part of my life without me feeling like he was intruding. He continued to encourage me in school and to try different things. He let me take a part time job but insisting that I save half of my money for college. I'm grateful to him for that.

When I graduated from high school my father had a big party for me. He invited all my friends and relatives. We had a great time.

It was both a sad and a happy day for both of us when I left for college. I could tell he was prideful but I think both of us wanted to cry. When I sit in my dorm room studying I sometimes think about him. I realize all the help he's given me along the way. Sometimes I think I have the best father in the world.

Sample Performance Assignment Response: Score Point 4

Without a doubt, my favorite relative would have to be my Aunt June. You see, my mother died when I was an infant. Since my father already had three children, ranging in age from twelve to three, my aunt volunteered to care for me while he recuperated from his loss. I ended up living with her and her husband until I was eighteen. I have chosen her because she exhibited unfailing love, a strong character, and a fierce independence.

Aunt June was already married with two children of her own when she brought me home to her house in Denver. Fortunately for her, she did not have to work then because her husband, my uncle Bob, was making a comfortable living as an engineer. She cared for me as if I were her own child: she decorated a nursery for me, curtailed her own interests to stay home with me, and stayed up nights when I was sick. She also had to help her husband and children make adjustments because they resented the extra drain on her attention and time. Somehow, she was able to love me as she loved her own children, and she never once showed any favoritism. I do not know if I am capable of the same love that she exhibited every day of her life.

She must have had some reservations about taking me on, but her strength of character probably helped her cope with the added responsibility. She was the kind of person that carefully considered any decision, but once the decision was made, she remained committed to it. I never saw her give up, whether the task was helping us with algebra or nagging Uncle Bob to exercise. Further, she led a principled life, and she would actively work on any moral contradiction she detected in herself. For instance, if she caught herself being jealous of a neighbor's new furniture, for instance, she would reason with herself out loud, "Why am I jealous? They've worked hard and deserve rewards. I can't believe I'm being so petty and childish. Jealousy only makes the jealous one miserable." She taught us to do the same sort of soul-searching whenever we were not pleased with ourselves.

Aunt June was not a June Cleaver, however. She was her own person. For instance, I've heard that her friends discouraged her from taking me into her house, but she listened to her own heart. She was not passive. She could exhibit a temper if she detected some injustice, and wasn't above using a few colorful expressions in public if a salesman tried to give her the run-around. She continued to challenge herself: she went back to school to get her Master's degree in education when I entered high school and now she teaches at a private school. I admire her independent mind and spirit.

I am thankful to my Aunt June for being a mother to me and for continuing to be an inspirational role model to all of us who know her. Of course, I wish I could have known my own mother, but given the tragic circumstances of the beginning of my life, I've since been pretty lucky because of this person I call "mom."

ANSWER KEY: BASIC SKILLS



Question Number	Correct Response	Objective
1.	C	Determine the meaning of words and phrases used in context.
2.	B	Identify a writer's purpose, point of view, and intended meaning.
3.	D	Analyze the relationships among ideas in written material.
4.	B	Use critical reasoning skills to evaluate written material.
5.	D	Apply study skills to reading assignments.
6.	A	Apply study skills to reading assignments.
7.	C	Use mathematical reasoning in problem-solving situations to arrive at logical conclusions and to analyze the problem-solving process.
8.	B	Use mathematical reasoning in problem-solving situations to arrive at logical conclusions and to analyze the problem-solving process.
9.	B	Use mathematical terms and representations to organize, interpret, and communicate information.
10.	B	Use mathematical terms and representations to organize, interpret, and communicate information.
11.	A	Apply knowledge of numerical, geometric, and algebraic relationships in real-world and mathematical contexts.
12.	B	Apply knowledge of numerical, geometric, and algebraic relationships in real-world and mathematical contexts.
13.	A	Recognize purpose and audience.
14.	D	Recognize unity, focus, and development in writing.
15.	D	Recognize effective organization in writing.
16.	B	Recognize effective sentences.
17.	A	Recognize effective sentences.
18.	B	Recognize effective organization in writing.
19.	B	Recognize edited American English usage.
20.	B	Recognize edited American English usage.