

Chapter 1: iLEAP English Language Arts, Grade 9

This section describes the overall design of the iLEAP English Language Arts (ELA) test to be administered to students in grade 9. Test specifications, sample test questions, and scoring rubrics are provided so that teachers may align classroom practices with the state assessment.

Test Structure

The ELA test consists of five parts, or subtests, which are administered over two days. Two parts, or subtests, are administered on the first day of testing and three are administered on the second day.

Day One

Part 1: Writing

Part 2: Using Information Resources

Day Two

Part 3: Vocabulary

Part 4: Reading Comprehension

Part 5: Language:
Revising Written Materials

The ELA test includes:

- Norm-referenced test (NRT) items from the core battery of the Iowa Tests of Educational Development[®] (ITED). Most of the items measure Louisiana Grade-Level Expectations (GLEs). The core battery is used to provide national norms.
- Criterion-referenced test (CRT) items. These items are aligned with Louisiana GLEs and were specifically developed to measure GLEs not assessed by NRT items.

Item Types

The ELA test has 148 multiple-choice items and one writing prompt.

The multiple-choice items consist of an interrogatory stem and four or five answer options. These items assess a student's knowledge and conceptual understanding, and responses will be scored 1 if correct and 0 if incorrect.

In the Writing section of the assessment, students develop a composition in response to a specific topic, or writing prompt. Administration procedures for the Writing test require students to draft and edit the composition in the test booklet and write the final draft in the answer folder. The composition is scored according to Louisiana's writing rubric for the dimensions of Composing and Style/Audience Awareness (dimensions 1 and 2).

The NRT Component

The ITED core battery is the NRT component of the iLEAP ELA assessment. Sample questions that show what the questions are like and show how to mark answers are provided at the beginning of each subtest. This part of the assessment measures standards 1, 2, 3, 6, and 7.

Standard 1

Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Standard 2

Students write competently for a variety of purposes and audiences.

Standard 3

Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

Standard 6

Students read, analyze, and respond to literature as a record of life experiences.

Standard 7

Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

The survey battery is designed to 1) obtain information that can support instructional decisions made by teachers in the classroom, 2) provide information to students and their parents for monitoring student growth from grade to grade, and 3) examine the yearly progress of grade groups as they pass through the school's curriculum. All questions are in multiple-choice format and have four or five answer options each. The survey battery is a **timed** test. Table 6 presents the testing times and the number of questions for each subtest.

Table 6: Grade 9 Core Battery Test Lengths and Times

Test	Time (min.)	No. of Questions
Vocabulary	15	40
Reading Comprehension	40	44
Language: Revising Written Materials	40	56
Total	95	140

The descriptions that follow briefly summarize the content and skills measured by each test of the survey battery.

Vocabulary

The vocabulary questions present a cross section of vocabulary encountered in general communication: reading, writing, and listening. Each question presents a word in the context of a short phrase or sentence, and the student is asked to choose the answer that most nearly means the same as that word. Approximately equal numbers of nouns, verbs, and modifiers are used.

Reading Comprehension

The reading comprehension section contains five passages from previously published material. The passages, which vary in length from 400 to 600 words, represent types of materials students encounter in daily life, both inside and outside the classroom. The passages include a fiction or narrative passage, an article about a social studies topic, an article concerning science, a poem, and a nonfiction passage of general interest, which may be from a biography, memoir, or an essay.

At grade 9, there are eighty-four (84) multiple-choice questions in the reading comprehension section. The distribution across all items is 65 percent for standard 1, 3 percent for standard 6, and 31 percent for standard 7. Approximately two-thirds of the questions require students to draw inferences, to analyze, or to generalize about what they have read.

Language: Revising Written Materials

This section of the test presents students with four complete written drafts in the form of letters, essays, personal accounts or reports which are patterned after student writing in content and style. Students are asked to choose revisions much as they would in the editing of near-final drafts of their own writing—that may correct or improve underlined portions of the draft. In some cases, there is a clear-cut error in mechanics or usage. Sometimes the consideration is fluency or clarity, and occasionally it is the appropriateness of the content.

The CRT Component

The CRT component of the ELA assessment was developed specifically for Louisiana. Committees of Louisiana educators reviewed all items for content and alignment with Louisiana’s content standards, benchmarks, and GLEs. Separate committees reviewed the items for potential bias and sensitive material. This component of *iLEAP* measures aspects of standards 2 and 5.

Standard 2 (Writing)

Students write competently for a variety of purposes and audiences.

Standard 5 (Using Information Resources)

Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Writing

This part of the assessment asks students to write a composition in response to a writing prompt. At grade 9, the mode of writing will be expository or persuasive. The Writing test is **untimed**, but students should be given a minimum of 90 minutes to plan, write, and check their work. Students are allowed to use dictionaries and thesauruses for the Writing test.

Students are directed to focus attention on the:

- purpose and focus of the composition,
- intended audience,
- recommended length of the composition, and
- important elements that will be considered in evaluating the composition.

Students also are given a Writer’s Checklist to consult as a reference. Because of the heavy emphasis of standard 3 (conventions of writing) on the survey battery, student compositions will be scored only for the dimensions of Composing and Style/Audience Awareness (dimensions 1 and 2).

Using Information Resources

In this part of the assessment, students are provided four to six reference sources, which they use to answer eight multiple-choice questions. All reference sources are related to a specific topic. They are realistic, grade-appropriate materials that a ninth-grader might find in a library and use in preparing a project or report. Test questions reflect realistic uses of the sources. This subtest is **untimed**, but students should be given about forty minutes to review the materials and answer the questions.

The reference sources may include:

- articles from encyclopedias, magazines, newspapers, and textbooks;
- parts of books such as tables of contents, copyright pages, glossaries, and indexes;
- visual aids such as maps, graphs, tables, charts, illustrations, schedules, and diagrams; and
- electronic sources such as screen shots of online card catalogs, Web site pages, and search engine result screens.

Scoring Information for Writing

Student compositions are scored from 2 to 8 points, according to Louisiana’s scoring rubric for Writing, in the dimensions of Composing and Style/Audience Awareness.

Dimension	Possible Points
Composing	4 (1 to 4 pt. scale)
Style/Audience Awareness	4 (1 to 4 pt. scale)

Each student composition is scored by two readers, with scores averaged for each dimension. For example:

Dimension	Reader 1	Reader 2	Average
Composing	3	4	3.5
Style/Audience Awareness	2	2	2
Total Score			5.5

Louisiana Scoring Rubric for Writing

The general rubric used to score both dimensions of Writing is:

4	The writer demonstrates consistent , though not necessarily perfect, control of almost all of the dimension’s features.
3	The writer demonstrates reasonable , but not consistent, control of most of the dimension’s features indicating some weakness in the dimension.
2	The writer demonstrates enough inconsistent control of several features to indicate significant weakness in the dimension.
1	The writer demonstrates little or no control of most of the dimension’s features.

Control is the ability to use a given feature of written language effectively at the appropriate grade level. A response receives a higher score to the extent that it demonstrates control of the features in each dimension. Specific features within the dimensions follow.

The Composing dimension includes the focusing, supporting, and structuring that a writer does to construct an effective message for a reader. The writer crafts that message by focusing on a central idea, providing elaboration of ideas to support the central idea, and delivering the central idea and its support in a unified, organized text.

Score Points	Central Idea	Elaboration	Organization and Unity
4 Consistent Control	<ul style="list-style-type: none"> • sharp focus • clarity of purpose • strategy (preplanning and foreshadowing) 	<ul style="list-style-type: none"> • selected information • thorough elaboration • ideas are developed (examples) • necessary information • specific details 	<ul style="list-style-type: none"> • wholeness throughout • ideas related to central idea • beginning, middle, end • logical order • transitions • sense of completion
3 Reasonable Control	<ul style="list-style-type: none"> • clear central idea • clear focus 	<ul style="list-style-type: none"> • ideas are developed • necessary information • relevant • may have uneven development 	<ul style="list-style-type: none"> • beginning, middle, end • logical order • simple transitions • wholeness (may have a weak ending)
2 Inconsistent Control	<ul style="list-style-type: none"> • vague central idea • shifts in focus • digressions 	<ul style="list-style-type: none"> • listing • information may be superficial, incomplete, and/or irrelevant • idea clusters • little or uneven development 	<ul style="list-style-type: none"> • weak beginning, middle, end • retreats and/or repetitions • gaps • random order • no ending
1 Little or No Control	<ul style="list-style-type: none"> • unclear central idea • confusion 	<ul style="list-style-type: none"> • automatic writing without selection • relevant information missed • little or no development • minimal information 	<ul style="list-style-type: none"> • no beginning or end • severe gaps • random order • too little to demonstrate

The Style/Audience Awareness dimension comprises features of linguistic expression: how a writer purposefully shapes and controls language to affect readers. This dimension focuses on the expressiveness, specificity, rhythm of the piece, and on the writer’s presence or voice.

Score Point	Selected Vocabulary	Selected Information	Sentence Diversity	Tone and Voice
4 Consistent Control	<ul style="list-style-type: none"> word choice is appropriate, relevant, vivid, power verbs stylistic techniques (imagery, similes) 	<ul style="list-style-type: none"> selected for relevance and/or impact vivid examples or anecdotes appropriate to audience manipulates audience (humor) 	<ul style="list-style-type: none"> some variety in structure (beginnings, endings), complexity, length 	<ul style="list-style-type: none"> consistent, clear, vibrant tone and voice individual personality engages and/or manipulates audience
3 Reasonable Control	<ul style="list-style-type: none"> clear appropriate relevant some variety 	<ul style="list-style-type: none"> some selected information some examples appropriate to audience 	<ul style="list-style-type: none"> some variety in structure and/or complexity and/or length And, But beginnings 	<ul style="list-style-type: none"> consistent tone aware of audience clear voice
2 Inconsistent Control	<ul style="list-style-type: none"> generic overused some may be inappropriate wrong word 	<ul style="list-style-type: none"> contradictions bare bones lists information irrelevant superficial 	<ul style="list-style-type: none"> sentence patterns simple sentences over-extended sentences And, But beginnings 	<ul style="list-style-type: none"> vague weak awareness of audience inappropriate monotonous inconsistent tone
1 Little or No Control	<ul style="list-style-type: none"> functional inappropriate wrong word omission errors 	<ul style="list-style-type: none"> automatic writing too little information inappropriate abrupt change from central idea 	<ul style="list-style-type: none"> simple patterns on and on 	<ul style="list-style-type: none"> confusing absent no awareness of audience unengaged

English Language Arts Test Specifications

Table 7 provides test specifications for the grade 9 *iLEAP* ELA assessment. The values in the table are approximations due to slight variations in the content across test forms.

Table 7: Grade 9 ELA Test Specifications

Standards	% of Total Points
Standard 1	35
Standard 6	2
Standard 7	17
Standard 2	10
Standard 3	31
Standard 5	5
Total	100

One hundred forty-eight 1-point MC items plus the 8-point Writing prompt equals a 156-point test.

Standards, Benchmarks, and GLEs Assessed

Louisiana’s English Language Arts content standards encompass reading, writing, researching, and listening and speaking. Each benchmark within a standard delineates what students should know and be able to do by the end of a grade cluster. GLEs further define the knowledge and skills students are expected to master by the end of each grade or high school course. The GLEs for each grade are developmentally appropriate and increase in complexity to build the knowledge and skills students need. For example, the prekindergarten GLE “participate in group-shared writing experiences that include rhyming and descriptive words” begins the development of the concept “recognizing and applying literary devices.” In subsequent grades, GLEs build on this foundational literary concept.

Most of the grade 9 standards, benchmarks, and GLEs are eligible for assessment on the grade 9 *i*LEAP. Some, however, do not lend themselves to statewide assessment. Standard 4, which focuses on speaking and listening skills, will not be assessed on *i*LEAP. GLE numbers 26, 38, 40 and 41 focus on use of technology or resources unavailable during the test; therefore, they cannot be assessed in a multiple-choice format. It is important, however, that the skills represented by these GLEs are taught at this grade level.

Explanation of Codes:

GLEs are numbered consecutively at each grade level and grouped according to standard.

Standards 1, 6, and 7 relate to reading comprehension skills.

Standards 2 and 3 relate to writing processes and conventions of language.

Standard 4 relates to speaking and listening skills, which are **not** assessed on *i*LEAP.

Standard 5 relates to research skills.

ELA codes are arranged by content area, standard number, grade cluster (E, M, H), benchmark number, and GLE number. The first part of the code is always ELA. The second part indicates the standard number. The third part indicates the grade cluster and benchmark number. The fourth part indicates the GLE number. Table 8 provides three examples of ELA codes.

Table 8: Examples of English Language Arts Codes

Code	Translation
ELA-1-E4-GLE 5	English Language Arts, Standard 1, Elementary, Benchmark 4, GLE 5
ELA-4-M1-GLE 32	English Language Arts, Standard 4, Middle School, Benchmark 1, GLE 32
ELA-3-H3-GLE 25	English Language Arts, Standard 3, High School, Benchmark 3, GLE 25

The following chart presents **all** grade 9 ELA standards, benchmarks, and GLEs.

GRADE 9

ENGLISH LANGUAGE ARTS STANDARDS, BENCHMARKS, AND GLEs

Standard One: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Benchmarks	Grade-Level Expectations
<p>ELA-1-H1: Using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies (e.g., contexts, connotations and denotations, word derivations, relationships, inferences)</p>	<p>1. Extend basic and technical vocabulary using a variety of strategies, including:</p> <ul style="list-style-type: none"> • use of context clues • use of knowledge of Greek and Latin roots and affixes • use of denotative and connotative meanings • tracing etymology (ELA-1-H1)
<p>ELA-1-H2: Analyzing and evaluating the effects of complex elements and complex literary devices (e.g., irony, sarcasm, ambiguity) on the meaning and purpose of a selection</p>	<p>2. Identify and explain story elements, including:</p> <ul style="list-style-type: none"> • the author’s use of direct and indirect characterization • the author’s pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader • the revelation of character through dialect, dialogue, dramatic monologues, and soliloquies (ELA-1-H2) <p>3. Identify and explain the significance of literary devices, including:</p> <ul style="list-style-type: none"> • mixed metaphors • imagery • symbolism • flashback • foreshadowing • sarcasm/irony • implied metaphors • oxymoron (ELA-1-H2)
<p>ELA-1-H3: Reading, comprehending, and responding to extended, complex written, spoken, and visual texts (e.g., ranging from 600–1,500 words)</p>	<p>4. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:</p> <ul style="list-style-type: none"> • nonfiction works • short stories/novels • five-act plays • poetry/epics • film/visual texts • consumer/instructional materials • public documents (ELA-1-H3)

ELA-1-H4: Analyzing and evaluating complex texts with supportive explanations to generate connections to real-life situations and other texts (e.g., consumer materials, public documents)	5. Explain ways in which ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos, literary texts) connect to real-life situations and other texts (ELA-1-H4)
ELA-1-H5: Adjusting reading rate according to texts and purposes for reading (e.g., analyzing, synthesizing, evaluating)	
Standard Six: Students read, analyze, and respond to literature as a record of life experiences.	
Benchmarks	Grade-Level Expectations
ELA-6-H1: Analyzing, evaluating, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups	6. Compare/contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)
ELA-6-H2: Analyzing and evaluating distinctive elements (e.g., recurrent themes, historical significance, literary techniques) of ancient, American, British, and world literature	7. Identify and explain connections between historical contexts and works of various authors, including Homer, Sophocles, and Shakespeare (ELA-6-H2) 8. Identify and explain recurrent themes in world literature (ELA-6-H2)
ELA-6-H3: Analyzing and synthesizing a variety of classic and contemporary fiction and nonfiction literature from many genres (e.g., epics)	9. Analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including: <ul style="list-style-type: none"> • essays by early and modern writers • epic poetry such as <i>The Odyssey</i> • forms of lyric and narrative poetry such as ballads and sonnets • drama, including ancient, Renaissance, and modern • short stories and novels • biographies and autobiographies (ELA-6-H3)
ELA-6-H4: Analyzing and responding to various genres as records of life experiences	10. Identify and explain in oral and written responses ways in which particular genres reflect life experiences, for example: <ul style="list-style-type: none"> • an essay expresses a point of view • a legend chronicles the life of a cultural hero • a short story or novel provides a vicarious life experience (ELA-6-H4)

Standard Seven: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.

Benchmarks	Grade-Level Expectations
<p>ELA-7-H1: Using comprehension strategies (e.g., synthesizing, critiquing) to evaluate oral, written, and visual texts</p>	<p>11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> • summarizing and paraphrasing information and story elements • comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information • comparing and contrasting complex literary elements, devices, and ideas within and across texts • examining the sequence of information and procedures in order to critique the logic or development of ideas in texts • making inferences and drawing conclusions • making predictions and generalizations (ELA-7-H1)
<p>ELA-7-H2: Using reasoning skills (e.g., analyzing, evaluating), incorporating life experiences, and using available information resources to solve problems in complex oral, written, and visual texts</p>	<p>12. Solve problems using reasoning skills, including:</p> <ul style="list-style-type: none"> • using supporting evidence to verify solutions • analyzing the relationships between prior knowledge and life experiences and information in texts • using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2)
<p>ELA-7-H3: Analyzing and evaluating the effects of an author’s life, culture, and philosophical assumptions as reflected in the author’s viewpoint (perspective)</p>	<p>13. Identify and explain the impact of an author’s life on themes and issues of a single text or multiple texts by the same author (ELA-7-H3)</p>
<p>ELA-7-H4: Using analytical reasoning skills in a variety of complex oral, written, and visual texts</p>	<p>14. Analyze information within and across grade-appropriate texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> • identifying cause-effect relationships • raising questions • reasoning inductively and deductively • generating a theory or hypothesis • distinguishing facts from opinions and probability (ELA-7-H4)

Standard Two: Students write competently for a variety of purposes and audiences.	
Benchmarks	Grade-Level Expectations
<p>ELA-2-H1: Writing compositions (250–300 words) that employ specific organizational elements (e.g., spatial order, order of importance, ascending/descending order, chronological order) and clearly imply a central idea with supporting details in a logical, sequential order</p>	<p>15. Develop organized, coherent paragraphs that include the following:</p> <ul style="list-style-type: none"> • topic sentences • logical sequence • transitional words and phrases • appropriate closing sentences • parallel construction where appropriate (ELA-2-H1) <p>16. Develop multiparagraph compositions organized with the following:</p> <ul style="list-style-type: none"> • a clearly stated central idea or thesis statement • a clear, overall structure that includes an introduction, a body, and an appropriate conclusion • supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction) • transitional words and phrases that unify throughout (ELA-2-H1)
<p>ELA-2-H2: Using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing extended complex compositions</p>	<p>17. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:</p> <ul style="list-style-type: none"> • word choices appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice (individual personality) (ELA-2-H2)

<p>ELA-2-H3: Applying the steps of the writing process, emphasizing revising and editing in final drafts</p>	<p>18. Develop complex compositions using writing processes, including:</p> <ul style="list-style-type: none"> • selecting topic and form (e.g., determining a purpose and audience) • prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) • drafting • conferencing (e.g., peer and teacher) • revising for content and structure based on feedback • proofreading/editing to improve conventions of language • publishing using technology (ELA-2-H3)
<p>ELA-2-H4: Using narration, description, exposition, and persuasion to develop various modes of writing (e.g., editorials, critical analyses)</p>	<p>19. Develop paragraphs and complex, multiparagraph compositions using all modes of writing (description, narration, exposition, and persuasion) emphasizing exposition and persuasion (ELA-2-H4)</p>
<p>ELA-2-H5: Applying literary devices and various stylistic elements (e.g., diction, sentence structure, voice, tone)</p>	<p>20. Develop paragraphs and complex, multiparagraph compositions that include complex stylistic features, including:</p> <ul style="list-style-type: none"> • literary devices such as student-composed oxymoron, touches of sarcasm, and/or irony • vocabulary and phrasing that reflect an individual character (voice) • a variety of sentence lengths and structures, including simple, compound, and complex (ELA-2-H5)
<p>ELA-2-H6: Writing as a response to texts and life experiences (e.g., technical writing, resumes)</p>	<p>21. Write for various purposes, including:</p> <ul style="list-style-type: none"> • formal and business letters, such as letters of complaint and requests for information • letters to the editor • job applications • text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)
<p>Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.</p>	
<p>Benchmarks</p>	<p>Grade-Level Expectations</p>
<p>ELA-3-H1: Writing fluidly and legibly in cursive or printed form</p>	
<p>ELA-3-H2: Using the grammatical and mechanical conventions of standard English</p>	<p>22. Apply standard rules of sentence formation, avoiding common errors, such as:</p> <ul style="list-style-type: none"> • fragments • run-on sentences • syntax problems (ELA-3-H2)

<p>ELA-3-H2 (continued): Using the grammatical and mechanical conventions of standard English</p>	<p>23. Apply standard rules of usage, including:</p> <ul style="list-style-type: none"> • making subjects and verbs agree • using verbs in appropriate tenses • making pronouns agree with antecedents • using pronouns appropriately in nominative, objective, and possessive cases • using adjectives in comparative and superlative degrees and adverbs correctly • avoiding double negatives • using all parts of speech appropriately (ELA-3-H2) <p>24. Apply standard rules of mechanics, including:</p> <ul style="list-style-type: none"> • using commas to set off appositives or parenthetical phrases • using quotation marks to set off titles of short works • using colons preceding a list and after a salutation in a business letter • using standard capitalization for names of political and ethnic groups, religions, and continents (ELA-3-H2)
<p>ELA-3-H3: Spelling accurately using strategies and resources (e.g., technical glossary, specialized dictionary) when necessary</p>	<p>25. Use correct spelling conventions when writing and editing (ELA-3-H3)</p> <p>26. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)</p>
<p>Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.</p>	
<p>Benchmarks</p>	<p>Grade-Level Expectations</p>
<p>ELA-4-H1: Demonstrating control of grammar, standard English pronunciation, and diction in the delivery of focused and coherent oral communication</p>	<p>27. Use standard English grammar, diction, and syntax when responding to questions, participating in informal group discussions, and making presentations (ELA-4-H1)</p> <p>28. Select language appropriate to specific purposes and audiences when speaking, including:</p> <ul style="list-style-type: none"> • delivering informational/book reports in class • conducting interviews/surveys of classmates or the general public • participating in class discussions (ELA-4-H1)

<p>ELA-4-H2: Giving and following directions/procedures</p>	<p>29. Listen to oral instructions and presentations, speeches and discussions, and carry out procedures, including:</p> <ul style="list-style-type: none"> • taking accurate notes • writing summaries or responses • forming groups (ELA-4-H2) <p>30. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2)</p>
<p>ELA-4-H3: Using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving prepared and impromptu presentations</p>	<p>31. Deliver oral presentations that include the following:</p> <ul style="list-style-type: none"> • phrasing, enunciation, voice modulation, verbal and nonverbal techniques, and inflection adjusted to stress important ideas and impact audience response • language choices selected to suit the content and context • an organization that includes an introduction, relevant details that develop the topic, and a conclusion (ELA-4-H3)
<p>ELA-4-H4: Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)</p>	<p>32. Use active listening strategies, including:</p> <ul style="list-style-type: none"> • monitoring messages for clarity • selecting and organizing essential information • noting cues such as changes in pace • generating and asking questions concerning a speaker’s content, delivery, and attitude toward the subject (ELA-4-H4) <p>33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4)</p>
<p>ELA-4-H5: Listening and responding to a wide variety of media (e.g., CD-ROM)</p>	<p>34. Analyze media information in oral and written responses, including:</p> <ul style="list-style-type: none"> • summarizing the coverage of a media event • comparing messages from different media (ELA-4-H5)
<p>ELA-4-H6: Participating in a variety of roles in group discussion (e.g., mediator)</p>	<p>35. Participate in group and panel discussions, including:</p> <ul style="list-style-type: none"> • identifying the strengths and talents of other participants • acting as facilitator, recorder, leader, listener, or mediator • evaluating the effectiveness of participant’s performance (ELA-4-H6)

Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Benchmarks	Grade-Level Expectations
<p>ELA-5-H1: Evaluating and using organizational features of printed text, other media, and electronic information (e.g., citations, endnotes, bibliographic references)</p>	<p>36. Identify and use organizational features to locate relevant information for research projects using a variety of resources, including:</p> <ul style="list-style-type: none"> • print resources (e.g., prefaces, appendices, annotations, citations, bibliographic references) • electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)
<p>ELA-5-H2: Synthesizing information sources</p>	<p>37. Locate, analyze, and synthesize information from a variety of grade-appropriate resources, including:</p> <ul style="list-style-type: none"> • multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals) • electronic sources (e.g., Web sites, databases) • other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2) <p>38. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, and coverage) (ELA-5-H2)</p>

<p>ELA-5-H3: Accessing information and conducting research using a variety of primary and secondary sources to produce formal papers</p>	<p>39. Access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> • formulating clear research questions • gathering evidence from primary and secondary sources • using graphic organizers (e.g., outlining, charts, timelines, webs) • compiling and organizing information to support the central ideas, concepts, and themes of formal papers or presentations (ELA-5-H3) <p>40. Write a variety of research reports, which include the following:</p> <ul style="list-style-type: none"> • research supporting the main ideas • facts, details, examples, and explanations from sources • graphics when appropriate • complete documentation (e.g., endnotes, parenthetical citations, works cited lists or bibliographies) (ELA-5-H3)
<p>ELA-5-H4: Using available technology to produce, revise, and publish a variety of works (e.g., abstracts, analytical reports, summative research)</p>	<p>41. Use word processing and/or other technology (e.g., illustration, page-layout, Web-design programs) to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)</p>
<p>ELA-5-H5: Citing references using various formats (e.g., parenthetical citations)</p>	<p>42. Give credit for borrowed information in grade-appropriate research reports following acceptable use policy, including:</p> <ul style="list-style-type: none"> • using parenthetical documentation to integrate quotes and citations • preparing bibliographies and/or works cited lists (ELA-5-H5)
<p>ELA-5-H6: Analyzing and synthesizing graphic organizers (e.g., organizational charts, concept maps, comparative tables)</p>	<p>43. Analyze information found in a variety of complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)</p>

Sample Test Items: Grade 9 ELA

The prompts, resource materials, reading passages, and items below are representative of prompts, questions, and passages that will appear on actual tests.

Writing Prompts

Below are two writing topics similar to topics that will appear on an *i*LEAP English Language Arts test. One is an expository prompt and one is a persuasive prompt.

Sample Writing Prompt A

Read the topic in the box below and write a well-organized multiparagraph composition of about 250 to 300 words. Be sure to follow the suggestions listed under the box.

A national newspaper is giving students a chance to help others by participating in a Make a Difference Day essay competition. The topic of the essay contest is: If you could make a difference for a person or group anywhere in the world, who would it be and what would you do? The winner of the competition will have his or her essay published and will be allowed to designate a person, project, or charity to receive \$5,000 from the newspaper.

Before you begin to write, think about what you could do to make a difference for a person or group. What would you do, and for whom would you choose to do this? How would your action make a difference?

Now write a multiparagraph essay for the newspaper identifying the person or group you would choose and explaining what you would do to make a difference.

- Remember your audience is readers of a national newspaper; use appropriate language and tone.
- Include specific details so your readers will understand your explanation.
- Be sure to write clearly and to check your composition for correct spelling, punctuation, and grammar.

Description:

This prompt measures a student's ability to write in expository mode. Other prompts may invite students to write in persuasive mode and may take the form of essays or letters.

Sample Writing Prompt B

Read the topic in the box below and write a well-organized multiparagraph composition of about 250 to 300 words. Be sure to follow the suggestions listed under the box.

Your social studies class has been studying the voting process. Your teacher has asked you to take a position about whether the voting age should be lowered, raised, or remain the same and then write an essay persuading others to adopt your view.

Before you begin to write, think about the voting age and whether it should be raised, lowered, or remain the same. Who would benefit from your choice? What would be the advantages or disadvantages of adopting your position on the issue?

Now write a multiparagraph essay in which you persuade your readers to accept your position on the voting age.

- Remember your audience is your teacher and classmates; use appropriate language and tone.
- Include specific reasons and enough information so your readers will understand your position.
- Be sure to write clearly and to check your composition for correct spelling, punctuation, and grammar.

Description:

This prompt assesses a student's ability to write in persuasive mode. Other prompts may invite students to write in expository mode and may take the form of essays or letters of explanation.

Using Information Resources

Following is a set of reference sources that is representative of the types of materials that may be included in this section of the *iLEAP* English Language Arts test. All reference sources will be related to a single research topic, and students will use the sources to answer a set of multiple-choice questions. Questions 1 through 5 following these reference sources are samples of the kinds of questions that may be asked on this part of the *iLEAP* English Language Arts test.

Using Information Resources

Introduction: In this test, you are asked to look at some reference materials and then use the materials to answer the questions on pages __ and __.

Research Topic: The Seven Wonders of the Ancient World

Suppose you want to find out more about the Seven Wonders of the Ancient World for a report you are writing. Five different sources of information about the Seven Wonders of the Ancient World are contained in this test. The information sources and the page numbers where you can find them are listed below.

1. Excerpt from *Encyclopedia of History*
“Seven Wonders of the Ancient World” (page __)

2. Page from the Web Site SevenWondersAncient.net

3. Excerpts from *Discovering the Ancient World Wonders*
a. Copyright Page (page __)
b. Index (page __)

4. Excerpt from *Amazing Structures*
Picture This Chart (page __)

5. Article from *History Focus*
“The Seven Wonders: Size and Purpose” (page __)

Note: Model bibliographic entries and parenthetical citations for different types of documents are on pages __ and __.

Directions: Skim pages __ through __ to become familiar with the information contained in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed through these sources, answer the questions on pages __ and __. Use the information sources to help you answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.

1. Excerpt from *Encyclopedia of History*
“Seven Wonders of the Ancient World”

SEVEN WONDERS OF THE ANCIENT WORLD

It probably comes as no surprise that the Seven Wonders of the Ancient World are clustered together in a part of the world known for ancient history. This map helps you locate where each structure stood long ago.



The Great Pyramid of Giza

In the city of Giza, part of Cairo, Egypt

The Hanging Gardens of Babylon

On the east bank of the Euphrates River about 50 km south of where Baghdad, Iraq, is now

The Statue of Zeus at Olympia

In the ancient town of Olympia on the west coast of modern Greece, about 150 km west of Athens

The Temple of Artemis at Ephesus

Near the modern town of Selcuk about 50 km south of Izmir (Smyrna) in Turkey

The Mausoleum at Halicarnassus

In the city of Bodrum (Halicarnassus), on the Aegean Sea in southwest Turkey

The Colossus of Rhodes

At the entrance of the harbor of the Mediterranean island of Rhodes in Greece

The Lighthouse of Alexandria

On the ancient island of Pharos within the city of Alexandria in Egypt

ADDRESS@

<http://www.SevenWondersAncient.net/wonders.htm>

GO...



[Home](#) | [Index](#) | [Search](#) | [Articles](#) | [Contact Us](#)

SevenWondersAncient.net

Are you wondering about the Seven Wonders of the Ancient World? The Seven Wonders of the Ancient World are so named because they truly are marvels to ponder. They are masterpieces of creation, constructed during ancient times when electricity was yet to be invented and tools were primitive. The wonders are celebrations of art, power, and science.

But perhaps the greatest wonder of all is that although the list of the wonders has been around since the second century B.C., most people cannot name all seven. Here are some quick facts and information about the Seven Wonders to help you become more familiar with them.

[Click to Learn More](#) **The Great Pyramid of Giza**

The Great Pyramid of Giza is the oldest of the Seven Wonders and is the only one still remaining. It took twenty years to build the Great Pyramid, which served as a tomb for Egyptian Pharaoh Khufu. For the first forty-three centuries of its existence, the Great Pyramid was the tallest structure on Earth.

[Click to Learn More](#) **The Hanging Gardens of Babylon**

Perhaps the most interesting thing about the Hanging Gardens of Babylon is the possibility that they never existed. Archaeologists have uncovered a foundation, a building, some thick walls, and an irrigation well, but most of what we know of the gardens is through the writings of poets and philosophers, some of whom never saw the gardens themselves. Some historians speculate that the gardens may have just been a figment of someone's imagination.

[Click to Learn More](#) **The Statue of Zeus at Olympia**

The Statue of Zeus was originally constructed because the Greeks thought that the temple at Olympia was just too boring. The statue stood for many years, withstanding earthquakes, floods, and landslides. It was finally destroyed during a fire in A.D. 462.

[Click to Learn More](#) **The Temple of Artemis at Ephesus**

There were many temples created in ancient times, but the Temple of Artemis was the only one constructed of marble. With its 127 marble columns, it was spectacular to behold. Many works of art from the finest artists were housed there.

[Click to Learn More](#) **The Mausoleum at Halicarnassus**

Like the Great Pyramid, the Mausoleum at Halicarnassus was used as a burial tomb. However, the unique thing about the mausoleum was that it was decorated with statues outside. Dozens of life-size and larger-than-life statues of people, lions, horses, and other animals made it a spectacle.

[Click to Learn More](#) **The Colossus of Rhodes**

Imagine a 56-year-old man standing 110 feet tall! That's how old and tall the Colossus was before it came down. When it fell, the Roman scholar Pliny wrote, "Few people can make their arms meet round the thumb."

[Click to Learn More](#) **The Lighthouse of Alexandria**

Perhaps the most mysterious of the Seven Wonders was the Lighthouse of Alexandria. It housed a mirror that reportedly reflected light more than 35 miles offshore.

3. Excerpt from *Discovering the Ancient World Wonders*
a. Copyright Page

Ancient World Press
a division of World Publishing House Companies

Illustrated by: Melissa Meyers
Cover Photo: Michael Keller

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3. Excerpt from *Discovering the Ancient World Wonders*
b. Index

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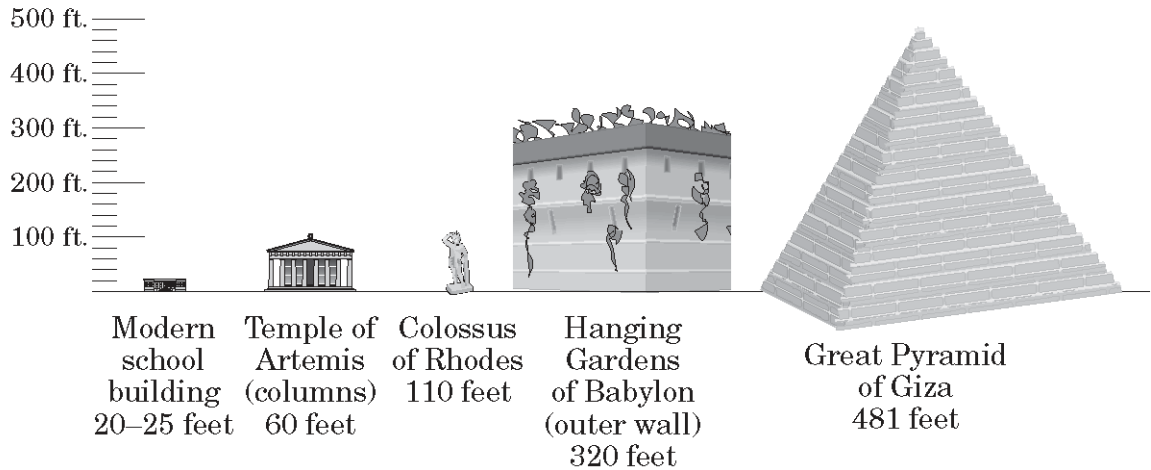
Page numbers in **bold** print indicate color photographs.

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4. Excerpt from *Amazing Structures*
Picture This Chart

Picture This

For centuries, some of these structures were the tallest structures on Earth. They pale in comparison with today's buildings, but when we consider how long ago they were constructed, they truly are amazing. How does your house, school, or favorite place measure up?



5. Article from *History Focus*
“The Seven Wonders: Size and Purpose”

History Focus

November 2004

The Seven Wonders: Size and Purpose

By Danielle Blevins

Trying to compile a list of the world’s most fantastic structures today would be difficult. The list would be long and probably would grow daily. Which structures would be included? Which excluded?

Modern technology allows humans to build colossal and intricate structures almost without limits. In ancient times, however, the list of man-made structures that met the qualifications of being named a “wonder” was short and much argued. Several lists were compiled over a number of years, with one of the first lists of seven usually attributed to the fifth-century Greek historian Herodotus.

Six of the original seven wonders no longer stand, having been destroyed by natural or human causes. The only ancient wonder left standing is the Great Pyramid at Giza, Egypt. The Great Pyramid covers 13 acres, or 7 city blocks, and is more than 480 feet tall. It is believed that it took 100,000 laborers more than 20 years to complete it. The Great Pyramid probably was completed around 2680 B.C. Other pyramids at Giza are smaller but no less spectacular.

Wonders were not chosen merely for size, however. Some wonders served practical purposes as well.

The Lighthouse at Alexandria was one such wonder. It was one of the last of the ancient world’s wonders left standing, and its dimensions are well known to modern scholars. It was approximately 400 feet high, about the same height as a modern 40-story building. In its time, it was the tallest structure known to Greek architects. It also served a very practical purpose:

guiding sailors into the Great Harbor of Alexandria.

It was a spectacular display of craftsmanship, from its gleaming marble exterior to the mysterious mirror at the top used to reflect sunlight and firelight out about 35 miles offshore. For its grandeur and technological importance, the Lighthouse at Alexandria remained a favorite destination for explorers until the 14th century.

The existence of other ancient wonders has been much more difficult to verify. The famed and possibly mythical Hanging Gardens of Babylon are one of the most mysterious of the ancient wonders. One theory suggests the Hanging Gardens were built around 600 B.C., during the reign of King Nebuchadnezzar II.

Supposedly, Nebuchadnezzar built the unusual gardens to impress his wife. His gardeners planted the trees and vegetation in such a way that the roots were embedded in the overhanging terrace supported by stone columns, thus providing a hanging curtain of vegetation and flowers for the enjoyment of people walking beneath it. Archeologists still ponder the actual existence of such a garden. Its location, if it ever existed, remains a mystery.

These ancient wonders may seem simple to us now, but when you stop to consider that these structures were built without the aid of bulldozers, cranes, or even electricity, their accomplishment is indeed admirable. We may have many more wonders in our world today, but these ancient wonders still can inspire us to greatness.

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Model Bibliographic Entries

The following sample bibliographic entries are adapted from the *MLA* (Modern Language Association) *Handbook for Writers of Research Papers*. They show some acceptable formats for bibliographic entries.

A Book by a Single Author

Harris, Celia. Interesting Habitats. Chicago: Grayson, 1996.
(Author) (Title of work) (City) (Publisher) (Year)

A Book by More Than One Author

Baraty, Joseph, and Rosa Garcia. Marsh Birds. New York: Wenday, 1982.
(Authors) (Title of work) (City) (Publisher) (Year)

A Magazine Article

Chen, David. "Floating Down the River." Our Wildlife 9 July 1988: 120–25.
(Author) (Title of article) (Name of publication) (Date of issue) (Page numbers)

A Book Issued by an Organization Identifying No Author

National Wildlife Group. Swamp Life. Washington: National Wildlife Group, 1985.
(Name of organization) (Title of work) (City) (Publisher) (Year)

A WWW Site (World Wide Web)

America Learns. The On-Line Teachers Council. 21 May 1998. <http://www.learn.com>.
(Name of Web site) (Sponsor of Web site) (Date accessed) (Web address)

Model Parenthetical Citations

The following samples are based on formats from the *MLA* (Modern Language Association) *Handbook for Writers of Research Papers*. They show acceptable formats for parenthetical citations of both quoted and paraphrased information.

Parenthetical Citations for Paraphrased Information

A Work by a Single Author

The point of the argument is that quality is more important than quantity (Keller 65–67).

A Work with Two or More Authors

The point of their argument is that quality is more important than quantity (Keller and Leer 65–67).

Two or More Works by the Same Author with Author’s Name in Text

The point of Keller’s argument is that quality is more important than quantity (Business Facts 65–67).

A Work by a Corporate Author

The point of the argument is that quality is more important than quantity (North American Business Group 65–67).

A Work from a Web Site with a Known Author

The point of the argument is that quality is more important than quantity (Doe, screen 1).

Parenthetical Citations for Directly Quoted Information

A Work by a Single Author

“Quality is more important than quantity” (Keller 65–67).

A Work with Two or More Authors

“Quality is more important than quantity” (Keller and Leer 65–67).

1 On which page of *Discovering the Ancient World Wonders* would you find a color photograph of Jerusalem?

- A** Page 87
- B** Page 89
- C** Page 92
- D** Page 93

Correct response: C

Match to GLE: This item measures ELA-5-H1-GLE 36: identify and use organizational features to locate relevant information for research projects using a variety of resources. This item measures a student’s ability to use an index; other items may require students to use tables of contents, Web page directories, or other organizational features to locate and select information.

2 Which resource would give you the most information about the sizes of the ancient wonders?

- A** The Picture This chart from *Amazing Structures*
- B** The page from the Web site SevenWondersAncient.net
- C** The book *Discovering the Ancient World Wonders*
- D** “Seven Wonders of the Ancient World” from *Encyclopedia of History*

Correct response: A

Match to GLE: This item measures ELA-5-H2-GLE 37: locate, analyze, and synthesize information from a variety of grade-appropriate resources. These items measure a student’s ability to evaluate the appropriateness of a particular source in providing a particular piece of information for a specific task.

3 Look at the outline based on information from the Web site SevenWondersAncient.net.

- | | |
|------|-------------------------------|
| I. | Great Pyramid of Giza |
| A. | _____ |
| B. | Used as a tomb |
| II. | Hanging Gardens of Babylon |
| A. | Rumored to have never existed |
| B. | _____ |
| III. | Statue of Zeus at Olympia |
| A. | _____ |
| B. | Destroyed in A.D. 462 |

Which information goes in the blank at III.A?

- A** Constructed of marble
- B** Housed many art exhibits
- C** Survived many natural disasters
- D** Recognized as the oldest of all the wonders

Correct response: C

Match to GLE: This item measures ELA-5-H3-GLE 39: access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including formulating clear research questions; gathering evidence from primary and secondary sources; using graphic organizers (e.g., outlining, charts, timelines, webs); and compiling and organizing information to support the central ideas, concepts, and themes of formal papers or presentations. This item tests a student's ability to complete an outline. Other items may test a student's ability to construct or complete a chart, timeline, or web.

- 4** What is the acceptable way to cite information paraphrased from “The Seven Wonders: Size and Purpose”? Refer to the model parenthetical citations.
- A** It took laborers more than 20 years to build the Great Pyramid (Blevins 36).
 - B** “It took laborers more than 20 years to build the Great Pyramid” (Blevins 36).
 - C** It took laborers more than 20 years to build the Great Pyramid (Blevins, History Focus 36).
 - D** “It took laborers more than 20 years to build the Great Pyramid” (Blevins, “History Focus” 36).

Correct response: A

Match to GLE: This item measures ELA-5-H5-GLE 42: give credit for borrowed information in grade-appropriate research reports following acceptable use policy, including using parenthetical documentation to integrate quotes and citations and preparing bibliographies and/or works cited lists. This item measures a student’s ability to use a model to determine the correct format for a parenthetical citation. Other items measuring this GLE may ask students to apply a model to create a bibliographic citation.

- 5** According to the Picture This chart from *Amazing Structures*, which ancient wonder was closest in height to a modern school building?
- A** The Great Pyramid
 - B** The Temple of Artemis
 - C** The Colossus of Rhodes
 - D** The Hanging Gardens of Babylon

Correct response: B

Match to GLE: This item measures ELA-5-H6-GLE 43: analyze information found in a variety of complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research. This item measures a student’s ability to read and interpret a chart. Other items may require students to interpret information on another type of graphic organizer.

Sample NRT Multiple-Choice Items

Questions 6 through 18 are sample multiple-choice items representative of those used on the norm-referenced parts of the *iLEAP* test. The core battery of the Iowa Tests of Educational Development[®] (ITED) is designed to measure a wide range of student achievement.

Vocabulary

Directions: Questions 6 and 7 ask students to identify meanings of words in a context. Students should choose the word or phrase with the same meaning as the underlined word in the stem.

6 The trees along the trail were massive.

- A bare
- B young
- C flowering
- D diseased
- E huge

Correct response: E

Match to GLE: This item measures ELA-1-H1-GLE 1: extend basic and technical vocabulary using a variety of strategies: using denotative and connotative meanings.

7 The statue is a valuable replica.

- A masterpiece
- B antique
- C original
- D copy
- E gift

Correct response: D

Match to GLE: This item measures ELA-1-H1-GLE 1: extend basic and technical vocabulary using a variety of strategies: using denotative and connotative meanings.

Reading Comprehension

Following are two sample reading passages that show the type of passages that may be included in this part of the *iLEAP* English Language Arts test. After reading a passage, students will then respond to several multiple-choice items. Questions 8 through 18 are samples of the kinds of questions that may be asked on this part of the *iLEAP* English Language Arts test.

Directions: Questions 8 through 12 are based on the following passage.

Members of William Saroyan’s Armenian-immigrant family were often the subjects of his works of fiction. This passage is from one such work.

1 My uncle Khosrove picked his friends and enemies from the way they played *tavli*, which in this country is known as backgammon. Games of any sort are tests of human behavior under stress, and, even though my uncle Khosrove himself was probably the worst loser in the world, he despised any other man who lost without grace.

2 “What are you grieving about?” he would shout at such a loser. “It’s a game, isn’t it? Do you lose your life with it?”

3 He himself lost *his* life when he lost a game, but it was inconceivable to him that anyone else might regard the symbols of the game as profoundly as he did. To the others the game was *only* a game, as far as he was concerned. To himself, however, the game was destiny—over a board on a table, with an insignificant man across the table rattling the dice, talking to them in Turkish, coaxing them, whispering, shouting and in many other ways humiliating himself.

4 My uncle Khosrove, on the other hand, despised the dice, regarded them as his personal enemies, and never spoke to them. He threw them out of the window or across the room and pushed the board off the table.

5 “The dogs!” he would shout.

6 And then, pointing furiously at his opponent, he would shout, “And you! My own countryman! You are not ashamed. You debase yourself before them. You pray to them. I am ashamed for you. I spit on the dogs.”

7 Naturally no one ever played a game of *tavli* with my uncle Khosrove twice.

8 In this passage, the author’s primary purpose has evidently been to

- A** create a vivid setting by describing details.
- B** portray a character by describing his actions.
- C** relate an incident by describing the order of events.
- D** use the action of the plot to state a position about an issue.

Correct response: B

Match to GLE: This item measures ELA-1-H2-GLE 2: identify and explain story elements, including the author’s use of direct and indirect characterization; and ELA-7-H3-GLE 13: identify and explain the impact of an author’s life on themes and issues of a single text or multiple texts by the same author.

9 Uncle Khosrove regarded the game of *tavli* as a test of a person’s

- A** skill.
- B** loyalty.
- C** character.
- D** religious convictions.

Correct response: C

Match to GLE: This item measures ELA-1-H3-GLE 4: draw conclusions and make inferences in oral and written responses about ideas and information in texts, including short stories/novels.

10 The passage implies that every time uncle Khosrove played *tavli*, his opponent would be

- A** a former opponent demanding a rematch.
- B** an old friend anxious to beat him.
- C** someone trying to learn his way of playing.
- D** someone unfamiliar with his manner of playing.

Correct response: D

Match to GLE: This item measures ELA-7-H1-GLE 11: demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making inferences and drawing conclusions.

11 When uncle Khosrove shouted about “the dogs” (paragraphs 5–6), he was referring to

- A** opponents who had beaten him.
- B** opponents who had lost to him.
- C** those who refused to play *tavli* with him.
- D** the dice.

Correct response: D

Match to GLE: This item measures ELA-7-H1-GLE 11: demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making inferences and drawing conclusions.

12 This portrayal of uncle Khosrove as someone who was scornful of poor losers is an example of

- A** irony.
- B** satire.
- C** metaphor.
- D** exaggeration.

Correct response: A

Match to GLE: This item measures ELA-1-H2-GLE 3: identify and explain the significance of literary devices, including irony.

Directions: Questions 13 through 18 are based on the following passage.

The group of venomous snakes that includes diamondback rattlesnakes, cottonmouths, copperheads, and sidewinders, among others, are referred to as pit vipers because of two characteristic pits they bear on their faces. This passage describes what is being learned about pit vipers, especially as compared to snakes that do not have facial pits.

1 Pit vipers are by no means the gaudiest snakes—coral snakes, for example, are much
2 brighter—but their camouflaging hues of gold, brown, mauve, black, and tan give them a
3 lush, velvety appearance. Most of the 144 species of pit vipers live in North and South
4 America, although several types are found in Asia. They thrive in the harshest deserts, the
5 wettest Amazonian rain forest, and the gentlest meadows and grasslands. They live on the
6 ground, underground, or in trees. They can be short and bulky or long and slim. During
7 winter, they must hibernate, either singly or in great dens of hundreds or even thousands of
8 entanglements, where they keep each other a degree or two warmer than they might
9 otherwise be.

10 Linking the pit vipers are two outstanding features: a shakable rattle (or its nubby,
11 silent precursor) and the deep facial pits. The pits are depressions in the bone covered by a
12 thin membrane of sensory nerve cells that acts as a sort of lens to detect thermal radiation
13 from the environment. Infrared signals are conducted from the membrane along nerve
14 fibers back to the part of the brain that receives visual information from the viper’s eyes,
15 where it results in a thermal image that enhances the visual one.

16 Researchers long believed that the sensory organs help snakes hunt their warm-blooded
17 prey; but recent comparisons of the pit viper’s habits with those of related *pitless* viper
18 species suggest that the infrared detectors developed not for offense, but for defense. The
19 pit viper uses thermal information from an approaching animal to determine whether the
20 potential predator is bantam enough to be scared off with a threat, or whether the viper
21 would do best to slink away. Harry Greene, the father of the new theory, points out that pit
22 vipers and their pitless relations—which lack the benefits of infrared sensing—show no
23 discrepancy in their hunting or eating habits. Both types of viper favor rodents and other
24 small mammals, which they hunt by lying in ambush.

25 Where the serpent families differ is in their tactics for protecting themselves. Pitless
26 vipers are designed for quick retreat. They generally sport a striped pattern, which creates
27 an optical illusion that makes them difficult to see and catch. Nor do pitless vipers have
28 the rattle to warn intruders that they will stand up for themselves. Pit vipers, however, will
29 waggle their gourds or pound their nubby rattle precursors on the ground when disturbed.
30 They usually are covered with splotches, which are of no visual aid in retreat.

31 There is some justification for the different approaches to danger. Pitless viper mothers
32 do not bother defending their eggs, but instead seek a hidden spot where they deposit the
33 eggs to hatch or be eaten. Pit vipers usually linger around, guarding their clutch for days to
34 weeks until the babies emerge. Snake eggs being a universally appreciated delicacy in
35 nature, the mother is doubtless subjected to many threats during her vigil. If she is to have
36 any luck at defending herself and her children, she must have the means to detect a
37 menace and appraise its dimensions before the interloper appears. By sensing the body
38 heat of the approaching threat, the snake can decide whether resistance is futile and she
39 had better slither away, or whether the moment has come to shake, rattle, and strike.

13 The overall description in the first paragraph most supports which of the following generalizations?

- A** Pit viper species are difficult to tell apart.
- B** Pit viper specimens are rarely encountered in the wild.
- C** Pit vipers have adapted to a wide range of conditions.
- D** Pit vipers are brightly colored and easy to spot in their natural surroundings.

Correct response: C

Match to GLE: This item measures ELA-7-H1-GLE 11: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: making predictions and generalizations.

14 The nerve cells of the pit vipers’ facial pits primarily sense variations in

- A** light.
- B** scent.
- C** sound.
- D** temperature.

Correct response: D

Match to GLE: This item measures ELA-1-H3-GLE 4: draw conclusions and make inferences in oral and written responses about ideas and information in texts.

15 The phrases “nubby, silent precursor” (lines 10–11) and “nubby rattle precursors” (line 29) evidently refer to

- A** a short, rattle-like structure that in some pit viper species does not fully develop into a rattle.
- B** a species of rattlesnake that is shorter than the common varieties and that lacks a rattle on its tail.
- C** a short extension at the tip of the snake’s tail beyond its rattle.
- D** the portion of a snake between its midsection and its tail.

Correct response: A

Match to GLE: This item measures ELA-7-H1-GLE 11: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: making inferences.

16 According to the passage, what has changed scientists' traditional ideas about pit vipers' facial pits?

- A** Observing pit vipers whose facial pit membranes have been damaged
- B** Observing other animals who have infrared sensing
- C** Comparing the defense and offense behaviors of pit vipers with those of pitless vipers
- D** Comparing pit vipers' behavior when they are hungry to their behavior when they have eggs to protect

Correct response: C

Match to GLE: This item measures ELA-7-H1-GLE 11: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: summarizing and paraphrasing information and story elements.

17 In which of these circumstances would a pit viper be most likely to use its rattle?

- A** When hunting
- B** When protecting its eggs from a predator
- C** When fleeing from a predator
- D** Whenever its brain receives a thermal image

Correct response: B

Match to GLE: This item measures ELA-7-H1-GLE 11: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: making predictions and generalizations.

18 The word **appraise** (line 37) most closely means

- A** be impressed by.
- B** compare.
- C** evaluate.
- D** react to.

Correct response: C

Match to GLE: This item measures ELA-1-H1-GLE 1: extend basic and technical vocabulary using a variety of strategies: use of context clues.

Language: Revising Written Materials

The Language: Revising Written Materials part of the ELA test requires students to read passages that are similar to those that might be written by a classmate and then choose the best revision option, which may be, “No change.” Below are sample NRT items similar to those that will appear in the Language section of the *iLEAP* English Language Arts test.

Directions: Language questions 1 through 8 are based on the following draft text:

As a staff member of the school yearbook, one student has been assigned to write the article about the year’s drama productions. Read quickly through the draft in the box below. Then, go on to the spread-out format that follows.

The fall play *A Raisin in the Sun* got the year off to a terrific start. Set in the 1940s, the play portrays the difficult choices faced by the members of an African American family as they seek new opportunities in their lives. The lead roles were played by seniors Keisha Sanders and Rebecca Williams and juniors Rashad Henry and Stuart Hodges. Director Charles Bradley said he was thrilled with the students’ performances. “The cast did an outstanding job bringing the family’s struggles to life,” he said.

In December, theater-goers were moved by Neil Simon’s Pulitzer Prize-winning play *Lost in Yonkers*. Audiences gave this comedy-drama a standing ovation at every show. The dynamic lead cast was entirely made up of newcomers to the drama club; seniors Shelly Waterford, David Seiber, and Rachel Boyle, and junior Chad Elam.

March winds and icy conditions haven’t kept audiences away from Shakespeare’s *Julius Caesar*. Though many upperclassmen had read the play, few had seen it performed onstage. There was certainly no lack of drama: The audience was riveted to the stage and gasps and sighs were heard from all corners of the auditorium during Caesar’s brutal assassination.

Rogers and Hammerstein’s *Oklahoma!*, made school history by selling out all three nights. Set in the West at the end of the nineteenth Century, this lively show follows the love story of Laurie (junior Miranda Taylor) and Curly (senior José Tomas). Tomas said, “Even long rehearsals were fun because the songs made us feel so upbeat.” Bravo to the drama department for another entertaining year!

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²

to a terrific start. Set in the 1940s, the play

portrays the difficult choices faced by the

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lead roles were played by seniors Keisha Sanders

and Rebecca Williams and juniors Rashad Henry

and Stuart Hodges. Director Charles Bradley said

he was thrilled with the students' performances.

"The cast did an outstanding job bringing the

family's struggles to life," he said.

1 Which of the following sentences, inserted here, would provide the best opening sentence for this article?

- A** The directors of the drama department thought everyone did a good job with the productions this year.
- B** From start to finish, this year's stage offerings by the drama production were varied, and they required a lot of work.
- C** From serious drama to a high-spirited musical, this year's theater productions offered something for everyone.
- D** The drama department offered many shows this year, one of which was a musical.

2 A *(No change)*

B play, *A Raisin in the Sun*

C play *A Raisin in the Sun*,

D play, *A Raisin in the Sun*,

3 A *(No change)*

B African american

C african American

D African American

4 A *(No change)*

B their seeking

C it's seeking

D it seeks

In December, theater-goers were moved by Neil Simon's Pulitzer Prize-winning play *Lost in Yonkers*. Audiences gave this comedy-drama a standing ovation at every show. The dynamic lead cast was entirely made up of newcomers to the drama club; seniors₅ Shelly Waterford, David Seiber, and Rachel Boyle, and junior Chad Elam.

- 5 **A** (No change)
B club: seniors
C club, seniors
D club. Seniors

March winds and icy conditions haven't kept₆ audiences away for Shakespeare's *Julius Caesar*. Though many upperclassmen had read the play, few had seen it performed onstage. There was certainly no lack of drama: the audience was riveted to the stage and gasps and sighs were heard from all corners of the auditorium during Caesar's brutal assassination.

- 6 **A** (No change)
B weren't keeping
C didn't keep
D don't keep

Rodgers and Hammerstein's *Oklahoma!* made school history by selling out all three nights. Set

in the West at the end of the Nineteenth Century,
8

this lively show follows the love story of Laurie (junior Miranda Taylor) and Curly (senior José Tomas). Tomas said, "Even long rehearsals were fun because the songs made us feel so upbeat."

Bravo to the drama department for another entertaining year!

7 The writer is considering adding a sentence at the beginning of Paragraph 4 to improve the transition. Which of the following, if any, would be the best choice?

- A** (No change; the paragraph is best as written.)
- B** The drama department finished the year on a lighter note.
- C** Actually, there was a little suspense in the spring musical, too.
- D** Who doesn't love a good musical?

8 **A** (No change)
B West at the end of the nineteenth century,
C west at the end of the Nineteenth Century,
D west at the end of the nineteenth century,

Item 1 Correct response: C

Match to GLE:

This item measures ELA-2-H1-GLE 15: develop organized, coherent paragraphs that include topic sentences.

Item 2 Correct response: D

Match to GLE:

This item measures ELA-3-H2-GLE 24: apply standard rules of mechanics, including using commas to set off appositives or parenthetical phrases.

Item 3 Correct response: D

Match to GLE:

This item measures ELA-3-H2-GLE 24: apply standard rules of mechanics, including using standard capitalization for names of political and ethnic groups, religions, and continents.

Item 4 Correct response: A

Match to GLE:

This item measures ELA-3-H2-GLE 23: apply standard rules of usage, including making subjects and verbs agree; and using pronouns appropriately in nominatives, objective, and possessive cases.

Item 5 Correct response: B

Match to GLE:

This item measures ELA-3-H2-GLE 24: apply standard rules of mechanics, including using colons preceding a list and after a salutation in a business letter.

Item 6 Correct response: C

Match to GLE:

This item measures ELA-3-H2-GLE 23: apply standard rules of usage, including using verbs in appropriate tenses.

Item 7 Correct response: B

Match to GLE:

This item measures ELA-2-H1-GLE 15: develop organized, coherent paragraphs that include topic sentences.

Item 8 Correct response: B

Match to GLE:

This item measures ELA-3-H2-GLE 24: apply standards rules of mechanics.