

DOCUMENT RESUME

ED 280 049

CS 210 360

TITLE Grade 9 English Language Arts, Student Achievement Testing Program, 1985-86 School Year.

INSTITUTION Alberta Dept. of Education, Edmonton.

PUB DATE Sep 85

NOTE 52p.; For the 1986 tests, see ED 272 910-912.

PUB TYPE Tests/Evaluation Instruments (160) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 9; High Schools; Multiple Choice Tests; Reading Comprehension; *Reading Skills; *Reading Tests; Student Evaluation; *Test Format; Test Items; *Writing Evaluation; *Writing Skills

IDENTIFIERS Alberta; *English Examinations

ABSTRACT

Intended for both teachers and students, this bulletin presents specific information about the design, parts, and scoring of the Grade 9 English Language Arts Achievement Test for the 1985-86 school year in Alberta, Canada. General information is presented regarding the (1) purpose and nature of the Achievement Testing Program (ATP), (2) students tested, (3) exemptions from the ATP, (4) students receiving instructions in French, and (5) administration and reporting of results of the ATP. Following an overview of the exam, each of the two parts is discussed separately in detail. A blueprint of Part A (composition) of the exam shows it to consist of a writing assignment directed to a specific audience and related to source material provided in the test booklet. A sample assignment for classroom use is also included, illustrating the kind of source material and written assignments that will appear on the exam. Scoring guides are included. A blueprint of Part B of the exam, showing it to consist of 65 multiple-choice questions based on reading selections (contained in a separate booklet) from fiction, nonfiction, and poetry, is followed by 24 sample questions. These questions illustrate the nature and complexity of questions that appear on the exam. An answer key and question information are included. (JD)

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Student Achievement Testing Program

Grade 9 English Language Arts



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1985-86 School Year

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Published September 1985

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This bulletin contains general information about the 1986 Student Achievement Testing Program and information specific to the Grade 9 English Language Arts Achievement Test. Additional copies of this bulletin may be obtained by telephoning 427-2948.

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September 1985

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PURPOSE OF THE BULLETIN

The Grade 9 English Language Arts Achievement Test will be written on June 10, 1986. This bulletin includes specific information about the design, the parts and the scoring of the Grade 9 English Language Arts Achievement Test.

Teachers should also refer to the publication *Grade 9 Curriculum Specifications (1982)* which presents the specific content and objectives from which the test questions are developed.

Students should have access to the information in this bulletin, particularly to the sample assignment and sample questions, and to the scoring guides.

Questions or comments regarding this bulletin should be directed to:

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GENERAL INFORMATION

Purpose of the Achievement Testing Program

The Achievement Testing Program provides Alberta Education, school jurisdictions, and the public with information significant at the provincial and local levels about student knowledge, understanding, and skills in relation to program objectives. This program is not intended to provide information to be used for student placement or promotion.

The achievement tests are administered on a four year cycle in four subject areas: language arts, social studies, mathematics and science; and at three grade levels: 3, 6, and 9.

Nature of the Achievement Testing Program

The achievement tests are specific to the program of studies prescribed by the Minister of Education. Curriculum specifications for each subject area, provided by the Curriculum Branch and the Language Services Branch of Alberta Education, identify the major content areas, the specific learning objectives within each area, and the emphasis that each objective is to receive. The test questions reflect these curriculum specifications.

Classroom teachers from across the province are extensively involved in developing and field-testing the questions. The student responses are analysed after field-testing to determine each question's discriminating power and level of difficulty. Questions may undergo several revisions before they appear on the achievement test.

The final draft of each test is examined by an Achievement Test Review Committee that includes representatives of The Alberta Teachers' Association, the Conference of Alberta School Superintendents, Alberta's post-secondary institutions and Alberta Education.

Students Tested

The results of the Achievement Testing Program are significant at the school jurisdiction level. In most school jurisdictions, total population testing is required to obtain significant results. However, in large school districts, testing with the school as a sample unit is an alternative if a board motion is forwarded to Alberta Education prior to April 1, 1986. Alberta Education will assume total population testing unless a board motion is received.

Exemptions from the Achievement Testing Program

All students who have been taught the subject being tested are expected to participate in the Achievement Testing Program. Any exceptions should be identified by the principal and approved by the superintendent of schools.

The only students who may be excused from participating are those for whom the test is inappropriate. That is:

1. Students who are enrolled in an approved program that has been designed for special needs students.
2. Students who were taught the subject being tested in another semester or year.
3. Students who are enrolled in an English as a Second Language program.
4. Students who are being taught the specific subject being tested (mathematics, science or social studies) in a language other than English.

Note: All Grade 9 students are expected to write the Grade 9 English Language Arts Achievement Test in 1986 regardless of the language of instruction.

Exemptions for reasons other than those outlined must be approved by the Director of Student Evaluation Branch.

Students Receiving Instruction in French

French language arts achievement tests and French translations of the mathematics, science, and social studies achievement tests are available for grades 6 and 9 according to the schedule on page 4. School jurisdictions that intend to have their students write achievement tests in French must notify Alberta Education prior to April 1, 1986.

Administration of the Achievement Testing Program

The Achievement Testing Program is administered in accordance with *Examination Regulation 531/82* pursuant to Section 11(1)(g) of the *School Act*. The achievement tests must be administered on the scheduled dates and may not be re-scheduled.

The achievement tests should remain unopened until the time of administration. Duplication of any test materials, including the test booklets and answer sheets, is expressly forbidden.

Immediately following the administration of the scheduled achievement tests, the principal must ensure that test booklets & answer sheets are forwarded to school board offices. The school board is responsible for collecting and forwarding all test materials containing students responses to the Student Evaluation Branch. Further details regarding procedures for returning these materials to the Branch will be issued with delivery of the achievement tests. For private schools, the Regional Offices of Alberta Education assume the responsibility to collect and forward test materials to Student Evaluation Branch. All unused testing material may be retained by the school jurisdiction.

Alberta Education will supervise the scoring of all achievement tests. The scoring of achievement tests by school personnel prior to returning test materials to the Student Evaluation Branch is a violation of the Examination Regulations and contrary to the intent of the Achievement Testing Program.

During 1986, the achievement tests will be administered according to the following schedule:

June 10, 1986

Grade 3 Mathematics

Grade 6 Science*

Grade 9 English Language Arts

June 12, 1986

Grade 9 French Language Arts

In 1987, the achievement tests will be administered according to the following schedule:

June 9, 1987

Grade 3 Science

Grade 6 Mathematics*

Grade 9 Social Studies*

* A French translation of this test is available. The French translation must be administered at the same time as the English version.

Reporting the Achievement Test Results

The provincial report presents the overall results for the province on major curriculum dimensions. Each jurisdiction will receive a district profile of student achievement to parallel the provincial report, as well as guidelines for interpreting the jurisdictional results in relation to provincial norms. Alberta Education will not issue individual statements of results to students; individual student profiles will be returned to superintendents.

In 1986, provincial reports will not be prepared for the French translations of the tests or for the Grade 9 French Language Arts Achievement Test.

The results of the 1986 Achievement Testing Program will be available in October 1986.

DESCRIPTION OF THE GRADE 9 ENGLISH LANGUAGE ARTS ACHIEVEMENT TEST

- The Grade 9 English Language Arts Achievement Test is designed to reflect the Grade 9 Language Arts curriculum specifications that have been developed from the *Program of Studies for Junior High Schools*, 1978 (revised 1984).
- The Grade 9 English Language Arts Achievement Test is composed of two sections:

Part A: Composition, to be administered during a two-hour period on the morning of June 10, 1986.

Part B: Reading (Multiple Choice), to be administered during a 1½ hour period on the afternoon of June 10, 1986.
- Part A: Composition consists of source material and a writing assignment related to that source material. Space for planning, drafting, and revised work is provided in the test booklet.
- Compositions will be scored for content, development, sentence structure, vocabulary, and conventions.
- Students may use a dictionary and/or thesaurus while writing Part A, but NOT while writing Part B.
- Part B: Reading consists of 65 multiple-choice questions based on reading selections taken from fiction, non-fiction, and poetry. Included are 10 questions that have been taken from the Reading Achievement Grade 9 Minister's Advisory Committee on Student Achievement (MACOSA) Test, 1978. The projected test mean of Part B: Reading is 65%.
- Part B: Reading (Multiple Choice) has two booklets - one of readings and one of questions. Answers will be recorded on a separate machine-scorable answer sheet.

PART A: COMPOSITION

Part A: Composition consists of a writing assignment to be directed to a specific audience and related to source material provided in the test booklet.

The blueprint of Part A: Composition (page 8) is followed by a sample assignment for classroom use. This sample assignment illustrates the kind of source material and written assignment that will appear on the Grade 9 English Language Arts Achievement Test. Scoring guides follow on pages 21 to 26. Students should have access to the sample assignment and scoring guides.

Development of Part A: Composition

Test developers and teacher committees observed the following general guidelines as they developed the writing assignment and scoring guides for the Grade 9 English Language Arts Achievement Test:

- The writing assignment and scoring guides should assess skills presented in the curriculum specifications for Grade 9 Language Arts that were developed from the *Program of Studies for Junior High Schools* 1978 (revised 1984).
- The assignment should reflect the writing process model of pre-writing (thinking and planning), writing, and revision.
- The assignment statement should provide focus. An assignment that is too general is to be avoided.
- The assignment should be one that directs the writing towards a specified audience in order to fulfil a purpose.
- The assignment should be one that can be completed in a period of two hours allowing some time for planning, drafting and for revision.

Scoring of Part A: Composition

Selection of Markers

Part A: Composition will be scored by Grade 9 teachers selected from those who have been recommended as markers to the Student Evaluation Branch by their superintendents. To qualify for recommendation by a superintendent, a prospective marker must already have taught Grade 9 English Language Arts for two or more years, currently be teaching Grade 9 English Language Arts, and have a valid permanent Alberta teaching certificate.

Superintendents will be contacted in October 1985 for their recommendations. Approximately 150 teachers will be selected on Superintendents' recommendations, in order to ensure that there is a proportional representation from the various regions of Alberta. Markers will be contacted in April or May. The list of markers will be finalized no later than June 16, 1986.

Dates for Scoring

Part A: Composition will be scored in Edmonton during the week of July 21 to 25, 1986. Group leaders will meet on Friday, July 18, 1986.

Scoring Procedures

Markers will be trained in the application of scoring guides, and sample papers will be discussed prior to the actual scoring of Part A. Consistency in scoring will be monitored closely.

Each student's paper will be scored by one marker only. The one-marker system allows reliable results to be reported at the jurisdictional and provincial levels, but not at the individual student level. At the time of scoring, the markers will be instructed to focus upon the success of a student's writing within each scoring category. Work in the planning and drafting space will be considered in the event of incomplete revised work.

Scoring Guides

The scoring guides are on pages 21 to 26. Minor adjustments to the scoring guides may be made in order to reflect students' actual performance as determined by teachers reading a random sample of the test papers prior to scoring, and by group leaders in their pre-scoring meeting.

Blueprint for Part A: Composition

The blueprint that follows on page 8 outlines Part A of the Grade 9 English Language Arts Achievement Test. The blueprint delineates the categories under which summary data will be reported to school jurisdictions.

Grade 9 English Language Arts Achievement Test
Part A: Composition
Blueprint

REPORTING CATEGORY (Scoring Guide)	DESCRIPTION OF WRITING ASSIGNMENT	RANGE OF MAR'S
<u>CONTENT (Selecting Information and Ideas to Fulfil a Purpose)</u>		
The student should be able to select information from source material, and adapt that information appropriately for a specified audience. The student should be able to support general ideas with specific illustrations and examples.		
<u>DEVELOPMENT (Organizing Details into a Coherent Whole)</u>		
The student should be able to organize information effectively and coherently to produce a unified composition that fulfills the student's purpose for writing.	The writing assignment is a composition related to information drawn from source material provided in the test booklet.	5 - Exceptional 4 - Proficient 3 - Satisfactory 2 - Limited 1 - Poor INS - Insufficient
<u>SENTENCE STRUCTURE (Structuring Sentences Effectively)</u>		
The student should be able to use a variety of sentence types and structures to achieve clarity, interest, and emphasis.	Also, students are encouraged to use information from their own experience and/or reading. The assignment establishes a purpose and an audience for the composition, but allows the student choice in selection of detail, structure, diction, and tone.	
<u>VOCABULARY (Using Effective Words and Expressions)</u>		
The student should be able to use words and expressions appropriately and effectively to communicate to the specified audience, and to accomplish the student's purpose.		
<u>CONVENTIONS (Following the Conventions of Written Language)</u>		
The student should be able to communicate clearly by adhering to generally acceptable spelling, grammar, and punctuation.		

Part A: Composition Sample Assignment

The assignment that follows on pages 9 to 20 is similar in format and content to the assignment on the Grade 9 English Language Arts Achievement Test. Adequate space for planning and drafting will be provided in the test booklet.

INSTRUCTIONS

- READ the writing assignment on page 20.
- READ Selections One to Five on pages 10 to 19 thoughtfully and carefully. Think about information and ideas that may be useful for your report.
- LIST useful information and interesting examples in point form on the note sheets provided next to each reading selection.
- Use the page labelled FOR PLANNING to list and arrange ideas for your report. Remember that you may use ideas from various other sources including your own reading and/or experience.
- Using your own words, DRAFT your report on the pages labelled FOR FIRST DRAFT. Your draft will not be evaluated, although it will be considered if your revised work is incomplete.
- DO NOT COPY ANY PARTS OF THE READINGS WORD FOR WORD.
- Write your revised report on the pages labelled FOR REVISED WORK. Proofread carefully. You may make corrections on your revised version. Please write your revised work in blue or black ink.
- You may use a DICTIONARY and/or a THESAURUS.
- You have two hours to complete the assignment.
- BUDGET YOUR TIME: An appropriate use of time might be:
 - Planning: reading, notemaking, outlining - 30 minutes
 - Writing: drafting, revising - 80 minutes
 - Proofreading - 10 minutes

Selection One

YUKON BRINGS OUT POISON FOR WOLVES

By KEN SPOTSWOOD
Journal Staff Writer

YELLOWKNIFE -- The Yukon government has stepped up its war against wolves by announcing a program to poison the predators in three areas of the territory.

Since last summer 15 horses and 15 dogs have been killed by wolves in the Whitehorse region.

Most attacks have been in winter months as wolves move closer to populated areas because of a shortage of small mammals in the wild.

Renewable Resources Minister Howard Tracey said Thursday the three-year wolf management program will deal with wolf attacks on moose and caribou as well as domestic animals.

"It has become apparent from the increase in wolf attacks and from our moose and caribou studies that wolf predation has become a significant problem in the Yukon, which must be addressed through the implementation of some control measures," Tracey said.

Statistics show that in 1981 there were 19 moose calves per 100 cows. This year the number has dropped sharply to nine calves for every 100 cows.

The wolf population in the Yukon is estimated at about 5,000, and the moose-wolf ratio is considered serious.

In addition to trapping and aerial and ground hunting, wildlife officers will carry out a strictly controlled and closely-monitored poison program west and north of Whitehorse, and in another area in the southern Yukon.

Thirty poisoned baits will be placed throughout the areas, and will be monitored by air and land at least every four days.

Edmonton Journal - November 26, 1982

NOTES - Selection One

<p>Useful Information</p>
<p>Interesting Examples</p>

Selection Two

from *NEVER CRY WOLF*

During late October, when winter begins to savage the bleak plains, the caribou turn their backs on the tundra and begin working their way down into the alien but sheltered world of forests. And where they go, the wolves must follow; for in winter there is nothing left upon the frozen plains for the wolves to eat.

From early November until April the wolves and caribou travel together through the *taiga*, the sparse borderline forests of stunted spruce and jackpine lying below the timberline. In years when the snowshoe rabbits are abundant, the wolves prey heavily upon them; but always they stay close to the deer -- since, in time of famine, only deer can save them.

Each wolf family travels as a group, but it is not uncommon for two or three small groups to come together into a single band. There appear to be no fixed rules about this, and such a band can break up into its component parts again at any time. However, there are upper limits to the numbers in a given band. Winter hunting requires a close degree of co-operation among several wolves if the hunt is to be successful; but if there are too many wolves they will not all get enough to eat from a given kill. A band of wolves from five to ten individuals seems to be about the ideal size.

They do not appear to have fixed territories in winter. Each band hunts where and as it pleases, and when two strange bands meet they have been observed to greet each other and then go their separate ways.

A concentration of bands seldom occurs in any one area. How they manage to keep dispersed, and thereby avoid the dangers of too many wolves and too little food, is not known; but the Chippewyan Indians say it is done by means of urine messages which are left on every prominent point, rock, or tree around the lakes and along the well-used trails. The fact remains that, unless outright starvation sweeps the land, the nomadic winter wolf bands, moving at the whim of the equally nomadic caribou herds, somehow manage to avoid treading on one another's toes.

Farley Mowat

NOTES - Selection Two

Useful Information
Interesting Examples

Selection Three

A story told by a character in the novel *MY ANTONIA*

The wolves were bad that winter, and everyone knew it, yet when they heard the first wolf-cry, the drivers were not much alarmed. They had too much good food and drink inside them. The first howls were taken up and echoed and with quickening repetitions. The wolves were coming together. There was no moon, but the starlight was clear on the snow. A black drove came up over the hill behind the wedding party. The wolves ran like streaks of shadow; they looked no bigger than dogs, but there were hundreds of them.

Something happened to the hindmost sledge: the driver lost control -- he was probably very drunk -- the horses left the road, the sledge was caught in a clump of trees, and overturned. The occupants rolled out over the snow, and the fleetest of the wolves sprang upon them. The shrieks that followed made everybody sober. The drivers stood up and lashed their horses. The groom had the best team and his sledge is lightest -- all the others carried from six to a dozen people.

Another driver lost control. The screams of the horses were more terrible to hear than the cries of the men and women. Nothing seemed to check the wolves. It was hard to tell what was happening in the rear; the people who were falling behind shrieked as piteously as those who were already lost. The little bride hid her face on the groom's shoulder and sobbed. Pavel sat still and watched his horses. The road was clear and white, and the groom's three blacks went like the wind....

Pavel gave Peter the reins and stepped carefully into the back of the sledge. He called to the groom that they must lighten -- and pointed to the bride. The young man cursed him and held her tighter. Pavel tried to drag her away. In the struggle, the groom rose. Pavel knocked him over the side of the sledge and threw the girl after him. He said he never remembered exactly how he did it, or what happened afterwards. Peter, crouching in the front seat, saw nothing. The first thing either of them noticed was a new sound that broke into the clear air, louder than they had ever heard it before -- the bell of the monastery of their own village, ringing for early prayers.

Willa Cather

NOTES - Selection Three

Useful Information
Interesting Examples

Selection Four

Ootek's Tale from *NEVER CRY WOLF*

In the beginning there was a Woman and a Man, and nothing else walked or swam or flew in the world until one day the Woman dug a great hole in the ground and began fishing in it. One by one she pulled out all the animals, and the last one she pulled out of the hole was the caribou. Then Kaila, who is the God of the Sky, told the woman the caribou was the greatest gift of all, for the caribou would be the sustenance of man.

The Woman set the caribou free and ordered it to go out over the land and multiply, and the caribou did as the Woman said; and in time the land was filled with caribou, so the sons of the Woman hunted well, and they were fed and clothed and had good skin tents to live in, all from the caribou.

The sons of the Woman hunted only the big, fat caribou, for they had no wish to kill the weak and the small and the sick, since these were no good to eat, nor were their skins much good. And, after a time, it happened that the sick and the weak came to outnumber the fat and the strong, and when the sons saw this they were dismayed and they complained to the Woman.

Then the Woman made magic and spoke to Kaila and said: "Your work is no good, for the caribou grow weak and sick, and if we eat them we must grow weak and sick also."

Kaila heard, and he said, "My work is good. I shall tell Amorak [the spirit of the Wolf], and he shall tell his children, and they will eat the sick and the weak and the small caribou, so that the land will be left for the fat and the good ones."

And this is what happened, and this is why the caribou and the wolf are one; for the caribou feeds the wolf, but it is the wolf who keeps the caribou strong.

Farley Mowat

NOTES - Selection Four

<p>Useful Information</p>
<p>Interesting Examples</p>

Selection Five

from *MAMMALS OF ALBERTA*

The howling of wolf packs is one of the most thrilling sounds of the northern wilderness. The sensational choristers often perform with maximum effect on clear and bitterly cold nights. If trekking by dog-team, the traveller may hear the latter animals reciprocate, adding mightily to the pandemonium. On one occasion a howling pack periodically raised the echoes all evening near our forest camp; the next morning it was discovered that the wolves had bedded down for the night in tall meadow grass not over 200 yards from camp; the pack of 16 members fled wildly when the area was approached.

In the North, wolves prey upon bison, deer, caribou and moose. These are preferred foods, especially during the winter. When summer comes, feeding habits change considerably in the direction of a more omnivorous diet; wolves are not strictly carnivorous. At the latter season, like the coyote, they are known to eat vegetable matter such as grass, tender shoots, roots and berries. At this period they also take to such modest game as mice, voles, hares and any birds that can be caught. More rarely indulged in is carrion and fish. When hard-pressed, wolves will commonly eat carrion left from the victims of big-game hunters. On the other hand, in some regions they are suspicious about feeding again even on their own kills after the first prolonged gorging. The remains of such feasts are eagerly sought after by foxes, coyotes and other species.

There seem to be a few authentic cases of wolves attacking, or killing man, but this is certainly very unusual. The species is normally shy and in abject fear of humans. Of the very numerous individuals, pairs, and packs encountered by the writer, every one reacted with mistrust and apprehension in making a hasty and safe retreat.

J. D. Soper

NOTES - Selection Five

Useful Information
Interesting Examples

THE WRITING ASSIGNMENT

To mark the end of an outdoor education project your grade 9 class will be going on a week-long camping trip in northern Canada in the last week of June.

Many parents who have read about wolves in northern Canada have telephoned the school with concerns about your safety.

Prepare a report that will reassure parents regarding their concerns about wolves and your safety. Your report will be mailed to all parents in your class.

SUGGESTIONS FOR WRITING

- USE ideas and examples from your own experience and reading as well as from the readings in the test booklet.
- FOCUS on the purpose of your writing.
- REMEMBER your audience.
- PLAN your writing based on USEFUL information and INTERESTING examples that will help you to communicate well with your audience.
- DO NOT COPY ANY PARTS OF THE READINGS WORD FOR WORD.
- PROOFREAD and correct your revised work.



Scoring Guides
for
Part A: Composition

Reporting Category: CONTENT

(Selecting Information and Ideas to Fulfil a Purpose)

SCORE	DESCRIPTION OF PERFORMANCE
5	EXCEPTIONAL: Interesting and useful information and ideas have been selected effectively. The writer's purpose is clearly established and is fulfilled. Information and ideas are appropriate for, and relevant to the specified audience. Supporting examples and details are precise, specific, and interesting.
4	PROFICIENT: Useful and appropriate information and ideas have been selected. The writer's purpose is clearly established and is generally sustained. Information and ideas are appropriate for, and directed to the specified audience. Supporting examples and details are specific and relevant.
3	SATISFACTORY: Appropriate information and ideas have been selected. The writer's purpose is clear, but may be inconsistently maintained. Information and ideas are directed to the specified audience. Supporting examples and details are general but relevant.
2	LIMITED: Information and ideas appear to have been haphazardly selected. The writer's purpose is vaguely established and is not maintained. Information and ideas are generally not directed to the specified audience. Supporting examples and details are general and sometimes irrelevant.
1	POOR: Confusing and contradictory information and ideas have been selected. The writer's purpose is unclear. Information and ideas are presented without regard for the specified audience. Supporting examples and details are lacking or confusing.
INS	INSUFFICIENT: The length is so deficient that it is not possible to assess the CONTENT; OR there has been no discernible attempt to do the assignment.

Reporting Category: DEVELOPMENT

(Organizing Details into a Coherent Whole)

SCORE	DESCRIPTION OF PERFORMANCE
5	EXCEPTIONAL: The opening is purposeful and interesting, and clearly establishes an appropriate focus. The focus established by the writer is sustained throughout the composition. Information and ideas are arranged in a purposeful and effective order, and coherence is maintained. Transitions, either explicit or implicit, connect ideas effectively. Closure is evident and purposeful.
4	PROFICIENT: The opening is purposeful and clearly establishes a focus. The focus established by the writer is generally maintained throughout the composition. Information and ideas are arranged in a purposeful order, and coherence is generally maintained. Transitions, either explicit or implicit, connect ideas appropriately. Closure is evident.
3	SATISFACTORY: The opening is functional and establishes a focus. The focus established by the writer is inconsistently maintained throughout the composition. Information and ideas are arranged in a discernible order, although coherence may falter from time to time. Transitions, either explicit or implicit, connect ideas. Closure is evident.
2	LIMITED: The opening may lack purpose and/or may not be functional. Any focus established by the writer may not be maintained throughout the composition. Purposeful arrangement of information and ideas is not clearly discernible, and coherence falters frequently. Transitions are rarely used. Closure may be unrelated to the focus of the composition.
1	POOR: The opening is not functional or is inappropriate. No focus is established. The arrangement of information and ideas is haphazard. Coherence is lacking. Transitions are lacking or are used inappropriately. Closure is inappropriate, unconnected, or missing.
INS	INSUFFICIENT: The writing has been awarded an INS for CONTENT.

Reporting Category: SENTENCE STRUCTURE

(Structuring Sentences Effectively)

SCORE	DESCRIPTION OF PERFORMANCE
5	EXCEPTIONAL: Sentence construction is purposefully controlled. Sentence type and length are effective and purposefully varied. Sentence fragments, if used, are used successfully for effect.
4	PROFICIENT: Sentence construction is controlled. Sentence type and length are usually effective and purposefully varied. Sentence fragments, if used, are used for effect and do not impede meaning.
3	SATISFACTORY: Sentence construction is generally controlled. Sentence type and length are sometimes varied for effect. Run-on sentences and/or sentence fragments, if used, occasionally impede meaning.
2	LIMITED: Control of sentence construction is sometimes lacking. Sentence type and length are rarely varied for effect. Run-on sentences and/or sentence fragments, if used, impede meaning.
1	POOR: Control of sentence construction is generally lacking. There is no deliberate variation of sentence type or length. Run-on sentences and/or sentence fragments, if used, severely impede meaning.
INS	INSUFFICIENT: The writing has been awarded an INS for CONTENT.

Reporting Category: VOCABULARY

(Using Effective Words and Expressions)

SCORE	DESCRIPTION OF PERFORMANCE
5	EXCEPTIONAL: Specific words and expressions are carefully selected with an awareness of connotative effect. Words are used accurately and effectively. The tone is appropriate for the focus established by the writer and for the specified audience, and is controlled throughout.
4	PROFICIENT: Specific words and expressions show some evidence of careful selection and some awareness of connotative effect. Words are used accurately and often effectively. The tone is appropriate for the focus established by the writer and for the specified audience, and is generally controlled.
3	SATISFACTORY: General words and expressions are used where specific words would have been more effective. Words are generally used accurately. The tone is matter-of-fact and commonplace, but is generally controlled.
2	LIMITED: General, rather than specific, words predominate. Specific words, if present, are frequently misused. The tone is not clearly established, or is inconsistent.
1	POOR: General words that convey only vague meanings are used. No tone has been established.
INS	INSUFFICIENT: The writing has been awarded an INS for CONTENT.

Reporting Category: CONVENTIONS

(Following the Conventions of Written Language Appropriately)

SCORE	DESCRIPTION OF PERFORMANCE
5	EXCEPTIONAL: This writing is essentially free from errors in spelling, punctuation, and/or grammar. Errors that are present do not affect the clarity of the composition.
4	PROFICIENT: This writing has occasional errors in spelling, punctuation and/or grammar. These errors seldom affect the clarity of the composition.
3	SATISFACTORY: This writing has several errors in spelling, punctuation, and/or grammar. These errors occasionally reduce the clarity of the composition.
2	LIMITED: This writing has frequent errors in spelling, punctuation and/or grammar. These errors often reduce the clarity of the composition.
1	POOR: This writing has errors in spelling, punctuation, and grammar that are both noticeable and jarring. These errors severely reduce the clarity of the composition.
INS	INSUFFICIENT: The writing has been awarded an INS for CONTENT.

PART B: READING (MULTIPLE CHOICE)

Part B: Reading (Multiple Choice) in the Grade 9 English Language Arts Achievement Test consists of 55 multiple-choice questions based on reading selections from fiction, non-fiction, and poetry. Included are 10 questions that have been taken from the Reading Achievement Grade 9 Minister's Advisory Committee on Student Achievement (MACOSA) Test, 1978. The reading selections and questions are in separate booklets so that complete works may be used as often as is possible.

The achievement test blueprint for Part B: Reading (page 28) is followed by 24 sample questions. These questions illustrate the nature and complexity of questions that appear on the Grade 9 English Language Arts Achievement Test. They do not, however, reflect the exact emphases indicated in the achievement test blueprint (page 28) or the projected achievement test mean (page 5). The key and question information for the sample questions are on pages 44 and 45.

Development of Part B: Reading (Multiple Choice)

Reading selections were chosen according to the following general guidelines:

- Reading selections are relatively brief, and should reflect student interest.
- Complete works rather than excerpts are used whenever possible.
- Most of the reading selections are at, or below, the Grade 9 readability level according to the Dale-Chall formula.
- Canadian material is used extensively.

The following guidelines provided direction for question development:

- The multiple-choice test blueprint is based on the curriculum specifications for Grade 9 Language Arts that were developed from the *Program of Studies for Junior High Schools 1978* (revised 1984).
- So that meaningful results of student achievement can be reported, each reporting category — Main Idea, Supporting Details, Vocabulary and Figurative Language, Organization of Events and Ideas, and Conclusions -- is represented by at least six questions.
- Questions include the cognitive levels of literal understanding, inferential understanding, and evaluation (see page 29).
- Questions related to each reading selection have been arranged from least to most difficult or from specific to general, whenever practical.

Blueprint for Part B: Reading (Multiple Choice)

The blueprint for Part B: Reading (Multiple Choice) (page 28) shows the reporting categories and cognitive levels under which questions are classified, and indicates the number of questions in each category.

GRADE 9 ENGLISH LANGUAGE ARTS PART B: READING (MULTIPLE CHOICE)
BLUEPRINT

REPORTING CATEGORY	CURRICULUM SPECIFICATION REFERENCE**	COGNITIVE LEVEL			NO. OF QUESTIONS	% OF TEST ***
		LITERAL UNDERSTANDING	INFERENTIAL UNDERSTANDING	EVALUATION		
1. <u>Main Idea</u> Students should be able to infer the main idea and the author's purpose in a reading selection.* They should be able to judge the main idea and author's purpose.	I B(1) (10) III A(4) C(1) (3)				7-8	12%
2. <u>Supporting Details</u> Students should be able to recognize supporting details particularly character traits. They should be able to infer details and character traits suggested by actions or by speech.	I A(2) B(2) (7) III C(1) (3)				15-17	25%
3. <u>Vocabulary and figurative Language</u> Students should be able to infer word meaning from context. They should be able to interpret figurative language and judge the purpose and effect of word choice and figures of speech.	I A(3) B(3) C(2) III A(3) B(2)	Percentages within individual parts of the blueprint will vary depending upon the nature of the selections.			17-18	26%
4. <u>Organization of Events and Ideas</u> Students should be able to understand the contributions made to a reading selection of various organizational patterns and devices such as cause and effect, setting, chronological order, comparison and contrast, and point of view.	I B(4) (5) (8) (10) III B(3) C(2)				14-15	22%
5. <u>Conclusions</u> Students should be able to draw appropriate conclusions from details and ideas found in reading selections, and judge the acceptability of conclusions that might be drawn.	I E(1) (2) III C(1) (2) (3)				9-10	15%
		10%	50%	40%	65	100%

28 -

* Selections used are fiction, non-fiction and poetry. Visual materials may also be used.

** Grade 9 Language Arts Curriculum Specifications (Revised 1982)

***Percentages are approximate, and will vary depending upon the selections chosen.

Explanation of Cognitive Levels

- **Literal Understanding**

Questions listed in the blueprint under Literal Understanding require the student to identify or to remember, either by recall or recognition, supporting details and cause-and-effect relationships that are directly stated in reading selections. Vocabulary questions listed under Literal Understanding require the student to recall word meanings.

- **Inferential Understanding**

Questions listed in the blueprint under Inferential Understanding require the student to understand, through analysis, interpretation, and extrapolation, the meanings, details, and relationships that are implied in reading selections.

- **Evaluation**

Questions listed in the blueprint under Evaluation require the student to make judgments about the relative importance or value of the following: main ideas, supporting details, words or figurative language, contributions of organizational patterns and devices, and conclusions to be drawn after reading a selection or poem.

Evaluation questions ask the students to select the BEST answer. In such questions each alternative has a measure of truth. The student must evaluate the alternatives in the context of the reading selection in order to select the BEST answer.

The Part B: Reading sample test of 24 questions follows on pages 30 to 43. The key, question description, and blueprint for the sample test follow on pages 44 to 46.

Part B: Reading (Multiple Choice) of the achievement test in June, 1986 will be presented in two booklets - Readings and Questions. The sample test, however, presents readings followed by questions.

Part B: Reading (Multiple Choice) Sample Reading Selections

- I. Read the excerpt from "Bobby Clarke" and answer questions 1 to 3 on page 38.

from BOBBY CLARKE

No one expected the Philadelphia Flyers to win the Stanley Cup in 1974, but now they were in the finals against Boston. Since they had entered the National Hockey League as an expansion team in 1967, they had played the Bruins in Boston nineteen times -- losing
5 seventeen games and tying two.

In the first game of the finals, Bobby Orr led the Bruins to an easy victory over the Flyers. Most fans expected them to sweep the series.

10 Before the second game, the Flyers' captain Bobby Clarke quietly spoke to the players in the dressing room. He didn't usually speak to the players, but this game was special.

"Alright, guys, tonight we give it a little extra. If we're going to win, everybody has to work harder."

15 The players all knew that Bobby would work twice as hard as anyone else.

For this game he seemed to be more tireless than ever. He was the centre on the top line; he led the powerplay; he helped kill off Philadelphia penalties; he seemed to have the puck most of the time. He scored the first Philadelphia goal. With 50 seconds to go
20 in the third period, and Boston leading 2-1, he assisted "Moose" Dupont on the tying goal.

In overtime, although dead tired, Clarke inspired the Flyers to forget their fatigue. After twelve minutes, he broke in and fired a backhander at the Boston goal. Gilles Gilbert flopped to the ice
25 and blocked the shot. Bobby dashed in, picked up the rebound, and flipped the puck over the sprawling Gilbert to score the winner.

The Flyers went on to do the impossible. For the first time, an expansion team won the Stanley Cup. The sports writers had a
30 difficult choice to select the outstanding player in the series for the Conn Smythe trophy -- Bernie Parent or Bobby Clarke. They selected Bernie Parent for his excellent netminding.

Bep Guidolin, the Boston coach, disagreed.

"They're nuts. Clarke's the guts of the Philadelphia team. He's the guy that chased us out of the rink."

35 For Bobby Clarke, it was a fantastic feeling. "They said we couldn't beat the old teams like the Boston Bruins or the New York Rangers or the Montreal Canadiens. They said we didn't have the class to win the Stanley Cup. But we showed them. It was a great team victory, and the biggest thrill of my life."

Fred McFadden

- II. Read the excerpt "No Road Maps, No Road Signs, No Roads" from *Never Sleep 3 in a Bed* and answer questions 4 to 8 on page 39.

NO ROAD MAPS, NO ROAD SIGNS, NO ROADS

When I was seven years old we moved from the town of Nokomis to the city of Prince Albert. Before this move I had never been in a city. In fact, apart from my London-bridge-is-falling-down association with London, I hadn't even heard of a city. So we
5 moved into a new world and in a sense into a new century -- the world and century of running water, flush toilets and electricity. This is heady stuff for a seven-year-old, and the events of that move were forever etched in my memory.

Nineteen-nineteen was a pretty big year for us. That's the
10 year Dad became the mayor of Nokomis, beating out his arch-rival Dr Harding, and the year we got the Russell. The Russell was the first six-cylinder car in Saskatchewan for all I know, or in Canada for that matter. Perhaps in the world. At any rate that's the way we thought of her, because the Murphys across the street owned only a
15 model-T Ford, with a brass front and acetylene headlamps that had to be lighted with a match. Apart from a few other model-Ts in town, I can't remember any other kinds of cars.

The Russell had many advanced features. A self-starter, for
20 instance, by means of which you could turn the motor over with a push of a button instead of having to crank it -- as you did with the Fords. There was a crank for it, of course, inserted through a hole just below the radiator, and used when the self-starter wouldn't work, which was often.

She was called a "touring car", and was in some ways like the
25 modern convertible. That is, you could put the top up when it rained, but not by pressing a button. You had to get out and remove the cover from the top, which was folded up at the back, and then heave the whole thing forward and attach it to the windshield. There were no windows concealed in the doors to be rolled up when
30 the weather was bad. You dug into the tool box and got out the side-curtains, which were also made of canvas with little isinglass windows in them. These domed onto the sides of the top. When everything was in place it was almost pitch-dark inside the car....

There were three standard hazards to motoring in those days
35 that have since disappeared. No, four. No, five. Besides having to put up tops and side-curtains, you also had to stop periodically and fill the radiator with water from a slough. In addition, there was always a good chance of getting stuck, getting lost, and having flat tires.

40 Take the matter of getting stuck. The roads of Saskatchewan were terrible. Nothing more than dirt trails, really. And the heavy soil of much of Saskatchewan is renowned for its moisture-holding qualities. It's called gumbo soil. It is extremely heavy and sticky, and it packs between the tire and fender so tightly that

Continued

45 the wheel can't turn. Then you have to get out, and with a sharp
stick or a hoe or something, usually in the pouring rain, you dig
the muck out.

Besides this, the roads were full of pot-holes. Low places,
where the water would run and sit for days. Approaching one of
50 these was always the same routine. Dad would stop the car and say,
"Whups -- what's this?"

Mother would say, "It looks deep, Warner."

One of the kids would say, "Heck, it's okay. Just give'er the
gun, Pop, and roar right through."

55 One of the girls would say, "We'll get stuck, I know we will."

Since there was no place to turn around, and no way of getting
past the mud-hole, Dad would shift the Russell into low and proceed
slowly into the middle of it, where we would sink quietly and
serenely down to the axles....

60 Getting lost was the next hazard. We were all right so long as
we were driving only to Watrous Lake or to a sports day at Humboldt,
say, but on longer trips we were hopeless. And for some reason, Dad
decided that the best way to move the family from Nokomis to Prince
Albert was to drive there in the bus.

Max Braithwaite

III. Read "Coal Days" and answer questions 9 to 12 on page 40.

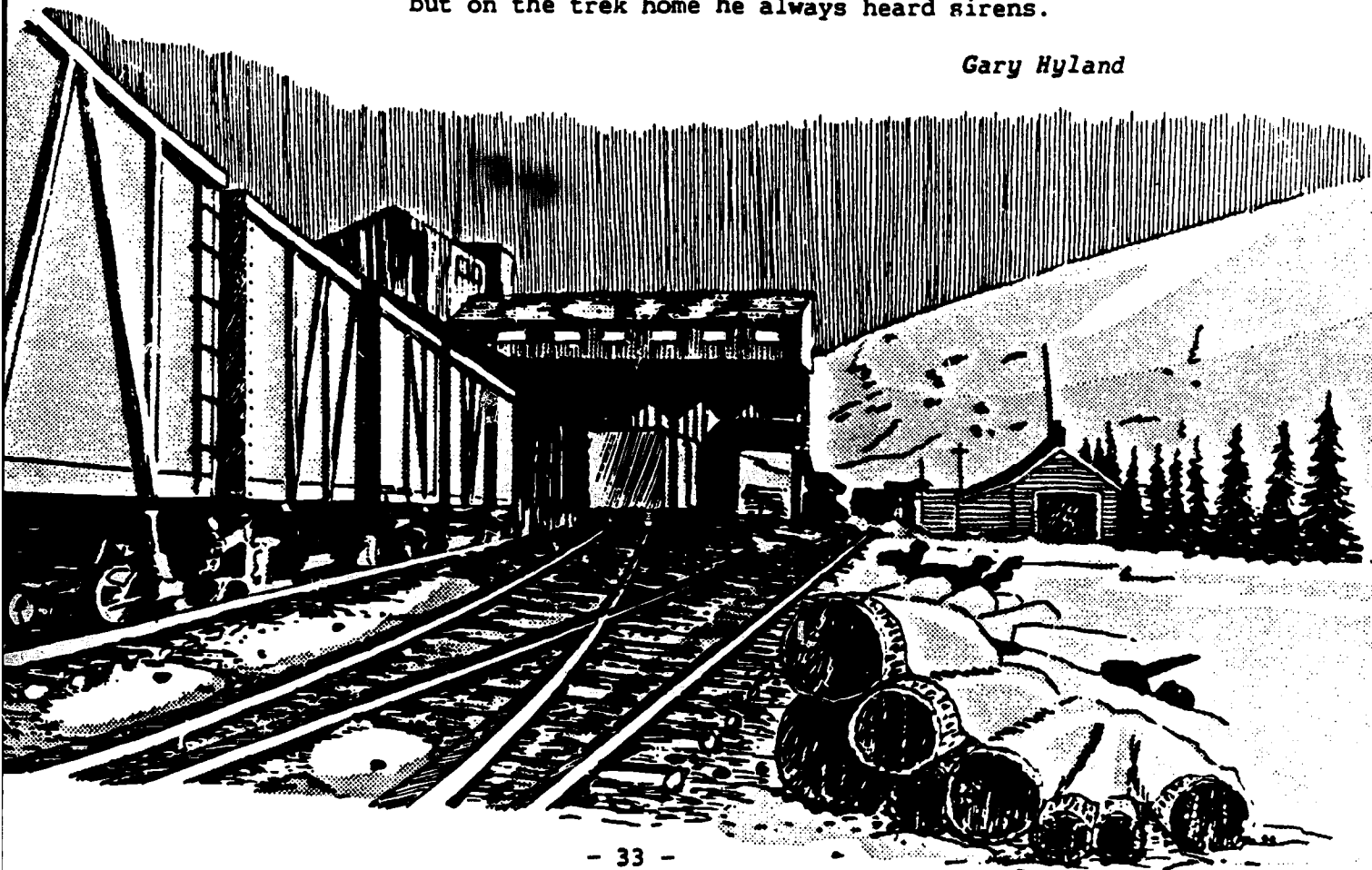
COAL DAYS

\$17.50 would fill the old barn's bin
with one ton of bituminous
never enough till they could charge the next
so Ed's mother took him prospecting
5 for what God dropped in the public domain
between the CN tracks and the sheds
where the men unloaded the trains.

Still there was the shame of scrounging
so they went out late at night
10 with doubled shopping bags and flashlights
a furtive housewife and her son
fingering the snow for glossy nuggets
lugging the bags a block across a field
trying to look casual beneath the street light
15 before the alley's dark relief.

His mother told him it wasn't stealing
but on the trek home he always heard sirens.

Gary Hyland



- IV. Read the excerpt from "Amazing Machines" and answer questions 13 to 18 on page 41.

from AMAZING MACHINES

5 The metal tube is eight kilometres long and it leans like a gigantic straw against the side of a mountain. At the base, technicians place a payload inside the tube and close the hatch. The payload, shaped like a telephone pole, contains food and material needed by astronauts building an outpost in space. The countdown goes smoothly. Finally a worker pushes a button and millions of volts of electricity shoot into the tube. Instantly, the payload hurtles upwards. Within seconds it is free of the tube and far beyond the Earth's atmosphere, heading for a rendezvous point
10 tens of thousands of kilometres away.

This new launcher, called a mass driver, will be able to fling a one-tonne payload off the surface of Earth every few minutes, or as many as ten smaller payloads off the surface of the Moon -- every second.

15 Why is a new launcher needed? Chemical rockets are costly and inefficient. They have to carry their fuel engines and metal skins aloft, and this throwaway mass is more than thirty times the mass of a payload delivered to low Earth orbit. It's like using a railroad car to deliver a few boxes of pencils from one coast to the other
20 and then throwing away the car.

The inefficiency of rockets hasn't been a big problem up to now because scientists have designed spacecraft that are relatively compact. But when the lonely region above Earth is turned into our next great construction site a massive amount of material will have
25 to be lifted into orbit. Conventional rockets such as the thunderous Saturn engine that lifted the Apollo astronauts to the Moon could do the job, but the cost would be high enough to give pause to even an Arab oil sheikh.

30 The mass driver, which uses electromagnetic power, is attractive because, unlike rockets, no heavy chemical fuel or engines have to accompany the payload. The launcher could be used over and over again. And it could be powered by a conventional generating station on the ground or, in space, by the Sun.

The mass driver was conceived in one of those fortuitous moments

35 when brilliant scientists have the opportunity to cross-fertilize
their ideas. In the early 1970s, Henry Kolm, a physicist, was
working on a new transit system using magnetic levitation. His
experimental model had coils in both the vehicle and the aluminium
40 guideway to create opposing magnetic fields. Floating a foot above
the guideway and looking like a realization of the magical Persian
carpet, the vehicle rode the magnetic wave at high speeds.

Gerald K. O'Neill, a physicist who is one of the leading
proponents of space colonization, read about the "magneplane" in an
article that Kolm and a colleague had published in *Scientific*
45 *American*. O'Neill knew that his dream of space colonization had
little chance of fulfilment unless a better launcher could be
developed....

As a freighter, the mass driver has many applications. It could
haul material all over the solar system or pick up scientists
50 waiting in the space shuttle and ferry them from Earth orbit to a
faraway station.

When could the launcher be ready to use? O'Neill claims that it
could be developed in ten years if there is an all-out effort.
"There's no big technological barrier to overcome," he says.

55 Even so, the biggest problem may be the cost: with present
technology, a launcher on the Moon would cost about half a billion
dollars, one on the Earth a lot more.

The two physicists aren't worried, though, about the early cost
projections, which should fall considerably as the technology
60 advances. "Nobody would have supported the Wright brothers based on
the cost-effectiveness of their airplane in 1903," Kolm says. Like
that first airplane, which introduced our own century to the world
of flight, the mass driver may take the twenty-first century on a
breathtaking tour of its own.

Stephen Solomon

- V. Read "Cemetery Path" and answer questions 19 to 23 on page 42.

CEMETERY PATH

Ivan was a timid little man -- so timid that the villagers called him "Pigeon" or mocked him with the title "Ivan the Terrible". Every night Ivan stopped in at the saloon on the edge of the village cemetery. Ivan never crossed the cemetery to get to his lonely shack on the other side. The path through the cemetery would save him many minutes, but Ivan had never taken it -- not even in the full light of the moon.

Late one winter's night, when a bitter wind and snow beat against the village saloon, the customers took up their familiar mockery of Ivan. His mild protests only fed their taunts, and they laughed when a young Cossack lieutenant flung a challenge at their quarry. "You are a pigeon, Ivan. A rabbit. A coward. You'll walk all around the cemetery in this dreadful cold, to get home, but you dare not cross the cemetery."

Ivan murmured, "The cemetery -- it is nothing to cross, Lieutenant. I am not afraid. The cemetery is nothing but earth."

The lieutenant cried, "A challenge, then! Cross the cemetery tonight, Ivan, now, and I'll give you five gold rubles -- five gold rubles!"

Perhaps it was the vodka. Perhaps it was the temptation of the five gold rubles. No one ever knew why Ivan, moistening his lips, blurted: "All right, Lieutenant, I'll cross the cemetery."

As the saloon echoed with the villagers' derision and disbelief, the lieutenant winked to the others and unbuckled his sabre. "Here Ivan. Prove yourself. When you get to the very centre of the cemetery, in front of the biggest tomb, stick my sabre into the ground! In the morning we shall go there. And if the sabre is in the ground -- five gold rubles to you!"

Slowly Ivan took the sabre. The villagers drank a toast: "To Ivan the Hero! Ivan the Terrible!" They roared with laughter.

The wind howled around Ivan as he closed the door of the saloon behind him. The cold was as sharp as a butcher's knife. He buttoned his long coat and crossed the dirt road. He could hear the lieutenant's voice, louder than the rest, calling him, "Five rubles, little pigeon! Five rubles -- if you live!"

Ivan strode to the cemetery gates, and hesitated, and pushed the gate open.

He walked fast. "Earth, it's just earth...like any other earth." But the darkness was a massive dread. "Five gold rubles..." The wind was savage, and the sabre was like ice in his hands. Ivan shivered under the long, thick coat and broke into a

limping run.

45 He recognized the large tomb. No one could miss that huge edifice. Ivan must have sobbed -- but that was drowned in the wind. And Ivan kneeled, cold and terrified, and in a frenzy of fear drove the sabre into the hard ground. It was hard to do, but he beat it down into the hard earth with his fist, down to the very hilt. It was done! The cemetery...the challenge...five gold rubles...five gold rubles!

50 Ivan started to rise from his knees. But could not move. Something was holding him! He strained to rise again. But something gripped him in an unyielding, implacable hold. Ivan swore and tugged and lurched and pulled -- gasping in his panic, sweating despite the knife-edged cold, shaken by fear. But something held
55 Ivan. He cried out in terror and strained against the unseen imprisonment, and he tried to rise, using all his strength. But he could not rise.

60 They found Ivan, the next morning, on the ground right in front of the great tomb that was in the very centre of the cemetery. His face was not that of a frozen man, but of a man slain by some nameless horror. And the lieutenant's sabre was in the ground where Ivan had pounded it -- through the dragging folds of his long and shabby coat.

Leonard Q. Ross

Part B: Reading (Multiple Choice) Sample Questions

- I. Read the excerpt from "Bobby Clarke" on page 30 and answer questions 1 to 3.
1. The writer develops his main idea by
 - A. listing the hectic incidents of a hockey game
 - B. comparing the play of two teams during a hockey game
 - C. describing the play of two defenders in a hockey game
 - D. explaining the difficult choices made after a hockey game

 2. In the writer's opinion, the MOST APPROPRIATE conclusion about Bobby Clarke's personality is that he was
 - A. an individual who chose to lead by example
 - B. the type of person who needed to be in every play
 - C. the type of player who enjoyed playing any position
 - D. an excellent hockey player who insisted on scoring goals

 3. The writer's MAJOR purpose in writing this selection is
 - A. to prove that the usual expectations of sports fans may be wrong
 - B. to tell about Bobby Clarke's play in a 1974 Stanley Cup game
 - C. to show that a championship hockey game can be exciting
 - D. to illustrate the admirable qualities of Bobby Clarke

- II. Read the excerpt "No Road Maps, No Road Signs, No Roads" from *Never Sleep 3 in a Bed* on pages 31 and 32 and answer questions 4 to 8.
4. The MOST APPROPRIATE conclusion that can be made about the writer's travels in the Russell is that
- A. there were many humorous happenings
 - B. there were many upsetting incidents
 - C. they were action-filled and dangerous
 - D. they were the best moments of his youth
5. The word "crank" as used in line 20 indicates the action of
- A. raising the hood
 - B. uncovering the top
 - C. starting the engine
 - D. releasing the handbrake
6. The word "hazard" as it is used in line 60 means
- A. problem
 - B. incident
 - C. situation
 - D. uncertainty
7. The children in the writer's family have a relationship with their father that is one of
- A. calm and grace
 - B. worry and anxiety
 - C. ease and familiarity
 - D. concern and frustration
8. The writer's MAJOR purpose in writing this story is
- A. to relate the earliest methods of motoring in Saskatchewan
 - B. to describe the features of an early motor-car in Saskatchewan
 - C. to explain some incidents with a family's motor-car in Saskatchewan
 - D. to entertain by telling about a family's experiences with early motoring in Saskatchewan

III. Read "Coal Days" on page 33 and answer questions 9 to 12.

9. The meaning of the word "scrounging" as it is used in line 8 is similar to the meaning of the word
- A. robbing
 - B. raiding
 - C. sneaking
 - D. scavenging
10. The poet's reference to the "alley's dark relief" in line 15 suggests that Ed finds the alley to be
- A. soothing
 - B. comforting
 - C. terrifying
 - D. threatening
11. The MOST important idea suggested by the poem is that
- A. unclaimed objects can be kept by the finder
 - B. imagination, especially a child's, is misleading
 - C. guilt, even if unjustified, is difficult to ignore
 - D. adult reasoning is not necessarily shared by children
12. The details in this poem suggest that the
- A. men accidentally dropped coal because they were careless
 - B. police patrolled the area of the coal sheds near the tracks
 - C. boy felt the shame and embarrassment of the family's poverty
 - D. mother took her son along because the coal would be too heavy for her

- IV. Read the excerpt from "Amazing Machines" on pages 34 and 35 and answer questions 13 to 18.
13. The writer uses the opening paragraph
- A. to capture the interest of the reader
 - B. to establish a reason for a new scientific wonder
 - C. to emphasize the need for the future development of the mass driver
 - D. to inform the reader of the construction and operation of the mass driver
14. A persuasive argument for developing the mass driver is that
- A. it can be reused
 - B. it uses a special fuel
 - C. it will cost a lot of money
 - D. it will be situated in the mountains
15. The writer believes that the development of innovations in science would be more creative if scientists in different fields
- A. spent more time upon possible uses for ideas before projects begin
 - B. spent more time dreaming and building models
 - C. did not consider the cost of their projects
 - D. shared ideas more frequently
16. The writer is MOST persuasive in his appeal for the development of the mass driver when he
- A. describes its speed (lines 7-10)
 - B. uses a comparison (lines 18-20)
 - C. states its origin (lines 34-36)
 - D. uses specific examples (lines 48-51)
17. The MOST SERIOUS handicap to the development of the mass driver might be
- A. the immense problems with basic scientific knowledge
 - B. the huge sums of money needed to begin the new project
 - C. understanding the place it has in the future of mankind
 - D. acceptance of its potential use by the general population
18. The writer's MAJOR purpose in writing this article is
- A. to explain the necessity for moving large weights into space
 - B. to describe the ways in which new technological developments evolve
 - C. to inform the reader about a unique method for delivering material into space
 - D. to illustrate to the reader that the development of new technology requires faith

- V. Read "Cemetery Path" on pages 36 and 37 and answer questions 19 to 23.
19. The metaphor "You are a pigeon" in line 12 means that the young lieutenant thinks Ivan is
- A. foolish
 - B. cowardly
 - C. dim-witted
 - D. easily influenced
20. The country in which this story is set is
- A. France
 - B. Russia
 - C. Germany
 - D. Iceland
21. From the comments made by the villagers (lines 1-30), their manner toward Ivan can BEST be described as
- A. unimpressed
 - B. unconcerned
 - C. insensitive
 - D. disbelieving
22. A feeling of tension is MOST STRONGLY developed throughout the story by the writer's
- A. use of a foreign setting and a former time
 - B. use of argumentative dialogue and boastful words
 - C. description of a bitterly cold night and a lonely place
 - D. creation of believable characters and tempting challenges
23. After successfully completing the challenge, Ivan dies because he is
- A. suffocated by spirits from the cemetery
 - B. stricken with fear of an imagined horror
 - C. frightened by the atmosphere in the cemetery
 - D. injured when he plunges the sword into the ground

VI. Read the cartoon strip and answer question 24.



24. From the details in frame 3 of the cartoon the MOST APPROPRIATE conclusion to be drawn about the guard is that he feels

- A. worried about his work
- B. regretful about his hasty action
- C. compelled to act on his own initiative
- D. obliged to report his prisoner's misdeed

Part B: Reading (Multiple Choice) Sample Questions - Key and Description

Question No.	Keyed Response	Difficulty Level*	Reporting Category**	Cognitive Level	Curriculum Specification
1	A	.700	Org. Events/ Ideas	Inferential	I B 10
2	A	.650	Conclusions	Evaluation	III C 2
3	D	.650	Main Idea	Evaluation	III C 1/3
4	A	.550	Conclusions	Evaluation	III C 3
5	C	.850	Vocabulary	Literal	I A 3
6	C	.650	Vocabulary	Inferential	I B 3
7	C	.500	Supp. Details	Inferential	I B 7
8	D	.564	Main Idea	Evaluation	III C 1
9	D	.827	Vocabulary	Inferential	I C 2
10	B	.664	Supp. Details	Inferential	I B 2
11	C	.617	Main Idea	Evaluation	III C 1/3
12	C	.750	Supp. Details	Inferential	I B 7
13	A	.750	Org. Events/ Ideas	Inferential	I B 10
14	A	.582	Supp. Details	Inferential	I B 2
15	D	.450	Conclusions	Inferential	I E 2

Continued

Part B: Reading (Multiple Choice) Sample Questions - Key and Description

Question No.	Keyed Response	Difficulty Level*	Reporting Category**	Cognitive Level	Curriculum Specification
16	B	.400	Supp. Details	Evaluation	III C 1
17	B	.691	Conclusions	Evaluation	III C 1/3
18	D	.500	Main Idea	Evaluation	III C 1
19	B	.800	Vocabulary	Inferential	I B 3/C 2
20	B	.773	Supp Details	Literal	I A 2
21	C	.663	Supp Details	Evaluation	III C 3
22	C	.600	Org. Events/ Ideas	Evaluation	III B 3
23	B	.750	Org. Events/ Ideas	Inferential	I B 8
24	B	.610	Conclusions	Evaluation	III C 2

* The difficulty level of the question indicates the percentage of students who answered the question correctly on a pilot test examination, or an estimate of difficulty if the question has been revised.

** See the blueprint on page 28 for a description of each reporting category.

In evaluation questions, each alternative must have a measure of truth. One alternative, however, will provide the BEST answer.

GRADE 9 READING (MULTIPLE CHOICE)
SAMPLE TEST BLUEPRINT

REPORTING CATEGORY	CURRICULUM SPECIFICATION REFERENCE**	COGNITIVE LEVEL			NO. OF QUESTIONS	% OF TEST
		LITERAL UNDERSTANDING	INFERENTIAL UNDERSTANDING	EVALUATION		
1. <u>Main Idea</u> Students should be able to infer the main idea and the author's purpose in a reading selection.* They should be able to judge the main idea and author's purpose.	III C(1) (3)	--	--	(4) 3,8,11,18	4	17%
2. <u>Supporting Details</u> Students should be able to recognize supporting details particularly character traits. They should be able to infer details and character traits suggested by actions or by speech.	I B(2) (7) III C(1) (3)	(1) 20	(4) 7,10,12,14	(2) 16,21	7	29%
3. <u>Vocabulary and Figurative Language</u> Students should be able to infer word meaning from context. They should be able to interpret figurative language and judge the purpose and effect of word choice and figures of speech.	I A(3) B(3) C(2)	(1) 5	(3) 6,9,19	--	4	17%
4. <u>Organization of Events and Ideas</u> Students should be able to understand the contributions made in a reading selection of various organizational patterns and devices such as cause and effect, setting, chronological order, comparison and contrast, and point of view.	I B(8) (10) III B(3)	--	(3) 1,13,23	(1) 22	4	17%
5. <u>Conclusions</u> Students should be able to draw appropriate conclusions from details and ideas found in reading selections, and judge the acceptability of conclusions that are to be drawn.	I E(1) (2) III C(1) (2) (3)	--	(1) 15	(4) 2,4,17,24	5	21%
NO. OF QUESTIONS % of TEST		2 8%	11 46%	12 46%	24	100%

* Selections used are fiction, non-fiction and poetry. Visual material is also used.

** Grade 9 Language Arts Curriculum Specifications (Revised 1982)

CREDITS

Ken Spotswood. "Yukon brings out poison for wolves", *The Edmonton Journal*, November 26, 1982.

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