

Student Name: _____



English Language Arts Test Booklet Grade 9

Paper-Based Item Sampler

Alaska Department of Education & Early Development



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**DO NOT
MARK
ON THIS
PAGE**

Directions

Now you will be taking the English Language Arts portion of the Performance Evaluation for Alaska’s Schools. This test has two parts that contain different types of questions. Record all of your answers in the answer document only. Do not write your answers in the test booklet.

Parts of this test include questions that are based on passages. Be sure to read each passage carefully and answer the questions that follow.

This test includes questions that will ask you to provide your answer in a variety of ways.

- Some questions will have four answer choices and only one correct answer.
- Some questions have more than four answer choices and may have more than one correct answer. You will be asked to identify all the correct answers.
- Some questions will have two or more parts and require that you choose an answer or answers to each part.
- Some questions will ask you to write your answer to provide your response.

Text-Dependent Analysis (TDA) Directions

One of the questions will be a text-dependent analysis, or TDA, question. The TDA question will ask you to analyze the passage and use evidence from the passage to support your response. The passage may be more than one page in length and/or you may need to read two passages. Be sure to read all of the passage pages. Be sure to read the passage(s) and TDA question carefully.

- Use the Writer’s Checklist to help you plan, write, and proofread your response.
- You may look back at the passage(s) to help you write your response.
- If you use scratch paper to plan your response or write a rough draft, be sure to write your final response in the space provided.

Remember, do not write your answers in the test booklet. All questions must be answered in your answer document ONLY.

When you come to the word STOP at the end of a part, you may go back and review to check your answers. You may only review the part you just completed. You may not look at any other parts in the booklet.

Make sure you have marked all your answers in the answer document clearly and that you have completely erased any marks you do not want. When you are finished, close your test booklet and answer document. Then raise your hand.

Icarus

by Jean Lang

Dædalus, grandson of a king of Athens, was the greatest artificer of his day. Not only as an architect was he great, but as a sculptor he had the creative power, not only to make men and women and animals that looked alive, but to cause them to move and to be endowed with life.

In the court of Minos, king of Crete, Dædalus put all his mighty powers at the service of Minos, and for him designed an intricate labyrinth which, like the river Meander, had neither beginning nor ending, but ever returned on itself in hopeless intricacy. Soon he stood high in the favour of the king, but, ever greedy for power, he incurred, by one of his daring inventions, the wrath of Minos. The angry monarch threw him into prison and imprisoned along with him his son, Icarus. But prison bars and locks did not exist that were strong enough to baffle this master craftsman. From the tower in which they were shut, Dædalus and his son were not long in making their escape. To escape from Crete was a less easy matter. There were many places in that wild island where it was easy for the father and son to hide, but the subjects of Minos were mostly mariners, and Dædalus knew well that all along the shore they kept watch lest he should make him a boat, hoist on it one of the sails of which he was part inventor, and speed away to safety like a seabird driven before the gale. Then did there come to Dædalus, the pioneer of inventions, the great idea that by his skill he might make a way for himself and his son through another element than water. He laughed aloud in his hiding place amongst the cypresses on the hillside at the thought of how he would baffle the simple sailormen who watched each creek and beach down on the shore. Mockingly, too, did he think of King Minos, who had dared to pit his power against the wits and skill of Dædalus, the mighty craftsman.

In a shady forest on the mountains he fashioned light wooden frames and decked them with feathers until they looked like the pinions of a great eagle or of a swan that flaps its majestic way from lake to river. Each feather was bound on with wax, and the mechanism of the wings was so perfect a reproduction of that of the wings from which the feathers had been plucked, that on the first day that he fastened them to his back and spread them out, Dædalus found that he could fly even as the bird flew. Two pairs he made; having tested one pair, a second pair was made for Icarus, and, circling round him like a mother bird that teaches her nestlings how to fly, Dædalus, his heart big with the pride of invention, showed Icarus how he might best soar upwards to the sun or dive down to the blue sea far below, and how he might conquer the winds and the air currents of the sky and make them his servants.

That was a joyous day for father and son, and for the lad it was all pure joy. Never before had he known freedom and power so utterly glorious. As a little child he had watched the birds fly far away over the blue hills to where the sun was setting. He had longed for wings that he might follow them in their flight. At times, in his dreams, he had known the power, and in his dreaming fancy had soared high above the trees and fields on strong pinions that bore him away to the fair land of the Islands. But when sleep left him and the dreams silently slipped out before the coming of the light of day, he could no longer fly. Disappointment and unsatisfied longing ever came with his waking hours. Now all that had come to an end, and Dædalus was glad and proud as well to watch his son's joy and his fearless daring. One word of counsel only did he give him.

“Beware, dear son of my heart,” he said, “lest in thy new-found power thou seekest to soar even to the gates of Olympus. For as surely as the scorching rays from the burnished wheels of the chariot of Apollo smite thy wings, the wax that binds on thy feathers will melt, and then will come upon thee and on me woe unutterable.”

Gentle dawn was slowly making her way up from the East when Dædalus and Icarus began their flight. Slowly they went at first, and the goatherds who tended their flocks on the slopes of Mount Ida looked up in fear when they saw the dark shadows of their wings. From the riverbeds the waterfowl arose from the reeds, and with great outcry flew with all their swiftness to escape them. And down by the seashore the mariners' hearts sank within them as they watched, believing that a sight so strange must be a portent of disaster.

Towards Sicily Icarus and his father bent their course, and when they saw the beautiful island afar off lying like a gem in the sea, it was a fitting setting. With a cry of joy Icarus marked the sun's rays paint the chill water. Like a bird that wheels and soars and dives as if for lightness of heart, so did Icarus, until each feather of his plumage had a sheen of silver and of gold. Down, down, he darted, so near the water that almost the white-tipped waves caught at his wings as he skimmed over them. Then up, up, up he soared, ever higher, higher still, and when he saw the radiant sungod smiling down on him, the warning of Dædalus was forgotten. As he had excelled other lads in foot races, now did Icarus wish to excel the birds themselves. Dædalus he left far behind, and still upwards he flew. So strong he felt, so fearless was he, that to him it seemed that he could storm Olympus. He could call to Apollo as he swept past him in his flight and dare him to race across the Ægean Sea to where the sungod's horses took their nightly rest by the seas of the unknown West.

In terror his father watched him. Dædalus called to him in a voice of anguished warning that was drowned by the whistling rush of the air currents through the wings of Icarus and the whisper of the clouds as through them he cleft a way for himself, there befell the dreaded thing. It seemed as though the strong wings had begun to lose their power. Like a wounded bird Icarus fluttered, lunged sidewise from the straight, clean line of his flight, recovered himself, and fluttered again. And then, downwards he fell, turning over and yet turning again, downwards, ever downwards, until he fell with a plunge into the sea that still was radiant in shining emerald and translucent blue.

For only a little while had Icarus known the exquisite realization of dreamed-of potentialities, for only a few hours tasted the sweetness of perfect pleasure, and then, by an overdaring flight, had lost it all forever.

Darius Green and His Flying Machine

by J. T. Trowbridge

An aspiring genius was D. Green:
The son of a farmer, age fourteen;
His body was long and lank and lean, —
Just right for flying, as will be seen;
And wise he must have been, to do more
Than ever a genius did before,
Excepting Dædalus, of yore,
And his son Icarus, who wore
 Upon their backs
 Those wings of wax
He had read of in the old almanacs.

 “That Icarus
 Made a pretty muss¹:
Him an’ his daddy Dædalus
They might have known wings made o’ wax
Wouldn’t stand sun-heat and hard whacks.
 I’ll make mine of leather,
 Or something or other.”

And he said to himself, as he tinkered and planned,
“But I ain’t going to show my hand
To numbskulls that never can understand
The first idea that’s big and grand.”
So he kept his secret from all the rest,
Safely buttoned within his vest;
And in the loft above the shed
Himself he locks, with thimble and thread
And wax and hammer and buckles and screws,

¹ muss—mess

And all such things as geniuses use;
 Two bats for patterns, curious fellows!
 A charcoal-pot and a pair of bellows;
 Some wire, and several old umbrellas;
 A carriage-cover, for tail and wings;
 A piece of harness; and straps and strings;
 And a big strong box,
 In which he locks
 These and a hundred other things.

His grinning brothers, Reuben and Burke
 And Nathan and Jotham and Solomon, lurk
 Around the corner to see him work, —
 Drawing the wax-end through with a jerk,
 And boring the holes with a comical quirk
 Of his wise old head, and a knowing smirk.

So day after day
 He stitched and tinkered and hammered away,
 Till at last it was done, —
 The greatest invention under the sun!
 “An’ now,” says Darius, “hooray for some fun!”

It was the Fourth of July,
 And the weather was dry,
 And not a cloud was on all the sky,
 Save a few light fleeces, which here and there,
 Half mist, half air,
 Like foam on the ocean went floating by:
 Just as lovely a morning as ever was seen
 For a nice little trip in a flying-machine.

Thought cunning Darius: “Now I shan’t go
 Along with the fellows to see the show.
 I’ll say I’ve got such a terrible cough!
 An’ then, when the folks have all gone off,

I'll have full swing
For to try the thing,
And practice a little on the wing."

"Ain't goin' to see the celebration?"
Says Brother Nate. "No; botheration!
I've got such a cold—a toothache—I—
My gracious!—feel's though I should fly!"

Said Jotham, "So!
Guess you better go."
But Darius said, "No!

Shouldn't wonder if you might see me, though,
Along about noon, if I get rid
O' this jumpin', thumpin' pain in my head."
For all the while to himself he said:—

"I tell ye what!

I'll fly a few times around the lot,
To see how it seems, then soon as I've got
The hang of the thing, as likely as not,
I'll astonish the nation,
An' all creation,

By flying over the celebration!
I'll balance myself on my wings like a seagull;
I'll light on the liberty pole, an' crow;
An' I'll say to the staring fools below,

'What world is this here
That I've come near?'

For I'll make them believe I'm a chap from the moon!
An' I'll try a race with their old balloon."

He crept from his bed;
And, seeing the others were gone, he said,
"I'm getting over the cold in my head."

And away he sped,
To open the wonderful box in the shed.

His brothers had walked but a little way,
 When Jotham to Nathan chanced to say,
 “What is the feller up to, hey?”
 “Don’t know: there’s something or other to pay,
 Or he wouldn’t have stayed home today.”
 Says Burke, “His toothache’s all in his eye!
 He never would miss a Fourth-of-July,
 If he hadn’t got some machine to try.”
 Then Sol, the little one, spoke: “By darn!
 Let’s hurry back an’ hide in the barn.”

So this *modern* knight
 Prepared for flight,
 Put on his wings and strapped them tight,
 Jointed and jaunty, strong and light,—
 Buckled them fast to shoulder and hip;
 Ten feet they measured from tip to tip!
 And a helm had he, but that he wore,
 Not on his head, like those of yore,
 But more like the helm of a ship.
 “Hush!” Reuben said,
 “He’s up in the shed!
 He’s opened the window, I see his head!
 He stretches it out, an’ pokes it about,
 Looking to see if the coast is clear
 An’ nobody near:
 Guess he don’t know who’s hid in here!
 He’s riggin’ a springboard over the sill!
 Stop laughing, Solomon! Burke, keep still!
 He’s a climbin’ out now—Of all the things!
 What’s he got on? Oh my, it’s wings!
 An’ that other thing? I think, it’s a tail!
 And there he sets, like a hawk on a rail!
 Stepping careful, he travels the length
 Of his springboard, and wobbles to try its strength.

Now he stretches his wings, like a monstrous bat,
Peeps over his shoulder, this way an' that,
For to see if there's anyone passing by;
But there's only a calf an' a gosling nigh.
They turn up at him a wondering eye,
To see—The dragon! he's goin' to fly!
Away he goes! Jimminy! what a jump!
 Flop—flop—an' plump
 To the ground with a thump!
Fluttering an' floundering, all in a lump!"

So fell Darius. Upon his crown,
In the midst of the barnyard, he came down,
In a wonderful whirl of tangled strings,
Broken braces and broken springs,
Broken tail and broken wings,
Shooting stars, and various things,
Barnyard litter of straw and chaff,
And much that wasn't so sweet by half.
Away with a bellow fled the calf;
And what was that? Did the gosling laugh?
'Tis a merry roar from the old barn door,
And he hears the voice of Jotham crying,
"Say, D'rius! how do you like flyin'?"
Slowly, ruefully, where he lay,
Darius just turned and looked that way,
As he wiped his sorrowful nose with his cuff.
"Well, I like flyin' well enough,"
He said; "but it ain't such a thunderin' sight
O' fun in it when ye come to light."

1. Read the paragraph from “Icarus.”

“Beware, dear son of my heart,” he said, “lest in thy new-found power thou seekest to soar even to the gates of Olympus. For as surely as the scorching rays from the burnished wheels of the chariot of Apollo smite thy wings, the wax that binds on thy feathers will melt, and then will come upon thee and on me woe unutterable.”

How does this interaction **most** advance the plot?

- A. It foreshadows the destruction Icarus knows he will face.
 - B. It explains the methods used to imprison Icarus.
 - C. It introduces the reason Icarus desires freedom.
 - D. It establishes the conflict Icarus has about his father’s invention.
2. This question has two parts. First, answer part A. Then, answer part B.

Part A

Which experience typical of myths is found in the passage “Icarus”?

- A. Gods engage in battle.
- B. People break the laws of nature.
- C. Animals have human characteristics.
- D. Characters try to understand the universe.

Part B

Which excerpt from the passage **best** supports the answer in part A?

- A. . . . but as a sculptor he had the creative power . . .
- B. . . . who watched each creek and beach down on the shore.
- C. . . . looked like the pinions of a great eagle . . .
- D. . . . Dædalus found that he could fly even as the bird flew.

3. Read the lines from “Darius Green and His Flying Machine.”

His brothers had walked but a little way,
When Jotham to Nathan chanced to say,
“What is the feller up to, hey?”
“Don’t know: there’s something or other to pay,
Or he wouldn’t have stayed home today.”
Says Burke, “His toothache’s all in his eye!
He never would miss a Fourth-of-July,
If he hadn’t got some machine to try.”
Then Sol, the little one, spoke: “By darn!
Let’s hurry back an’ hide in the barn.”

How do these lines impact meaning in the poem? Choose **two** answers.

- A. They show that the brothers are envious.
 - B. They show that the brothers are suspicious.
 - C. They show that the brothers are angry at Darius.
 - D. They show that the brothers will pursue the truth.
 - E. They show that the brothers hope to protect Darius.
4. Select **one** line in the excerpt from “Darius Green and His Flying Machine” that supports the idea that the brothers have solved the mystery of what Darius is up to.
- A. Peeps over his shoulder, this way an’ that,
 - B. For to see if there’s anyone passing by;
 - C. But there’s only a calf an’ a gosling nigh.
 - D. They turn up at him a wondering eye,
 - E. To see—The dragon! he’s goin’ to fly!
 - F. Away he goes! Jimminy! what a jump!
 - G. Flop—flop—an’ plump
 - H. To the ground with a thump!
 - I. Fluttering an’ floundering, all in a lump!”

5. How does Trowbridge draw on and transform the story of Icarus? Choose **two** answers.

- A. Trowbridge takes a fantastical story and makes it realistic.
- B. Trowbridge takes a tragedy and turns it into a humorous tale.
- C. Trowbridge takes a non-suspenseful story and adds tension.
- D. Trowbridge takes a historic event and turns it into a mystery.
- E. Trowbridge takes a lighthearted tale and adds a serious theme.

6. For each characteristic, indicate whether the characteristic describes Icarus, Darius, or both characters. Record your answers in the answer document.

Characteristic	1. Icarus	2. Darius	3. Both Characters
a. is foolishly proud			
b. flies where others can see him			
c. flies where he thinks he is unseen			
d. hopes wings will demonstrate his intelligence			
e. uses wings to escape confinement			

James Hadley Billington (born June 1, 1929) is an American librarian and academic. He was the thirteenth Librarian of the United States Congress.

excerpt from James H. Billington Speech

World Digital Library
James H. Billington
The Librarian of Congress
Remarks to the Plenary Session
The U.S. National Commission for UNESCO
Georgetown University
June 6, 2005

Digitized, instant communication is the great technological revolution of our times. It has streamlined business and shopping and delivered more information more quickly to more people than ever before. It has accelerated both basic and applied research in the natural sciences. Scientists have long created virtual communities that share data and ideas in important fields like medicine and the environment. Both the problems and the researchers who work on them are widely scattered around the world, but they now come together in a common focus on the World Wide Web.

America's rejoining of UNESCO¹ emboldens me to suggest that the time may be right for our country's delegation to consider introducing to the world body a proposal for the cooperative building of a World Digital Library. This would be a new type of activity that could give UNESCO a fresh start and provide win-win opportunities for everybody. It would hold out the promise of bringing people closer together precisely by celebrating the depth and uniqueness of different cultures in a single global undertaking.

There are many different ways to structure and develop a World Digital Library for intercultural understanding. And there is already a great deal of material to work with that has been or is scheduled to be put online by other repositories² both here and abroad. Research libraries in the United States have described more than 600 public access collections in the list of digital resources maintained by the Digital Library Federation. The university libraries of Cornell and Michigan have pioneered in putting online primary materials in American social history; and those of Chicago, Southern California and Minnesota have all put online materials dealing with India—just to cite a few of many examples. The Royal Dutch Library already provides a “Memory” of the Netherlands project online; and the British Library and National Diet Library of Japan have both posted extensive materials from their own rich national cultures—as have a number of other libraries, archives, museums and other artistic and scientific institutions whose activities in this area would require yet another inventory.

The purpose of creating a special World Digital Library would be to attempt to provide a minimal, dependable online encyclopedia of the world's most important two-dimensional cultural objects—just as UNESCO has created an inventory of the world's most important three-dimensional historical monuments. It will be more difficult to reach agreement on what materials should be included in the online inventory of culture and in the explanatory material appended to it, but by adding these two-dimensional cultural icons there is great potential for improving international understanding.

¹ UNESCO—an agency of the United Nations which administers programs in education, science, and the arts

² repositories—warehouses of information

A final, more recent commission that the Congress has given to the Library of Congress may help solve two key problems facing any attempt to integrate such a huge and diverse volume of material into a shared international enterprise. Congress has mandated us to coordinate, plan and begin implementing a distributed national program for archiving the Internet. The Library of Congress and eight consortia involving 36 other American institutions are well along in figuring out what to save from and how to preserve the vast flood of ephemeral and unfiltered material on the World Wide Web. The Library of Congress has already harvested 26 terabytes of these evanescent Web sites; and our initial partners are expected to gather in 60 terabytes of “at-risk” digital content.

Most important for the possibility of building a World Digital Library, we are working with all the stakeholder communities on finding answers to two crucial and still unsolved questions: (1) how to strike the proper balance between protecting copyright and maximizing accessibility on the Internet and (2) how to create metadata (the online equivalent of cataloging) and the interoperability that can create a unified and usable online library that is multimedial and transcultural. If we can solve these problems reasonably well at the national level, we should have a better chance of dealing with them internationally.

We have found that online exposure to primary cultural materials creates an interactive, searching experience that raises questions that can lead people back to reading in search of answers—rather than away from it, as the essentially passive experience of watching television generally does.

Libraries almost everywhere have by now fairly seamlessly integrated online with on-shelf materials. In so doing, libraries are exemplifying the general truth that new technologies usually end up supplementing rather than supplanting³ old ones. Movies did not supplant plays, nor did television obliterate radio. And for the all-important technology of creative thinking, computers can provide untold new quantities of information, while books can keep alive indispensable old qualities of discernment⁴ and articulation. By adding without subtracting from the world’s knowledge, humanity will have a better chance to pose unimagined questions, to accept unwelcome answers and to ripen knowledge into the kind of practical wisdom that may be necessary for our survival.

Libraries are inherently islands of freedom and antidotes to fanaticism. They are temples of pluralism where books that contradict one another stand peacefully side by side on the shelves just as intellectual antagonists work peacefully next to each other in reading rooms.

It is legitimate and in our nation’s interest that the new technology be used internationally by the private sector to promote profitable economic enterprise and by the public sector to promote democratic political institutions. But it is also necessary to have a more active and inclusive foreign cultural policy—and not just in order to blunt charges that we are insensitive cultural imperialists. I believe that we have both an opportunity and an obligation as a nation to form a private-public partnership to use this new technology that we invented to help celebrate the creative cultural variety of the world with which we are increasingly and inextricably interinvolved.

Through a World Digital Library, the rich store of the world’s culture that American institutions have preserved could be given back to the world free of charge and in a new form far more universally accessible than ever before. America itself is a world civilization that now uniquely includes in its citizenry significant numbers of people from all parts of the world.

³ supplanting—replacing

⁴ discernment—insight

7. In the first paragraph of the speech, how does the speaker introduce the idea that digital technology has been of great value?
- A. by explaining how digital technology has accelerated the creation of traditional libraries
 - B. by providing the history of how digital technology has developed over time
 - C. by describing how digital technology has aided international communication and research
 - D. by comparing the modern versions of digital technology with older versions

8. Read the paragraph from the passage.

Libraries almost everywhere have by now fairly seamlessly integrated online with on-shelf materials. In so doing, libraries are exemplifying the general truth that new technologies usually end up supplementing rather than supplanting old ones. Movies did not supplant plays, nor did television obliterate radio. And for the all-important technology of creative thinking, computers can provide untold new quantities of information, while books can keep alive indispensable old qualities of discernment and articulation. By adding without subtracting from the world's knowledge, humanity will have a better chance to pose unimagined questions, to accept unwelcome answers and to ripen knowledge into the kind of practical wisdom that may be necessary for our survival.

Which underlined sentence or phrase helps to refine the speaker's claim that digital libraries will add to, rather than replace, traditional libraries?

- A. Libraries almost everywhere have by now fairly seamlessly integrated online with on-shelf materials.
- B. Movies did not supplant plays, nor did television obliterate radio.
- C. computers can provide untold new quantities of information
- D. humanity will have a better chance to pose unimagined questions, to accept unwelcome answers

9. Read the sentences from the speech.

Libraries are inherently islands of freedom and antidotes to fanaticism. They are temples of pluralism where books that contradict one another stand peacefully side by side on the shelves just as intellectual antagonists work peacefully next to each other in reading rooms.

What impact do the phrases “islands of freedom,” “antidotes to fanaticism,” and “temples of pluralism” have on the speech? Choose **two** answers.

- A. They convey a reverent tone.
- B. They support the common perception that people should get along with their neighbors as patrons get along with one another when visiting libraries.
- C. They create a humorous tone.
- D. They emphasize the important role that libraries have in modeling respect for multiple perspectives and critical thinking, which must be maintained within democracy.
- E. They stress the typical viewpoint that the cure for disagreement is the formation of libraries, where people learn to think alike as they become friends.
- F. They produce a sentimental tone.

10. Read the paragraph from the speech.

It is legitimate and in our nation’s interest that the new technology be used internationally by the private sector to promote profitable economic enterprise and by the public sector to promote democratic political institutions. But it is also necessary to have a more active and inclusive foreign cultural policy—and not just in order to blunt charges that we are insensitive cultural imperialists. I believe that we have both an opportunity and an obligation as a nation to form a private–public partnership to use this new technology that we invented to help celebrate the creative cultural variety of the world with which we are increasingly and inextricably interinvolved.

Which phrase **best** supports the idea that the United States’ role in helping to create a World Digital Library may also help to foster better relationships among countries?

- A. legitimate and in our nation’s interest
- B. to promote profitable economic enterprise
- C. more active and inclusive foreign cultural policy
- D. to help celebrate the creative cultural variety of the world

11. Read the claims that the speaker makes in the speech. Then, decide whether each claim is supported with sufficient evidence. Each claim will have only **one** piece of evidence. Record your answers in the answer document.

Claim	Evidence Claim A		Evidence Claim B	
	<p>1. Yes, the evidence in the speech is sufficient since it focuses on resources that libraries in multiple countries have already collected and posted online regarding cultural artifacts.</p>	<p>2. No, the evidence in the speech is not sufficient since it focuses only on how many three-dimensional historical monuments have been preserved.</p>	<p>1. Yes, the evidence in the speech is sufficient since it focuses on results from studies that show how conducting online research allows people to develop critical thinking skills.</p>	<p>2. No, the evidence in the speech is not sufficient since it focuses on only describing a main feature of watching television, without giving specifics of how online research is superior.</p>
<p>A. There is a great deal of material from different countries that can be used for a World Digital Library.</p>				
<p>B. Researching primary cultural documents online, unlike watching television, leads people to ask questions.</p>				

12. This question has two parts. First, answer part A. Then, answer part B.

Part A

Which sentence **best** shows a central idea of the speech?

- A. It would take too much effort to build a World Digital Library within a reasonable time frame.
- B. Forming a World Digital Library would allow people to share information within the sciences.
- C. It would be very difficult to get organizations to collaborate to build a World Digital Library.
- D. Creating a World Digital Library would educate people about the contributions of different cultures.

Part B

Which sentence from the speech **best** supports the answer to part A?

- A. Scientists have long created virtual communities that share data and ideas in important fields like medicine and the environment.
- B. It would hold out the promise of bringing people closer together precisely by celebrating the depth and uniqueness of different cultures in a single global undertaking.
- C. Research libraries in the United States have described more than 600 public-access collections in the list of digital resources maintained by the Digital Library Federation.
- D. The Library of Congress and eight consortia involving 36 other American institutions are well along in figuring out what to save from, and how to preserve the vast flood of ephemeral and unfiltered material on the World Wide Web.

13. Turn to pages 4 and 5 of your answer document. Read the Writer’s Checklist and then complete the Text-Dependent Analysis Question.

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- Use the Writer’s Checklist to help you plan, write, and proofread your response.
- You may look back at the passage(s) to help you write your response.
- If you use scratch paper to plan your response or write a rough draft, be sure to write your final response in the space provided.

Remember, do not write your answers in the test booklet. All questions must be answered in your answer document **ONLY**.

When you come to the word **STOP** at the end of a part, you may go back and review to check your answers. You may only review the part you just completed. You may not look at any other parts in the booklet.

Make sure you have marked all your answers in the answer document clearly and that you have completely erased any marks you do not want. When you are finished, close your test booklet and answer document. Then raise your hand.

14. Read the sentences.

¹The media club at our high school has a radio station. ²The station promotes school activities, keeps students informed, providing entertainment, and allows students to express their ideas.

Which revision of sentence 2 corrects an error in parallel structure?

- A. The station tries to promote school activities, keeping students informed, provides entertainment, and allowing students to express their ideas.
- B. The station promoting school activities, keeps students informed, providing entertainment, and allows students to express their ideas.
- C. The station promotes school activities, keeps students informed, provides entertainment, and allows students to express their ideas.
- D. The station does promote school activities, keeps students informed, providing entertainment, and allowing students to express their ideas.

15. Which sentence uses a semicolon correctly?

- A. All high school students must complete three semesters of physical education; fulfilling this requirement with sports or band participation.
- B. All high school students must complete three semesters of physical education; but students may use sports or band participation to fulfill this requirement.
- C. All high school students must complete three semesters of physical education; and this requirement can be fulfilled with participation in sports or band.
- D. All high school students must complete three semesters of physical education; participation in sports or band fulfills this requirement.

16. A student is writing an argumentative essay about the value of offering nutrition classes to students. Which statement **best** expresses a claim for the student’s essay?

- A. Nutrition classes are offered at some high schools as elective science courses.
- B. All students should be required to take a nutrition class before graduating high school.
- C. A recent study shows the benefits of taking a nutrition class in high school.
- D. Some nutrition classes are one semester, while others are an entire school year.

17. Read the paragraph.

If you are interested in learning to juggle, start small. Take a small bean bag and pass it from one hand to the other. Try to scoop or dip your hand before tossing the bean bag from one hand to the other. Toss one bean bag and when it reaches the top of its arc, toss the other bean bag with your other hand. Practice until this simple exchange of the bean bags is comfortable.

Which sentence provides an effective conclusion for the paragraph?

- A. The best jugglers have very good hand-eye coordination.
- B. Researchers believe that juggling can improve your physical fitness.
- C. Another sport that helps develop focus and attentiveness is table tennis.
- D. You will soon feel confident and will be ready to juggle three objects.

18. Which sentence uses a colon correctly?

- A. Alaska exports: salmon, cod, and crab to other parts of the United States.
- B. Denmark, Finland, and Mexico: receive goods from Alaska.
- C. Three countries depend on imports from Alaska: Canada, Japan, and France.
- D. Alaska depends on: imports and exports for a healthy economy.

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PERFORMANCE EVALUATION
FOR ALASKA'S SCHOOLS

**English Language Arts
Test Booklet
Grade 9
Paper-Based Item Sampler**