



# English II Reading

2015 Released Test Questions

## TEST ADMINISTRATOR INSTRUCTIONS

### Question 1

Grade	EOC	Subject	English II	Question	1
<b>Reporting Category 3</b>		Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.			
<b>Knowledge and Skill Statement 9</b>		Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.			
<b>Essence Statement</b>		Uses text evidence to draw conclusions from informational texts.			
<b>Prerequisite Skill</b>		identify explicit cause and effect relationships among ideas in texts (3)			

### Question 2

Grade	EOC	Subject	English II	Question	2
<b>Reporting Category 3</b>		Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.			
<b>Knowledge and Skill Statement 9</b>		Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.			
<b>Essence Statement</b>		Uses text evidence to draw conclusions from informational texts.			
<b>Prerequisite Skill</b>		analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas (5)			

### Question 3

Grade	EOC	Subject	English II	Question	3
<b>Reporting Category 3</b>		Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.			
<b>Knowledge and Skill Statement 9</b>		Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.			
<b>Essence Statement</b>		Uses text evidence to draw conclusions from informational texts.			
<b>Prerequisite Skill</b>		explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint (6)			

## Question 4

Grade	EOC	Subject	English II	Question	4
<b>Reporting Category 3</b>		Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.			
<b>Knowledge and Skill Statement 9</b>		Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.			
<b>Essence Statement</b>		Uses text evidence to draw conclusions from informational texts.			
<b>Prerequisite Skill</b>		use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text (7)			

## Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to Stimulus 1. Communicate the title and the text.
- Communicate: **Find the spools of Kevlar.**

### Stimulus 1



#### The Invention of Kevlar, a Super Fiber

Spools of Kevlar fiber are used to make a very strong and lightweight fabric. Manufacturers use Kevlar to make many different products.

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the spools of Kevlar,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find the spools of Kevlar,	➡	<ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and</li><li>• replicate the initial presentation instructions.</li></ul>
After the five-second wait time, if the student finds the spools of Kevlar,	➡	mark <b>B</b> for question 1 and move to question 2.
After the five-second wait time, if the student does not find the spools of Kevlar,	➡	mark <b>C</b> for question 1 and move to question 2.

## Presentation Instructions for Question 2

- Present Stimulus 2a and 2b. *Communicate:* **This is more of “The Invention of Kevlar, a Super Fiber.”**
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to Stimulus 2b. *Communicate:* **Find a product made from Kevlar.**

### Stimulus 2a

Kevlar is five times stronger than steel; therefore, it is used to make many products, including skateboards, bicycle helmets, camping gear, and fire-fighting equipment.



### Stimulus 2b



## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the bicycle helmet,	➔	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the bicycle helmet,	➔	<ul style="list-style-type: none"> <li>• model the desired student action by finding the bicycle helmet in Stimulus 2b and <i>communicate</i> <b>“Bicycle helmets are made of Kevlar”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the bicycle helmet,	➔	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find the bicycle helmet,	➔	mark <b>C</b> for question 2 and move to question 3.

## Presentation Instructions for Question 3

- Present Stimulus 3a and 3b. *Communicate*: **This is more of “The Invention of Kevlar, a Super Fiber.”**
- Direct the student to Stimulus 3a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the main idea of the section titled “An Accidental Chemist.”**

### Stimulus 3a

#### An Accidental Chemist

Stephanie Kwolek wanted to be a fashion designer. But she was good in science and math, so her teachers encouraged her to pursue a career in science. Kwolek became a chemist and wanted to become a doctor. She got a job as a researcher at DuPont, a chemical-manufacturing company, to earn money to pay for medical school. She liked the research so much that she decided not to become a doctor. And though she never designed clothes, she chose a career that focused on fibers.

#### A Surprise Discovery

In 1964, Kwolek was asked to help create a strong and lightweight fiber that could be used to strengthen tires. The fiber needed to be lighter than the steel wire used in tires at that time. Lighter tires would use less energy, which would save drivers gas.



Kwolek first invented a polymer, an odd-looking liquid that had to be spun in a machine called a spinnerette. The spinnerette would turn the polymer into a fiber that could be tested. The polymer looked strange and flowed like water. The person who operated the spinnerette did not want to put the polymer into the machine. He worried that the sticky substance would clog the machine.

### Stimulus 3b

A young woman wanted to study fashion design in college.

A group of teachers helped a good student decide to become a scientist.

\* A young woman's job at a chemical company led her to change her career plan.

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds "A young woman's job at a chemical company led her to change her career plan" in Stimulus 3b,	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find "A young woman's job at a chemical company led her to change her career plan" in Stimulus 3b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"><li>• Highlight the subtitle "An Accidental Chemist."</li></ul> <b>OR</b> <ul style="list-style-type: none"><li>• Have the student identify what Kwolek did in the first paragraph.</li></ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "A young woman's job at a chemical company led her to change her career plan" in Stimulus 3b,	➡	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "A young woman's job at a chemical company led her to change her career plan" in Stimulus 3b,	➡	mark <b>C</b> for question 3 and move to question 4.

## Presentation Instructions for Question 4

- Present Stimulus 4a and 4b. *Communicate*: **This is more of “The Invention of Kevlar, a Super Fiber.”**
- Direct the student to Stimulus 4a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the idea supported by the text.**

### Stimulus 4a

#### **A Surprise Discovery (continued)**

Some scientists might have given up. But not Kwolek. She finally persuaded the technician to spin her polymer, the sticky substance. She then took the fibers to the lab to test their strength and toughness.

Kwolek was amazed. She thought the results were too good to be true. She thought the lab might have made a mistake. She had the fibers tested and retested. Over and over the test results proved that she had invented a “superfiber.” When she was finally sure of her discovery, Kwolek shared her discovery with other scientists. DuPont then had a team of scientists led by Kwolek develop the new fiber that was called “Kevlar.”

#### **Success Guaranteed**

DuPont, the chemical company Kwolek worked for, developed the new fiber. The product made millions of dollars for the company, and Kwolek earned a place in the National Inventors Hall of Fame.

Today Kevlar, a fiber five times stronger than steel, is in over 200 products used every day. Kevlar makes bicycle tires resistant to punctures. It strengthens skateboards. It is used to make boots for firefighters and oven mitts because Kevlar doesn’t melt.

### Stimulus 4b

Scientific investigations can lead to discoveries that should not be shared.

\* Scientific investigations can be used for discovering ways to improve daily life.

Scientific investigations can be completed quickly because little testing is required.

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Scientific investigations can be used for discovering ways to improve daily life” in Stimulus 4b,	➡	mark <b>A</b> for question 4.
If the student does not find “Scientific investigations can be used for discovering ways to improve daily life” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Scientific investigations can be used for discovering ways to improve daily life” in Stimulus 4b,	➡	mark <b>B</b> for question 4.
After the teacher repeats the instructions, if the student does not find “Scientific investigations can be used for discovering ways to improve daily life” in Stimulus 4b,	➡	mark <b>C</b> for question 4.