IA #2 – 9th Grade – College Readiness Exam

Part One: Sentence Completion

You will have 30 minutes to complete this part of the exam, which is comprised of 24 questions.

Directions: Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or set of words, labeled A through E. Choose the word or set of words that, when inserted in the sentence, <u>best</u> fits the meaning of the sentence as a whole.

Example:

Hoping to ------the dispute, negotiators proposed a compromise that they felt would be ---------to both labor and management.

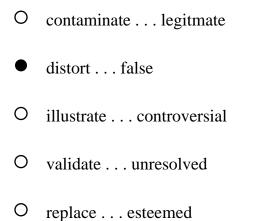
- O enforce . . useful
- O end . . divisive
- O overcome . . unattractive
- O extend . . satisfactory
- O resolve . . acceptable

The correct answer is E.

- 1 It is obvious that Larry genuinely values ------: he consistently examines his own motives and behaviors when making decisions and encourages his employees to do the same.
 - O premeditation
 - O spectacle
 - O equity
 - introspection

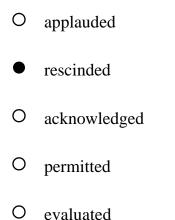
O feedback

2 Exaggerated graphs and drawings ------ the real data and encourage readers to accept ------ arguments.



5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1

3 Not surprisingly, supporters of the governor's plan to set aside land for a forest preserve were disappointed when a court decision ----- the plan.



- 4 Examples of ------ in the company's internal spending records and their public spending records led to allegations of theft and the ------ of the finance committee.
 - O corruption . . . equilibrium
 - O introspection . . . nullification
 - O audits . . . promotion
 - O contamination . . . validation
 - discrepancies . . . dissolution

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1

- 5 According to critics of President Obama, his *State of the Union Address* was quite -----: unnecessarily ----- and long-winded.
 - O convincing . . . discrepant
 - O the spectacle . . . disparate
 - O predictable . . . equitable
 - redundant . . . repetitive

O misleading . . . rebutted

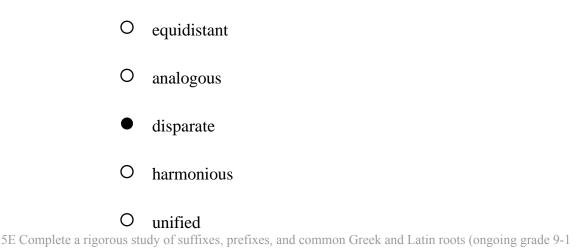
- 6 A certain additive put in gasoline to reduce air pollution is actually ------ groundwater, a finding that shows that even the most well-intentioned fixes can sometimes ------.
 - liquefying . . . falter
 contaminating . . . backfire
 purifying . . . infuriate
 saturating . . . reciprocate
 polluting . . . prevail

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1

7 Although easily angered by our mischievous behavior, our mother could be immediately -----by our expressions of remorse.

validated
protected
infuriated
united

8 Though raised in the same household, the sisters live in ------ worlds of thought: one believing wholeheartedly in political conservatism and the other in liberalism.



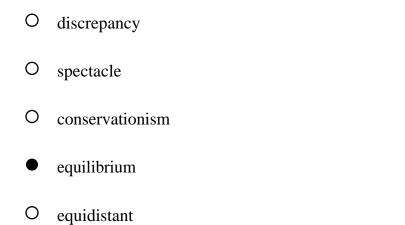
9 After receiving negative press about a new product, the pharmaceutical company issued a public ------, asserting that its testing of new drugs was quite -----, more rigorous than the industry standard.

• rebuttal . . . stringent

- O statement . . . conditional
- O claim . . . relaxed
- O aspect . . . recessive

O disclaimer . . . contaminated 5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1

10 In Arthur Miller's drama, *The Crucible*, the townspeople of Salem, Massachusetts lose their emotional ------ when they allow the hysteria about witchcraft to consume them.



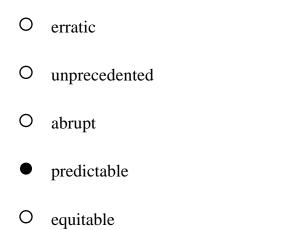
5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1

11 ------ with the contractors' lack of professionalism, Sharon ------ her offer to refer the company to her employer.

- O Taunted . . . upheld
- Infuriated . . . rescinded
- O Content . . . nullified
- O Complacent . . . validated

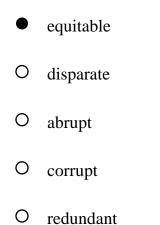
O Appeased . . . recanted

12 To avoid being -----, composer Stephen Sondheim strives for an element of surprise in his songs.

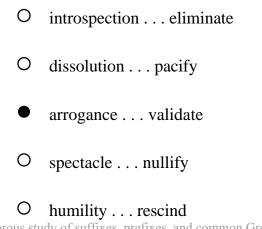


5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1

13 The general was known for his ----- decisions: he considered all the facts and surrounding circumstances in all situations without bias.



14 The scientist should not automatically reject traditional customs that might seem silly or superstitious; scientific qualifications are not a license for -----, nor do they ----- prejudice or bias.

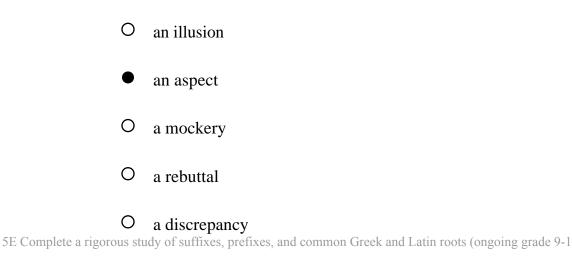


5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1

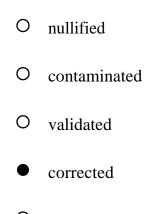
15 Sandra Gilbert and Susan Gubar's recent book presents ------ of detail, providing far more information than one can easily digest.

O a rebuttal
O an aspect
O a discrepancy
O a dissolution

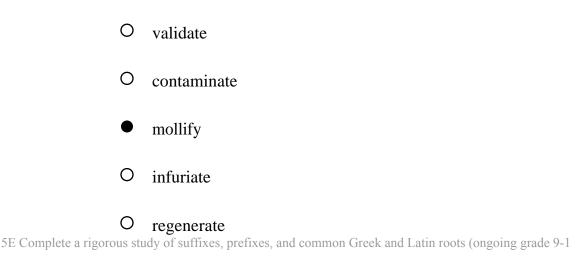
16 The citizens considered the state ban on gambling ------ of oppression and protested.



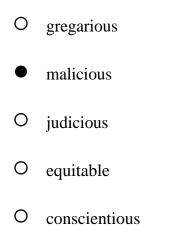
17 Nicknamed the "contact lens," the device installed in the Hubble telescope successfully -----its flawed vision, the result of a faulty mirror.



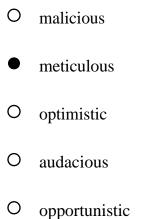
18 In an attempt to ----- the tension with her sister following their longstanding argument, Leah apologized.



19 The actions of the men involved in the Cheshire home invasion have been termed ------; in addition to burglarizing the home, they tortured the family.

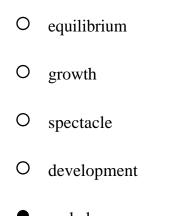


Watch repair requires ------ attention to detail because of the use of miniscule gearshifts and 20 mechanics.

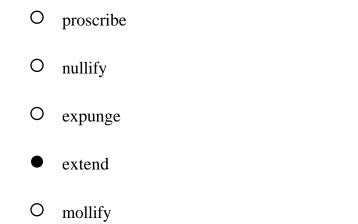


5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1

Inbreeding can promote the expression of harmful genes, those that make an animal subject to -21 ----- or impair reproductive efficiency.

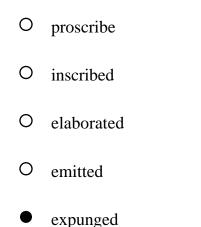


22 One requirement of timeless art is to deepen and ----- our awareness, not to merely confirm what we already know.

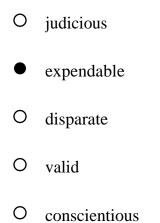


5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1

Though he ------ all email messages, prosecutors were able to recover incriminating emails that he sent to the plaintiff when they seized his computer.



Following the team's three consecutive losses at the start of the season, the Minnesota Vikings head coach position was deemed ------ and he was fired.



IA #2 – 9th Grade – College Readiness Exam

Part Two: Short Answers

You will have 25 minutes to complete this part of the exam, which is comprised of 10 questions.

Amber has just finished her sophomore year. Her freshman year GPA was a 2.85; her sophomore year GPA was a 3.2. What is Amber's cumulative GPA as she heads into her junior year? [You will earn 1 point for showing all steps of your work and 1 point for obtaining and clearly stating the correct answer.]

1.B Define cumulative GPA and explain how cumulative GPA is found.

Teacher's S	Scoring Area:			
O 0	O 1	•	2	

- 26 Miguel wants to start quarter III strong, so he decides that he will check his grades online every week. All of the following are pieces of information Miguel can expect to have reflected in the grades portal on Infinite Campus for his class performance EXCEPT
 - O his Quarter I grades
 - O the grade weighting for homework versus classwork versus quizzes and tests for each of his classes
 - O the assignment-specific grades he has received on every assignment to date in each of his classes

his current GPA
 1.C Access Campus Portal in Infinite Campus to check grades; access Grad Planner in Infinite Campus to a

Directions: Nyana is a 9th grade scholar, who is struggling to master the conventions of formatting and tone for professional emails. Questions 27 through 45 correspond to Nyana's email below. Please read and annotate the email and then answer the questions.

From: Nyana Walker
Sent: Tuesday, September 18, 2012 2:39 PM
To: Alissa Lopez
Subject: My grade in your class is messed up please change it. [27]

Ms.Lopez [28]

[29] I was looking at infinite campus this afternoon and saw that you gave me a C in homework?! [30] Why you gave me a C? I have definitely done way more that enough hoemwrok too get a b or better. This not fair can you please write me back to tell me NOW what I have to do to get a good grade? [21] Also, you give too much homework and it's not reasonable, so maybe that's why homework grades are low. Can you perhaps assign less homework? [32]

Write me back soon please, your student, Nyana [33]

27 The subject line in Nyana's email to Ms. Lopez

- i. is not informative
- ii. includes a run-on sentence
- iii. is too long
- iv. is crafted in professional language
- v. implies an unprofessional tone

I
I and II
I, II, and III
II, III, and V

Ο

4.A Distinguish between professional and unprofessional tone in email

All of the above

28 The salutation Nyana crafted would best be improved as:

- O Dear MS. Lopez
- O Dear Ms Lopez
- Dear Ms. Lopez,
- O Dear Ms.Lopez,

O Dear Ms. Lopez

4.A Distinguish between professional and unprofessional tone in email

Draft

include a salutation in her correspondence
 skip a paragraph line between her salutation and the body of her email message
 proof-read her email for spelling and grammar
 check her message for professional tone
 separate her sign-off and her signature by skipping a line

4.A Distinguish between professional and unprofessional tone in email

- 30 The first sentence of Nyana's email:
 - i. includes 2 capitalization errors.
 - ii. refers to a topic of discussion that should never be addressed through email.
 - iii. ends with unprofessional punctuation.
 - iv. implies an unprofessional tone.

I
I and II
I, II, and IV
I, III, and IV
All of the above

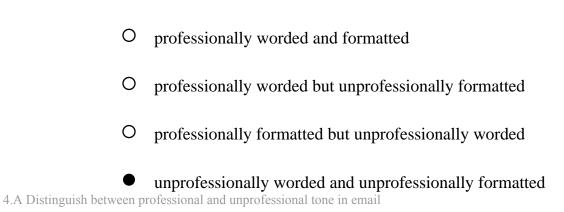
4.A Distinguish between professional and unprofessional tone in email

- 31 The typos, misspellings and demanding tone in the third and fourth sentences of the body of the email
 - would probably go unnoticed by the recipient and will not influence her decision or response.
 - O convey a hurried carelessness that may cause the recipient to assume that Nyana's request was not well-considered.
 - may compromise this email recipient's empathy for Nyana and may negatively impact their relationship.
 - Both B & C are correct.
 - O A, B and C are correct.
- 4.A Distinguish between professional and unprofessional tone in email

32 The tone conveyed by the body of Nyana's email can best be described as

- O confused and forlorn
- O anguished and somber
- O genuine and eager
- O defiant and uncompromising
- unbecoming and arrogant 4.A Distinguish between professional and unprofessional tone in email

33 The email signature Nyana includes is



34 Imagine you are a friend of Nyana's and you caught her writing this email to her teacher in the computer lab one afternoon. In the space below, characterize for Nyana how the tone she implies in this email may be perceived using evidence and explaining impact. [5 points; 2 points for stating the impact, 1 point for the quality of response, 2 points for use of evidence]

4.A Distinguish between professional and unprofessional tone in	Teacher's So	coring Area:				
email	O 0	O 1	O 2	O 3	O 4	• 5

Draft

Provide two suggestions for how Nyana could rewrite components of the email to convey a more professional tone. [5 points total; 2 points for each suggestion and 1 point for quality of response.)

4.A Distinguish between professional and unprofessional tone in email	Teacher's Sc	coring Area.				
email	10000000000					
V111011		$\bigcirc 1$	O^2	\bigcirc 3	O 4	6 5
	l O v	U ·	\mathbf{O}	\mathbf{O}	\mathbf{O}	• 5
	L					

Questions 36 to 45: Imagine you were Nyana. Rewrite Nyana's email to reflect standard professional email formatting, punctuation, grammar, diction, and tone. [Your response will be evaluated and graded using the resume rubric below.]

To:	
From:	
Subject:	

STOP End of Assessment



Teacher Scoring Area--Nyana's Email

- 1 = Email does not meet criteria for success
- 2 = Email meets part of criteria for success
- 3 = Email meets criteria for success
- 4 = Email goes above and beyond the criteria for success



Professional email address

4.B Craft a well-written professional email advocating for a high-stakes	Teacher's Sc	coring Area:			
opportunity.	0 0	O 1	O 2	O 3	• 4
	_				

37 **Professional subject line**

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's So	coring Area:			
O 0	O 1	O 2	O 3	• 4

38 **Professional salutation**

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's So	coring Area:			
O 0	O 1	O 2	O 3	• 4

39 Professional sign-off & email signature

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's So	coring Area:			
O 0	O 1	O 2	O 3	• 4

Punctuation 4.B Craft a well-written professional email advocating for a high-stakes Teacher's Scoring Area: opportunity. O 3 O 0 O 1 O 2 4 41 **Capitalization & spelling** 4.B Craft a well-written professional email advocating for a high-stakes Teacher's Scoring Area: opportunity. O 0 O 1 O 2 O 3 4 42 Sentence fluency 4.B Craft a well-written professional email advocating for a high-stakes Teacher's Scoring Area: opportunity. O 2 O 3 O 0 O_1 4 43 **Choice of diction** 4.B Craft a well-written professional email advocating for a high-stakes Teacher's Scoring Area: opportunity. O 0 O^{1} O 2 O 3 4 44 **Clarity at paragraph level** 4.B Craft a well-written professional email advocating for a high-stakes Teacher's Scoring Area: opportunity. O 2 O 3 O 0 O^{1} 4

40

45 **Purpose conveyed through tone**

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's So	coring Area:			
O 0	O 1	O 2	O 3	• 4

Draft

Draft

IA #2 – 9th Grade – College Readiness Exam

Part Three: Process-Based Rubrics

(For teacher use only)

Teacher Scoring Section - Professional email: Summer Programs Letter of Recommendation Request to Advisor

Directions: For questions 46-55 score the rubrics on the following pages for an overall process-based off-exam grade for IA2.

- 1 = Email does not meet criteria for success
- 2 = Email meets part of criteria for success
- 3 = Email meets criteria for success
- 4 = Email goes above and beyond the criteria for success

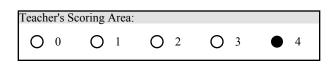
46 Professional email address

4.B Craft a well-written professional email advocating for a high-stakes	Teacher's So	coring Area:			
opportunity.	O 0	O 1	O 2	O 3	• 4

47 **Professional subject line**

48 **Professional salutation**

4.B Craft a well-written professional email advocating for a high-stakes opportunity.



49 Professional sign-off & email signature

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's S	coring Area:			
O 0	O 1	O 2	O 3	• 4

50 Punctuation

4.B Craft a well-written professional email advocating for a high-stakes	Teacher's Scoring Area:
opportunity.	$\bigcirc 0 \qquad \bigcirc 1 \qquad \bigcirc 2 \qquad \bigcirc 3 \qquad \bullet 4$
51 Capitalization & spelling	
4.B Craft a well-written professional email advocating for a high-stakes opportunity.	Teacher's Scoring Area: \bigcirc 0 \bigcirc 1 \bigcirc 2 \bigcirc 3 \bigcirc 4
52 Sentence fluency	
4.B Craft a well-written professional email advocating for a high-stakes opportunity.	Teacher's Scoring Area: O 0 1 O 2 O 3 4
53 Choice of diction	
4.B Craft a well-written professional email advocating for a high-stakes opportunity.	Teacher's Scoring Area: \bigcirc 0 \bigcirc 1 \bigcirc 2 \bigcirc 3 \blacklozenge
54 Clarity at paragraph level	
4.B Craft a well-written professional email advocating for a high-stakes opportunity.	Teacher's Scoring Area: \bigcirc 0 \bigcirc 1 \bigcirc 2 \bigcirc 3 \bigcirc 4

55 Purpose conveyed through tone

4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's S	coring Area:			
O 0	O 1	O 2	O 3	• 4

Draft

Teacher Scoring - Professional Resume: Dream Resume for Senior Fall College Applications

Directions: For questions 56-70 score the rubrics on the following pages.

- 1 = Email does not meet criteria for success
- 2 = Email meets part of criteria for success
- 3 = Email meets criteria for success
- 4 = Email goes above and beyond the criteria for success

56 Sections

4.C Develop a polished dream high school resume that employs bold and	Teacher's So	coring Area:			
dynamic verbs	O 0	O 1	O 2	O 3	• 4

57 Heading

4.C Develop a polished	dream	high	school	resume	that	employs	bold	and
dynamic verbs								

Teacher's Se	coring Area:			
O 0	O 1	O 2	O 3	• 4

58 Education

4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's Se	coring Area:			
O 0	O 1	O 2	O 3	• 4

59 Work & Volunteer Experience

4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's So	coring Area:			
O 0	O 1	O 2	O 3	• 4

Draft

60 Leadership & Extracurricular Experience

4.C Develop a polished dream high school resume that employs bold and dynamic verbs		Teacher's Scoring Area:				
dynamic veros	O 0	O 1	O 2	O 3	• 4	
61 Awards & Accolades						
4.C Develop a polished dream high school resume that employs bold and	Teacher's So	coring Area:				
dynamic verbs	O 0	O 1	O 2	O 3	• 4	
62 Resume Fit						
4.C Develop a polished dream high school resume that employs bold and dynamic verbs	Teacher's So	coring Area:	O 2	O 3	• 4	
63 Section Heading: Formatting						
4.C Develop a polished dream high school resume that employs bold and	Teacher's So	coring Area:				
dynamic verbs	O 0	O 1	O 2	O 3	• 4	
64 Key Information						
4.C Develop a polished dream high school resume that employs bold and	Teacher's So	coring Area:				
dynamic verbs	O 0	O 1	O 2	O 3	• 4	
	·					

Draft

65 **Descriptive Detail** 4.C Develop a polished dream high school resume that employs bold and Teacher's Scoring Area: dynamic verbs O 3 O 0 O 1 O 2 4 66 location 4.C Develop a polished dream high school resume that employs bold and Teacher's Scoring Area: dynamic verbs O 0 O 1 O 2 O 3 4 67 Grammar and punctuation 4.C Develop a polished dream high school resume that employs bold and Teacher's Scoring Area: dynamic verbs O 0 O_1 O 2 O 3 4 68 Language 4.C Develop a polished dream high school resume that employs bold and Teacher's Scoring Area: dynamic verbs O 0 O^{1} O 2 O 3 4 69 **Inclusion discretion** 4.C Develop a polished dream high school resume that employs bold and Teacher's Scoring Area: dynamic verbs O 2 O 3 O 0 O 1 4

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4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's S	coring Area:			
O 0	O 1	O 2	O 3	• 4



Draft

