



PREPARING

for the
California
High School
Exit Examination

An English-Language Arts Study Guide

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Preparing for the
California High School
Exit Examination

**An English–Language
Arts Study Guide**



Publishing Information

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An English–Language Arts Study Guide*

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A MESSAGE TO STUDENTS AND PARENTS

In 1999, California enacted a law requiring that every California public school student pass an examination to receive a high school diploma. The exam's purpose is to ensure that high school graduates can use mathematics and read and write in English competently. In July 2003, the California State Board of Education decided that the Class of 2006, who were tenth graders in 2003–04, will be the first students required to pass the *California High School Exit Examination* (CAHSEE) to receive a diploma. We realize that many students and their families find the prospect of taking this test stressful. Therefore, we are pleased to be able to provide students and their parents with this *English-Language Arts Study Guide*, which is designed to help students prepare for and pass the CAHSEE.

The CAHSEE will be administered over two days. On the first day, students will take the English-language arts portion of the test; on the second day, they will take the mathematics portion. All of the questions on the CAHSEE are based on California's academic content standards in English-language arts and mathematics. These standards outline what students are expected to know and be able to do by the end of each school year from kindergarten through high school.

The focus of this study guide is the English-language arts part of the exam. It includes questions from previous CAHSEEs and explains how to determine the correct answers; it gives studying and test-taking tips; and it answers frequently asked questions. A similar study guide for mathematics is also available.

Passing the CAHSEE is an achievement for students, and we hope you find this guide helpful. If you have questions or would like more information about the CAHSEE, please contact your high school's principal or your school district's testing office. The California Department of Education's CAHSEE Web site at <http://www.cde.ca.gov/ta/tg/hs> is also an excellent resource.

Good luck with this exam!

A handwritten signature in black ink that reads "Jack O'Connell". The signature is written in a cursive style with a large, stylized "J" and "O".



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UN MENSAJE A LOS ALUMNOS Y SUS PADRES O GUARDIANES

En 1999, el estado de California pasó una ley que exige que todo alumno de una escuela pública de California apruebe un examen para recibir su diploma de preparatoria o high school. El propósito del examen es el de asegurar que los alumnos que se gradúen de la preparatoria o high school puedan leer y escribir en inglés y puedan usar las matemáticas. En Julio del 2003, la Junta Directiva de Educación del Estado decidió que la clase del 2006, los alumnos que estuvieron en décimo grado en el año escolar 2003–04, serán los primeros a quienes se les exigirá pasar el examen *California High School Exit Exam*—también conocido como CAHSEE por sus siglas en inglés—para recibir su diploma de preparatoria o high school. Nosotros estamos concientes de que el tener que tomar este examen es una fuente de tensión para los alumnos y sus familias. Por eso nos complace proveer a los alumnos y sus padres o guardianes con esta *Guía de Estudio de Inglés o English-Language Arts*, la cual esta diseñada para ayudar a los alumnos a prepararse para pasar el CAHSEE.

El CAHSEE se administra durante dos días. El primer día los alumnos tomarán la sección que se enfoca en los conocimientos de inglés o English-language arts. Durante el segundo día los alumnos tomarán la sección del examen que se enfoca en las matemáticas. Todas las preguntas del CAHSEE están basadas en los estándares estatales del contenido de inglés o English-language arts y de matemáticas. Estos estándares describen lo que se espera que los alumnos sepan y puedan hacer al final de cada año escolar desde el kinder hasta el 12° grado.

Esta guía de estudio se enfoca en la sección del examen que cubre los conocimientos **de inglés o English-language arts**. Incluye preguntas de exámenes previos y provee ayuda para determinar cual es la mejor respuesta; presenta estrategias para estudiar y para responder a preguntas; y responde a las preguntas más frecuentes acerca del examen. Existe una guía similar para la parte del examen que se concentra en matemáticas.

Pasar el CAHSEE es un gran logro para los alumnos y esperamos que esta guía les ayude. Si tiene preguntas o le gustaría obtener más información acerca del examen por favor llame al director de su escuela o a la oficina de evaluación de su distrito escolar. La página de Web del CAHSEE del Departamento de Educación de California también es un recurso excelente. Visítela en: <http://www.cde.ca.gov/ta/tg/hs>.

¡Buena suerte con este examen!

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FREQUENTLY ASKED QUESTIONS

The following questions are often asked about the California High School Exit Examination (CAHSEE). If you have a question that is not answered here, call your high school's principal or your school district's testing office. You can find answers to other frequently asked questions on CDE's CAHSEE Web site, <http://www.cde.ca.gov/ta/tg/hs>.

What does the CAHSEE cover?

The CAHSEE has two parts: English-language arts and mathematics.

The English-language arts part of the CAHSEE tests state content standards through grade ten. The reading section includes vocabulary, decoding, comprehension, and analysis of informational and literary texts. The writing section covers writing strategies, applications, and the conventions of standard English (for example, grammar, spelling, and punctuation).

The mathematics part of the CAHSEE tests state content standards in grades six and seven and Algebra I. The exam includes statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra. Students are also asked to demonstrate a strong foundation in computation and arithmetic, including working with decimals, fractions, and percentages.

What kinds of questions are on the CAHSEE?

Most of the questions on the CAHSEE are multiple choice. However, the English-language arts part of the exam also includes one essay question (writing task). The exam is given only in English, and all students must pass the exam in English to receive a high school diploma. Released questions from previous administrations of the CAHSEE can be found throughout this guide and on CDE's Web site.

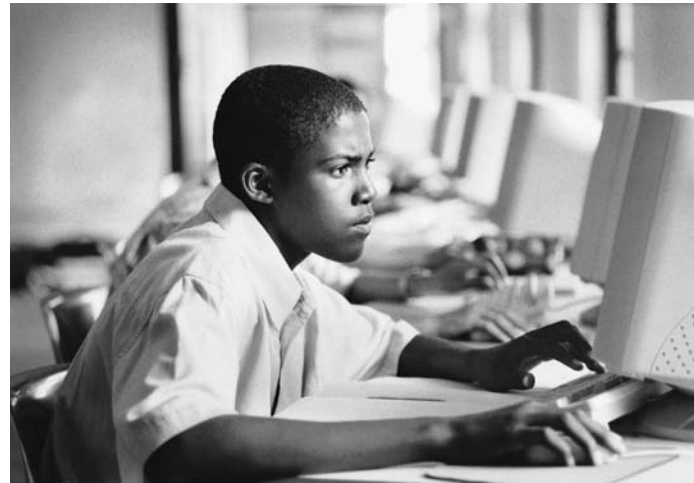
When do students first take the CAHSEE?

Students must take the exam for the first time in the second part of their tenth grade year.

When (and how) do students find out whether they have passed the CAHSEE?

School districts receive student score reports about two months after the date of the exam. One copy is to be mailed to the student's home and another copy is to be kept in the

student's permanent record. It is important that parents or guardians keep a copy of the student report for their records. The State of California does *not* keep a copy of the scores. All individual student scores are confidential. Only group scores (for entire schools and districts) are made public. Scores may range from 275 to 450. A passing score is 350 or higher.



2 Frequently Asked Questions

What if a student does not pass the first time?

Students who do not pass the exam in the tenth grade will have several opportunities to take it again during their junior and senior years. Once they have passed either part of the exam, they will not be tested again on that part. By state law, students who do not pass a part of the exam must be offered extra instruction to learn what they need to know in order to pass. It is up to each school and district to decide how to provide this instruction. To find out what type of help is available and when the exam will be given again at your school, contact the principal or a counselor at your high school.

What if a student has special needs?

If a student has an Individualized Education Program (IEP) or a Section 504 Plan, it should describe any special arrangements the student is entitled to while taking an exam. Special arrangements for taking the CAHSEE are categorized as either “accommodations” or “modifications.” It is important to understand the difference between them because it may affect a student’s score on the exam.

An **accommodation** does not alter what the test measures—for example, taking extra breaks during the exam or using a test booklet with large print.

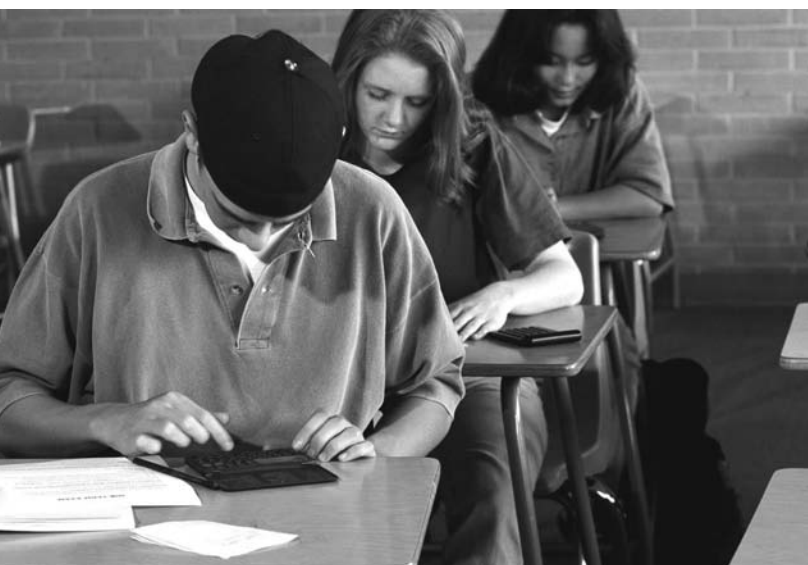
A **modification** fundamentally alters what the exam measures—for example, using a calculator on the mathematics part of the exam, or hearing an audio presentation of the questions on the ELA part of the exam.

Students must be permitted to use any accommodations or modifications on the CAHSEE that are specified for testing purposes in their IEP or Section 504 Plan. Students who take the exam using an *accommodation* receive a score just as any other student does. However, students who use a *modification* receive a numeric score followed by the words “NOT VALID.” If the student receives a score of 350 or higher, the student’s principal must request a waiver from the local school board at the parent’s or guardian’s request. This is done, in part, by presenting evidence to the local board proving that the student has gained the knowledge and skills otherwise needed to pass the CAHSEE.

More information about the procedure for requesting a waiver, including a list of modifications and accommodations, can be accessed on CDE’s CAHSEE Web site or by talking with a high school principal.

What if a student is still learning to speak and read in English?

All students must pass the CAHSEE to be eligible for a high school diploma. Students who are English learners are required to take the CAHSEE in grade ten with all students. However, the law says that during their first 24 months in a California school, they are to receive six months of special instruction in reading, writing, and comprehension in English. A student who does not pass the exam in grade ten will have additional opportunities to pass it.



PREGUNTAS HECHAS FRECUENTEMENTE

A continuación encontrará respuestas a las preguntas más frecuentes sobre el Examen *California High School Exit Examination* o CAHSEE. Si tiene preguntas cuyas respuestas no aparezcan aquí, por favor llame al director de su escuela o a la oficina de evaluación de su distrito escolar. Puede encontrar respuestas a otras preguntas frecuentes en la página de Web del Departamento de Educación de California o CDE y del CAHSEE <http://www.cde.ca.gov/ta/tg/hs>.

¿Qué cubre el CAHSEE?

El CAHSEE tiene dos secciones: inglés y matemáticas.

La sección de inglés del CAHSEE cubre los estándares estatales del contenido abarcando hasta el décimo grado inclusive. La parte correspondiente a la lectura incluye vocabulario, decodificación, comprensión y análisis de textos de información y textos de literatura. En la parte de escritura, el examen cubre estrategias de la escritura, aplicaciones y las reglas del inglés (por ejemplo gramática, ortografía y puntuación).

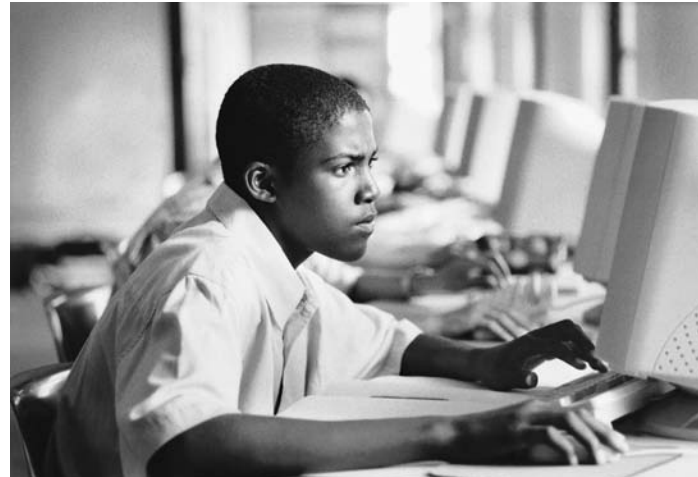
La parte de matemáticas del CAHSEE cubre los estándares estatales del sexto y séptimo grado y álgebra I. El examen incluye estadística, análisis de datos y probabilidad, teoría de los números, medidas y geometría, razonamiento matemático y álgebra. Se espera que los alumnos demuestren tener destreza en cómputo y aritmética, incluyendo la habilidad de trabajar con decimales, fracciones y porcentajes.

¿Qué clase de preguntas contiene el CAHSEE?

La mayor parte de las preguntas en el CAHSEE son preguntas de selección múltiple. Sin embargo, la sección de inglés también incluye una pregunta en forma de ensayo (*writing task*). El examen se administra en inglés solamente y todos los alumnos deben aprobarlo en inglés para recibir su diploma de preparatoria o *high school*. En esta guía de estudio y en la página de web del Departamento de Educación de California o CDE, hay ejemplos de preguntas que han aparecido en exámenes previos.

¿Cuándo toman los alumnos el CAHSEE por primera vez?

Los alumnos deberán tomar el examen por primera vez en la segunda parte de su décimo grado.



¿Cuándo (y cómo) sabrán los alumnos si aprobaron o no el CAHSEE?

Los distritos escolares reciben los reportes de las calificaciones obtenidas por sus alumnos aproximadamente dos meses después de haber administrado el examen. Una copia se envía directamente a la casa del alumno y otra copia se archiva con el

4 Preguntas Hechas Frecuentemente

expediente permanente del alumno. Es importante que los padres o guardianes guarden una copia del reporte del alumno para sus archivos. El estado de California *no* retiene ninguna copia de los resultados. Los resultados de cada alumno son confidenciales. Se publican solamente resultados de grupos (de escuelas enteras y distritos). Las calificaciones varían entre los 275 a los 450 puntos. Se requiere una calificación de 350 o más para aprobar.

¿Qué pasa si un alumno no aprueba la primera vez?

Los alumnos que no aprueben el examen en el décimo grado tendrán varias oportunidades de tomarlo de nuevo durante el 11º y el 12º grado. Una vez que hayan aprobado una de las dos secciones del examen no tendrán que tomar esa parte de nuevo. La ley estatal exige que los alumnos que no aprueben alguna parte del examen reciban educación adicional que les ayude a aprender lo que necesitan saber para aprobarlo. Cada escuela y cada distrito decidirá cómo proveer esa educación adicional. Para saber que tipo de ayuda hay disponible en la escuela de su hijo o hija y cuando el examen será administrado de nuevo, llame al director o al consejero de la escuela.

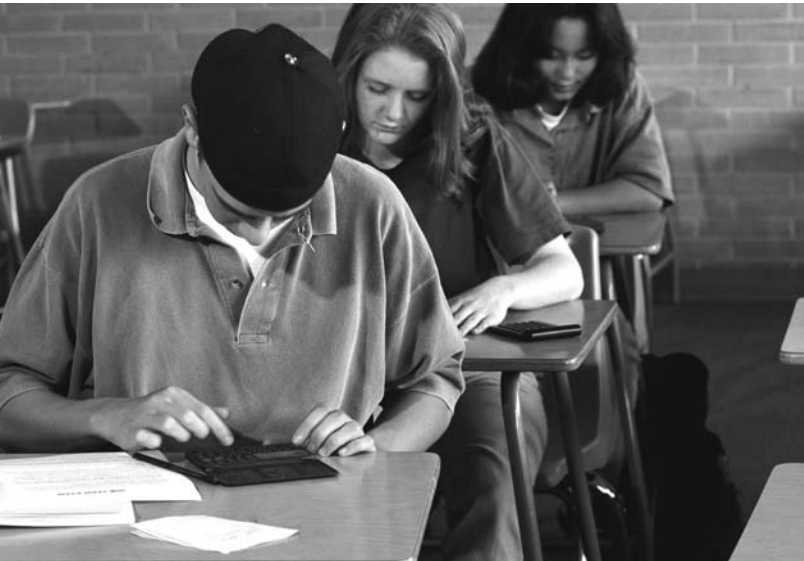
¿Qué pasa si un alumno tiene necesidades especiales?

Si un alumno tiene un Programa de Estudios Individualizado o *Individualized Education Program*—también conocido como IEP por sus siglas en inglés o un Plan de Sección 504, estos deberán describir los arreglos especiales a los que el alumno tiene derecho al tomar el examen.

Las dos clases de arreglos especiales para tomar el CAHSEE son “adaptaciones” y “modificaciones”. Es importante entender la diferencia entre estas dos clases de arreglos porque pueden afectar la calificación que el alumno obtenga en el examen.

Una **adaptación** no altera lo que el examen evalúa—por ejemplo, tomar descansos adicionales durante el examen o usar un cuadernillo de examen con letras grandes.

Una **modificación** cambia fundamentalmente lo que el examen está evaluando—por ejemplo, usar una calculadora en la parte de matemáticas o escuchar una grabación de las preguntas en la sección de inglés.



Los alumnos tienen derecho a cualquier adaptación o modificación para tomar el CAHSEE que haya sido estipulada en su programa de IEP o plan de Sección 504. Los alumnos que tomen el examen usando una *adaptación* recibirán una calificación como todos los demás. Sin embargo, los alumnos que usen una *modificación* recibirán su calificación numérica seguida de las palabras “NOT VALID” (NO VÁLIDA). Sin embargo, si el alumno obtiene 350 puntos o más, el director de la escuela del alumno debe pedir a petición de los padres o guardianes una exención o *waiver* a la junta escolar de su localidad. Este proceso lleva a cabo, en parte, con una presentación para la junta escolar de su localidad, demostrando



pruebas que el alumno ha adquirido los conocimientos y las destrezas necesarias que de otra manera sean necesarias para aprobar el CAHSEE.

Puede encontrar más información acerca del proceso para pedir esta exención o waiver incluyendo una lista de posibles adaptaciones y modificaciones en la página de Web del Departamento de Educación de California o hablando con el director de su escuela.

¿Qué pasa si un alumno todavía está aprendiendo a hablar y leer inglés?

Todos los alumnos deben pasar el CAHSEE para obtener su diploma de preporatoria o *high school*. Los alumnos que están aprendiendo inglés o *English learners* tienen que tomar el CAHSEE en el décimo grado como todos los demás. Sin embargo, la ley exige que durante sus primeros 24 meses en una escuela de California deberán recibir seis meses de educación especializada en lectura, escritura y comprensión del inglés. Todo alumno que no apruebe el examen tendrá otras oportunidades para hacerlo.

INFORMATION FOR STUDENTS

This section of the study guide has been written just for you. To receive a high school diploma, you must pass the CAHSEE, and we want to make sure that you do. Although you will have several opportunities throughout high school to take the CAHSEE, wouldn't it be great if you could pass it the next time you take it?

How This Study Guide Can Help You

First we offer some studying and test-taking tips. The English-language arts part of the CAHSEE consists mainly of multiple-choice questions, but it also contains one writing task. The writing task will ask you to write an essay. This study guide includes tips for answering multiple-choice questions and writing tasks. During the exam, if you're confused by a question or you're not completely certain of the answer, remembering these tips can help you decide what to do.

Next, we describe what you need to know for the exam and why it's important to know it. We provide released questions from previous CAHSEE administrations and go step-by-step to find the correct answers. Although we cannot use questions that will appear on the actual test you will take, we believe these released questions and explanations should help you succeed on the real test.

Tips for Studying

- **Start early to prepare**

Don't wait until the last minute to read this study guide. Find a place where it's easy to concentrate, and set aside some time each week to prepare. Starting early will ensure you have time to get help if you have questions.



- **Don't go it alone!**

If you have trouble understanding any part of this guide, get help! Share it with a teacher, a counselor, your parents, or guardian. Ask them to look it over with you. You also can gather a group of students and work through the guide together.

If you have already taken the CAHSEE, your score report will show which parts of the English-language arts exam gave you trouble. When you get help, take the score report with you so the person helping you can concentrate on the topics that challenge you the most.

By California law, your school district must offer special instruction to students who have not passed the exam. To find out what your school offers, ask your English teacher or principal.

- **Read for fun!**

Sometimes students get so caught up in getting ready for a test that they stop reading. That's unfortunate because, over the long run, reading for pleasure is one of the best ways to prepare. Some researchers say that students who read a lot also improve their writing, grammar, spelling, and vocabulary. So every chance you get, read and write for your own enjoyment. Talk to others about the books



you read. Keep a journal or write letters to friends. This isn't only about succeeding on a test or in your English class. This is about enriching your life!

Now for those test-taking tips . . .



General Tips for Multiple-Choice Questions

The English-language arts part of the CAHSEE includes 79 multiple-choice questions (72 that are scored, plus another 7 that the test-makers are trying out for future use.) Here are some general tips that will help you use your time well on multiple-choice questions.

- **It's okay if you don't know the answer to every question.**

You don't have to get every question right to pass the exam. If you don't do well on one part of the English-language arts exam, you can make up for it on another part because there is just one score for English-language arts. Also, if you need extra time, you can keep working through the school day. (Just tell the person administering the exam that you need more time.) And, of course, if you don't pass, you'll have chances to take the exam again. So, if you find yourself becoming anxious, take a deep breath, relax, and focus on doing the best you can.

- **Answer easy questions first.**

If a passage or question gives you trouble, skip it and focus on the ones that you understand. In your test booklet, mark the ones you skip. (It's okay to write in the CAHSEE test booklet.) Then, if you have time, return to the questions you skipped.

- **Eliminate answers you know are wrong.**

If you're not certain of the answer to a question, cross out any choices you *know* are wrong. (Do this in the test booklet—*not* on the answer sheet.) That way when you return to the question, you'll have a record of what you have already figured out.

- **If you're still not sure of the answer, guess.**

Unlike other multiple-choice tests you might have taken, the CAHSEE does *not* subtract points for wrong answers. It is to your advantage to answer *every* question. If you can eliminate just two out of the four choices in any question, you have a 50-50 chance of being right. And even if you have no idea about the answer, you have a one-out-of-four chance of getting it right! Before you turn in your answer form, make certain you've responded to each question.

- **Check your work.**

When you finish the last question, go back over the exam to review your thinking and to check for any careless mistakes. **Remember that you can ask for more time if you need it.**



Specific Tips for English-Language Arts Questions

On the English-language arts part of the CAHSEE, many of the multiple-choice questions follow a reading passage. **If you have trouble with reading the passage, don't give up!** Sometimes students who have difficulty with reading become discouraged when they see pages of text. However, if you look at the questions that follow the passage *before* you begin to read it may help you to find the answers as you go through the passage. You will still have to use reading skills—but they may be different skills from those you would use for a reading assignment in school.

Here are some strategies to try:

- **Skim the question for key words. Then look for them in the passage.**
“Key words” are the important words in the question—words that might lead you to the information you are being asked to find. Read the question quickly to find the key words. When you find one, underline it in your test booklet.

Once you have found a key word in the question, see if you can find it in the passage. When you find a key word, read the sentence in which it appears. Does it answer the question? If not, try reading the entire paragraph.

- **Make connections to your own life and experience.**
For some questions, the answer is not in the text because the author wants you to interpret the situation and draw your own conclusions. (This is called “reading for inference.”) To do this, it often helps to make connections to your own knowledge and experiences. For example, if a question asks why someone did something, think about why you would do the same thing. Then see if your reasons match any that are given in the answer choices.
- **Take advantage of questions that include text taken from the passage.**
Many questions require that you read only the part of the text that is given to you along with the question. Questions like this often begin: “Read this sentence from the passage.”
- **Pay special attention to questions about vocabulary words and literary terms.**
Some questions, rather than testing your reading skills, are checking whether you understand a vocabulary word or a literary term such as *simile*, *irony*, or *figurative language*. If you know what the word or term means, you don't necessarily have to read the whole passage to answer the question.

These strategies won't work for every question, but they may help you answer many questions quickly. This will give you more time to spend on questions that require you to read the entire passage—for example, when you are asked to identify the “main idea.” Finally, these are strategies that “expert” readers use on a daily basis. Practicing these reading strategies will help you, too, become an expert reader or reinforce the skills you already have.

Tips for Writing an Essay

You will be asked to write an essay for the English-language arts part of the CAHSEE. To do your best work, it will help to keep in mind a few simple guidelines.

- **Read the writing task carefully and note the key words.**
Sometimes when people are anxious about an exam, they jump in too quickly, misread the question, and end up writing about the wrong topic. Before you begin, take the time to be sure you understand what you are being asked to write about.

- **Plan before you write.**
In your test booklet, you can make a list or an outline. Or you can construct a cluster or a grid. The study guide will show you how grids work in writing various types of essays. A plan will help you stay focused on your task and on the topic.



- **Begin and end strong.**
The beginning and end of your essay are likely to have the greatest impact on the reader. Pay special attention to your first and last paragraphs.

- **Take your time.**
Because the test scorers are not interested in how fast you can write, they have allowed you plenty of time to

complete your essay. Don't feel you have to rush. If you finish early, use the extra time to read over and edit your essay.

Tips for Using the Answer Sheet

- Be careful not to make extra marks on the answer sheet. The machine that scores the exam can't tell them apart from your answers.
- Use only a #2 pencil.
- Mark only one answer to each question. If you change an answer, erase the original answer completely.
- Check now and then to make certain you're in the right place on the answer sheet. That way you'll know if you've accidentally skipped a line.



What You Need to Know

The CAHSEE is based on academic content standards set by the State of California. These standards highlight what a student should know and be able to do by the end of each grade in each subject area. The English-language arts part of the CAHSEE uses the standards through grade ten. As you use this study guide, you will find that we explain the standards in “user friendly” language.

The standards are grouped into “strands”—topics that weave through the curriculum from kindergarten through grade twelve, becoming more complex each year. The English-language arts part of the CAHSEE covers six strands. Below is a brief description of each strand and the number of questions on the CAHSEE that relate to it.

- **Word Analysis (WA)**
Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and to use those words accurately. (7 multiple-choice questions)

- **Reading Comprehension (RC)**
Students read and understand a wide variety of classic and contemporary literature, magazines, newspapers, and online information. Students analyze the organizational patterns, arguments, and positions advanced. (18 multiple-choice questions)
- **Literary Response and Analysis (LR)**
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. Students conduct in-depth analyses of recurrent patterns and themes. (20 multiple-choice questions)
- **Writing Strategies (WS)**
Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. (12 multiple-choice questions)
- **Writing Conventions (WC)**
Students write and speak with a command of standard English language conventions including grammar, sentence construction, and paragraph structure. (15 multiple-choice questions)
- **Writing Applications (AP)**
Students write one essay. The essay will be a response to one of the following: a literary or expository passage, a biographical narrative, a persuasive essay, or a business letter. (1 essay)

In the pages that follow, you will find a section on each strand where you will be able to practice with released test questions. Let's get started!

WORD ANALYSIS STRAND

1

READERS ENCOUNTER NEW WORDS ALMOST EVERY TIME THEY PICK UP A BOOK. YOU PROBABLY ARE WISHING FOR A MAGIC LIST OF WORDS YOU CAN MEMORIZE, BUT THERE IS NO SUCH LIST. NONE OF US CAN KNOW IN ADVANCE WHICH WORDS WILL APPEAR ON THE TEST. FOR THAT REASON, YOU NEED TO LEARN STRATEGIES FOR APPROACHING UNFAMILIAR WORDS. YOU WILL USE THESE SAME STRATEGIES YOUR WHOLE LIFE.

PEOPLE WITH GOOD VOCABULARIES LIKE WORDS. IT WORKS THE OTHER WAY, TOO. PEOPLE WHO LIKE WORDS BUILD GOOD VOCABULARIES. THESE PEOPLE LIKE THE SOUNDS OF WORDS, THE MEANINGS OF WORDS, EVEN STORIES ABOUT WORDS. THEY LIKE TO TEAR WORDS APART AND PUT THEM BACK TOGETHER AGAIN. OTHERS LIKE TO HUNT FOR HIDDEN MEANINGS AS WELL AS LITERAL MEANINGS. THEY FIND SIMILARITIES IN WORDS FROM OTHER LANGUAGES. THEY KNOW THE MEANINGS OF ROOTS, PREFIXES, AND SUFFIXES. THEY KNOW HOW TO GUESS THE MEANING OF WORDS FROM THE CONTEXT OF WHAT THEY ARE READING. YOU, TOO, CAN BUILD THESE SKILLS AND HAVE SOME FUN WITH WORDS. YOU CAN FIND A LITTLE ‘THRILL OF THE HUNT’ IN TRYING SOME OF THESE ACTIVITIES.

14 **Word Analysis Strand**

THE CAHSEE WILL TEST YOUR KNOWLEDGE OF TWO WORD ANALYSIS STANDARDS. THEY ARE:

- WA 1.1 Identify and use the literal and figurative meanings of words and understand word derivations. [5 questions]
- WA 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words. [2 questions]

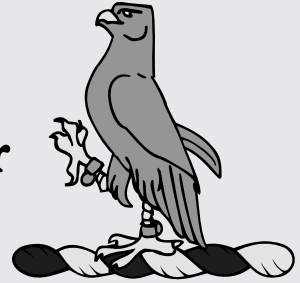
THE CAHSEE USES 7 MULTIPLE-CHOICE QUESTIONS TO TEST THESE STANDARDS.

THE QUESTIONS ASK YOU TO EXPLAIN WHAT A PARTICULAR WORD OR PHRASE MEANS. IF YOU AREN'T ALREADY FAMILIAR WITH THE WORD OR PHRASE, YOU WILL NEED TO APPLY YOUR KNOWLEDGE OF WORD ORIGINS OR USE CONTEXT CLUES TO FIGURE OUT WHAT THEY MEAN. SEE HOW YOU DO ON THE FOLLOWING RELEASED QUESTION FROM A PREVIOUS ADMINISTRATION OF THE CAHSEE.

DISCOVERING MEANING

The passage “On Becoming a Falconer” and the question that follows it appeared previously on the CAHSEE. Read the passage and answer the question. Tips for finding the correct answer are provided after the question.

On Becoming a Falconer



Falconry, an ancient sport popular in the days of medieval royalty and jousting tournaments, is still practiced by dedicated enthusiasts around the world. Falconers work with predatory birds ranging from expert fliers, like the peregrine falcon, to less spectacular hawks, such as the redtail. Regardless of the species, training is the most important part of falconry. But it can be frustrating; so, you must be very patient.

The first step in training your falcon is to establish her trust in you. Initially, the falcon won't allow you near—she will “bate,” or beat her wings wildly, as you approach. But gradually you will coax her to fly to you by offering food. The proud and cautious bird will be reluctant to fly to your hand, but she will want the food there and she will move back and forth on her perch, stamping her feet. Suddenly she will

leave her perch. She may land on your hand and bate off right away, frightened by her own bravery at first. Sooner or later, however, she will return to feed, and that will be her first careful step toward accepting you.

Why do falconers love this sport? To understand falconry, you must understand the special nature of the bond that forms between the falconer and the bird. The wild behavior and skills of the falcon are treasured by the falconer. The reward in working with a trained falcon is the companionship of a creature that can choose at any time to disappear over the horizon forever. You can join the honored tradition of falconers if you have patience and respect for wild creatures.

Released CAHSEE question

What does the phrase *disappear over the horizon* mean in the following sentence?

The reward in working with a trained falcon is the companionship of creatures that can choose at any time to disappear over the horizon forever.

- A. return to the falconer
- B. abandon the falconer
- C. go behind some trees
- D. fly very high

Solution

You probably know what *disappear* means or can figure it out. This has one of those “word parts” in it (*dis*), which makes a word mean the opposite of the main word or root word. So if we know what *appear* means, then we can figure out that *disappear* means the opposite. When you look at the list of suggested answers, you can immediately eliminate option A.

You can tell from the rest of the selection that if the falcon disappears forever, it would not be a good thing for the trainer. Most importantly, you get the feeling that the word is used figuratively because the fact that the falcon may disappear “over the horizon” suggests the reward of the companionship rather than simply losing the bird. The reward in working with a trained falcon is the companionship of creatures that can choose at any time to disappear over the horizon forever.

Context clues can also help you determine the meaning of this phrase. The horizon is the apparent intersection of the earth and sky as seen by an observer—in this case a falconer who trains birds of prey. Imagining how a falcon would seem to disappear when it flew out of the trainer’s sight will help you choose the correct response, **B: abandon the falconer.** (WA 10.1.1)



This may seem like a long process for figuring out what a word means, but asking questions about words will help you meet the California English-Language Arts standards for word analysis, fluency, and systematic vocabulary development. Getting into the habit of using these strategies for figuring out unfamiliar words will increase your vocabulary and help you have a better understanding of what you read.

These standards also demand that you understand denotation and connotation. The *denotative* meaning of a word is its dictionary definition. It describes the relation between the word and the thing it names. The *connotative* meaning of a word refers to the images and feelings that you experience when you read the word.

For example, *house* and *home* have identical denotations, both describing a place of shelter. Their connotations are quite different. *House* commonly makes a reader think of a particular building where people live whereas *home* suggests warmth, comfort, and safety.

When reading informational texts such as your science textbook and the newspaper, it is essential to understand the denotation of key words. In literary texts such as poems and stories, the connotations of words can be as important as their denotations. The poem on the next page illustrates this.



WORKING WITH IMAGERY

The following Edna St. Vincent Millay poem appeared on a previous CAHSEE:

The Courage That My Mother Had

The courage that my mother had
Went with her, and is with her still:
Rock from New England quarried;
Now granite in a granite hill.

The golden brooch¹ my mother wore
She left behind for me to wear;
I have no thing I treasure more:
Yet it is something I could spare.

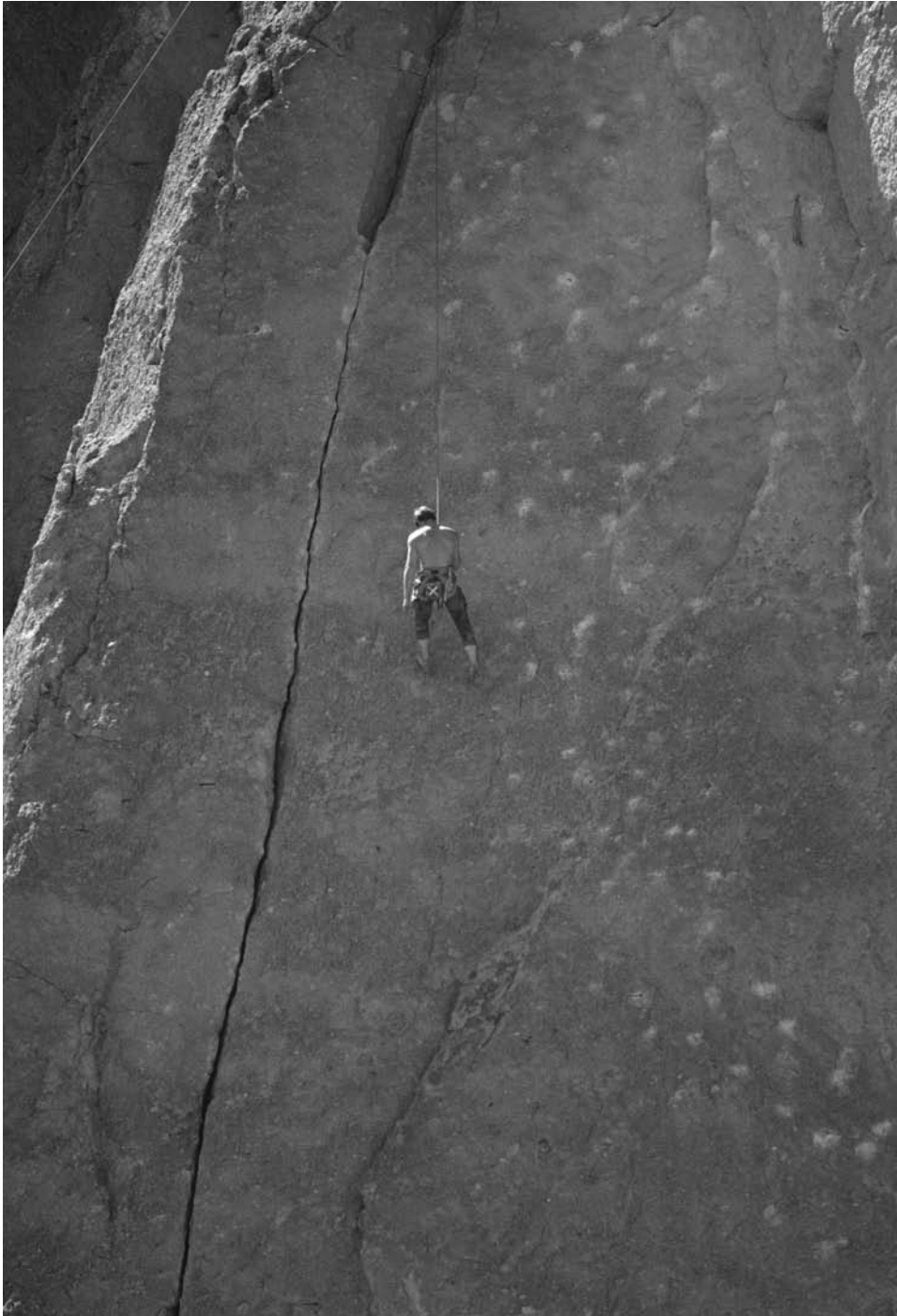
Oh, if instead she'd left to me
The thing she took into the grave!—
That courage like a rock, which she
Has no more need of, and I have.



“The Courage That My Mother Had” by Edna St. Vincent Millay, from *Collected Poems*, Harper Collins. Copyright © 1954, 1982 by Norma Millay Ellis. All rights reserved. Reprinted by permission of Elizabeth Barnett, literary executor.

017

¹ pin



You may recall from your science class that granite is a very hard rock often used for buildings and monuments. This is the denotation of the word *granite*. To understand the poem, however, you also want to consider the connotations of *granite*. What qualities does granite possess? The poet compares her mother's courage with a rock that is durable and strong. What does this suggest about her mother? Do you know anyone who has courage like a rock?

Practice these strategies every time you read. Soon you will find that learning new words has become a habit.

VOCABULARY

The next question is based on the following informational passage about koalas called “Deadly Leaves.” The passage and question appeared previously on the CAHSEE.



Deadly Leaves

Koalas, native to the Australian wilds, initially proved difficult to keep alive in zoos. Because koalas eat nothing but the leaves of the eucalyptus tree, zoos provided them with an unlimited supply of eucalyptus leaves. One zoo even planted eucalyptus trees in a special grove to ensure that the koalas had a continual supply of fresh leaves. However, koalas kept in captivity always died within a year of their arrival at the zoo.

Eventually it was discovered that eucalyptus trees that are less than five years old sometimes generate hydrocyanic acid in their leaves. Taking in small quantities of this acid is fatal to the koala. In their

natural habitat, the koalas’ senses tell them which eucalyptus trees have dangerous leaves, and they simply move on to other trees until they find leaves that are safe to eat. But in captivity, when their keepers unknowingly were giving them leaves contaminated with acid, the koalas were left with only two options: eat the poisonous leaves or starve. Either option was fatal to the trapped koalas.

Fortunately, today’s zoos use special tests to distinguish between poisonous eucalyptus leaves and safe ones, and now koalas are eating well and thriving in zoos.

L0103002

Released CAHSEE question**What does the word *contaminated* mean in the following phrase?**

But in captivity, when their keepers unknowingly were giving them leaves contaminated with acid, the koalas were left with only two options: eat the poisonous leaves or starve.

- A. carried with
- B. polished with
- C. poisoned with
- D. grown from

Solution

This is a vocabulary question. Remember that one way to figure out what a word means is to see if there are any clues in the text—in the words, sentences, or paragraphs around the word you do not know. When given choices such as these four, you can also try out the choices in the original sentence. This is another one of those “tricks” that good test-takers use. Let’s try it.

But in captivity, when their keepers unknowingly were giving them leaves contaminated with [“carried with”; “polished with”; “poisoned with”; “grown from” with] acid, the koalas were left with only two options: eat the poisonous leaves or starve.

Does *carried with acid* make sense? How about *polished with acid*? Would anyone polish a leaf? What about *grown from with acid*? Isn’t there an unnecessary preposition in that phrase? Would someone grow leaves from acid? What’s left? Look for context clues. We know the leaves caused them to die because they were poisonous. Therefore, the correct answer is **C**. (WA 10.1.1)



READING COMPREHENSION STRAND

2

IN ORDER TO PASS THE CAHSEE, YOU NEED TO BE ABLE TO READ AND UNDERSTAND INFORMATIONAL DOCUMENTS SUCH AS TEXTBOOKS, INSTRUCTION MANUALS, AND ARTICLES. YOU SHOULD ALSO BE ABLE TO FIGURE OUT THE MAIN IDEA OF THE INFORMATION AND THE MOST IMPORTANT POINTS ABOUT THE MAIN IDEA.

SOMETIMES IT TAKES MORE THAN ONE READING TO FIGURE OUT THESE THINGS. EVEN THE BEST READERS HAVE TO REREAD IN ORDER TO UNDERSTAND THE AUTHOR'S IDEAS. GOOD READERS HAVE STRATEGIES TO SPEED UP THIS PROCESS, STRATEGIES THAT ANYONE CAN LEARN. GOOD READERS OFTEN GO BACK AND LOOK AT FIRST PARAGRAPHS AND LAST PARAGRAPHS, SEARCHING FOR KEY WORDS AND KEY IDEAS. SOMETIMES THEY GO BACK AND LOOK AT FIRST LINES OF PARAGRAPHS, HOPING TO FIND TOPIC SENTENCES THAT HELP.

THE CAHSEE WILL TEST YOUR KNOWLEDGE OF SIX READING COMPREHENSION STANDARDS. THEY ARE:

- | |
|---|
| RC †8.2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals). [1 question] |
| RC 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. [3 questions] |

- RC 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. [3 questions]
- RC 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. [3 questions]
- RC 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. [3 questions]
- RC 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material). [5 questions]

[†]Eighth-grade content standard.

THE CAHSEE USES 18 MULTIPLE-CHOICE QUESTIONS TO TEST THESE STANDARDS. YOU WILL BE ASKED TO READ DIFFERENT KINDS OF TEXTS: POEMS, STORIES, AND ARTICLES FROM MAGAZINES, NEWSPAPERS, OR THE INTERNET. FOLLOWING THE PASSAGES ARE QUESTIONS ABOUT THE STRUCTURE OF THE TEXT, THE ARGUMENTS PRESENTED, THE PURPOSE, AND THE MAIN IDEA. TO HELP YOU PRACTICE, WE HAVE PROVIDED SEVEN RELEASED QUESTIONS FROM PREVIOUS ADMINISTRATIONS OF THE CAHSEE.

WHEN YOU READ, YOU NEED TO FIGURE OUT THE MAIN IDEA OF THE WHOLE PASSAGE OR PART OF A PASSAGE. SEVERAL QUESTIONS WILL DEAL WITH THE MAIN IDEA. AN EFFICIENT READER SUMMARIZES WHILE READING.

MAIN IDEA

Read this passage from a previous CAHSEE administration and answer the questions that follow it.

HOW TO CHOOSE A PASSWORD

Passwords are commonly used today to restrict access to personal possessions or privileged information. Passwords consist of a unique sequence of characters—letters, numbers, and symbols—required to access personal banking information, automated teller machines, secure buildings and businesses, computer networks, certain Web sites, e-mail, and more. Passwords are much like keys. Each password is different, and only the correct one allows the right of entry. It should be something unusual enough that the wrong person could not decipher it just by knowing you.



Before you can choose a password, however, you must know the types of passwords required. First find out if all letters must be lowercase or if upper- and lowercase are both acceptable. Should the password consist of letters or numbers only, or are special characters permissible? What is the minimum and maximum length allowed?

Now you are ready to think of an appropriate password. Your password should be something you can easily remember but something impossible for anyone else to decode or guess. We will discuss poor options first, so you will know what to avoid. Poor choices include names of people, family or fictional characters, common sequences such as QWERTY on the keyboard or 789456123 on the numeric keypad, or *any* word that appears in a dictionary. Other inappropriate choices include your telephone number or birth date. Do not use your middle name, mother's maiden name, your street name, or any other familiar name or number in reverse order.

The best way to choose a password that is hard to crack, yet easy to remember, is to select something memorable from your past. It could be the name of your grandparents' dog when you were 5 (*tippy5*) or the name of your math teacher in room 118 (*118-Thompson*). You could form a string of characters using the first letter of each word in a phrase or saying that makes sense to you. For example, your mother might say, "The sun is shining—So am I." A password derived from this saying might be (*TsisSaI*) or (*Tsis-SaI*).

Once you have created a good password, keep it safe. Do not store it in a computer or leave a handwritten copy where others might see it. You could put the number in your address book in a disguised form. It is not likely that anyone who found Ted Williams, 35 N. Sheldon Ave. in your address book would know it contains your password (TW35NSA).

It is best to have different passwords for each system. If you have used the same password for your bike lock and your access code to the Internet, would you be willing to loan your bike and lock to a schoolmate?

Since unauthorized access to sensitive information could open the door for an unscrupulous individual to access or even tamper with your personal records, as well as those of other people on the system, it is wise to change your passwords frequently. Some authorities suggest changing passwords every three months.

BAD PASSWORDS:

782-8973 (phone number)
Butch (nickname)
LittleBoPeep (storybook character)
12-11-86 (birth date)
dejavu (foreign phrase)
leahcim (name spelled backwards)
QQQQQQ (repeated letter)
XyzXyzXyz (repeated pattern of letters)

GOOD PASSWORDS:

NYTXvincent (best friend in first grade preceded by state of birth and current state of residence)
delygd (first letters of coach's favorite saying: Don't ever let your guard down.)
ofcmgr98 (mother's abbreviated job title - Office Manager - in 1998)

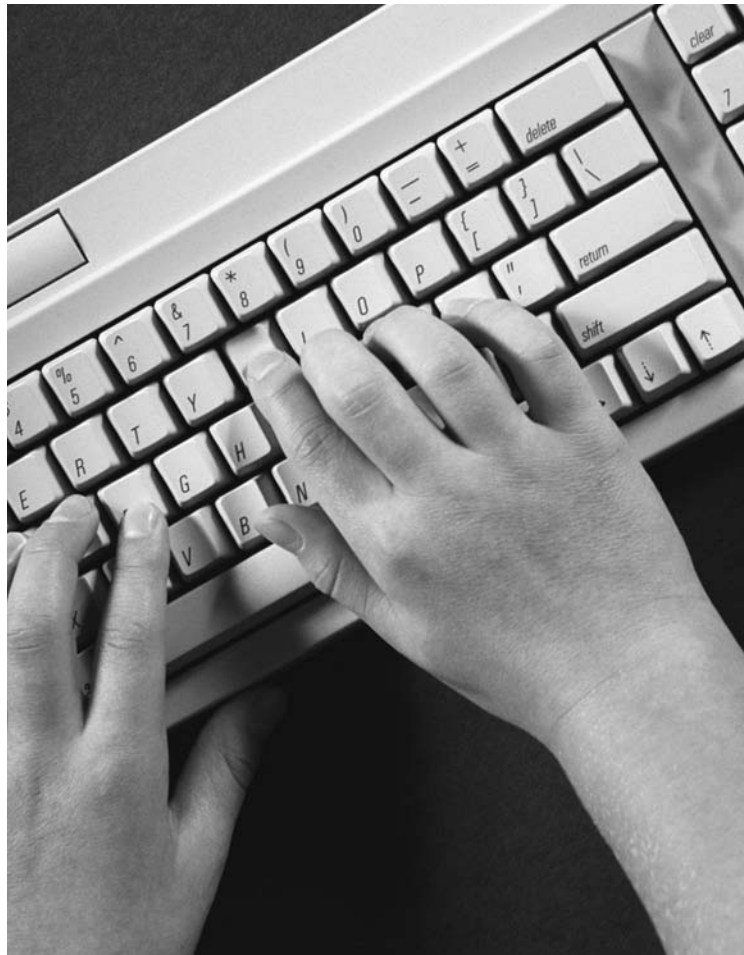
65B

Now that you have read the essay, let's figure out the main idea of each paragraph. When you take the CAHSEE, you might underline the sentence or words in each paragraph that represent the main idea. The main idea of each paragraph in the essay follows:

1. Passwords are like keys that allow the owner to get in.
2. Kinds of passwords required.
3. Types of passwords we should not use.
4. Some good password choices.
5. How to store passwords.
6. Different passwords for each system.
7. Why change passwords regularly.

Then we have the charts—one listing bad passwords and one listing good passwords.

Now you are ready to tackle the test questions.



L165B005

Released CAHSEE question

According to the document, what should you do **FIRST** before choosing a password?

- A. Determine what type of password must be used.
- B. Think of something memorable from your past.
- C. Decide where to store the information to keep it safe.
- D. Change your password about every three months.

Solution

If you don't remember, go back to the article and scan, looking at first sentences only. Right away in the second paragraph you see "Before you can choose a password, however, you must . . ." and there is the correct answer, **A**. (RC 10.2.1)

L165B004

Released CAHSEE question

The two boxes included at the end of the document illustrate information that is primarily found in which two paragraphs

- A. 1 and 2
- B. 3 and 4
- C. 5 and 6
- D. 6 and 7

Solution

Look at the summaries we wrote about each paragraph on the previous page. Which two paragraphs tell about bad passwords and good passwords? The correct answer is **B**. (RC 10.2.1)

**Released CAHSEE question**

According to the two boxes at the end of the document, which of these would be the BEST password?

- A. date of a wedding anniversary
- B. your family nickname
- C. the same number, repeated five times
- D. the first letters in the title of your favorite book

Solution

The question refers you to the boxes labeled “Bad Passwords” and “Good Passwords.” Each of the choices is similar to the passwords in the boxes. “Date of a wedding anniversary” is similar to “birthdate”—a bad password. “Your family nickname” is listed as a bad password. “The same number, repeated five times, is similar to “repeated letters.” “The first letters in the title of your favorite book” is similar to “first letters of coach’s favorite saying”—a good password and the correct answer, **D**. (RC 8.2.1)

Released CAHSEE question

Based on information in the two boxes at the end of the document, *lkjlkj* would be a bad choice for a password because it —

- A. is someone’s initials.
- B. stands for a favorite saying.
- C. is a repeated pattern of letters.
- D. is an abbreviation of a familiar name.

Solution

Although *lkj* could be someone’s initials and *lkjlkj* could stand for a favorite saying or be an abbreviation of a familiar name, this would be a bad password because it “is a repeated pattern of letters.” Therefore, the correct response is **C**. (RC 8.2.1)

L165B002

Released CAHSEE question

Which sentence from the document BEST summarizes the author's main point?

- A. It is best to have different passwords for each system.
- B. Before you can choose a password, however, you must know the prerequisites for the password.
- C. Your password should be something you can easily remember but something impossible for anyone else to decode or guess.
- D. Some authorities suggest changing passwords every three months.

Solution

If you look back at the paragraph summaries, you can see that the main idea of this piece is to offer you suggestions that will keep your password safe so that no one can enter your system without your permission. Which answer represents that idea? Did you say C? If so, excellent! If not, it's probably a good idea to go back and work through the exercise again. Not only will you learn something about the CAHSEE but also you can pick up some good tips for keeping others from accessing your personal information or property. (RC 10.2.8)

L165B014

Released CAHSEE question

What suggestion does the article provide about writing down passwords?

- A. Write it down often so you don't forget your password.
- B. Disguise your password when you write it down.
- C. Do not let people know your password.
- D. Change your password frequently.

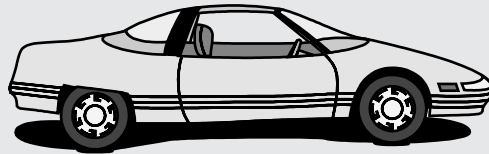
Solution

In the passage the author tells you not to "store it in a computer or leave a handwritten copy" around. It doesn't make good sense to have a password and then tell it to many others. In the fifth paragraph the author advises the reader to write it down in a "disguised form." The correct answer is B. (RC 10.2.4)

AUTHOR'S PURPOSE AND TONE

Read this article from a previous CAHSEE administration and the discussion and question that follow.

Electric Cars Deserve a Second Look



As the world becomes increasingly populated, it is also becoming alarmingly polluted. We deplete more resources, produce more waste, and cause more cumulative environmental strain than ever before.

Fortunately, there are many ways that you can help counter the negative effects that we impose on the environment. One of these is driving an electric car. This benefits not only the environment, but also individual drivers.

Electric cars produce about 80 percent less pollution than cars with gas-powered motors. In fact, the only reason that electric cars produce any pollution at all is that their electric energy is generated by power plants—electric cars themselves emit no exhaust. When energy comes from large sources such as power plants, it's easier to regulate and monitor, so there's less waste than if the energy is generated by many smaller sources, such as the gas engines in individual cars.

In addition, electric cars are simply more efficient than gas-powered cars for several reasons. First, electric cars have regenerative braking, which means that when you use the brakes in an electric car, the battery has a chance to recharge. Conversely, when you brake in a gas-powered car, you actually *use* energy.

Also, during the production of electric cars, more time and energy is spent making the design lighter and more aerodynamic so that there will be less drag from the wind. This allows them to travel farther using less energy than a gas-powered car would use to go the same distance.

In addition to the environmental benefits of driving electric cars, there are also financial and time-saving benefits for the drivers.

For one, they cost less to maintain. The cost of charging an electric car is about 20 percent of the cost of gas, and electric cars require far less

maintenance than gas-powered cars. This is due, in part, to the fact that a lot of the things that go wrong with gas-powered cars simply aren't present in electric cars. Electric cars have no cooling system, fan belts, radiators, hoses, or oil—just a battery. There are fewer moving parts overall, so there are fewer potential problems. Also, electric motors have far greater longevity than combustion motors, so after the body of an electric car gives out, the engine can be reused in another body.

Furthermore, the federal government is encouraging electric car use by giving significant rebates for purchasing electric cars, and some states offer additional rebates.

Electric cars can also save people time. While gas-powered cars require visits to a mechanic every few months, the only routine maintenance required by electric cars is replacing the battery every four years. And California, for example, recently passed a law making it legal for drivers of electric cars to use the carpool lanes any time—even if they are driving alone. This makes your trips much quicker and saves a considerable amount of time, especially in rush-hour traffic.

Overall, there are numerous benefits of driving an electric car. It may take a little getting used to, but in the long run, the use of electric cars can help preserve the environment and give people more time and money to be put to better use.

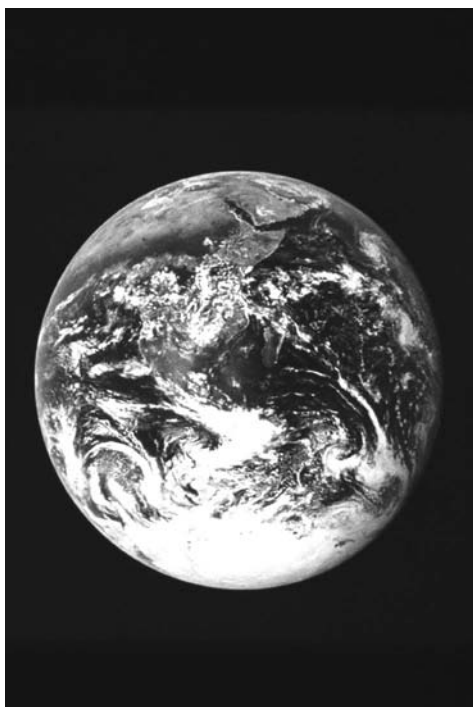
065

Understanding the author's purpose is an essential skill when reading informational text.

The following question asks you to choose the main purpose of the article about electric cars. You should use the same technique you used in the previous exercise but with a little more “digging.” Because this article is longer, and the first paragraph is short, you may want to look at the first two and last two paragraphs. Also look at the title.

Good readers often go back and look at first paragraphs and last paragraphs, looking for key words that give clues about the author's purpose for writing. Finding key words can help you understand what the paragraph, story, or article is all about. These are the key words we found:

- Electric car
- Deserve
- Benefits
- Environment
- Numerous benefits
- Preserve the environment



Released CAHSEE question

What is the main purpose of Darrow's article?

- A.** to convince readers that their cars are using too much energy
- B.** to show how to improve driving
- C.** to convince people that electric cars are good
- D.** to show how the environment can be saved

Solution

Think about the choices. Is this article trying to convince us that our cars use too much energy? The article is more about electric cars than about our cars. Does the article tell how to improve your driving? Does it give ways to save the environment? Buying an electric car might help, but is that the purpose of the article? What was the title again? "Electric Cars Deserve a Second Look." The title and our list of key words all point in one direction: The main purpose for writing the article is "to convince people that electric cars are good." The answer is **C**. (RC 10.2.8)

The next two questions we will be looking at are based on the following informational passage about koalas called “Deadly Leaves.” (This is the same passage that was used in the “Vocabulary” section of this study guide.) The passage and questions appeared previously on the CAHSEE.



Deadly Leaves

Koalas, native to the Australian wilds, initially proved difficult to keep alive in zoos. Because koalas eat nothing but the leaves of the eucalyptus tree, zoos provided them with an unlimited supply of eucalyptus leaves. One zoo even planted eucalyptus trees in a special grove to ensure that the koalas had a continual supply of fresh leaves. However, koalas kept in captivity always died within a year of their arrival at the zoo.

Eventually it was discovered that eucalyptus trees that are less than five years old sometimes generate hydrocyanic acid in their leaves. Taking in small quantities of this acid is fatal to the koala. In their

natural habitat, the koalas' senses tell them which eucalyptus trees have dangerous leaves, and they simply move on to other trees until they find leaves that are safe to eat. But in captivity, when their keepers unknowingly were giving them leaves contaminated with acid, the koalas were left with only two options: eat the poisonous leaves or starve. Either option was fatal to the trapped koalas.

Fortunately, today's zoos use special tests to distinguish between poisonous eucalyptus leaves and safe ones, and now koalas are eating well and thriving in zoos.

Released CAHSEE question

What is the purpose of this article?

- A. to inform
- B. to persuade
- C. to entertain
- D. to express opinion

Solution

This is another question about the author's purpose. Does the passage persuade? Is it an argument? Would someone disagree with this article? Does it entertain? Did you laugh? Does it express an opinion? Was the author expressing an opinion or citing facts? If an author is citing facts, then the author's purpose is to inform the reader. Did you learn something about feeding eucalyptus leaves to koalas in captivity? Did you find it interesting? The article "Deadly Leaves" informed you about something. The correct answer is A. (RC 10.2.8)



L0103003

Released CAHSEE question**What tone does the author establish in the article?**

- A. critical
- B. hopeful
- C. straightforward
- D. humorous

Solution

What is tone? Tone is the sound of the author's voice. Did you ever hear your mother say, "Don't use that tone of voice with me!"? What did she mean? Maybe you were being disrespectful. Perhaps you were whining. You might have answered, "What tone of voice? I wasn't using any tone of voice!" meaning that you thought you were being very straightforward.

Sometimes authors use words to show they are angry, different words to show they are excited, and still others to show they are concerned. Read "Deadly Leaves" again. Is the author critical of the zoos? Is he hopeful that things will change? Does he tell about the koalas in a humorous way? Or does he tell it "like it is," in a straightforward, matter-of-fact tone? The correct answer is **C**. (RC 10.2.8)

BUILDING EVERYDAY SKILLS

This is from “Staff Responsibilities,” an excerpt from a training manual for new employees at a restaurant. The following passage and question appeared previously on the CAHSEE, and involve the kind of reading that you might run into on the job.



Staff Responsibilities

Greeter

Your job as restaurant greeter requires that you greet every guest graciously and promptly. Upon greeting our early Sunset diners*, be sure to provide them with the regular dinner menu as well as the special Sunset menu. In addition, every evening the chef posts daily specials on the chalkboard at the entrance. Be sure to remind the customers of those dishes too, although those are not eligible for the early Sunset dinner price. (Diners who are seated after the early Sunset period should not receive the special Sunset menu.)

You will be working with a team of three additional members: the person who sets the table and provides the water and place settings (in some restaurants referred to as the busboy or busgirl), the waiter/waitress who actually takes each order to the exact specification of each diner, and the cashier who will accept the diners' payments upon their way out the door after dining. Your job is to ensure that the diners feel welcomed, informed, and served pleasantly in every possible way. For example, if their coats are draped across the back of their chairs, creating a potential floor hazard, please suggest that

you would be happy to hang them in the closet at the rear of the restaurant.

Our goal is satisfied, happy customers who will return to visit us again and will recommend our establishment to their friends. Each employee plays an important role in ensuring that our goal is met. If you smile, greet diners pleasantly, seat them as soon as possible, and provide them with the full range of dinner options, you should have every reason to believe that you have done your job well.

When customers have been unhappy in the past with the quality of service by the person who filled your position, it was generally because of one of the following reasons:

- Customers were left standing in the foyer as the entry greeter continued a personal phone call, ignoring them.
- Customers were not told of their eligibility or ineligibility for the early Sunset dinner.
- Customers' seating preferences were not honored.

* Early Sunset definition: a choice from one of five set-price, three-course meals available to diners seated before 6:00 PM, Monday through Friday. Note: One of those choices is always vegetarian.

L0059004

Released CAHSEE question**Read the following sentence from the selection:**

Your job as a restaurant greeter requires that you greet each guest graciously and promptly.

According to this sentence, what must greeters do?

- A. Welcome customers warmly as they arrive.
- B. Quickly list the specials for the customers.
- C. Ask the customers what they would like to drink.
- D. Seat customers as soon as possible.

Solution

You have probably noticed by now that with a careful reading of the question, the answer can be obvious. Watch for these easy ones and get them all correct. That will help make up for any difficult answers that you might miss. The sentence says, “Your job as a restaurant greeter requires that you greet each guest graciously and promptly.” Now look at the answers. Does the sentence say anything about listing the specials for the customers? Does the sentence say anything about asking the customers what they would like to drink? Does the sentence say anything about seating the customers as soon as possible? Does the sentence say anything about welcoming the customers warmly as they arrive? Not in so many words, but if you greet each guest graciously, that means you will welcome them, and if you greet each guest promptly, that means you will do it as soon as they arrive. The correct answer is **A**. (RC 10.2.1)

Were you tempted to say D, “Seat customers as soon as possible” because the question said “promptly”? That’s an easy mistake to make, unless you read very carefully. It might even be the second or third reading before you realize that “promptly” modifies “greet,” not “seat,” which doesn’t appear in this question.

Let’s move on to the Literary Response and Analysis Strand.



LITERARY RESPONSE AND ANALYSIS STRAND

3

BY CALIFORNIA’S STANDARDS, YOU ARE EXPECTED TO BE ABLE TO READ LITERATURE AND THINK AND WRITE ABOUT:

- ◆ THE CHARACTERS, THEIR TRAITS, AND THEIR CONFLICTS
- ◆ RELATIONSHIPS BETWEEN CHARACTERS
- ◆ FIGURATIVE LANGUAGE AND SYMBOLISM AND WHAT THEY MEAN
- ◆ DIFFERENT GENRES (TYPES) OF LITERATURE AND WHAT THEY ARE CALLED
- ◆ HOW THE PIECE OF LITERATURE REFLECTS THE CULTURE OF ITS AUTHOR, THE STYLE OF ITS AUTHOR, AND THE HISTORICAL PERIOD OF ITS AUTHOR.

THE CAHSEE WILL TEST YOUR KNOWLEDGE OF TEN LITERARY RESPONSE AND ANALYSIS STANDARDS. THEY ARE:

- LR 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue). [2 questions]
- LR 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. [2 questions]
- LR 3.4 Determine characters’ traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy. [2 questions]
- LR 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. [2 questions]

LR 3.6	Analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks). [2 questions]
LR 3.7	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. [2 questions]
LR 3.8	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. [2 questions]
LR 3.9	Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. [2 questions]
LR 3.10	Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature. [1 question]
LR [†] 8.3.7	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach) [3 questions] (Tasks that assess the three different approaches will be rotated across test forms.)

[†]Eighth-grade content standard.

THE CAHSEE USES 20 MULTIPLE-CHOICE QUESTIONS TO TEST THESE STANDARDS. YOU WILL BE ASKED TO READ LITERATURE, STORIES, AND POEMS ABOUT HISTORY AND CULTURE. YOU WILL BE TESTED ON YOUR COMPREHENSION, YOUR ABILITY TO LOOK AT RELATIONSHIPS BETWEEN CHARACTERS, TO RECOGNIZE THE THEME, TO DISCUSS THE TONE, AND TO KNOW THE DIFFERENCE BETWEEN FICTION AND NONFICTION.

FICTION, RELATIONSHIPS, AND CHARACTERS

The following selection, which appeared previously on the CAHSEE, is from the book *White Fang*. In this excerpt, White Fang is about to make an important decision. Following the excerpt are three released questions about the story.



In the fall of the year when the days were shortening and the bite of the frost was coming into the air, White Fang got his chance for liberty. For several days there had been a great hubbub in the village. The summer camp was being dismantled, and the tribe, bag and baggage, was preparing to go off to the fall hunting. White Fang watched it all with eager eyes, and when the tepees began to come down and the canoes were loading at the bank, he understood. Already the canoes were departing, and some had disappeared down the river.

Quite deliberately he determined to stay behind. He waited his opportunity to slink out of the camp to the woods. Here in the running stream where ice was beginning to form, he hid his trail. Then he crawled into the heart of a dense thicket and waited. The time passed by and he slept intermittently for hours. Then he was aroused by Gray Beaver's voice calling him by name. There were other voices. White Fang could hear Gray Beaver's squaw taking part in the search, and Mitsah, who was Gray Beaver's son.

White Fang trembled with fear, and though the impulse came to crawl out of his hiding-place, he resisted it. After a time the voices died away, and some time after that he crept out to enjoy the success of his undertaking. Darkness was coming on, and for awhile he played about among the trees, pleasuring his freedom. Then, and quite suddenly, he became aware of loneliness. He sat down to consider, listening to the silence of the frost and perturbed by it. That nothing moved nor sounded, seemed ominous. He felt the lurking of danger, unseen and unguessed. He was suspicious of the looming bulks of the trees and of the dark shadows that might conceal all manner of perilous things.

Then it was cold. Here was no warm side of a teepee against which to snuggle. The frost was in his feet, and he kept lifting first one forefoot and then the other. He curved his bushy tail around to cover them, and at the same time he saw a vision. There was nothing strange about it. Upon his inward sight was impressed a succession of memory-pictures. He saw

the camp again, the tepees, and the blaze of fires. He heard the shrill voices of the women, the gruff basses of the men, and the snarling of the dogs. He was hungry, and he remembered pieces of meat and fish that had been thrown him. Here was no meat, nothing but a threatening and inedible silence.

His bondage had softened him. Irresponsibility had weakened him. He had forgotten how to shift for himself. The night yawned about him. His senses, accustomed to the hum and bustle of the camp, used to the continuous impact of sights and sounds, were now left idle. There was nothing to do, nothing to see nor hear. They strained to catch some interruption of the silence and immobility of nature. They were appalled by inaction and by the feel of something terrible impending.

He gave a great start of fright. A colossal and formless something was rushing across the field of

his vision. It was a tree-shadow flung by the moon, from whose face the clouds had been brushed away. Reassured, he whimpered softly; then he suppressed the whimper for fear that it might attract the attention of the lurking dangers.

A tree, contracting in the cool of the night, made a loud noise. It was directly above him. He yelped in his fright. A panic seized him, and he ran madly toward the village. He knew an overpowering desire for the protection and companionship of man. In his nostrils was the smell of the camp smoke. In his ears the camp sounds and cries were ringing loud. He passed out of the forest and into the moonlit open where there were no shadows nor darkness. But no village greeted his eyes. He had forgotten. The village had gone away.

Reprinted from "*White Fang*" by Jack London. (Troll Communications).

057



L0057009

Released CAHSEE question**This selection is BEST described as—**

- A. fiction
- B. biography
- C. article
- D. essay

Solution

To answer this question you need to know the difference between fiction and nonfiction. Fiction is something made up—a story that didn't really happen. It could happen but it didn't. Novels and short stories are fiction though they may be based upon fact. Fantasy, fairy tales, and science fiction are clearly fiction.

If it isn't fiction, it's nonfiction. That means the events described actually happened.

To answer this question, you don't necessarily have to decide whether the story of *White Fang* is true because the other three answers are absolutely wrong. A biography is a true story of someone's life, but *White Fang* is not the story of someone's life. An article is not a story. An article may have a little story (anecdote) in it to prove a point, but it is not a story. Articles usually don't have characters, plot, or setting. They give information about a subject. Essays are reflections, the writer's thoughts on a certain subject. Essays are written from the author's point of view. Is Jack London a part of this story?

So what is this passage? It's a made-up story. It's fiction, so the correct answer is A. (LR 10.3.1)

Released CAHSEE question

Which of the following **BEST** describes the relationship between Gray Beaver and White Fang?

- A. Gray Beaver is White Fang’s owner.
- B. Gray Beaver is White Fang’s brother.
- C. Gray Beaver and White Fang are members of the same tribe.
- D. Gray Beaver and White Fang are father and son.

Solution

You have some clues in the passage. White Fang “got his chance for liberty.” He slinked out of camp. He crawled into a thicket. He had food thrown at him. But the best clue is “He curved his bushy **tail** around to cover them . . .” And that is all you need to know. Look at your choices. Three of the choices describe White Fang as a human being. Therefore, the correct answer is **A**. (LR 10.3.3)



L0057006

Released CAHSEE question

Which of these sentences from the story **BEST** illustrates the wild side of White Fang's nature?

- A. "He knew an overpowering desire for the protection and companionship of man."
- B. "Upon his inward sight was impressed a succession of memory-pictures."
- C. "Here in the running stream where ice was beginning to form, he hid his trail."
- D. "Then, and quite suddenly, he became aware of loneliness."

Solution

Look at the sentences again. Which sentence describes best the actions of wild animals? Wild animals wouldn't want the "protection and companionship of man." Wild animals probably wouldn't store pictures of the camp and tepees, for example, in their memories. Wild animals wouldn't be lonely for humans. Sentences A, B, and D suggest that the feelings of a wild animal are similar to those of a human. The sentence that reflects what wild animals are most likely to do is C. Wild animals are most likely to hide their trails. (LR 10.3.4)

POETRY AND THEME

Let's revisit the poem by Edna St. Vincent Millay that we used in the Word Analysis exercises. The question that follows the poem, asking you about its theme, appeared on a previous CAHSEE.

The Courage That My Mother Had

The courage that my mother had
Went with her, and is with her still:
Rock from New England quarried;
Now granite in a granite hill.

The golden brooch¹ my mother wore
She left behind for me to wear;
I have no thing I treasure more:
Yet it is something I could spare.

Oh, if instead she'd left to me
The thing she took into the grave!—
That courage like a rock, which she
Has no more need of, and I have.



"The Courage That My Mother Had" by Edna St. Vincent Millay, from *Collected Poems*, Harper Collins. Copyright © 1954, 1982 by Norma Millay Ellis. All rights reserved. Reprinted by permission of Elizabeth Barnett, literary executor.

017

¹ pin

L0017001

Released CAHSEE question**Which sentence BEST describes the theme of this poem?**

- A. Personal strengths are more important than valuable objects.
- B. Only a daughter can truly relate to her mother's feelings.
- C. Having a golden brooch is better than nothing.
- D. Unlike jewelry, traits such as courage are not valued.

Solution

Poems have themes or main ideas just as stories or nonfiction articles do. What are some main words from the poem? It is short, so read it again. This list of words comes from the first and last verses.

courage

rock

granite

courage

rock

We listed *courage* and *rock* twice because they show up in both the first and the last verses. *Courage* also shows up in the title. Now read the question again.

Which sentence BEST describes the theme of this poem?

Let's consider:

What was her mother's personal strength?

Was this strength important to her daughter?

Does the poet say that only a daughter can relate to a mother's feelings?

If so, where does it say that?

Is the poem about a golden brooch? (Even if you do not know what a brooch is, and even if the definition did not appear in the footnote, you should know whether this poem is about a brooch.)

Does the author value courage, or as is suggested in D, does the author not value courage?

After answering these questions, you should come to the conclusion that the BEST sentence that describes the theme of the poem is **A**. Personal strengths [courage] are more important than valuable objects [brooches]. (LR 10.3.5)



In the last three chapters, we have addressed the differences between fiction, biography, articles, and essays; asked you to read selections carefully for context clues, details, and evidence; encouraged you to use your common sense; given you some techniques for figuring out theme and main idea; and discussed tone.

One more tip. Reading—reading every day—will help you become a better reader. Reading and discussing what you read will help even more. If you are looking for good books to help you improve your reading skills, check out California’s list of great titles for students of all grade levels and reading abilities: *Recommended Literature, Kindergarten through Grade Twelve*. You can view this on the Internet at: www.cde.ca.gov/ci/literature/.

Are you ready to go on? Let’s move on to the writing strategies strand.

WRITING STRATEGIES STRAND

4

IF YOU KNOW SOME EFFECTIVE WRITING STRATEGIES, YOU CAN IMPROVE YOUR OWN WRITING. YOU ALSO CAN HELP YOUR CLASSMATES IMPROVE THEIR WRITING WHEN YOU WORK IN PAIRS AND DO PEER RESPONSES.

THE CAHSEE WILL TEST YOUR KNOWLEDGE OF FIVE WRITING STRATEGIES STANDARDS. THEY ARE:

- ws 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. [3 questions]
- ws 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. [3 questions]
- ws 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). [2 questions]
- ws 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents). [1 question]
- ws 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context. [3 questions]

THE CAHSEE USES 12 MULTIPLE-CHOICE QUESTIONS TO TEST THESE STANDARDS. IN THIS SECTION, YOU DO NOT WRITE ANY ESSAYS, BUT YOU ANSWER QUESTIONS ABOUT WRITING. MOST OF THE QUESTIONS ASK YOU TO BE AN “EDITOR”—TO FIND AND CORRECT ERRORS, TO CHOOSE BETTER WORDS AND PHRASES. REMEMBER AS YOU WRITE TO STAY AWARE OF YOUR AUDIENCE AND PURPOSE. DOING SO IS WHAT HELPS GOOD WRITERS KEEP THEIR ESSAYS CLEAR, COHERENT, AND FOCUSED. GOOD ESSAYS NOT ONLY HAVE STRONG BEGINNINGS AND ENDINGS BUT ALSO INCLUDE SUPPORTING EVIDENCE. LET’S SEE HOW YOU DO ON THE FIVE QUESTIONS DISCUSSED IN THIS CHAPTER.

FINDING AND CORRECTING ERRORS

Read the following article draft, which appeared previously on the CAHSEE, and answer the questions that follow it.

Essay Writing

(1) To begin an essay, a student should have some knowledge of the topic or be willing to search out information. (2) Then one must focus clearly on the prompt, addressing all its major points, and making sure that the central purpose is evident throughout the entire essay. (3) Interesting and convincing examples with lots of specific details are always helpful. (4) The details must show some kind of clear arrangement—chronological, spatial, or order-of-importance. (5) A student writer will also want to revise a first draft so that any errors in grammar and mechanics can be got rid of. (6) Steps can be taken to edit essays. (7) Relying solely on “SpellCheck” can be risky; (8) It does not catch the common errors that students make, such as confusing “your” and “you’re.” (9) If students meet all these requirements, then they will have written very effectively.



L0198001

Released CAHSEE question

Which of the following sentences, if inserted before sentence 1, would make the MOST effective opening sentence?

- A. Writing an essay is easy if one uses a computer.
- B. Good essays are always written in black pen.
- C. Any student can write a successful essay.
- D. Teachers sometimes assign difficult essays.

Solution

If you read the essay, you should know what it is about. It's a "how-to" list of things to do in order to write a successful essay. So look at the choices in the question. You can eliminate A and B because nowhere in the essay does the author mention any tools needed to write—not a computer or a pen. The writer does mention "SpellCheck," but it's not the focus. Look at D. Nowhere in this essay is the word "teacher" mentioned. The correct answer is C. The essay says that any student can write a successful essay. (WS 10.1.1)

L0198004

Released CAHSEE question**Which is the MOST effective substitution for the underlined part of sentence 5?**

- A. and ridding of errors in grammar and mechanics.
- B. to get rid of errors in grammar and mechanics.
- C. and getting rid of errors in grammar and mechanics.
- D. Leave as is.

Solution

This question asks you to find a better way to write a certain line. The words “can be got rid of” are awkward so we don’t want to leave it as is. Look at the other choices. Try them. When you are taking the test, you won’t be able to say the choices out loud, but you can read them slowly and carefully to see if they make sense. Answers A and C use the “ing” form of the verb, the participle. The conjunction “and” connects two things in grammar that are alike and that have equal value. For example, you can’t correctly connect “walk” and “running.” “I walk and running down the street” simply doesn’t sound right. Instead, you would say, “I walk and run down the street.” So you cannot connect “revise” and “ridding” or “getting.” You could say “revise and get rid of” but that is not one of your choices. The correct answer is **B**. (WS 10.1.9)



CHOOSING BETTER WORDS AND PHRASES

Now read “The Abominable Snowman.” After you read it, look at the questions which appeared on a previous CAHSEE.

The Abominable Snowman

(1) The Abominable Snowman is a hairy, apelike thing that is said to live in the Himalayan Mountains of Nepal. (2) Natives of this region have believed in the existence of this beast for many centuries. (3) However, since no one has ever found a Yeti (the Nepalese name for the Abominable Snowman), doubts still remain.

(4) Some people who believe in the Yeti point to the discovery of peculiar footprints found above the snowline of the Himalayas. (5) There were footprints left by animals, and some people think that they were very much like human footprints but that they must have been made by animals which were much heavier and larger than humans.

(6) Scientists who have studied the footprints, however, agree that they were most likely left by bears. (7) “Bears are quite capable of walking on their two hind legs,” says zoologist Hans Miller. (8) “This also explains many supposed Yeti sightings.

(9) At a distance, a bear walking in such a way could easily appear to be a creature of human form. (10) In fact, three of the five Yeti sightings last year were determined to be bears. (11) The others remain unexplained.” (12) Nonetheless, many people remain convinced that the Yeti is real. (13) “There has to,” says Raju, a mountain guide, “be something out there. (14) There have been too many sightings for this all to be the product of overactive imaginations.” (15) And, yet, it seems that the world will not be convinced of the existence of the Yeti until it is confirmed by hard evidence, a live specimen, or at least a skeleton. (16) For now, it appears that the Yeti will continue to inhabit the shadowy region between legend and reality.

Has your teacher ever given you a list of overused words you should try to avoid—words such as *very* and *thing* and *stuff*? Sometimes even trained writers find that such words have “sneaked” into their work. Let’s look at the first line of “Snowman”—which word might be the best one from the following list to use in place of *thing*?

L0176001

Released CAHSEE question

Which of the following words is the BEST way to express the meaning of the word *thing* in sentence 1?

- A. object
- B. item
- C. creature
- D. article

Solution

Is the Abominable Snowman an object? Is it an item? Is it a creature? Is it an article? It’s a creature. Even if you have never heard of the Abominable Snowman, you can figure out from reading the article that whatever “it” is, it must be a creature. It has footprints. It looks like a human. It moves. So the BEST choice is: C. (WS 10.1.2)



Let’s look at the next question.

Released CAHSEE question

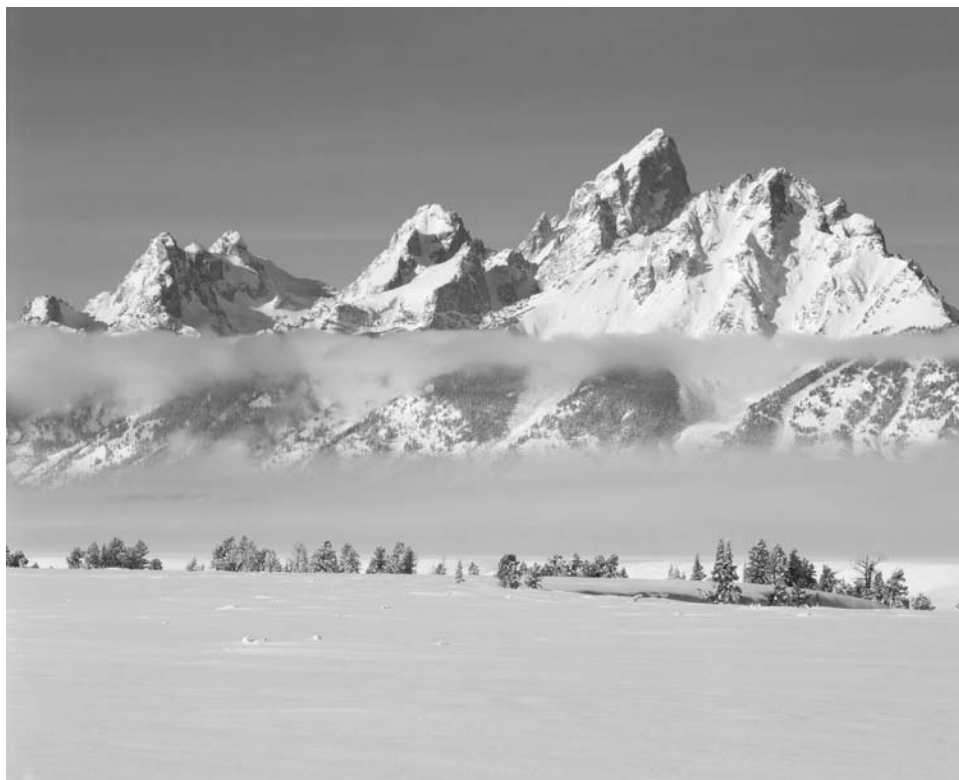
Which of the following ideas is supported by details or evidence in the essay?

- A. The world will never believe in the existence of the Yeti.
- B. Yeti sightings cannot be explained by overactive imaginations.
- C. A bear walking on its hind legs can appear to be a Yeti.
- D. All mountain guides believe in the Yeti.

Solution

Which of the following ideas is supported by details or evidence in the essay?

Sentence 6 says that scientists who have studied the footprints agree that they were most likely left by bears. Sentences 7, 8, 9, and 10 support this: bears walk on their two hind legs; bears walking on two hind legs from a distance could look like a human creature; some sightings have already been proven to be bears. The answer is **C**. (WS 10.1.4)



L0176003

Released CAHSEE question

Based on the essay, which of the following would be the **BEST** source of information to demonstrate that the Yeti most likely does **NOT** exist?

- A. a book of Nepalese legends which contains stories about the Yeti
- B. a documentary about the Yeti containing interviews with Yeti believers
- C. a poster which has pictures of all known Himalayan mammals
- D. a magazine article which demonstrates the falsehood of all supposed Yeti sightings

Solution

If you want to find a source to prove that the Abominable Snowman does **NOT** exist, you won't find it in Nepalese legends, you won't find proof from people who believe that the Yeti exists, and you won't find it on a poster of pictures of all known Himalayan mammals. The answer is **D**, because an article demonstrating the falsehood of all Yeti sightings is the most scientific source. (WS 10.1.5)

WRITING CONVENTIONS STRAND

5

IN THIS SECTION YOU ARE AN EDITOR, LOOKING AT QUESTIONS AND DECIDING HOW THE SENTENCES IN THE QUESTIONS CAN BE CORRECTED OR IMPROVED. YOU SHOULD LOOK AT CAPITALIZATION, PUNCTUATION, GRAMMAR AND USAGE, SENTENCE CONSTRUCTION, AND PARAGRAPH STRUCTURE. LET'S SEE WHAT YOU CAN DO WITH 11 RELEASED QUESTIONS FROM A PREVIOUS ADMINISTRATION OF THE CAHSEE

THE CAHSEE USES 15 MULTIPLE-CHOICE QUESTIONS TO TEST YOUR KNOWLEDGE OF THREE WRITING CONVENTIONS STANDARDS. THEY ARE:

- WC 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens). [5 questions]
- WC 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). [5 questions]
- WC 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. [5 questions]

GRAMMAR CAN BE TRICKY. YOU HAVE TO LEARN MANY, MANY RULES—REMEMBER THEM. CALIFORNIA’S CONTENT STANDARDS EXPECT YOU TO KNOW HOW TO FOLLOW THE CONVENTIONS (THAT MEANS RULES) FOR PUNCTUATION, CAPITALIZATION, GRAMMAR, AND USAGE. SO LET’S SEE WHAT WE CAN DO TO HELP YOU THROUGH THIS PART OF THE TEST. SOME OF THE QUESTIONS FOCUS ON CHOOSING (AND USING) THE RIGHT VERB TENSES. OTHERS REFER TO MISPLACED MODIFIERS.

YOU MAY BE WONDERING, “WHAT’S A SUBORDINATE CLAUSE?” “DO MODIFIERS HAVE A PROPER PLACE?” “HOW DO I CONTROL GRAMMAR?” “I NEVER HEARD OF PARALLEL STRUCTURE.” QUIT WORRYING. MAYBE YOU DIDN’T QUITE UNDERSTAND PHRASES AND CLAUSES, AND MAYBE YOU DON’T REMEMBER MODIFIERS, BUT WITH A LITTLE COMMON SENSE AND A FEW RULES, YOU CAN GET THROUGH THIS. TRUST US!

TENSE, PLACEMENT, AND PUNCTUATION

The directions for the next group of questions read:

Choose the answer that is the most effective substitute for each underlined part of the sentence. If no substitution is necessary, choose “Leave as is.”

L00SA039

Released CAHSEE question

When our parents celebrate their silver wedding anniversary later this year, they were married for twenty-five years.

- A. they will have been married for twenty-five years.
- B. they have been married for twenty-five years.
- C. they would have been married for twenty-five years.
- D. Leave as is.

Solution

Remember *past tense*, *present tense*, and *future tense*? Present tense is happening now; past tense happened in the past. But if something is going to happen, that’s “future,” and in the future tense, you will find the word *will* or *shall*. In this question, something is going to happen “later this year.” That is future. The correct answer is A. (WC 10.1.2)



L00SA134

Released CAHSEE question

Akia told us about her safari across the plains of East Africa in our geography class.

- A. In our geography class, Akia told us about her safari across the plains of East Africa.
- B. Akia told us about her safari in our geography class across the plains of East Africa.
- C. In our geography class Akia told about her safari across the plains of East Africa to us.
- D. Leave as is.

Solution

English teachers love misplaced modifiers because of the funny mental pictures they bring to mind. If you take the sentence in the question exactly the way it is written, you have to say that Akia’s safari happened in geography class. So, in which choice is it clear that Akia is telling about the safari during geography class? The correct answer is **A**. (WC 10.1.2)

L00SA201

Released CAHSEE question

“Why should I wear a sweater?” grumbled the boy as his mother reminded him again of the cold weather.

- A. ‘Why should I wear a sweater’?
- B. “Why should I wear a sweater”
- C. “Why should I wear a sweater”?
- D. Leave as is.

Solution

This one is correct the way it is. Why? The part that is quoted is a question, so the question mark goes inside the quotation marks. Answer A has two problems: First, it uses single quotes instead of double quote marks; then, in A and in C, the question mark is outside the quotation marks. In B the writer left out the question mark completely. So the answer is **D**. (WC 10.1.1)

L00SA043

Released CAHSEE question

The Alaskan rivers are clear and sparkling in summer however; they are frozen in winter.

- A. in summer, however they are frozen in winter.
- B. in summer; however, they are frozen in winter.
- C. in summer: however they are frozen in winter.
- D. Leave as is.

Solution

There are two sentences run together with the punctuation in the wrong place. “However” is a conjunctive adverb that cannot, by itself, join two sentences. It would be possible to put in a period and a capital *H* on *however*; but that is not one of the choices. One doesn’t join two complete thoughts that are equally important with commas or colons. The preceding sentence joins two complete thoughts that could be separated into two sentences. What punctuation mark joins the two thoughts into one sentence? A semicolon joins them, but the semicolon is in the wrong place. “However” goes with the second sentence, so the semicolon needs to be placed before it. The correct answer is **B**. (WC 10.1.1)



L00SA073

Released CAHSEE question

When Tom arrived at school he was carrying all his books with him.

- A. arrived at school, he
- B. arrived, at school he
- C. arrived at school he,
- D. Leave as is.

Solution

Read the sentence four times, once for each choice. As you read it, stop for a breath where the comma is. Only one reading will make sense. What would happen if you put the clause in the choices back at the end of the sentence? B would read like this. “At school he was carrying all his books with him when Tom arrived.” C would read, “Was carrying all his books with him when Tom arrived he.” Therefore, the correct answer is **A**. (WC 10.1.1)



Released CAHSEE question

After, the volcano erupted, the tiny tropical island was quiet and devastated.

- A. After the volcano erupted, the
- B. After the volcano erupted the
- C. After the volcano erupts, the
- D. Leave as is.

Solution

Same rule. Place a comma where you need to pause for the sentence to make sense. Try reading each answer, stopping for a breath at each comma. Try moving the clause to the end of the sentence. Answer C changes a past tense verb to a present tense verb, so it doesn't matter much how it reads; it's not correct. A present tense verb and a past tense verb in the same sentence usually don't work. The correct answer is A. (WC 10.1.1)

Released CAHSEE question

A dog bit Tom's ankle while riding a bicycle.

- A. Riding a bicycle, a dog bit Tom's ankle.
- B. While riding a bicycle, a dog bit Tom's ankle.
- C. While Tom was riding a bicycle, a dog bit his ankle.
- D. Leave as is.

Solution

When you see a misplaced modifier, you should laugh, or at least grin a little. Written as is, the sentence suggests that a dog is riding a bicycle. Or maybe the ankle is riding a bicycle. This sentence should clearly say that Tom is riding the bicycle. In Answers A and B, who is riding the bicycle? Who is riding the bicycle in Answer C? The correct response is C. (WC 10.1.2)



PROPER CASE AND RULES TO REMEMBER

For the following questions, the CASHEE directions read as follows:

Choose the word or phrase that best completes the sentence.

L00SA076

Released CAHSEE question

The musician played Wendy's favorite waltz for her husband and _____.

- A. I
- B. he
- C. she
- D. her

Solution

The rule is, "Use the objective case for objects of prepositions." The trick is this: Which one would you use if you took out "her husband and"? Let's try it. The musician played Wendy's favorite waltz for *I*. The musician played Wendy's favorite waltz for *he*. The musician played Wendy's favorite waltz for *she*. The musician played Wendy's favorite waltz for *her*. The correct answer is **D**. (WC 10.1.3)



Released CAHSEE question

_____ going to be late if they don't hurry.

- A. They're
- B. Their
- C. There
- D. They'll

Solution

This sentence needs a subject. **Who** is going to be late? **They** are going to be late. What is the contraction for *they are*? A contraction runs words together and leaves out letters. An apostrophe goes where the letters are left out. *They're* going to be late. The correct response is A. (WC 10.1.3)

Released CAHSEE question

When she _____ the award, she blushed and quickly returned to her seat.

- A. excepted
- B. accepts
- C. accepted
- D. excepts

Solution

You need to know two things here. First, do you want past tense or present tense? In the sentence, she “blushed” (past tense) and “returned” (past tense). The event is over, so use the past tense to be consistent with the other verbs in the sentence. That narrows our choices to *excepted* and *accepted*. These two words sound very much alike when you talk. You just have to learn and remember that *accepted* means *received*. The correct response is C. (WC 10.1.3)





L00SA031

Released CAHSEE question

The frightened pilot's face was ashen as he gingerly lowered the plane onto the Smiths' private _____ that time was running out for his ailing friend.

- A. runway: he knew
- B. runway, he knew
- C. runway. He knew
- D. runway but he knew

Solution

Read this one out loud, inserting the missing words. How many sentences do you have? Do you have one complete thought or two complete thoughts? How do you end a sentence? How do you begin a new sentence? You know this, don't you? Only one of these answers includes a period and a capital letter. The correct answer is C. (WC 10.1.1)

WRITING APPLICATIONS STRAND

6

ON THE CAHSEE, YOU WILL BE EXPECTED TO WRITE ONE ESSAY. THE WRITING TASK FOR THE ESSAY WILL REQUIRE YOU TO DO ANY ONE OF THE FOLLOWING TYPES OF WRITING:

- ◆ BIOGRAPHICAL NARRATIVE
- ◆ RESPONSE TO LITERATURE
- ◆ EXPOSITORY ESSAY
- ◆ PERSUASIVE ESSAY
- ◆ BUSINESS LETTER

THE CAHSEE WILL TEST YOUR KNOWLEDGE OF FIVE WRITING APPLICATIONS STANDARDS. THEY ARE:

- AP 2.1 Write biographical ~~or autobiographical~~ narratives ~~or short stories~~:
- a. Relate a sequence of events and communicate the significance of the events to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
 - d. Pace the presentation of actions to accommodate changes in time and mood.
 - e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- AP 2.2 Write responses to literature:
- a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

- AP 2.3 Write expository compositions, including analytical essays and research reports:
- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - ~~d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.~~
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- AP 2.4 Write persuasive compositions:
- a. Structure ideas and arguments in a sustained and logical fashion.
 - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
 - d. Address readers' concerns, counterclaims, biases, and expectations.
- AP 2.5 Write business letters:
- a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

NOTE: Crossed out portions of the standards are not tested on the CAHSEE.

IN THIS SECTION, ALL FIVE TYPES OF WRITING ARE DISCUSSED AND ILLUSTRATED. THREE OF THEM INCLUDE WRITING TASKS AND RELEASED STUDENT RESPONSES FROM PREVIOUS CAHSEEs. HOWEVER, YOU SHOULD PRACTICE ALL FIVE OF THESE WRITING TYPES OFTEN. YOU PROBABLY ARE WRITING IN SCHOOL, BUT ANOTHER USEFUL ACTIVITY IS TO KEEP A

JOURNAL AND WRITE ABOUT PEOPLE YOU KNOW
(BIOGRAPHICAL NARRATIVE), BOOKS OR NEWSPAPER
ARTICLES YOU HAVE READ (RESPONSE TO LITERATURE),
THINGS YOU HAVE LEARNED (EXPOSITORY ESSAY), OR
OPINIONS YOU HAVE ON ANY SUBJECT (PERSUASIVE ESSAY).

BIOGRAPHICAL ESSAYS

When you write a biographical narrative, you are writing about a real person who is important to you. You will want the reader to know why this person is important to you and why you feel about this person the way you do. One way to do this is to tell stories or anecdotes about this person.

You could start by making a chart. The chart might have two columns—one for a list of adjectives that describe the person, for example, with a list of traits that you admire; the other for a list of stories (anecdotes or examples) that demonstrate or explain how or why you feel that way. The chart below shows some notes the author made before writing about her dad. In the first column, she put the words *intelligent*, *loving*, and *funny*. In the second column she wrote a few notes about some stories that she thinks will show different ways in which her dad was intelligent, loving, and funny. When she is ready to write, she can focus on just one of these, or two, or all three. If the time to write is limited, she might just choose to tell the stories about how intelligent he is and how much she respects, admires, and even envies his intelligence.

My Dad

Trait	Story
Intelligent	Story about when he was in elem. School. Able to read and remember, photo mind Knowledgeable about everything
Loving	Would do anything for me and mom Left little notes in crazy places for mom when he went on trips Unable to work when Mom almost died Mom unable to live when he died
Funny and fun-loving	Great story teller Told shaggy dog stories Liked to play games (not sports) The ultimate Dodger fan



In your essay, you will want to include something from each item on the following list, which is from the California content standards:

- Explain why this person is important to you and give examples.
- Be specific. Don't just say the person is interesting. Let your reader *see the person*. Show the person doing something interesting.
- Include sensory details: sights, sounds, and smells.
- Decide how much time to spend on each part of your story so that you are able to include everything you want to say.
- Make sure the reader can see this person. What does she look like? What does he do?

Now you pick someone, make a chart, and write your biographical narrative. When you finish, ask a teacher or someone else to read it and comment on it for you.

[NOTE: No sample student essays have been released for biographical narrative examples.]

Your essay will be scored using the scoring guide for Response to Writing Prompt which you will find on page 130.

RESPONSES TO LITERATURE

Before you can “respond to literature,” you have to read something. The California content standards for writing responses to literature require that you are able to:

- ***Demonstrate a comprehensive grasp of the significant ideas of literary works.***

What are the main ideas? What is the author saying? Why (or why not) is what the author is saying important?

- ***Support important ideas and viewpoints through accurate and detailed references to the text or to other works.*** How do you know what the author's ideas are? Can you quote from the text to prove what you say?

- ***Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.*** Does the author use figurative language? Give an example. Does the author use symbolism? How is the symbolism used? Does the author use words that help you to see, smell, taste, hear, or feel the setting or scene? Does the author use words that make you angry or sad or excited or scared?

- ***Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.*** This one sounds complicated, doesn't it? But don't worry. The best writers usually say something that makes you think, makes you question, makes you wonder. Just go with it. Ask the questions. Try to figure it out. Don't look for a *right* answer—there may not be a right answer. It's all right to talk about and write about the things that confuse you.

In the pages that follow, you will read a passage (literature), and write an essay (response) based on that passage.

Let's examine a prompt that appeared on the CAHSEE during a previous administration. First you will need to read the story "The Hiking Trip."



The Hiking Trip

"I never wanted to come on this stupid old hiking trip anyway!" His voice echoed, shrill and panicked, across the narrow canyon. His father stopped, chest heaving with the effort of the climb, and turned to look at the boy.

"This is hard on you, son, I know. But you've got to come through with courage and a level head."

"But I'm scared! I don't even want to have courage!" he retorted. He jerked his head the other way and wiped his eyes across his arm.

"If not courage, fine," his father replied sternly. "Then have enough love for your brother to think this through!" He pulled a bandana from his back pocket and tied it around his neck. Then he gently placed his hand on the boy's shoulder and continued, more softly this time. "Now, I don't know if I can make it without stopping every so often. And we just don't have the time to stop. You're young, but you're strong and fast. Do you remember the way back from here to the road, if you had to go alone?"

Jeff flashed back to the agonizing scene of his seventeen-year-old brother at their campsite that morning. He'd been bitten by a snake yesterday during a rough hike through very rocky terrain. By the time they returned to their tents, he was limping badly. Then this morning he couldn't put on his boots, and the pain seemed to be getting worse. He needed medical attention right away, so leaving him there was their only choice.

"Jeffrey? Jeffrey, could you do it? Could you make it to the road without me if you had to?"

Jeff blinked and looked past his father's eyes to the end of the canyon, several miles away. He nodded slowly as the path and the plan began to take hold in his mind.

"What was the name of that little town we stopped in to get matches, Dad?"

His father smiled and replied, "Flint. After we left Flint, we parked at the side of the road a few miles out of town. When you see which way our car is facing, you'll know that the town is back the other direction." Jeff

thought about this and then nodded. They both drank water and then continued scrambling over the rocks.

Nothing was as pretty as it had seemed when they first hiked this way to their campsite. Before, the boulders and rocks had been an interesting challenge. Now, they were obstacles that threatened their footing and their velocity. Overhanging limbs had earlier been natural curiosities in the cliffs. But now they were nature's weapons, slapping and scratching the boy and the man who crashed by and pushed through as quickly as they could.

Stone by stone, they made their way up the canyon. Jeff's father grew smaller and smaller in the distance. "He must be stopping a lot," Jeff thought. He waved to him from a bend in the canyon wall. His father waved back. Jeff turned and made the final ascent up an easier slope toward the road and spotted his father's car. He lurched toward it, half stumbling, and leaned on the hood, breathless.

"Can't stop," he thought. "Mark's in big trouble. Gotta keep going." The fast, loud thudding in his ears was deafening, and as he pulled himself upright, he was surprised as a car sped by, heading toward Flint. "Hey, mister!" he shouted, waving both arms. He began to walk, faster and faster until he was jogging. Then he quickly crossed the highway and broke into a full-speed run, holding his left arm straight out, his thumb up.

His chest was burning with every breath when he suddenly heard several loud honks from behind. He turned as the brakes squealed and saw "Bob's Towing & Repair, Flint" right behind him. "Jump in, boy! What's up?" Jeff explained between gasps as the truck picked up speed. The driver reached for his two-way radio as soon as he heard about Mark. "Better get the helicopter

in there," he seemed to be shouting into his hand. But Jeff wasn't sure about that because everything got fuzzy and then went black and quiet.

Hours later, Jeff opened his eyes to find strange surroundings and his father on a chair nearby.

"You're a hero, son," his father said with a smile. "You saved Mark."

"What happened?" Jeff asked through a wide yawn. "Where are we?"

"This is a motel room in Flint. You made it into town and sent the helicopter into the canyon after Mark. I can't tell you how happy I was when I saw it overhead. I'm so proud of you!"

Jeff sat up suddenly. "Where's Mark? Is he OK?"

"They airlifted him out and got him to the hospital. His leg's still in bad shape, but he's going to be just fine in a couple of days. Thanks to you, son."

Jeff's worried face relaxed as his father spoke. "How about you, Dad? How did you get out?"

"Well, I finally hiked myself out of that canyon and to the road. I won't be going back there any time soon. That's for sure. Anyway, I couldn't see the car, and as I headed for Flint I got lucky and was able to hitch a ride from a fellow named Bob in a tow truck."

Jeff laughed out loud. "I guess Bob makes a good living going up and down that road. I hope you gave him a good tip, Dad!"

L0157007

Released CAHSEE question**Writing Task**

In the story “The Hiking Trip,” the reader learns about the main character, Jeff. Jeff’s personality and emotions are revealed through the actions and dialogue presented in the story.

Write an essay in which you describe the personality and emotions of Jeff, the main character. How do his personal characteristics add to the events in the story? How does the author reveal this information about Jeff in the story? Use details and examples from the story to support your ideas.

Checklist for Your Writing

The following checklist will help you do your best work. Make sure you:

- ☐ Carefully read the passage and the description of the task.
- ☐ Organize your writing with a strong introduction, body, and conclusion.
- ☐ Use specific details and examples from the passage to demonstrate your understanding of the main ideas and the author’s purpose.
- ☐ Use precise language that is appropriate for your audience and purpose.
- ☐ Vary your sentences to make your writing interesting to read.
- ☐ Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.

(AP 10.2.2)

Make sure you know exactly what the prompt asks you to do. Does it ask you to summarize the story? No, it doesn’t. The prompt asks you to write about Jeff’s personality and emotions. How would you describe his personality? What were his emotions? What in the story tells you this? If you make a simple grid, you can organize your thoughts before you begin to write.



78 Writing Applications Strand

<i>Jeff's personality/emotions</i>	<i>Evidence from the story</i>
<i>Courageous</i>	<i>At the beginning, he didn't think he was courageous. Didn't want to be. Went on alone. "You're a hero, son."</i>
<i>Loving</i>	<i>Did it for his brother "Mark's in big trouble. Gotta keep going."</i>
<i>Determined</i>	<i>Kept going "His chest was burning."</i>

With this simple grid, you can focus on what you write about Jeff, not on retelling the story.

Your essay will be scored using the Response to Literary/Expository Text rubric which you will find in the appendix.

Now look at a sample student essay, one that earned a score of 3 (out of 4) on the CAHSEE. The appendix contains a student essay for each possible score point.

Student Essay

To understand who Jeff is, you have to realize what he has to go through in the story. In the beginning, Jeff is afraid to hike and doesn't want to have the courage to climb the mountain. After Jeff's dad says, "If not courage, fine. Then have enough love for your brother," Jeff realizes that he has to do it to save his brother's life. He becomes determined to find help. He thinks about how badly his brother needs medical attention.

Jeff becomes so determined to get help, he begins to climb faster and faster until he passes up his dad. He says to himself "Can't stop, Mark's in big trouble." This shows how his love for his brother has substituted for the courage that he did want to have. Do you think that his love for his brother gives him the courage or the will to climb the mountain and get help for Mark.

Hours later after Mark is rescued, Jeff wakes up but doesn't know what had happened. His father tells him that he's a hero and that he saved his brother's life. He had pushed himself to the limits trying to get help for Mark. His love for Mark had given him the will, the determination, and the courage to get over his fear and climb the mountain for help.

Commentary

The writer addressed all parts of the writing task. He described Jeff's personality and emotions, quoted from the text, and showed how his personality and emotions added to the events of the story. (He did forget to mention the name of the story. When you write your response to literature, don't forget to include the title of the piece!)

What could the writer have done to make this essay even better? This paper did not receive a 4 because of its chronological arrangement; the paper summarizes the story instead of focusing on the main character, Jeff. Although the second and third paragraphs implicitly, indirectly, give evidence of Jeff's character, the scorers felt that this should be more explicit, more direct.

The writer also forgot his audience. In the first sentence, he directs his words to "you." He does it again in the second paragraph. "Do you think that his love for his brother gives him the courage or the will to climb the mountain and get help for Mark?" I am writing this study guide to you, so I refer to you in practically every paragraph because I want you to pass the CAHSEE. Who is the audience for this piece on "The Hiking Trip"?

One more tip. Strong beginnings can signify strong papers. Try starting with dialogue or a description, something that grabs the reader right away. Do we really care "who Jeff is" with this beginning? These sentences, quoted from the story, might make a good beginning. "Jeffrey, could you do it? Could you make it to the road without me if you had to?"

EXPOSITION

Expository essays: Exposition is a type of writing that explains, gives information, or clarifies an idea. This is the most common type of writing in school and in life. When your teachers ask you to write a report or a research paper or a summary, they are asking you to write exposition. Exposition is also used as a part of other types of writing. For example, in writing a story, you may be writing exposition to set up the plot, the characters, and their conflicts. Exposition is most often nonfiction, meaning that it deals with real people, things, events, and places.

According to the California content standards for expository writing, you should know how to do these things:

- Gather evidence in support of your subject.
- Use primary (first-hand) sources and secondary sources (newspapers) accurately.
- Distinguish between information and the significance of the data.
- Know how to use and include visual aids—charts, maps, graphs, technology.
- Be aware of your audience, anticipating misunderstandings.
- Use subject-specific terms accurately.



Let's examine a prompt that appeared on the CAHSEE.

L0000064

Writing Task

By the time students enter high school, they have learned about many moments in history that have influenced our world today. Think about a moment in history you studied and consider its importance.

Write a composition in which you discuss a moment in history. Share its importance in today's world. Be sure to support the moment with details and examples.

Checklist for Your Writing

The following checklist will help you do your best work. Make sure you:

- ☐ Read the description of the task carefully.
- ☐ Use specific details and examples to fully support your ideas.
- ☐ Organize your writing with a strong introduction, body, and conclusion.
- ☐ Choose specific words that are appropriate for your audience and purpose.
- ☐ Vary your sentences to make your writing interesting to read.
- ☐ Check for mistakes in grammar, spelling, punctuation, and sentence formation.

(AP 10.2.3)

What do the writers of the prompt ask you to do first? They ask you **to think** about a time in history that you have studied, to think about why that time in history was important. Then they ask you to write about that time in history, telling why it is important in today's world, and to support what you say with details and examples. So how many things do you have to do?



An organizational chart might help you organize your thoughts. Divide your paper into three columns. In the first column, describe the event or events. (You may want to list two or three to see which one you know the most about. This is not a history test; it is a writing test. However, you should pick a topic that you know something about so that you have something to say. It could be something you have just studied in school or something that has just happened in current events.) In the second column, write some notes about what the world was like before the event. In the third column, write about how this event

has changed the world or why it is still important in today’s world. In this column you need to list as many examples to prove the event’s importance you can think of. If you can’t think of enough examples, you should choose another event. When your chart is complete, you are ready to write.

Again, a reminder that the writing itself is what’s important here. You are not being asked to show what you know about history. If you are hazy about details, admit that in the writing.

<i>Event/description</i>	<i>World before/at time of event</i>	<i>Why important in today’s world</i>
<i>Man on moon</i>	<i>Unsuccessful attempts</i>	<i>Americans can do anything they want Americans are great Gave Americans courage Gave Americans respect</i>
<i>Invention of auto</i>	<i>Horse-drawn carriages Rode horseback Walked Took forever to travel People did not travel Uncomfortable Trains didn’t go everywhere</i>	<i>People can live farther from their workplace Created an urban/sub-urban society Highways, maps, freeways, toll roads, high speeds Comfortable Independence</i>



Following is a released student essay, one that earned a score of 3 (out of 4) on the CAHSEE. The writer chose “man setting foot on the moon” as the event. He does not know much about this event.

Student Essay

One of the most important days in history so far is the day that man set foot on the moon. This was not only important in U.S. history, but it was important to everywhere else in the world too. This amazing achievement showed Americans that they can do anything they want, if they try hard enough, and it showed other countries how great we really are.

The day that man set foot on the moon was a very exciting day. A lot of people didn't believe that it really happened because it was so amazing. But when everyone realized that it had really happened, it gave them the courage to strive for their goals and achieve them.

For years before man stepped on the moon, other countries had been trying to and were unsuccessful. But, America was able to. This made the other countries have so much more respect for us.

When man set foot on the moon, it was honestly one of the most important days in history because of what took place as a result of it.

Commentary

Notice that this writer has written an introduction that makes it clear he is going to write about the moment in history when “man set foot on the moon.” His reason is that this “amazing achievement showed Americans they can do anything they want.” It also showed other countries what a great country the U.S. is. Consider what this writer might have done to make his introduction more interesting. Perhaps he could have started with a description of that moment when Neil Armstrong “set foot on the moon” and the words he said that have gone down in history.

In the second paragraph he says the day was “exciting” and “amazing.” He says that this moment “gave them [Americans] courage to strive for their goals and achieve them.”

The writer tells us in the third paragraph that because of this moment, other countries gained respect for America. He concludes, “... it was ... one of the most important days in history.”

If you want to practice, write an expository essay to this prompt. Choose a period of history you know well, and recall all the things you have learned about writing expository essays. Ask a teacher to read it and comment on it for you. Expository essays will be scored using the same rubric as biographical narratives.

If you would like to read a sample student essay for each other score point you can go to <http://www.cde.ca.gov/ta/tg/hs>.

PERSUASIVE ESSAYS

When you turn the page in your test booklet to the writing prompt, it won't be labeled as a persuasive essay, but you will know if you are being asked to write a persuasive essay by reading the description of the task carefully. Persuasive essays ask you to defend a position or issue you support. An issue is something about which people disagree.

As you prepare to write, you will need to take a stand on the issue the prompt provides. Do you agree or disagree? Decide and then make two columns. In one column, list all the reasons why you support your position, why you believe as you do. Try to come up with at least three reasons. In the other column list all the reasons why an opponent might disagree with you. These are counter-arguments. Try again for at least three. Consider this kind of writing as a debate on paper.



You are almost ready to write. When you write your arguments, you want the two most powerful points to be first and last. Place a star by those arguments. Now you are ready to write.

In order to meet the California content standards, your persuasive essay will need to do the following:

- Have a logical structure. Put your most powerful arguments first and last.
- Appeal to the reader's logic or emotions.
- Tell a personal story or someone else's story or make a comparison. This may be a good way to start.
- Use fact, expert opinions, or both to clarify your position. You want to demonstrate that this is not merely your opinion but an opinion that other thoughtful individuals share.
- Address the reader's concerns and arguments. Use your list of counter-arguments to help you do this.



In an effective persuasive essay, the writer's opinion is clear. Check that your opinion and reasoning are clear and understandable. You might also want to consider using a hook to involve readers immediately—a meaningful quote, an interesting anecdote, a puzzling question, or a dramatic statistic—or several of these combined. Finally, don't forget to include the arguments of those who disagree with you—then, explain why your arguments are stronger.

Let's examine a prompt that previously appeared on the CAHSEE.

L000060

Released CAHSEE question

Some students at your school expressed an interest in making the school more attractive by getting rid of the trash on the school grounds.

Write a persuasive essay for your school paper in which you convince the readers of the importance of getting rid of the trash and making the school more attractive. Convince your readers through the use of specific reasons and examples.

Checklist for Your Writing

The following checklist will help you do your best work. Make sure you:

- ☐ Read the description of the task carefully.
- ☐ Organize your writing with a strong introduction, body, and conclusion.
- ☐ State your position, support it with specific examples, and address the reader's concerns.
- ☐ Use words that are appropriate for your audience and purpose.
- ☐ Vary your sentences to make your writing interesting to read.
- ☐ Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.

(AP 10.2.4)



Following is a released student essay, one that earned a score of 3 (out of 4) on the CAHSEE.

Student Essay

Nobody would like it if people stopped picking up trash and let our school become filled with trash. It is very important to keep our school clean to provide an appropriate learning environment. If everyone would help out our school would look more attractive.

A clean school campus would offer a nicer and appropriate learning environment. A dirty school makes it harder to concentrate on school work. If trash covered the campus students might be looking out classroom windows for what awaits them after class and wondering why someone is not cleaning it up. A clean school would help the students concentrate so grades might raise not only making the school look better on the outside but academically as well.

No one enjoys being in a dirty environment. Before school, snack, lunch, and after school would be much less enjoy-able to both the students and faculty if our campus was dirty. People do not like eating in trash filled lunch areas and so there would be more students leaving school permitted or not for lunch. Basically, students and teachers would not be able to stand being in a dirty environment during school hours.

In conclusion living environments are kept clean and so it is equally important to keep learning environments clean as well. Both the students and faculty spend large portions of their days here so to make school a little better and more attractive our school needs to be kept clean. It would be easy if everyone just did their part.

Commentary

When you read the first paragraph of this essay, you know immediately that the writer wants everyone to help keep the school environment attractive, and in the following paragraphs, the writer gives reasons why: to present an appropriate learning environment; to make the school a more enjoyable place. The writer ends with "It would be easy if everyone just did their part."

The writer has met the basic demands of persuasive writing. The writer has an introduction, body, and conclusion; the writer has stated a clear position; the writer has used a variety of sentence structures; the writer has addressed the reader's concerns.

What could the writer have done to make this piece more interesting to the reader? What would you advise? How about beginning with a great description of a dirty campus (or a clean one)? How about some anecdotes, little stories that describe what students who care can do? What about some dialogue between two students about the state of the campus? When a writer adds these kinds of dramatic examples, the writing becomes more powerful.

Why don't you try writing your own essay on this topic for practice? Read the prompt again, and write a persuasive essay in which you convince your readers of the importance of getting rid of the trash on your school grounds and making your school more attractive.

Persuasive essays will be scored using the rubric for these essays which you will find on page 130.

BUSINESS LETTERS

When writing business letters, your purpose may be to inform, to suggest, to complain, to argue, to persuade, or to commend. Sometimes a business letter is an expository piece of writing about buying a product that didn't work: You explain how the product was defective and demand your money back. A business letter might also be a persuasive piece of writing: Students deserve clean school restrooms, but your school's restrooms are a mess. You write a letter to the Board of Education to persuade the Board to take action on this problem. A business letter might be a biographical piece of writing: If you are asked to write a letter of recommendation, you will have to describe the person you are recommending and tell how he or she would be perfect for the job.

According to the California Content Standards, you should be able to:

- Read the prompt carefully. What does the prompt ask you to do? Begin with a salutation, "Dear _____" or "To Whom It May Concern:" Sign your name at the end of your business letter.
- Remember your audience, the person who will be receiving the letter, and use language that the person will appreciate and pay attention to. Don't use slang when addressing the Board of Education, for example. On the other hand, you might use some slang if you're requesting a free CD from your favorite musician's record company.
- Keep the letter short and to the point. Make your central ideas clear.
- Remember that if you want to make a good impression, you will need to pay attention to format and spacing as well as spelling, grammar, and punctuation.



Look at the practice persuasive essay you wrote about picking up trash on the school grounds. Can you turn that essay into a letter? Of course you can. Who would be your audience? The students at your high school—the same audience you had when you wrote for the school newspaper. It shouldn't take much effort to take those ideas and put them in the form of a business letter. Try it.

[Note: No sample student essays have been released for business letters.]

So there you have it. You have finished this study guide that was written just for you. We hope it will help you pass the California High School Exit Exam. If you still have questions, your teachers can help you. Perhaps your parents or guardians can help as well. Everyone wants you to succeed. Just remember to read carefully, reread when you have questions, and use logic and common sense. Don't forget to use the "practice test" at the back of this study guide as you prepare for the real thing.

Every chance you get, read and write for your own enjoyment. Talk to others about the books you read. Keep a journal. This isn't only about succeeding on a test or in your English class. This is about enriching your life!



Good luck!

APPENDIX

ENGLISH-LANGUAGE ARTS PRACTICE TEST

IN THIS APPENDIX YOU WILL FIND A PRACTICE TEST USING RELEASED CAHSEE QUESTIONS TO HELP YOU PREPARE FOR THE CAHSEE. ANSWER ALL THE QUESTIONS IN THE PRACTICE TEST AND THEN CHECK THEM USING THE ANSWER KEY PROVIDED IN THE BACK.

California High School Exit Examination

PRACTICE TEST

Read the following passage and answer questions 1 through 9.

A Day Away

By Maya Angelou

Most people today know Maya Angelou as one of America's most important poets. One of her stories, "Georgia, Georgia," was the first story by an African-American woman to be made into a television movie. Angelou also wrote the screenplay for the movie *All Day Long* and even directed it. The variety, quality, and passion of her work continue to inspire people today.



We often think that our affairs, great or small, must be tended continuously and in detail, or our world will disintegrate, and we will lose our places in the universe. That is not true, or if it is true, then our situations were so temporary that they would have collapsed anyway.

Once a year or so I give myself a day away. On the eve of my day of absence, I begin to unwrap the bonds which hold me in harness. I inform housemates, my family and close friends that I will not be reachable for twenty-four hours; then I disengage the telephone. I turn the radio dial to an all-music station, preferably one which plays the soothing golden oldies. I sit for at least an hour in a very hot tub; then I lay out my clothes in preparation for my morning escape, and knowing that nothing will disturb me, I sleep the sleep of the just.

On the morning I wake naturally, for I will have set no clock, nor informed my body timepiece when it should alarm. I dress in comfortable shoes and casual clothes and leave my house going no place. If I am living in a city, I wander streets, window-shop, or gaze at buildings. I enter and leave public parks, libraries, the lobbies of skyscrapers, and movie houses. I stay in no place for very long.

On the getaway day I try for amnesia. I do not want to know my name, where I live, or how many dire responsibilities rest on my shoulders. I detest encountering even the closest friend, for then I am reminded of who I am, and the circumstances of my life, which I want to forget for a while.

Every person needs to take one day away. A day in which one consciously separates the past from the future. Jobs, family, employers, and friends can exist one day without any one of us, and if our egos permit us to confess, they could exist eternally in our absence.

From *WOULDN'T TAKE NOTHING FOR MY JOURNEY NOW* by Maya Angelou, copyright © 1993 by Maya Angelou. Used by permission of Random House, Inc.

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PRACTICE TEST

Each person deserves a day away in which no problems are confronted, no solutions searched for. Each of us needs to withdraw from the cares which will not withdraw from us. We need hours of aimless wandering or spaces of time sitting on park benches, observing the mysterious world of ants and the canopy of treetops.

If we step away for a time, we are not, as many may think and some will accuse, being irresponsible, but rather we are preparing ourselves to more ably perform our duties and discharge our obligations.

When I return home, I am always surprised to find some questions I sought to evade had been answered and some entanglements I had hoped to flee had become unraveled in my absence.

A day away acts as a spring tonic. It can dispel rancor, transform indecision, and renew the spirit.

64B

1.
What is the narrator’s main purpose in this passage?
- A

to entertain readers with a story of an unusual day
- B

to inform readers how to organize a day away from home
- C

to persuade readers to take some time for themselves
- D

to describe to readers what it is like to rediscover a city

L164B007

2.
Which sentence below is an example of a simile?
- A

I will have set no clock . . .
- B

I do not want to know my name . . .
- C

We need hours of aimless wandering . . .
- D

A day away acts as a spring tonic.

L164B013

3.
The words *casual*, *wander*, and *gaze* in paragraph 3 suggest a feeling of—
- A

determination.
- B

solitude.
- C

bewilderment.
- D

relaxation.

L164B006

4.
The narrator MOST likely laid out her clothes the night before her day away so that she—
- A

wouldn’t forget what she wanted to wear.
- B

wouldn’t have to make a decision in the morning.
- C

would be able to sleep late in the morning.
- D

would be as stylishly dressed as possible.

L164B010

California High School Exit Examination

PRACTICE TEST

5. Which BEST describes the narrator's tone in the second half of the passage?

A persuasive
B humorous
C sarcastic
D frustrated

L164B016

6. Which sentence from the passage is an example of figurative language?

A Once a year or so I give myself a day away.
B On the eve of my day of absence, I begin to unwrap the bonds which hold me in harness.
C I enter and leave public parks, libraries, the lobbies of skyscrapers, and movie houses.
D It can dispel rancor, transform indecision, and renew the spirit.

L164B014

7. In which sentence from the passage does the narrator acknowledge those who disagree with her main argument?

A I inform housemates, my family and close friends that I will not be reachable for twenty-four hours; then I disengage the telephone.
B I detest encountering even the closest friend, for then I am reminded of who I am, and the circumstances of my life, which I want to forget for a while.
C If we step away for a time, we are not, as many may think and some will accuse, being irresponsible, but rather we are preparing ourselves to more ably perform our duties and discharge our obligations.
D When I return home, I am always surprised to find some questions I sought to evade had been answered and some entanglements I had hoped to flee had become unraveled in my absence.

L164B015

8. Which statement from the passage BEST describes the narrator's motivation for "a day away"?

A . . . we will lose our places in the universe.
B . . . I sleep the sleep of the just.
C . . . I want to forget for a while.
D . . . friends can exist one day without any one of us.

L164B009

9. Which of the following is the main theme of the passage?

A Self-energizing oneself is necessary.
B Time is of the essence.
C Problems will solve themselves.
D A single decision has many consequences.

L164B011

PRACTICE TEST

Read the passage and answer questions 10 through 12.

The Remarkable Paper Cuttings of Hans Christian Andersen

- 1 Best known as an author of fairy tales, Hans Christian Andersen wrote such children's classics as "The Ugly Duckling," "The Little Mermaid," and "The Emperor's New Clothes." Many people may not be aware, however, that he was also an actor, a singer, and an artist and that as an artist, he excelled at the unusual craft of paper cutting.
- 2 Andersen may have begun practicing paper cutting as a young boy in Denmark. It is known that he loved to play with puppets and frequently created clothes for them from scraps of cloth. He also may have helped cut leather for his father, a shoemaker. These practices could have contributed to his proficiency in using scissors to create works of art.
- 3 Paper cutting was not a well-known craft in Denmark during the 1800s. Some Europeans created silhouettes out of black paper, but Andersen's cuttings were quite different. Andersen usually used white or brightly colored paper. He never drew an outline first but simply snipped away with a design that existed only in his imagination. Sometimes he used a flat piece of paper. Other times he folded the paper, made some cuts, opened the paper, and then refolded it in a different way before cutting again. When at last he unfolded the finished paper cutting, an intricate design could be seen, often incorporating dancers, swans, windmills, storks, and castles. Frequently, the images were bordered by a stage with curtains and fancy decorations.
- 4 Andersen had many reasons for making his paper cuttings, but the main one was to entertain. Andersen loved to tell his fanciful stories to anyone who would listen. As he spoke, he would take out his scissors and create a remarkable paper cutting to illustrate his words. Audiences remained enthralled as they awaited the end of the tale and the outcome of the mysteriously changing piece of paper. Books, especially those other than instructional, were not very common at the time. People who enjoyed hearing a story purely for the sake of entertainment valued Andersen's unique skill as a storyteller and an artist.
- 5 Andersen also found that his paper cuttings helped bridge a communication gap between

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PRACTICE TEST

himself and others. Although an awkward and shy man, Andersen still loved an audience. His stories and paper cuttings helped him to communicate when he would have otherwise felt uncomfortable. He loved to travel and always took his scissors along. When encountering those who spoke different languages, Andersen found he could always make a connection by demonstrating his beautiful paper creations.

- 6 The paper cuttings also became unique gifts for friends and family. Sometimes Andersen would paste the cuttings into scrapbooks and present them to the children of relatives. Other times they were given as tokens of appreciation to hosts and hostesses. When his writing brought him fame, these gifts were even more valued.
- 7 Now more than 100 years old, many of Andersen's delicate paper cuttings still exist in a museum in Denmark devoted to his work. While Andersen will always be remembered for his classic fairy tales, his beautiful works of art also remain for all to enjoy.

02B

10. Based on the information in the passage, which of the following is MOST likely to happen?

- A Andersen's paper cuttings will be preserved for many years.
- B The museum will replace the paper cuttings with other objects created by Andersen.
- C Interest in Andersen's books will diminish when people learn about his paper cuttings.
- D Andersen's paper cuttings will become more treasured than his writings.

L102B003

11. What is the main purpose of this passage?

- A to illustrate the importance of having a variety of skills
- B to compare entertainment of the past to that of the present
- C to illustrate how a person used art to overcome shyness
- D to explore a lesser-known talent of a famous writer

L102B014

12. Which of the following would make this passage easier to understand?

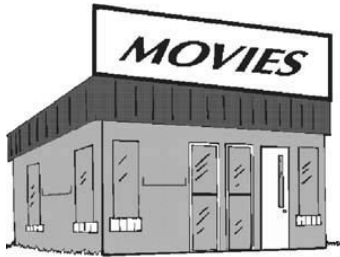
- A a picture of one of Andersen's paper cuttings
- B an excerpt from one of Andersen's fairy tales
- C a quote from someone who owns one of Andersen's paper cuttings
- D an explanation of what inspired Andersen to write fairy tales for children

L102B013

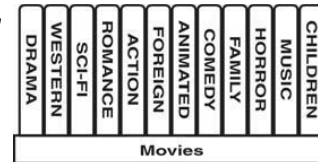
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PRACTICE TEST

The following is a selection from an employee manual explaining the job description of working at a video rental store. Read the article and answer questions 13 through 15.



Main Street Movies Employee Manual: Organizing Videos



In order to help customers find what they want quickly and to keep track of inventory, it's important to keep the thousands of titles in the Main Street Movies store organized properly. This section of the *Employee Manual* will tell you how to organize videos so that customers will always be able to find them. It will also help you familiarize yourself with the store layout, so that you can help a customer find a particular film or a particular genre of film.

Each Main Street Movies store has three main sections:

1. New Releases Wall
2. Film Library
3. Video Games

New Releases Wall. Almost 70 percent of movie rentals are new releases, and that is the first place that most customers go when they enter the store. The center

section of shelves on this wall holds **Hottest Hits**.

When new titles come into the store (about 40 per month), place them on this wall in alphabetical order.

After 30 days, move the Hottest Hits titles to the shelves on either side, again in alphabetical order. The shelves flanking Hottest Hits are called **Recent Releases**. Titles stay on the Recent Releases shelves eight to ten months before being moved to Film Library shelves. The New Releases Wall, including the Hottest Hits and Recent Releases shelves, holds about 350 titles.

Film Library. The thousands of titles in the Film Library are organized into categories (genres). The films within each category are displayed alphabetically. Here are the categories and their two-letter computer codes:

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AC	Action	FA	Family	SC	Science Fiction
CH	Children	FL	Foreign Language*	SI	Special Interest
CL	Classics	FO	Foreign	WE	Western
CO	Comedy	HO	Horror		
DR	Drama	MU	Music		

*Foreign Language titles include films that were originally made in a foreign language, films that have been dubbed into a foreign language, and films with foreign language subtitles. A sticker on the back of each box specifies which type of film it is.

Special Interest includes these sub-categories:

AN	Animation	IN	Instruction	SP	Sports
DO	Documentaries	RE	Religion	TR	Travel
EX	Exercise				

Video Games. Main Street Movies carries games for Super Nintendo, Sony Play Station, and Nintendo 64 game systems. Games for all three systems are arranged together, in alphabetical order.

Although video games represent only a small percentage of our inventory, they are shoplifted more often than any other type of merchandise in our store. Therefore, video games are *never* displayed on the shelves. Shelves in the Video Game section of Main

Street Movies hold cardboard plaques with pictures and information about each game. When a customer wants to rent a particular game, he or she will bring you the plaque. You then retrieve the game from the locked case behind the counter, rent it to the customer, and file the cardboard plaque in the “Video Game Rentals” box. When the game is returned, put the plaque back on the appropriate shelf so that it is available for another customer.

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13. What is the order in which new movies are moved through the store?

- A** from Hottest Hits to Film Library to Recent Releases
- B** from Film Library to Hottest Hits to Recent Releases
- C** from Hottest Hits to Recent Releases to Film Library
- D** from Recent Releases to Film Library to Hottest Hits

L0077001

14. Which of the following is NOT a subcategory of Special Interest?

- A** animation
- B** exercise
- C** religion
- D** western

L0077002

15. A customer wants to know if a Foreign Language video has subtitles. Based upon the manual, what is the best way to find this information?

- A** Look at the back of the box.
- B** Check the computer.
- C** Ask an employee.
- D** Watch a few minutes of the film.

L0077004

California High School Exit Examination

PRACTICE TEST

The following articles discuss the opposite viewpoints of using vitamin supplements. Read both articles and answer questions 16 through 20.

Pro and Con on Vitamin Supplements

Pro: The Key to a Long and Healthy Life



No medical breakthrough means so much, to so many people, as the discovery of the role of nutrition in human health and longevity. Numerous scientific studies have shown that specific nutrients hold the key to a strong heart and cardiovascular system, a healthy immune system, a normal nervous system, and more. They can help prevent cancer, loss of memory and vision, physical and mental defects in newborns, and degeneration of health in seniors. Vitamins and minerals are essential to the healthy function of every system within our bodies; without them we would not have the energy to perform even the simplest daily task. Perhaps the most important part of any healthy diet, therefore, is a nutritional supplement. The simple “vitamin”—a comprehensive formula of high-quality, high-potency vitamins and minerals—is a sure source of nutrition that

can lead to better health, a longer life, and a better quality of life for years to come.

Those who recommend against a daily supplement, relying on a balanced diet instead, are unrealistic and uninformed. Few people consume the right amounts or types of foods to meet the recommended daily intake of vitamins and minerals. To get a full day’s supply of calcium, for example, you’d have to consume 1 cup of milk, PLUS 1 cup of chopped broccoli, PLUS one cup of navy beans, PLUS one cup of plain yogurt, PLUS four ounces of canned pink salmon.

The U.S. Department of Agriculture’s (USDA’s) Food Guide Pyramid recommends eating 2-3 servings each of meats and dairy products, 2-4 servings of fruits, 3-5 servings of vegetables, and 6-11 servings of breads, cereals, rice, and other grains every day. Most people don’t meet those guidelines. Some groups in particular, such as senior citizens, find it hard to squeeze that many servings into their daily diets. In a special food guide pyramid modified to address the needs of older Americans, the Tufts University USDA Human Nutrition Research Center specifically recommends supplements of calcium, vitamin D, and vitamin B12—

California High School Exit Examination

PRACTICE TEST

vitamins many older adults find difficult to get in adequate amounts from food alone.

Even people who get the recommended number of servings may not get the nutrition they expect. In this world of fast and processed food, little nutritive value is left in the food we eat. On top of that, many essential nutrients, such as vitamin C and the energy-producing B vitamins, are water-soluble. Because they are not stored in the body, adequate amounts must be consumed every single day. A supplement is like nutritional insurance. It fills the nutritional gap between the foods you eat and the amount you need. But even if you could meet the recommended daily values for every nutrient every day,

would that be enough for vibrant good health? Probably not. Scientific studies show that some vitamins and minerals can fight the aging process and strengthen your immune system—but only at levels far higher than the recommended daily value. Only through supplementation can you regularly and reliably get the high potencies needed for optimal good health.

Today, good nutrition is as close as the grocery store shelf. Help yourself to a daily vitamin and mineral supplement, and help yourself to improved health and longevity.

078

**Con: Danger in Disguise**

Today, we know that the role of vitamins and minerals goes well beyond the prevention of deficiency diseases, such as scurvy, to actually preventing cancer and heart disease, the most fearsome and ferocious killers of our time. With this knowledge has come the widespread call for nutritional supplementation—and a confusing array

of vitamin, mineral, and herbal supplements lining the supermarket shelves.

Far from contributing to better health, however, nutritional supplements threaten to turn a scientific breakthrough into a nutritional disaster.

Promoters of vitamins and minerals—especially the antioxidant vitamins A, C, and E—would have consumers believe that the little vitamin pill in the bottle is all they need for good health. Take your vitamins in the morning, and you're covered. It's okay to eat fast food for the rest of the day or skip meals to achieve today's fashionably skinny look. But vitamins and minerals are only one part of the nutritional puzzle. A diet rich in fiber and balanced in carbohydrates and

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PRACTICE TEST

protein is essential for good health. You can't get these things from a nutritional supplement. The focus on vitamin and mineral supplements may actually be robbing us of the full nutrition we seek.

And no supplement can compare to the quality of nutrition found in natural sources. For example, our bodies convert carotenes from plant foods into vitamin A. Many supplements contain a single carotene, beta-carotene. Natural sources are rich in many different carotenes, many of which are much more potent antioxidants than beta-carotene. Many supplements contain a synthetic form of vitamin E, when natural vitamin E is more readily absorbed and used by the body. And science is still discovering the wealth of nutrients in foods, including oligomeric proanthocyanidins (OPCs) found in grapes. These antioxidants are up to 50 times more powerful than vitamin E and are efficiently used by the body.

You'd be hard-pressed to find a supplement as nutritionally comprehensive and potent as a balanced diet. Even if you could, you'd pay much more than if you got the same nutritional value from natural sources.

But perhaps the greatest danger presented by nutritional supplements comes from the very real risks presented by self-medication. Anyone can walk into the market and buy as many different supplements as desired. The reported benefits of high dosages of certain nutrients have led some people to believe that the more the better. Many take several vitamin and mineral supplements

without regard to total intake or possible interactions.

High-dose supplements of vitamin A can cause toxicity, leading to bone fractures, joint pain, liver failure, and other significant symptoms. Excess vitamin D can result in kidney damage. Too much vitamin K can interfere with anti-clotting medications. Because these fat-soluble vitamins can be stored in the body, where excess amounts can build up to dangerous levels, experts recommend supplementation only with a doctor's supervision.

Surprising new research suggests that vitamin C pills may speed up hardening of the arteries, the underlying cause of heart attacks and strokes. Researchers said their findings support the recommendations of health organizations, which urge people to avoid high doses of supplements and to get their nutrients from food instead.

As appealing as they're made to sound, nutritional supplements are danger in disguise. If you're looking for good health, don't look on the supplement shelves of your supermarket. Look in the produce section instead.

California High School Exit Examination

PRACTICE TEST

16. Read this sentence from the first article.

A supplement is like nutritional insurance.

What does the author mean by comparing the use of supplements to insurance?

- A Like nutritional supplements, insurance is necessary in order to maintain good health.
- B Having insurance and using supplements will keep bad health away.
- C Both insurance and vitamins are important in curing health problems.
- D Like insurance, the nutritional value of supplements will be available when you need it.

L0078005

17. Read this sentence from the first article.

Help yourself to a daily vitamin and mineral supplement, and help yourself to improved health and longevity.

What does the sentence mean?

- A Helping others means encouraging them to take vitamins and minerals.
- B A large helping of vitamins and minerals is necessary for good health.
- C Taking vitamins and minerals is one way that people may help themselves.
- D Taking vitamins and minerals regularly will have a positive effect on a person's health.

L0078002

18. Instead of depending heavily on vitamin supplements, the author of the second article encourages readers to—

- A eat fruits and vegetables.
- B begin an exercise program.
- C skip meals when necessary.
- D limit the intake of protein.

L0078010

19. What information supports the idea that vitamin supplements are potentially dangerous?

- A Supplements are usually available in powder, tablet, and liquid form.
- B People might accidentally take supplements that interfere with medications.
- C Supplements may play a large role in disease prevention.
- D People tend to be too cautious when using supplements.

L0078009

20. Based on the second article, which of these statements is true?

- A Vitamin supplements provide adequate carotenes for the human body.
- B A mineral supplement may be as full of nutrients as a balanced diet.
- C Vitamin supplements are less valuable than eating a variety of healthy foods.
- D A surplus of vitamin supplements can be beneficial to some people.

L0078008

California High School Exit Examination

PRACTICE TEST

Read the following poem and answer questions 21 through 24.

I've Watched . . .

I've watched the white clouds pantomime
The inner workings of my mind,
Where thought and feeling paint a scene
As if the blue sky were a dream.

5 I've watched the snow-bogged trees bend down
And shake their coats upon the ground
In order that they may reclaim
A straighter truth from whence they came.

I've watched the congress of the geese
10 Assemble in a perfect V
In order that they may keep sight
Of one another's path of flight.

I've watched the flood tide turn its head
And slack before the coming ebb
15 Without want or predilection
Waiting for the moon's direction.

I've watched the ocean lashed by wind,
Make a fool of the fishermen,
Who thought their knowledge of the sea
20 Ensured them some security.

But all this watching, knows not much,
For what are wind and sea and such,
The V of geese, the bent-down tree,
If nothing more than mystery?



California High School Exit Examination

PRACTICE TEST

21. Which phrase BEST represents the organization of the poem?

A 5 stanzas about nature and 1 about people
B 5 stanzas of observation and 1 of conclusion
C 1 stanza of introduction and 5 of explanation
D 1 stanza about poetry and 5 about nature

L104A007

I've watched the ocean lashed by wind,

22. In this line from the poem, the word *lashed* suggests that the ocean is being—

A soothed.
B troubled.
C sailed.
D whipped.

L104A005

23. According to lines 17 – 20, the fishermen's knowledge of the sea—

A reflects their love of natural elements.
B helps them navigate more effectively.
C is greater than their knowledge of the weather.
D does not guarantee them safety.

L104A009

24. What is the theme of the poem?

A Clouds can be a reflection of our thoughts.
B Geese assemble in the shape of a V to navigate properly.
C Nature remains a mystery, regardless of our observations.
D Trees often bend beneath the weight of the snow.

L104A002

California High School Exit Examination

PRACTICE TEST

The following is a rough draft of an essay discussing how opposite sides of the writer's brain might influence her personality and behavior. It may contain errors in grammar, punctuation, sentence structure, and organization. Some of the questions may refer to underlined or numbered sentences or phrases within the text. Read the essay and answer questions 25 through 26.

My Brain

Sometimes I think I am probably more right-brained, but other times I feel more left-brained. I love to play music and I especially like to make it up as I go along. For anybody else to hear my music, they might think it sounds like noise. My brother, for one, always complains about it. (1)

I also like to write poetry. It is a way for me to put down on paper how I am really feeling. I write things in my poetry I would probably never tell anyone else. I am also pretty good at giving prepared speeches in my English class. Because I really like to do these kinds of things, I feel that I must be right-brained.

But there are other times I am not so sure about it. For example, I am really pretty good at math and other things that require me to be logical. I also think I am pretty good at writing essays about technical things, like explaining how things work. And I'm good at remembering things too. (2)

Though I guess I prefer right-brained activities and can do them more easily, I can do left-brained things pretty well if I have to. I like doing math problems. So I am not sure what that makes me!

California High School Exit Examination

PRACTICE TEST

25. Which of the following sentences does NOT fit well in the paragraph in which it is found?

- A** “I love to play music and I especially like to make it up as I go along.” (first paragraph)
- B** “I also like to write poetry.” (second paragraph)
- C** “I like doing math problems.” (fourth paragraph)
- D** “For example, I am really pretty good at math and other things that require me to be logical.” (third paragraph)

L0012003

26. What is the BEST way to combine the underlined sentences labeled 2?

- A** I am good at writing technical essays explaining how things work, and I also have a good memory.
- B** Writing technical essays, I am good at explaining how things work and have a good memory.
- C** I am good at explaining how things work by writing technical essays and remembering things too.
- D** Explaining how things work and technical things are things I am good at writing essays about, and I have a good memory.

L0012002

California High School Exit Examination

PRACTICE TEST

The following is a rough draft of an article suggesting that water may have flowed (or does flow) on the planet Mars. It may contain errors in grammar, punctuation, sentence structure, and organization. Some of the questions may refer to numbered sentences or phrases within the text. Read the article and answer question 27.

Water on Mars

(1) For a long time, people have considered the possibility that life may have once existed (or may still exist) on the planet Mars. (2) In 1910, Percival Lowell wrote a book suggesting that a large system of "canals" was built on Mars by a civilization that has since disappeared. (3) The "canals" were grooves on the planet's surface which Lowell saw through a telescope he believed had been built by Martians. (4) We now know that Lowell was wrong—there is no evidence of construction on Mars. (5) However, recent photos from the Mars Orbiter Camera suggest that, until very recently, liquid water flowed on the surface of the planet. (6) And some scientists believe that liquid water might still be found beneath the planet's surface. (7) Why is this important? (8) Well, scientists think that water is necessary for life to develop. (9) If there was (or is) water on Mars, it's quite possible that the planet may have supported life at some point during its history. (10) And if there was once life on Mars, the odds that there is life elsewhere in the Universe become much greater. (11) Scientists warn that it's too early to tell for sure, but maybe we Earthlings are not alone after all.

California High School Exit Examination

PRACTICE TEST

- 27. What is the correct way to express the ideas in the sentence labeled 3?**
- A** When the “canals” were observed by Lowell, he believed that they had been built by Martians through his telescope.
 - B** The “canals” were grooves on the planet’s surface that, when observed by Lowell, appeared to have been built by Martians.
 - C** Through a telescope, Martians were those who Lowell believed had built the “canals.”
 - D** Leave as is.

L0155005

California High School Exit Examination

PRACTICE TEST

For questions 28 to 31, choose the answer that is the most effective substitute for each underlined part of the sentence. If no substitution is necessary, choose "Leave as is."

28. Responsibilities of the job include greeting customers, escorting them to a table, and offering beverages.

A greeting customers, escort them to a table and offer a beverage.
B to greet customers, escorting them to tables and offering a beverage.
C to greet customers, escorting them to a table, and to offer a beverage.
D Leave as is.

L00SA041

29. If Mark will have made fewer errors, he will have passed his driving test.

A If Mark would have made fewer errors, he would have passed his driving test.
B If Mark had made fewer errors, he would have passed his driving test.
C If Mark would of made fewer errors, he would have passed his driving test.
D Leave as is.

L00SA037

30. When the money was stolen by the bandits, the owner of the store felt betrayed.

A When the bandits stole the money, the owner
B The money was stolen by the bandits. The owner
C By the bandits the money was stolen. The owner
D Leave as is.

L00SA026

31. The poetry of Langston Hughes combining the idioms of African-American speech and the rhythms of the blues.

A The poetry of Langston Hughes will combine
B The poetry of Langston Hughes combines
C Langston Hughes' poetry combining
D Leave as is.

L00SA012

California High School Exit Examination

PRACTICE TEST

For questions 32 to 34 choose the word or phrase that best completes the sentence.

32. “We should _____ without the captain,” the coach said impatiently.

A proceeds
B precede
C precedent
D proceed

L00SA020

33. “Which of the three Olympic runners is the _____?” the spectator asked the judge.

A more fast
B fastest
C most fastest
D most faster

L00SA023

34. The legendary goddess was the _____ of all the Greek deities.

A beautifulest
B more beautiful
C most beautiful
D most beautifying

L00SA022

California High School Exit Examination

PRACTICE TEST

The following story describes a young boy's heroic actions to help his injured brother. Read the story and complete Writing Task 1.



The Hiking Trip

"I never wanted to come on this stupid old hiking trip anyway!" His voice echoed, shrill and panicked, across the narrow canyon. His father stopped, chest heaving with the effort of the climb, and turned to look at the boy.

"This is hard on you, son, I know. But you've got to come through with courage and a level head."

"But I'm scared! I don't even want to have courage!" he retorted. He jerked his head the other way and wiped his eyes across his arm.

"If not courage, fine," his father replied sternly. "Then have enough love for your brother to think this through!" He pulled a bandana from his back pocket and tied it around his neck. Then he gently placed his hand on the boy's shoulder and continued, more softly this time. "Now, I don't know if I can make it without stopping every so often. And we just don't have the time to stop. You're young, but you're strong and fast. Do you remember the way back from here to the road, if you had to go alone?"

Jeff flashed back to the agonizing scene of his seventeen-year-old brother at their campsite that

morning. He'd been bitten by a snake yesterday during a rough hike through very rocky terrain. By the time they returned to their tents, he was limping badly. Then this morning he couldn't put on his boots, and the pain seemed to be getting worse. He needed medical attention right away, so leaving him there was their only choice.

"Jeffrey? Jeffrey, could you do it? Could you make it to the road without me if you had to?"

Jeff blinked and looked past his father's eyes to the end of the canyon, several miles away. He nodded slowly as the path and the plan began to take hold in his mind.

"What was the name of that little town we stopped in to get matches, Dad?"

His father smiled and replied, "Flint. After we left Flint, we parked at the side of the road a few miles out of town. When you see which way our car is facing, you'll know that the town is back the other direction." Jeff thought about this and then nodded. They both drank water and then continued scrambling over the rocks.

Nothing was as pretty as it had seemed when they first hiked this way to their campsite. Before, the boulders

California High School Exit Examination

PRACTICE TEST

and rocks had been an interesting challenge. Now, they were obstacles that threatened their footing and their velocity. Overhanging limbs had earlier been natural curiosities in the cliffs. But now they were nature's weapons, slapping and scratching the boy and the man who crashed by and pushed through as quickly as they could.

Stone by stone, they made their way up the canyon. Jeff's father grew smaller and smaller in the distance. "He must be stopping a lot," Jeff thought. He waved to him from a bend in the canyon wall. His father waved back. Jeff turned and made the final ascent up an easier slope toward the road and spotted his father's car. He lurched toward it, half stumbling, and leaned on the hood, breathless.

"Can't stop," he thought. "Mark's in big trouble. Gotta keep going." The fast, loud thudding in his ears was deafening, and as he pulled himself upright, he was surprised as a car sped by, heading toward Flint. "Hey, mister!" he shouted, waving both arms. He began to walk, faster and faster until he was jogging. Then he quickly crossed the highway and broke into a full-speed run, holding his left arm straight out, his thumb up.

His chest was burning with every breath when he suddenly heard several loud honks from behind. He turned as the brakes squealed and saw "Bob's Towing & Repair, Flint" right behind him. "Jump in, boy! What's up?" Jeff explained between gasps as the truck picked up speed. The driver reached for his two-way radio as soon as he heard about Mark. "Better get the helicopter in there," he seemed to be shouting into his hand. But

Jeff wasn't sure about that because everything got fuzzy and then went black and quiet.

Hours later, Jeff opened his eyes to find strange surroundings and his father on a chair nearby.

"You're a hero, son," his father said with a smile. "You saved Mark."

"What happened?" Jeff asked through a wide yawn.

"Where are we?"

"This is a motel room in Flint. You made it into town and sent the helicopter into the canyon after Mark. I can't tell you how happy I was when I saw it overhead. I'm so proud of you!"

Jeff sat up suddenly. "Where's Mark? Is he OK?"

"They airlifted him out and got him to the hospital. His leg's still in bad shape, but he's going to be just fine in a couple of days. Thanks to you, son."

Jeff's worried face relaxed as his father spoke. "How about you, Dad? How did you get out?"

"Well, I finally hiked myself out of that canyon and to the road. I won't be going back there any time soon. That's for sure. Anyway, I couldn't see the car, and as I headed for Flint I got lucky and was able to hitch a ride from a fellow named Bob in a tow truck."

Jeff laughed out loud. "I guess Bob makes a good living going up and down that road. I hope you gave him a good tip, Dad!"

California High School Exit Examination

PRACTICE TEST**REMINDER**

- Write your response to the writing prompt below.
- You may give your writing a title if you would like, but it is not necessary.
- You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.
- You may either print or write in cursive.
- Write clearly! Any erasures or strike-throughs should be as clean as possible.

Writing Task 1:

In the story “The Hiking Trip,” the reader learns about the main character, Jeff. Jeff’s personality and emotions are revealed through the actions and dialog presented in the story.

Write an essay in which you describe the personality and emotions of Jeff, the main character. How do his personal characteristics add to the events in the story? How does the author reveal this information about Jeff in the story? Use details and examples from the story to support your ideas.

Checklist for Your Writing

The following checklist will help you do your best work. Make sure you:

- ☐ Carefully read the reading passage and the description of the task.
- ☐ Organize your writing with a strong introduction, body, and conclusion.
- ☐ Use specific details and examples from the passage to demonstrate your understanding of the main ideas and the author’s purpose.
- ☐ Use precise language that is appropriate for your audience and purpose.
- ☐ Vary your sentences to make your writing interesting to read.
- ☐ Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.

L0157007

NOTE: The CAHSEE Response to Literature Scoring Guide for this writing task may be found on page 129.

California High School Exit Examination

PRACTICE TEST**REMINDER**

- Write your response to the writing prompt below.
- You may give your writing a title if you would like, but it is not necessary.
- You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.
- You may either print or write in cursive.
- Write clearly! Any erasures or strike-throughs should be as clean as possible.

Writing Task 2:

By the time students enter high school, they have learned about many moments in history that have influenced our world today. Think about a moment in history you studied and consider its importance.

Write a composition in which you discuss a moment in history. Share its importance in today's world. Be sure to support the moment with details and examples.

Checklist for Your Writing

The following checklist will help you do your best work. Make sure you:

- ☐ Read the description of the task carefully.
- ☐ Use specific details and examples to fully support your ideas.
- ☐ Organize your writing with a strong introduction, body, and conclusion.
- ☐ Choose specific words that are appropriate for your audience and purpose.
- ☐ Vary your sentences to make your writing interesting to read.
- ☐ Check for mistakes in grammar, spelling, punctuation, and sentence formation.

L0000064

NOTE: The CAHSEE Response to Writing Prompt Scoring Guide for this task may be found on page 130.

California High School Exit Examination

PRACTICE TEST**REMINDER**

- Write your response to the writing prompt below.
- You may give your writing a title if you would like, but it is not necessary.
- You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.
- You may either print or write in cursive.
- Write clearly! Any erasures or strike-throughs should be as clean as possible.

Writing Task 3:

Some students at your school expressed an interest in making the school more attractive by getting rid of the trash on the school grounds.

Write a persuasive essay for your school paper in which you convince the readers of the importance of getting rid of the trash and making the school more attractive. Convince your readers through the use of specific reasons and examples.

Checklist for Your Writing

The following checklist will help you do your best work. Make sure you:

- ☐ Read the description of the task carefully.
- ☐ Organize your writing with a strong introduction, body, and conclusion.
- ☐ State your position, support it with specific examples, and address the reader's concerns.
- ☐ Use words that are appropriate for your audience and purpose.
- ☐ Vary your sentences to make your writing interesting to read.
- ☐ Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.

(AP 10.2.4)

L000060

NOTE: The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found on page 130.

California High School Exit Examination

PRACTICE TEST

Answer Key

Item #	Standard	Correct Answer	Item #	Standard	Correct Answer
1	LR 10.3.1	C	18	RC 10.2.8	A
2	LR 10.3.7	D	19	RC 10.2.8	B
3	RC 10.2.5	D	20	RC 10.2.8	C
4	RC 10.2.5	B	21	LR 10.3.10	B
5	LR 10.3.9	A	22	WA 10.1.1	D
6	LR 10.3.7	B	23	LR 10.3.3	D
7	LR 10.3.8	C	24	LR 10.3.5	C
8	LR 10.3.10	C	25	WS 10.1.1	D
9	LR 10.3.5	A	26	WS 10.1.2	A
10	RC 10.2.5	A	27	WC 10.1.2	B
11	RC 10.2.8	D	28	WC 10.1.1	D
12	RC 10.2.7	A	29	WC 10.1.3	B
13	RC 10.2.1	C	30	WS 10.1.2	A
14	RC 10.2.1	D	31	WC 10.1.3	B
15	RC 10.2.1	A	32	WC 10.1.3	D
16	RC 10.2.8	D	33	WC 10.1.3	B
17	WA 10.1.1	D	34	WC 10.1.3	C

The following pages contain a sample response for each possible score point on Writing Tasks 1 and 3. The scoring guides used to evaluate each writing task appear behind the sample responses.

RELEASED STUDENT RESPONSES AND SCORING GUIDES FOR WRITING TASKS

California High School Exit Examination

RESPONSE TO LITERATURE

The following pages contain a sample student essay for each score point for the “Hiking Trip” writing task on page 113.

4

Score Point 4
Student Response

In the story "The Hiking Trip" Jeff had to hike down a canyon and go get help for his brother Mark. Jeff is courageous and loving, and his true character is revealed by his actions.

The author gradually reveals Jeff's bravery through his actions and his decision to save Mark. At first, Jeff is afraid of hiking down the canyon alone. The father tells Jeff to have courage and Jeff exclaims that he doesn't want it. The father also tells Jeff to have enough love for his brother to save him. Even though he is afraid and doesn't want to hike down the canyon, Jeff does it anyways. He does it to try to save his brother. This point in the story shows Jeff's love for his brother and his determination to save him.

This is the turning point in the story. If Jeff had not made the decision to hike down the canyon alone the outcome of the story may be entirely different. Jeff's bravery, love, and perserverance played an enormous role in this story. Without them he may have never tried or been able to save Mark.

This story shows how someone can overcome their own fears to help others. Jeff was an example of unselfishness, bravery, and courage. His character traits caused him to do what was right and they (his character traits) may have been the deciding point of his action and later on the outcomes of his story.

Commentary

In this response, the writer addresses all parts of the writing task, which include describing Jeff's personality and emotions, identifying the way the author reveals Jeff's personality, and relating Jeff's personality to the plot. The response also illustrates a comprehensive grasp of the text.

The first paragraph of the response summarizes the main action of the story and states the thesis, that Jeff is courageous and loving and that his “true character is revealed by his actions.”

Next, the writer gives more detail about the main action of the story, using evidence from the text to show how Jeff's actions reveal his courage and love. Specific references to the text are included (e.g., “the father also tells Jeff to have enough love for his brother to save him”).

In the third paragraph, the writer focuses on the relationship between Jeff's personality and the plot, identifying the turning point in the story as Jeff's decision to go for help alone and tying this decision to Jeff's love and determination: “Without them he may have never tried or been able to save Mark.”

The use of precise language and a variety of sentence types add to the success of this essay. There are only a few errors in the conventions of written English within this response, and they are generally first-draft in nature. Overall, this essay is a sample of a 4-point response.

California High School Exit Examination

RESPONSE TO LITERATURE

3

Score Point 3
Student Response

To understand who Jeff is, you have to realize what he has to go through in the story. In the beginning, Jeff is afraid to hike and doesn't want to have the courage to climb the mountain. After Jeff's dad says, "If not courage, fine. Then have enough love for your brother," Jeff realizes that he has to do it to save his brother's life. He becomes determined to find help. He thinks about how badly his brother needs medical attention.

Jeff becomes so determined to get help, he begins to climb faster and faster until he passes up his dad. He says to himself "Can't stop, Mark's in big trouble." This shows how his love for his brother has substituted for the courage that he did want to have. Do you think that his love for his brother gives him the courage or the will to climb the mountain and get help for Mark.

Hours later after Mark is rescued, Jeff wakes up but doesn't know what had happened. His father tells him that he's a hero and that he saved his brother's life. He had pushed himself to the limits trying to get help for Mark. His love for Mark had given him the will, the determination, and the courage to get over his fear and climb the mountain for help.

Commentary

In this response, the writer explicitly or implicitly addresses all parts of the writing task and shows a good grasp of the text.

The first paragraph of the response summarizes the main action of the story and suggests the thesis that is later expressed in the final paragraph—that Jeff has determination, courage, and love. The second paragraph summarizes events in the story to show that the author uses the events to reveal Jeff's character, although this connection is not explicitly stated. The final paragraph sums up Jeff's role in the plot: "His father tells him that he's a hero and that he saved his brother's life." Again, this relationship is not explicitly stated.

The response represents a 3-point paper because it addresses all parts of the writing task and shows a good grasp of the story. Also, it makes specific references to the text (e.g., "Can't stop, Mark's in big trouble"). However, it lacks the purposeful control of organization and explicit statement of ideas that characterize a 4-point paper. The observations about Jeff's personality are structured by the story line rather than directed by the writer. The paper also illustrates an inconsistent sense of audience, as shown by the direct address to the reader in the first and second paragraphs.

There are only a few errors in the conventions of written English within this response, but they do not interfere with the meaning. Overall, this essay is a sample of a 3-point response.

California High School Exit Examination

RESPONSE TO LITERATURE

2

Score Point 2
Student Response

Commentary

Jeff, the main character shows much of his personality and emotions. He is an understanding and motivating person. He knows what strength he has but he doesn't know how to use it. Although Jeff has many fears and knows he must overcome them to save his brother. His father knows his sons power, but its Jeff who doesn't realize his own. Jeff doesn't have self confidence of self will. His emotions in the story change. He starts off as a boy who doesn't believe in himself, to a boy who's emotions completely change under the circumstances. He must save his brother in order know if he really has inner power inside of him. This was the test. His personal characteristics add to the event of the story by making it more intense. The more intense the better the story. He adds problem to the story line and a resolution He doubts his own strength but he ends up winning.

In this response, the writer addresses some parts of the writing task and demonstrates a limited understanding of the main elements of the story. The response begins with three very general statements about Jeff's personality. Then the writer begins to focus on a potential thesis that could be supported by textual evidence: "Although Jeff has many fears and knows he must overcome them to save his brother." This statement also shows the writer's grasp of important ideas within the text. As the response continues, the statement that Jeff must overcome his fears receives additional development with the assertion that Jeff's emotions "completely change under the circumstances." However, these ideas receive no additional development through the use of textual evidence.

The final sentences of the response begin to address the relationship between Jeff's personality and the plot: "His personal characteristics add to the event of the story by making it more intense." One of these sentences uses the vocabulary of plot analysis ("He adds problem to the story line and a resolution") but provides little actual analysis.

The lack of a clear thesis statement and the failure to develop ideas by using evidence from the text are characteristic of a 2-point paper. The response also fails to demonstrate a purposeful control over organization. There is some variety in sentence structure, but there are several errors in the conventions of written English. Overall, this essay is an example of a 2-point response.

California High School Exit Examination

RESPONSE TO LITERATURE

1

**Score Point 1
Student Response**

This story tells about a boy who has doesn't want to go on a trip with his father and learn more about hiking but then, when he gets their he realizes the important thing that is about hiking. His father was really understanding and motovating, one of the things Jeff new it was important to learn hiking was for what happened to his father the accident he had, he knew it was important cause he know what to do during an accident.

Commentary

This response begins to address the writing task in its opening statement: "This story tells about a boy who has doesn't want to go on a trip with his father." However, there is little understanding of the main elements of the story; the response continues by implying that the primary issue is the value of hiking and that Jeff's father (not his brother) has had an accident.

The failure to demonstrate a grasp of the text, the lack of a main idea, the failure to develop ideas using evidence from the text, and the serious errors in the conventions of written English make this a 1-point response.

California High School Exit Examination

RESPONSE TO WRITING PROMPT

The following pages contain a sample student essay for each score point for Writing Task 3 on page 117.

4

Score Point 4
Student Response

Commentary

Would you enjoy taking your classes at the city dump? Trash is not beautiful. It is a well-known fact that students learn better when they're in a clean environment. To be more attractive, trash on our school grounds must be picked up. The importance of picking up trash is to beautify our campus and make our school a healthier place to learn.

We want our campus to be attractive and clean, right? When rival schools come to compete against us, we don't want them going home criticizing us because of our campus. We don't want our mascot become a rat or a pig in their eyes. We want to keep our campus clean to show that we're not slobs and are educated enough to pick up our own garbage.

Who would want to eat lunch inside a dumpster? Or exercise in a gym that smells like rotten eggs and spoiled milk? We need a campus that will make it easier and healthier to learn. Would essays show the student's best if they brainstormed ideas while looking out the window at old food, used band-aids, empty soda cans and gum wrappers? The way this campus looks influences the way we perform in our classrooms. To get the maximum quality work done, we need clean and sanitary workspaces.

In conclusion, picking up any trash around school will be beneficial to everybody, especially us. If you see a piece of paper blowin around stop it with your foot and bend down, pick it up, then throw it away. There's no reason why our campus needs to be anything other than attractive. With everyone's help, it can be attractive and provide a better learning atmosphere.

In this response, the writer addresses all parts of the persuasive writing task: stating a position about the importance of cleaning up trash, defending the position with evidence, and anticipating the reader's concerns. The first paragraph gives the writer's position ("trash on our school grounds must be picked up") and then gives two reasons that picking up trash is important ("to beautify our campus and make our school a healthier place to learn"). These two ideas become the focus for the rest of the essay.

The writer uses the questions that open each of the next two paragraphs to anticipate objections to cleaning up trash, thereby addressing the reader's potential concerns. The second paragraph provides several images to support the argument that a more attractive campus would provide specific benefits (e.g., "We don't want our mascot to become a rat or a pig in their [rival schools'] eyes"). Although the third paragraph provides little detail about the health aspect of the argument, it does use specific details to develop the concept that a clean environment is conducive to learning. The essay provides a strong conclusion that not only restates the writer's position but also extends the argument with a call to action: "If you see a piece of paper blowin around, stop it with your foot and bend down, pick it up, then throw it away".

The essay demonstrates the control of organization that is required for a 4-point paper, and the stated position is developed with details. Although there is a misplaced modifier ("To be more attractive, trash . . ."), and a few additional errors in conventions, overall the writer demonstrates the control of conventions. The essay also uses a variety of sentence types and precise, descriptive language. Overall, this essay is a sample of a 4-point response.

California High School Exit Examination

RESPONSE TO WRITING PROMPT

3

Score Point 3
Student Response

Commentary

Nobody would like it if people stopped picking up trash and let our school become filled with trash. It is very important to keep our school clean to provide an appropriate learning environment. If everyone would help out our school would look more attractive.

A clean school campus would offer a nicer and appropriate learning environment. A dirty school makes it harder to concentrate on school work. If trash covered the campus students might be looking out classroom windows for what awaits them after class and wondering why someone is not cleaning it up. A clean school would help the students concentrate so grades might raise not only making the school look better on the outside but academically as well.

No one enjoys being in a dirty environment. Before school, snack, lunch, and after school would be much less enjoy-able to both the students and faculty if our campus was dirty. People do not like eating in trash filled lunch areas and so there would be more students leaving school permitted or not for lunch. Basically, students and teachers would not be able to stand being in a dirty environment during school hours.

In conclusion living environments are kept clean and so it is equally important to keep learning environments clean as well. Both the students and faculty spend large portions of their days here so to make school a little better and more attractive our school needs to be kept clean. It would be easy if everyone just did their part.

In this response to the writing prompt, the writer begins with a paragraph that states three positions about picking up trash—that “Nobody would like” a school “filled with trash,” that a clean school provides “an appropriate learning environment,” and that a clean school would “look more attractive.” The paragraphs that follow discuss each of these ideas.

The second paragraph of the essay focuses on the learning environment, explaining that students can concentrate better if there is no trash on campus. The third paragraph addresses the idea that “no one enjoys being in a dirty environment.” The final paragraph restates the idea that the school could look more attractive if everyone helped.

In general, the paper defends the three positions with some details and examples, but the development is not as thoughtful or thorough as that in a 4-point paper. In the third paragraph, for example, each sentence restates the topic sentence and adds only a few additional details.

The paper addresses readers’ concerns and expectations in a general way by stating that “Nobody would like it if people stopped picking up trash” and “No one enjoys being in a dirty environment,” and thus a general sense of audience is evident throughout the essay.

There are a few errors in the conventions of written English, but they do not interfere with the reader’s understanding. Overall, this essay is an example of a 3-point response to this writing task.

California High School Exit Examination

RESPONSE TO WRITING PROMPT

2

Score Point 2
Student Response

The importance of getting rid of garbage on school camps is very important. The importance of getting rid of the garbage is makeing are school look nice, giving less work for the teachers and janitors to do. Another reason it is important because if I don't look oke people are going to think that it isn't a good school.

I think that this a good subject to write on because the trash on school campus is terrible. School campuses have alot of garbage because people don't care about throwing there trash away. But people need to think more reasonsivly because they are destroying the earth if they do not pick up there garbage. So people from now on when you have garbage don't throw it on the ground throw it in the garbage can.

Another reason it is important for people not to litter because this where we live and we don't need to destroy where we live. Pluse what would other people come to our school meaning the district office people think of us if we just left our trash all over the ground that would make us look bad.

Commentary

In this response to the writing prompt, the writer begins by stating three reasons that picking up trash is important: "makeing are school look nice," "giving less work for the teachers and janitors to do," and preventing people from thinking "that it isn't a good school."

Although the paper states these positions with some authority, it fails to support them in the paragraphs that follow. The second paragraph focuses on a new, although related, topic, that people should pick up their trash to avoid destroying the earth. The third paragraph moves from the idea that trash destroys the earth to the idea that it destroys "where we live." This paragraph also contains an attempt to develop the third position in the opening paragraph, that having trash around suggests that this isn't a good school: "if we just left our trash all over the ground that would make us look bad."

This essay provides little or no support for its thesis, shows little control over organization, and demonstrates an inconsistent tone and focus. It also fails to anticipate readers' concerns. These factors, in addition to the lack of control over the conventions of written English, particularly spelling, make this essay an example of a 2-point response.

California High School Exit Examination

RESPONSE TO WRITING PROMPT

1

**Score Point 1
Student Response**

It would be a good idea to clean up our envirement, maybe if there was more trash cans well you could make our schlool cleaner if just everybody picked up on thing our schlool would not be 3/4ths clean that's how bad our mess has gotten to who wants to attend a school that's now for the trash and ants and roaches etc. No one does that's why we should clean our school & our great re-ward in the end a clean & safe and healthy envirement and school.

Commentary

In this response to the writing prompt, the writer begins with the position that cleaning up the environment is a good idea. This statement is followed by two suggestions—that there could be more trash cans and that everyone should help pick up trash. Another topic which is a description of the extent of the trash problem at school, and then the final sentence of the response reaffirms that cleaning up trash will have beneficial results.

This response offers several ideas related to the topic but fails to support these ideas with details or examples. In addition, the response lacks consistency of focus and fails to demonstrate a control of organization. The serious errors in the conventions of written English, particularly in sentence boundaries, interfere with the reader's understanding of the essay and result in a score of 1.

California High School Exit Examination

SCORING GUIDE

Response to Literary/Expository Text
Scoring Guide

4 The response—

- demonstrates a *thoughtful*, comprehensive grasp of the text.
- accurately and coherently provides *specific* textual details and examples to support the thesis and main ideas.
- demonstrates a *clear* understanding of the ambiguities, nuances, and complexities of the text.
- provides a *variety* of sentence types and uses *precise, descriptive* language.
- contains *few, if any, errors* in the conventions* of the English language. (Errors are generally first-draft in nature.)

Response to informational passages:

- *thoughtfully* anticipates and addresses the reader's potential misunderstandings, biases, and expectations.

Response to literary passages:

- clearly demonstrates an awareness of the author's use of literary and/or stylistic devices.

3 The response—

- demonstrates a comprehensive grasp of the text.
- accurately and coherently provides *general* textual details and examples to support the thesis and main ideas.
- demonstrates a *general* understanding of the ambiguities, nuances, and complexities of the text.
- provides a *variety* of sentence types and uses *some descriptive* language.
- may contain *some errors* in the conventions* of the English language. (Errors do not interfere with the reader's understanding of the essay.)

Response to informational passages:

- anticipates and addresses the reader's potential misunderstandings, biases, and expectations.

Response to literary passages:

- demonstrates an awareness of the author's use of literary and/or stylistic devices.

2 The response—

- demonstrates a *limited* grasp of the text.
- provides *few, if any*, textual details and examples to support the thesis and main ideas.
- demonstrates *limited, or no* understanding of the ambiguities, nuances, and complexities of the text.
- provides *few, if any*, types of sentences and uses *basic, predictable* language.
- may contain *several errors* in the conventions* of the English language. (Errors may interfere with the reader's understanding of the essay.)

Response to informational passages:

- may address the reader's potential misunderstandings, biases, and expectations, but in a limited manner.

Response to literary passages:

- may demonstrate an awareness of the author's use of literary and/or stylistic devices.

1 The response—

- demonstrates *minimal* grasp of the text.
- may provide **no** textual details and examples to support the thesis and main ideas.
- may demonstrate **no** understanding of the ambiguities, nuances, and complexities of the text.
- may provide **no** sentence variety and uses *limited* vocabulary.
- may contain *serious errors* in the conventions* of the English language. (Errors interfere with the reader's understanding of the essay.)

Response to informational passages:

- does **not** address the reader's potential misunderstandings, biases, and expectations.

Response to literary passages:

- does **not** demonstrate awareness of the author's use of literary and/or stylistic devices.

non-scorable: The code "NS" will appear on the student answer document for responses that are written in a language other than English, off-topic, illegible, unintelligible, or otherwise non-responsive to the writing task.

* Conventions of the English language refer to grammar, punctuation, spelling, capitalization, and usage.

This guide describes the attributes of student writing at each score point. Each paper receives the score that best fits the overall evidence provided by the student in response to the prompt. However, papers that do not meet the standard for conventions at a 4 or a 3 score point receive a score that is at most one point lower.

California High School Exit Examination

SCORING GUIDE**Response to Writing Prompt**
Scoring Guide**4 The essay—**

- provides a *meaningful* thesis that is responsive to the writing task.
- *thoroughly* supports the thesis and main ideas with *specific* details and examples.
- demonstrates a consistent tone and focus, and illustrates a *purposeful* control of organization.
- demonstrates a *clear* sense of audience.
- provides a *variety* of sentence types and uses *precise, descriptive* language.
- contains *few, if any, errors* in the conventions* of the English language. (Errors are generally first-draft in nature.)

A *Persuasive Composition*:

- states and maintains a position, *authoritatively* defends that position with precise and relevant evidence, and *convincingly* addresses the reader's concerns, biases, and expectations.

3 The essay—

- provides a thesis that is responsive to the writing task.
- supports the thesis and main ideas with details and examples.
- demonstrates a consistent tone and focus; and illustrates a control of organization.
- demonstrates a *general* sense of audience.
- provides a *variety* of sentence types and uses *some descriptive* language.
- may contain *some errors* in the conventions* of the English language. (Errors do **not** interfere with the reader's understanding of the essay.)

A *Persuasive Composition*:

- states and maintains a position, *generally* defends that position with precise and relevant evidence, and addresses the reader's concerns, biases, and expectations.

2 The essay—

- provides a thesis or main idea that is related to the writing task.
- supports the thesis or main idea(s) with *limited* details and/or examples.
- demonstrates an *inconsistent* tone and focus; and illustrates *little, if any* control of organization.
- demonstrates *little* or **no** sense of audience.
- provides *few, if any,* types of sentence types, and *basic, predictable* language.
- may contain *several errors* in the conventions* of the English language. (Errors **may** interfere with the reader's understanding of the essay.)

A *Persuasive Composition*:

- defends a position with *little* evidence and *may* address the reader's concerns, biases, and expectations.

1 The essay—

- *may* provide a *weak* thesis or main idea that is related to the writing task.
- *fails* to support the thesis or main ideas with details and/or examples.
- demonstrates a *lack of* tone and focus; and illustrates **no** control of organization.
- may demonstrate **no** sense of audience.
- may provide **no** sentence variety and uses *limited* vocabulary.
- may contain *serious errors* in the conventions* of the English language. (Errors interfere with the reader's understanding of the essay.)

A *Persuasive Composition*:

- *fails* to defend a position with any evidence and *fails* to address the reader's concerns, biases, and expectations.

non-scorable: The code "NS" will appear on the student answer document for responses that are written in a language other than English, off-topic, illegible, unintelligible, or otherwise non-responsive to the writing task.

* *Conventions of the English language refer to grammar, punctuation, spelling, capitalization, and usage.*

This guide describes the attributes of student writing at each score point. Each paper receives the score that best fits the overall evidence provided by the student in response to the prompt. However, papers that do not meet the standard for conventions at a 4 or a 3 score point receive a score that is at most one point lower.

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