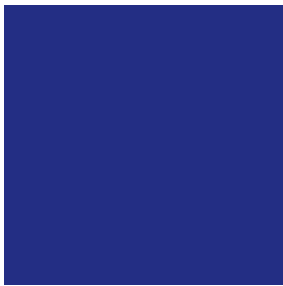


2012–2013

PREPARING FOR THE ACT



What's Inside

- Full-Length Practice Tests, including a Writing Test
- Information about the Optional Writing Test
- Strategies to Prepare for the Tests
- What to Expect on Test Day

Esta publicación también se puede ver o descargar en español en www.actstudent.org/testprep/index.html.

This booklet is provided free of charge.

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A Message to Students

This booklet, which is provided **free of charge**, is intended to help you do your best on the ACT. It summarizes general test-taking strategies, describes the content of each test, provides specific tips for each, and lets you know what to expect on test day. Included in this booklet are **complete practice tests**—“retired” ACT questions that were administered to students on a national test date, including a writing prompt—a sample answer document, answer keys, and self-scoring instructions.

Read this booklet carefully and take the practice tests well before test day so you will be familiar with the tests, what they measure, and the strategies you can use to do your best on test day.

ACT is committed to representing the diversity of our society in all its aspects, including race, ethnicity, and gender. Thus, test passages, questions, and writing prompts are deliberately chosen to reflect the range of cultures in our population.

We also are committed to ensuring that test questions and writing prompts are fair—that they do not disadvantage any particular group of examinees. Extensive reviews of the fairness of test materials are rigorously conducted by both ACT staff and external consultants. We also employ statistical procedures to help ensure that our test materials do not unfairly affect the performance of any group.

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each *Code*. A copy of each *Code* may be obtained free of charge from ACT Customer Services (68), P.O. Box 1008, Iowa City, IA 52243-1008, 319.337.1429.

Additional ACT Preparation Materials

- **ACT Online Prep™**: The only online test preparation program designed exclusively by ACT test development professionals. ACT Online Prep has practice test questions, a practice essay with real-time scoring, a diagnostic test, and a personalized Study Path. You can access ACT Online Prep via the Internet anywhere and at any time.
- The **Real ACT Prep Guide** is the official print guide to the ACT. This book includes five complete practice tests previously used in actual administrations—each with an optional Writing Test, with explanations for all right and wrong answer choices.

Order at www.actstudent.org/testprep.

1 General Preparation for the ACT® Tests

Choosing a Test Option

Students may register for one of two Test Options: the ACT (No Writing), which includes the four required multiple-choice tests, or the ACT Plus Writing, which also includes a 30-minute Writing Test. The optional ACT Writing Test complements the ACT English Test. The combined results from both tests provide information about your understanding of the conventions of standard written English and your ability to produce a direct sample of your writing. Taking the ACT Plus Writing will provide you with two *additional* scores: a Writing subscore and a Combined English/Writing score. Taking the ACT Writing Test does **not** affect your subject area scores or your Composite score.

Not all colleges require or recommend taking the ACT Writing Test. Check directly with the colleges you are considering to find out their requirements, or ask your high school counselor which Test Option you should take. You can also check www.actstudent.org for a searchable list of colleges that have provided information to us about their policies—whether they require, recommend, or do not need results from the ACT Writing Test. Consult this list before you register, so you will know which Test Option to select.

The ACT Plus Writing is available within the United States, U.S. territories, and Canada on all established test dates and for Special and Arranged Testing during designated testing windows. The ACT Plus Writing is available internationally on all test dates except February.

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Choosing a Test Date

Before you choose a test date, check the application deadlines of the colleges and scholarship agencies you are considering. It will normally take three to eight weeks after a test date for ACT to mail your score report to you and to your college or scholarship choices.

Many colleges and scholarship agencies recommend that students take the ACT during the spring of their junior year. By this time, students typically have completed most of the coursework covered by the ACT. There are a number of advantages in taking the ACT then:

- You will receive test scores and other information that will help you plan your senior year of high school.
- Many colleges begin contacting prospective students during the summer before their senior year.
- If you do not score as well as you believe you can, there will be opportunities to retake the ACT in the fall of your senior year and still have your new scores available in time to meet admission and scholarship deadlines.

NOTE: You cannot plan on receiving your scores from one test date in time to register for the next.

General Test-Taking Strategies for the ACT

The ACT contains multiple-choice tests in four areas: English, Mathematics, Reading, and Science. Each of these tests contains questions that offer either four or five answer choices from which you are to choose the correct, or best, answer. The following suggestions apply to all four tests:

Pace yourself.

The time limits set for each test give nearly everyone enough time to finish all the questions. However, because the English, Reading, and Science Tests contain a considerable amount of text, it is important to pace yourself so you will not spend too much time on one passage. Similarly, try not to spend too much time puzzling over an answer to a specific problem in the Mathematics Test. Go on to the other questions and come back if there is time. Your supervisor will announce when you have five minutes remaining on each test.

Read the directions for each test carefully.

Before you begin taking one of the tests, read the directions carefully. The English, Reading, and Science Tests ask for the “best” answer. Do not respond as soon as you identify a correct answer. Read and consider all of the answer choices and choose the answer that *best* responds to the question.

The Mathematics Test asks for the “correct” answer. Read each question carefully to make sure you understand the type of answer required. Then, you may want to work out the answer you feel is correct and look for it among the choices given. If your answer is not among the choices provided, reread the question and consider all of the answer choices.

Read each question carefully.

It is important that you understand what each question asks. Some questions will require you to go through several steps to find the correct or best answer, while others can be answered more quickly.

Answer the easy questions first.

The best strategy for taking the tests is to answer the easy questions and skip the questions you find difficult. After answering all of the easy questions, go back and answer the more difficult questions if you have time.

Use logic on more difficult questions.

When you return to the more difficult questions, try to use logic to eliminate incorrect answers to a question. Compare the answer choices to each other and note how they differ. Such differences may provide clues as to what the question requires. Eliminate as many incorrect answers as you can, then make an educated guess from the remaining answers.

Answer every question.

Your score on the tests will be based only on the number of questions that you answer correctly; **there is no penalty for guessing**. Thus, you should answer every question within the time allowed for each test, even if you have to guess. Your supervisor will announce when you have five minutes remaining on each test.

Review your work.

If there is time left after you have answered every question in a test, go back and check your work on that test. Check to be sure that you marked only one response to each question. You will not be allowed to go back to any other test or mark responses to a test after time has been called on that test.

Be precise in marking your answer document.

Be sure that you properly fill in the correct ovals on your answer document. Check to be sure that the number of the line of ovals on your answer document is the same as the number of the question you are answering and that you mark only one response for each question.

Erase completely.

If you want to change a multiple-choice answer, be sure to use a soft eraser that will not leave smudges and erase the unintended mark completely. Do not cross out answers or use correction fluid or tape; you must erase. Correction fluid/tape, smudges, or unintended marks may cause errors in scoring.

To students approved to test at national test centers with extended time:

You will be allowed up to 5 hours total to work on the multiple-choice tests at your own pace, including breaks between tests. If you are taking the ACT Plus Writing, you will be allowed up to 5 hours and 45 minutes total to work on all five tests. You will need to pace yourself through each test in order to complete all tests within the total time allowed. Your supervisor will provide time updates every hour. When you complete each test, you must notify your supervisor that you are ready to begin the next test.

General Test-Taking Strategies for the ACT Writing Test

The ACT Writing Test lets you show your skill in planning and composing a short essay. It measures writing proficiencies that are taught in high school and are important for readiness to succeed in entry-level college composition courses.

The following general strategies will help if you take the ACT Writing Test.

Pace yourself.

You will have 30 minutes to write your essay. It is important to pace yourself in the way that best suits your personal writing strategy. Many writers do best when they spend part of their time planning the essay, most of their time writing the essay, and the last part of their time reviewing the essay to make corrections and small revisions. There is no formula for the best proportion of time to spend planning, writing, and reviewing: writers, topics, and occasions differ too widely for a universal rule to apply. Keep in mind, however, that you are unlikely to have time to draft, revise, and recopy your essay. Therefore, taking a few minutes to plan your essay is a much better strategy than writing a draft with the intent to copy it over for the final essay.

In general, budget your time in the way that feels best to you based on your experience in taking essay tests in school and in other circumstances when you've done writing within a time limit. Your supervisor will announce when you have five minutes remaining on the Writing Test.

Read the directions carefully.

Before you begin the Writing Test, read the directions carefully. They tell you the aspects of writing on which your essay will be evaluated and give instructions on how to write your essay in the answer folder.

Read the writing prompt carefully.

It is important that you understand exactly what the writing prompt asks you to do. A firm grasp of the assignment is as crucial for the ACT Writing Test as it is for writing essays for class. Be sure you have a clear understanding of the issue in the writing prompt and of the question you must respond to before you start to plan and write your essay.

Write (or print) legibly in the answer folder.

If your readers cannot read what you have written, they will not be able to score your essay. You may write or print your essay, whichever you prefer—but you must do so legibly. You must write your essay using a **soft lead No. 2 pencil** (not a mechanical pencil or ink pen) and only on the lined pages in the answer folder. You may not need all the lined pages, but to ensure you have enough room to finish, do not skip lines.

Make corrections clear.

If you make corrections by using erasures or cross-outs, do so thoroughly and legibly. You may write corrections or additions neatly between the lines of your essay, but do not write in the margins of the lined pages.

Preparing for Test Day

Although what you know will determine how well you do on the ACT, your attitudes, emotions, and physical state may also influence your performance. The following tips will help you do your best:

- Be confident in your ability to do well on the ACT. You can do well!
- Be prepared to work hard.
- Know what to expect on test day. Familiarize yourself with the information in this booklet, and at **www.actstudent.org**.

NOTE: Most procedures in this booklet refer to testing on an established ACT test date at an ACT test center. Procedures may differ slightly if you test at another location. For example, for most administrations, you won't be allowed to use scratch paper because each page of the Mathematics Test has a blank column that you can use for scratch work.

- Take the practice tests in the exact order they are presented. Review your responses so you will feel comfortable about the approaching test day.
- Prepare well in advance for the tests. Do not leave preparation to the last minute.
- Get plenty of rest the night before the tests so you will be in good physical condition for taking them.
- Bring the following items with you to the test center:
 1. Your ticket (if you test on a National or International ACT Test Date). You will **not** be admitted to test without it.
 2. Acceptable photo identification. See details on your ticket or at **www.actstudent.org**. If you do not present acceptable photo identification with your ticket at check-in, you will **not** be admitted to test. You will have to pay a Test Date Change fee if you choose to reschedule for a different test date.
 3. Sharpened soft lead No. 2 pencils with good erasers (no mechanical pencils or ink pens). Do **not** bring highlight pens or any other writing instruments; you will not be allowed to use them. If you take the ACT Plus Writing, your essay **must** also be completed with a soft lead No. 2 pencil.
 4. A watch to pace yourself. Do **not** bring a watch with an alarm. You will not be allowed to set an alarm because it will disturb other students. If your alarm sounds during testing, you will be dismissed and your answer document will not be scored. Your supervisor will announce when you have five minutes remaining on each test.
 5. A permitted calculator for the Mathematics Test, if you wish to use one. (See shaded section on page 5 and details about **prohibited** models and features at **www.actstudent.org**.)

For students testing on National or International ACT Test Dates:

- Check your ticket for your Test Option and the location of your test center. Pay attention to any messages on your ticket such as what building to go to, what entrance to use, where to park, etc. If you are unfamiliar with the location, do a practice run to see how to get there and how much travel time you will need to arrive by the time shown on the ticket.
- If you are late, you will not be admitted to test. If you arrive earlier than 7:45 a.m., you will probably have to wait outside until testing personnel have completed their arrangements.
- Be prepared for testing to start after all examinees present at 8:00 a.m. have been checked in and seated.
- Dress comfortably. To conserve energy, your test center may be considerably warmer or cooler on weekends than during the week. Please dress so that you will be comfortable in a variety of temperatures.

2 Strategies for Taking the ACT Tests

The ACT measures the knowledge, understanding, and skills that you have acquired throughout your education. Although the sum total of what a person has learned cannot easily be changed, your performance in a specific area can be affected by adequate preparation, especially if it has been some time since you have taken a course in that area.

There are three strategies that can help you to prepare yourself for the content included in the ACT:

Familiarize yourself with the content of the ACT tests.

Review the information about the tests that is provided on the following pages. Note which content areas make up a large proportion of the tests and which do not. The specific topics included in each content area are examples of possible topics; they do not include all of the possibilities.

Refresh your knowledge and skills in the content areas.

Review those content areas you have studied but are not fresh in your mind. Spend your time refreshing your knowledge and skills in the content areas that make up large portions of the tests.

Use of Calculators on the ACT Mathematics Test

It is your responsibility to bring a permitted calculator. We regularly update information about which calculators are **prohibited** and provide the most current information only via the Web or phone.

To be certain your calculator will be permitted on test day, check www.actstudent.org or call **800.498.6481** for the most up-to-date information on permitted and prohibited devices. If you use a prohibited calculator, you will be dismissed and your answer document will not be scored.

You may use a calculator on the ACT Mathematics Test (but not on any of the other tests in the ACT). You are **not required** to use a calculator. All the problems can be solved without a calculator. If you regularly use a calculator in your mathematics work, you may wish to use one you are familiar with as you take the Mathematics Test. Using a more powerful, but unfamiliar, calculator is not likely to give you an advantage over using the kind you normally use.

You may use any four-function, scientific, or graphing calculator, unless it has features described in the current list of prohibited devices at www.actstudent.org. Other models may be permitted if you modify some of the calculator's features, such as removing paper tape, turning off sounds, removing power cords, or covering infrared data ports.

On Test Day

Be sure your calculator is working and has reliable batteries. You may bring a backup calculator and extra batteries to the test center. Testing staff will **not** supply batteries or calculators. You will **not** be allowed to share calculators during testing.

Testing staff will check your calculator to verify it is permitted, and they will monitor your use of your calculator to ensure that you:

- use it only during the Mathematics Test;
- use your backup calculator only after it has been checked by a member of the testing staff;
- do not share your calculator; and
- do not store test materials in your calculator's memory.

If your calculator has characters one inch high or larger, or a raised display, testing staff may seat you where no other examinee can see your calculator.

Identify the content areas you have not studied.

If unfamiliar content areas make up major portions of the tests, consider taking coursework to help you gain knowledge and skills in these areas before you take the ACT. Because the ACT measures knowledge and skills acquired over a period of time, it is unlikely that a “cram” course covering material that is unfamiliar to you will help you improve your scores. Longer-term survey courses will be most helpful to you, because they aim to improve your knowledge through sustained learning and practice.

ACT English Test

The ACT English Test is a 75-question, 45-minute test that measures your understanding of the conventions of standard written English (punctuation, grammar and usage, and sentence structure) and of rhetorical skills (strategy, organization, and style). Spelling, vocabulary, and rote recall of rules of grammar are not tested. The test consists of five essays, or passages, each of which is accompanied by a sequence of multiple-choice test questions. Different passage types are employed to provide a variety of rhetorical situations. Passages are chosen not only for their appropriateness in assessing writing skills but also to reflect students’ interests and experiences.

Some questions refer to underlined portions of the passage and offer several alternatives to the underlined portion. You must decide which choice is most appropriate in the context of the passage. Some questions ask about an underlined portion, a section of the passage, or the passage as a whole. You must decide which choice best answers the question posed. Many questions offer “NO CHANGE” to the passage as one of the choices. The questions are numbered consecutively. Each question number refers to a correspondingly numbered portion underlined in the passage or to a corresponding numeral in a box located at the appropriate point in the passage.

Three scores are reported for the ACT English Test: a total test score based on all 75 questions, a subscore in Usage/Mechanics based on 40 questions, and a subscore in Rhetorical Skills based on 35 questions.

Tips for Taking the ACT English Test

Pace yourself.

The ACT English Test contains 75 questions to be completed in 45 minutes. If you spend 1½ minutes skimming through each passage before responding to the questions, then you will have 30 seconds to answer each question. If possible, spend less time on each question and use the remaining time allowed for this test to review your work and return to the questions on this test that were most difficult for you.

Be aware of the writing style used in each passage.

The five passages cover a variety of topics and are written in a variety of styles. It is important that you take into account the writing style used in each passage when you respond to the questions. In responding to a question, be sure to understand the context of the question. Consider how the sentence containing an underlined portion fits in with the surrounding sentences and into the passage as a whole.

Examine the underlined portions of the passage.

Before responding to a question with an underlined portion, carefully examine what is underlined in the text. Consider the elements of writing that are included in each underlined portion. Some questions will ask you to base your decision on some specific element of writing, such as the tone or emphasis the text should convey. Some questions will ask you to choose the alternative to the underlined portion that is NOT or LEAST acceptable. The answer choices for each question will contain changes in one or more of those elements of writing.

Be aware of questions with no underlined portions.

You will be asked some questions about a section of the passage or about the passage as a whole, in light of a given rhetorical situation. Questions of this type are often identified by a question number in a box located at the appropriate point in the passage. Questions asking global questions about the entire passage are placed at the end of the passage and introduced by a horizontal box enclosing the following instruction: “Questions ___ and ___ ask about the preceding passage as a whole.”

Note the differences in the answer choices.

Many of the questions in the test will involve more than one aspect of writing. Examine each answer choice and how it differs from the others. Be careful not to select an answer that corrects one error but causes a different error.

Determine the best answer.

Two approaches can be taken to determine the best answer to a question in which you are to choose the best alternative to an underlined portion. In the first approach, you can reread the sentence or sentences, substituting each of the possible answer choices for the underlined portion to determine the best choice. In the second approach, you can decide how the underlined portion might best be phrased in standard written English or in terms of the particular question posed. If you think the underlined portion is the best answer, you should select “NO CHANGE.” If not, you should check to see whether your phrasing is one of the other answer choices. If you do not find your phrasing, you should choose the best of the answers presented. For questions cued by a number in a box, you must decide which choice is most appropriate in terms of the question posed or the stated rhetorical situation.

Reread the sentence, using your selected answer.

Once you have selected the answer you feel is best, reread the corresponding sentence(s) of the passage, inserting your selected answer at the appropriate place in the text to make sure it is the best answer within the context of the passage.

Content Covered by the ACT English Test

Six elements of effective writing are included in the English Test: punctuation, grammar and usage, sentence structure, strategy, organization, and style. The questions covering punctuation, grammar and usage, and sentence structure make up the Usage/Mechanics subscore. The questions covering strategy, organization, and style make up the Rhetorical Skills subscore. A brief description and the approximate percentage of the test devoted to each element of effective writing are given on the next page.

USAGE/MECHANICS

Punctuation (13%). Questions in this category test your knowledge of the conventions of internal and end-of-sentence punctuation, with emphasis on the relationship of punctuation to meaning (for example, avoiding ambiguity, indicating appositives).

Grammar and Usage (16%). Questions in this category test your understanding of agreement between subject and verb, between pronoun and antecedent, and between modifiers and the word modified; verb formation; pronoun case; formation of comparative and superlative adjectives and adverbs; and idiomatic usage.

Sentence Structure (24%). Questions in this category test your understanding of relationships between and among clauses, placement of modifiers, and shifts in construction.

RHETORICAL SKILLS

Strategy (16%). Questions in this category test how well you develop a given topic by choosing expressions appropriate to an essay's audience and purpose; judging the effect of adding, revising, or deleting supporting material; and judging the relevancy of statements in context.

Organization (15%). Questions in this category test how well you organize ideas and choose effective opening, transitional, and closing sentences.

Style (16%). Questions in this category test how well you choose precise and appropriate words and images, maintain the level of style and tone in an essay, manage sentence elements for rhetorical effectiveness, and avoid ambiguous pronoun references, wordiness, and redundancy.

ACT Mathematics Test

You may use a calculator on the Mathematics Test. See www.actstudent.org for details about prohibited calculators.

The ACT Mathematics Test is a 60-question, 60-minute test designed to assess the mathematical skills students have typically acquired in courses taken up to the beginning of grade 12. The test presents multiple-choice questions that require you to use reasoning skills to solve practical problems in mathematics. Most questions are discrete, but on occasion some may belong to sets of several questions (e.g., several questions based on the same graph or chart). Knowledge of basic formulas and computational skills are assumed as background for the problems, but recall of complex formulas and extensive computation is not required. The material covered on the test emphasizes the major content areas that are prerequisites to successful performance in entry-level courses in college mathematics.

Four scores are reported for the ACT Mathematics Test: a total test score based on all 60 questions, a subscore in Pre-Algebra/Elementary Algebra based on 24 questions, a subscore in Intermediate Algebra/Coordinate Geometry based on 18 questions, and a subscore in Plane Geometry/Trigonometry based on 18 questions.

Tips for Taking the ACT Mathematics Test

Pace yourself.

The ACT Mathematics Test contains 60 questions to be completed in 60 minutes. You have an average of 1 minute per question. If possible, spend less time on each question and use the remaining time allowed for this test to review your work and return to the questions on this test that were most difficult for you.

If you use a calculator, use it wisely.

Remember, all of the mathematics problems can be solved without using a calculator. In fact, some of the problems are best done without a calculator. Use good judgment in deciding when, and when not, to use a calculator. For example, for some problems you may wish to do scratch work to clarify your thoughts on the question before you begin using a calculator to do computations. For many problems, you may not want to use a calculator.

Solve the problem.

For working out the solutions to the problems, you will usually do scratch work in the space provided in the test booklet, or you will be given scratch paper to use. You may wish to glance over the answer choices after reading the questions. However, working backwards from the answer choices provided can take a lot of time and may not be effective.

Locate your solution among the answer choices.

Once you have solved the problem, look for your answer among the choices. If your answer is not included among the choices, carefully reread the problem to see whether you missed important information. Pay careful attention to the question being asked. If an equation is to be selected, check to see whether the equation you think is best can be transformed into one of the answer choices provided.

Make sure you answer the question.

The solutions to many questions in the test will involve several steps. Make sure your answer includes all of the necessary steps. Frequently, questions include answer choices that are based on incomplete solutions.

Make sure your answer is reasonable.

Sometimes an error in computation will result in an answer that is not practically possible for the situation described. Always think about your answer to determine whether it is reasonable.

Check your work.

You may arrive at an incorrect solution by making common errors in the problem-solving process. Thus, if there is time remaining before the end of the Mathematics Test, it is important that you reread the questions and check your answers to make sure they are correct.

Content Covered by the ACT Mathematics Test

Six content areas are included in the Mathematics Test: pre-algebra, elementary algebra, intermediate algebra, coordinate geometry, plane geometry, and trigonometry. The questions covering pre-algebra and elementary algebra make up the Pre-Algebra/Elementary Algebra subscore. The questions covering intermediate algebra and coordinate geometry make up the Intermediate Algebra/Coordinate Geometry subscore. The questions

covering plane geometry and trigonometry make up the Plane Geometry/Trigonometry subscore. A brief description and the approximate percentage of the test devoted to each content area are given below.

PRE-ALGEBRA/ELEMENTARY ALGEBRA

Pre-Algebra (23%). Questions in this content area are based on basic operations using whole numbers, decimals, fractions, and integers; place value; square roots and approximations; the concept of exponents; scientific notation; factors; ratio, proportion, and percent; linear equations in one variable; absolute value and ordering numbers by value; elementary counting techniques and simple probability; data collection, representation, and interpretation; and understanding simple descriptive statistics.

Elementary Algebra (17%). Questions in this content area are based on properties of exponents and square roots, evaluation of algebraic expressions through substitution, using variables to express functional relationships, understanding algebraic operations, and the solution of quadratic equations by factoring.

INTERMEDIATE ALGEBRA/COORDINATE GEOMETRY

Intermediate Algebra (15%). Questions in this content area are based on an understanding of the quadratic formula, rational and radical expressions, absolute value equations and inequalities, sequences and patterns, systems of equations, quadratic inequalities, functions, modeling, matrices, roots of polynomials, and complex numbers.

Coordinate Geometry (15%). Questions in this content area are based on graphing and the relations between equations and graphs, including points, lines, polynomials, circles, and other curves; graphing inequalities; slope; parallel and perpendicular lines; distance; midpoints; and conics.

PLANE GEOMETRY/TRIGONOMETRY

Plane Geometry (23%). Questions in this content area are based on the properties and relations of plane figures, including angles and relations among perpendicular and parallel lines; properties of circles, triangles, rectangles, parallelograms, and trapezoids; transformations; the concept of proof and proof techniques; volume; and applications of geometry to three dimensions.

Trigonometry (7%). Questions in this content area are based on understanding trigonometric relations in right triangles; values and properties of trigonometric functions; graphing trigonometric functions; modeling using trigonometric functions; use of trigonometric identities; and solving trigonometric equations.

ACT Reading Test

The ACT Reading Test is a 40-question, 35-minute test that measures your reading comprehension. The test questions ask you to derive meaning from several texts by (1) referring to what is explicitly stated and (2) reasoning to determine implicit meanings. Specifically, questions will ask you to use referring and reasoning skills to determine main ideas; locate and interpret significant details; understand

sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases, and statements; draw generalizations; and analyze the author's or narrator's voice and method. The test comprises four sections, each containing one long or two shorter prose passages that are representative of the level and kinds of text commonly encountered in first-year college curricula. Each passage is preceded by a heading that identifies what type of passage it is (for example, "Prose Fiction"), names the author, and may include a brief note that helps in understanding the passage. Each section contains a set of multiple-choice test questions. These questions do not test the rote recall of facts from outside the passage, isolated vocabulary items, or rules of formal logic. In sections that contain two short passages, some of the questions posed involve both of the passages in the section.

Three scores are reported for the ACT Reading Test: a total test score based on all 40 questions, a subscore in Social Studies/Sciences reading skills (based on the 20 questions on the social studies and natural sciences passages), and a subscore in Arts/Literature reading skills (based on the 20 questions on the prose fiction and humanities passages).

Tips for Taking the ACT Reading Test

Pace yourself.

The ACT Reading Test contains 40 questions to be completed in 35 minutes. If you spend 2–3 minutes reading the passage(s) in each section, then you will have about 35 seconds to answer each question. If possible, spend less time on the passages and the questions and use the remaining time allowed for this test to review your work and return to the questions on this test that were most difficult for you.

Read each passage carefully.

Before you begin answering a question, read the entire passage (or two short passages) in a section carefully. It is important that you read every sentence rather than skim the text. Be conscious of relationships between or among ideas. You may want to make notes about important ideas in the passages, either in the test booklet, or on scratch paper if it is provided.

Refer to the passages when answering the questions.

Answers to some of the questions will be found by referring to what is explicitly stated in the text. Other questions will require you to determine implicit meanings and to draw conclusions, comparisons, and generalizations. Consider the text before you answer any question.

Content Covered by the ACT Reading Test

The Reading Test is based on four types of reading selections: the social studies, the natural sciences, prose fiction, and the humanities. A subscore in Social Studies/Sciences reading skills is based on the questions on the social studies and the natural sciences passages, and a subscore in Arts/Literature reading skills is based on the questions on the prose fiction and humanities passages. A brief description and the approximate percentage of the test devoted to each type of reading selection are given on the next page.

Social Studies (25%). Questions in this category are based on passages in the content areas of anthropology, archaeology, biography, business, economics, education, geography, history, political science, psychology, and sociology.

Natural Sciences (25%). Questions in this category are based on passages in the content areas of anatomy, astronomy, biology, botany, chemistry, ecology, geology, medicine, meteorology, microbiology, natural history, physiology, physics, technology, and zoology.

Prose Fiction (25%). Questions in this category are based on intact short stories or excerpts from short stories or novels.

Humanities (25%). Questions in this category are based on passages from memoirs and personal essays and in the content areas of architecture, art, dance, ethics, film, language, literary criticism, music, philosophy, radio, television, and theater.

ACT Science Test

The ACT Science Test is a 40-question, 35-minute test that measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences.

The test presents several sets of scientific information, each followed by a number of multiple-choice test questions. The scientific information is conveyed in one of three different formats: data representation (graphs, tables, and other schematic forms), research summaries (descriptions of several related experiments), or conflicting viewpoints (expressions of several related hypotheses or views that are inconsistent with one another). The questions require you to recognize and understand the basic features of, and concepts related to, the provided information; to examine critically the relationship between the information provided and the conclusions drawn or hypotheses developed; and to generalize from given information to gain new information, draw conclusions, or make predictions.

You are **not permitted** to use a calculator on the ACT Science Test.

One score is reported for the ACT Science Test: a total test score based on all 40 questions.

Tips for Taking the ACT Science Test

Pace yourself.

The ACT Science Test contains 40 questions to be completed in 35 minutes. If you spend about 2 minutes reading each passage, then you will have about 30 seconds to answer each question. If possible, spend less time on the passages and the questions and use the remaining time allowed for this test to review your work and return to the questions on this test that were most difficult for you.

Read the passage carefully.

Before you begin answering a question, read the scientific material provided. It is important that you read the entire text and examine any tables, graphs, or figures. You may want to make notes about important ideas in the information provided, either in the test booklet, or on scratch paper if it is provided. Some of the information sets will describe experiments. You should consider the experimental design, including the controls and variables, because questions are likely to address this component of scientific research.

Note different viewpoints in passages.

Some material will present conflicting points of view, and the questions will ask you to distinguish among the various viewpoints. It may be helpful for you to make notes summarizing each viewpoint, either next to that section in the test booklet, or on scratch paper if it is provided. For questions that ask you to compare viewpoints, these notes will help you answer more quickly.

Content Covered by the ACT Science Test

The content of the Science Test includes biology, chemistry, physics, and the Earth/space sciences (for example, geology, astronomy, and meteorology). Advanced knowledge in these subjects is not required, but knowledge acquired in general, introductory science courses is needed to answer some of the questions. The test emphasizes scientific reasoning skills over recall of scientific content, skill in mathematics, or reading ability. The scientific information is conveyed in one of three different formats.

Data Representation (38%). This format presents graphic and tabular material similar to that found in science journals and texts. The questions associated with this format measure skills such as graph reading, interpretation of scatterplots, and interpretation of information presented in tables.

Research Summaries (45%). This format provides descriptions of one or more related experiments. The questions focus upon the design of experiments and the interpretation of experimental results.

Conflicting Viewpoints (17%). This format presents expressions of several hypotheses or views that, being based on differing premises or on incomplete data, are inconsistent with one another. The questions focus upon the understanding, analysis, and comparison of alternative viewpoints or hypotheses.

ACT Writing Test (Optional)

If you register for the ACT Plus Writing, you will take the ACT Writing Test (which must be completed in English) **after** you complete the four multiple-choice tests. Taking the Writing Test will **not** affect your scores on the multiple-choice tests or your Composite score. Rather, you will receive two *additional* scores: a Combined English/Writing score on a scale of 1 through 36 and a Writing subscore on a scale of 2 through 12. You will also receive some comments on your essay.

The ACT Writing Test is a 30-minute essay test that measures your writing skills—specifically those writing skills emphasized in high school English classes and in entry-level college composition courses. The test consists of one writing prompt that will define an issue and describe two points of view on that issue. You are asked to write in response to a question about your position on the issue described in the writing prompt. In doing so, you may adopt either of the perspectives described in the prompt, or present a different point of view on the issue. Your essay score will not be affected by the point of view you take on the issue. Prompts are designed to be appropriate for response in a 30-minute timed test and to reflect students' interests and experiences.

Your essay will be evaluated on the evidence it gives of your ability to do the following:

- express judgments by taking a position on the issue in the writing prompt;
- maintain a focus on the topic throughout the essay;
- develop a position by using logical reasoning and by supporting your ideas;
- organize ideas in a logical way; and
- use language clearly and effectively according to the conventions of standard written English.

Your essay will be scored holistically—that is, on the basis of the overall impression created by all the elements of the writing. Two trained readers will score your essay, each giving it a rating from 1 (low) to 6 (high). The sum of those ratings is your Writing subscore. If the readers' ratings disagree by more than one point, a third reader will evaluate your essay and resolve the discrepancy.

Tips for Taking the ACT Writing Test

Pace yourself.

The ACT Writing Test gives you 30 minutes to read and think about the issue in the prompt, and to plan and write your essay. When asked to write a timed essay, most writers find it useful to do some planning before they write the essay, and to do a final check of the essay when it is finished. It is unlikely that you will have time to draft, revise, and recopy your essay. Therefore, taking a few minutes to plan your essay is a much better strategy than writing a first draft with the intent to copy it over for the final essay.

Prewrite.

Some writers like to plunge right in, but this is seldom a good way to do well on a timed essay. Prewriting gets you acquainted with the issue, suggests patterns for presenting your thoughts, and gives you a little breathing room to come up with interesting ideas for introducing and concluding your essay. Before writing, then, carefully consider the prompt and make sure you understand it—reread it if you aren't sure. Decide how you want to answer the question in the prompt. Then jot down your ideas on the topic: this might simply be a list of ideas, reasons, and examples that you will use to explain your point of view on the issue. Write down what you think others might say in opposition to your point of view and think about how you would refute their argument. Think of how best to organize the ideas in your essay. Do your prewriting in your Writing Test booklet. You can refer back to these notes as you write your essay on the lined pages of your answer folder.

Write.

Once you're ready to write your essay in the answer folder, proceed with the confidence that you have prepared well and that you will have attentive and receptive readers who are interested in your ideas. At the beginning of your essay, make sure readers will see that you understand the issue. Explain your point of view in a clear and logical way. If possible, discuss the issue in a broader context or evaluate the implications or complications of the issue. Address what others might say to refute your point of view and present a counterargument. Use specific examples. Vary the structure of your sentences, and use varied and

precise word choices. Make logical relationships clear by using transitional words and phrases. Do not wander off the topic. End with a strong conclusion that summarizes or reinforces your position.

Is it advisable to organize the essay by using a formula, like "the five-paragraph essay"? Points are neither awarded nor deducted for following formulas, so feel free to use one or not as best suits your preference. Some writers find formulas stifling, while other writers find them vital. The exact numbers of words and paragraphs in your essay are less important than the clarity and development of your ideas. Writers who have something to say can usually express their ideas at reasonable length and in the right number of paragraphs.

Review your essay.

Take a few minutes before time is called to read over your essay. Correct any mistakes in grammar, usage, punctuation, and spelling. If you find any words that are hard to read, recopy them so your readers can read them easily. Make any corrections and revisions neatly, between the lines. Do not write in the margins. Your readers take into account that you had only 30 minutes to compose and write your essay. Within that time limit, try to make your essay as polished as you can.

Practice.

There are many ways to prepare for the ACT Writing Test. You may be surprised that these include reading newspapers and magazines, listening to news analyses on television or radio, and participating in discussions and debates about issues and problems. These activities help you become more familiar with current issues, with different perspectives on those issues, and with strategies that skilled writers and speakers use to present their points of view.

Of course, one of the best ways to prepare for the ACT Writing Test is to practice writing different kinds of texts, for different purposes, with different audiences in mind. The writing you do in your English classes will help you. So will practice in writing essays, stories, poems, plays, editorials, reports, letters to the editor, a personal journal, or other kinds of writing that you do on your own. Because the ACT Writing Test asks you to explain your perspective on an issue in a convincing way, writing opportunities like editorials or letters to the editor of a newspaper are especially helpful. Practicing a variety of different kinds of writing will help make you a versatile writer able to adjust to different writing occasions and assignments.

It is also a good idea to practice writing within a time limit. This will help build skills that are important in college-level learning and in the world of work. Taking the practice ACT Writing Test in this booklet will give you a good idea of what timed writing is like and how much additional practice you may need. You might want to take the practice ACT Writing Test even if you do not plan to take the ACT Plus Writing, because all the writing you do contributes to your skill in expressing yourself.

Content Covered by the ACT Writing Test

Writing is where form and content come together. To state that more precisely, writing is where *you* put form and content together. On the ACT Writing Test, we provide the “prompt”—a writing question about an issue that has been chosen for its appropriateness in a 30-minute test and for its relevance to students’ interests and experiences. The prompt defines the topic and asks you to focus on that topic in your essay. But the “content” of your essay—the arguments and explanations, the analysis and examples, in all their details—is provided by you. By applying your writing skills to shaping that content, you also provide the “form” of your essay. So, with regard to the content covered by the Writing Test, you are the author.

3 What to Expect on Test Day

Reporting Time

For National and International Test Dates, you must report to the test center by the time stated on your ticket, normally 8:00 a.m. If you are late, you will not be admitted to test. If your ticket does not list a specific room, test center staff or posted signs will direct you.

Requirements For Admission

At check-in, you will be required to show both your ticket and acceptable photo ID or you will not be admitted to test. See ID requirements on your ticket or at www.actstudent.org. You will also need your ticket to complete your answer document correctly, or your scores may be delayed.

Dos and Don'ts

In the test room, the supervisor or proctor will direct you to a seat. If you need a left-handed desk, tell your supervisor as you enter. Do not leave the test room after you have been admitted. Only pencils, erasers, a permitted calculator (for the Mathematics Test only), and your ticket will be allowed on your desk. You will be required to put all other personal belongings away. You will not be allowed to have scratch paper, books, dictionaries, notes or other aids, highlighters, colored pens or pencils, mechanical pencils, ink pens, correction fluid, reading material, or any electronic devices other than a permitted calculator. Examples of prohibited devices include: timer, cell phone, media player, iPad, headphones, camera. You may not use tobacco in any form or have food or drink (including water) in the test room. (Snacks may be consumed only outside the test room during break.) You must abide by the rules of the test center.

Try to relax just before beginning the tests. Take a few deep breaths, tense and relax your muscles, and think about pleasant things.

Test Preliminaries

Testing will begin as soon as all examinees present at 8:00 a.m. are checked in and seated. Listen carefully to all directions read by your supervisor. Ask questions if you do not understand what you are to do. It is very important that

you *follow all directions* carefully. For instance, if you do not copy the Matching Information from your ticket onto your answer document accurately, or fill in the correct ovals, your scores will be delayed, possibly up to 8 weeks.

You will receive a different answer document depending on which Test Option you chose. Make sure the answer document you receive matches the Test Option you intend to take.

When you receive your test booklet, you will be told to read the directions printed on the cover, then asked to write the booklet number and test form on your answer document. It is extremely important that you fill in the correct ovals for your test booklet number and for the test form you are taking. If you do not, your scores may be delayed. The supervisor will then tell you when to break the seal, open your test booklet, and begin work. If you are taking the ACT Plus Writing, you will receive a Writing Test booklet only after you have completed the four multiple-choice tests.

Taking the Tests

As you are working, keep your eyes on your own test booklet and answer document. If you have a question, raise your hand. Do not look around. Please remember that as you take the tests you may not use information or materials that cause you to obtain a test score that misrepresents what you have learned.

It is important that you understand what is considered prohibited behavior on the ACT. If you are involved in **any** of the actions listed below, you will be dismissed and your answer document will not be scored.

Prohibited behaviors include:

- filling in or altering ovals on a test or continuing to write the essay after time is called on that test (You must put your pencil down immediately when time is called.)
- looking at another examinee's test booklet or answer document
- giving or receiving assistance
- looking back at a test on which time has been called
- looking ahead in the test booklet
- using highlight pens, colored pens or pencils, notes, dictionaries, or other aids
- using a prohibited calculator
- using a calculator on any test other than the Mathematics Test
- sharing a calculator with another examinee
- using any device to share or exchange information at any time during testing or during break (**all** electronic devices, including cell phones, must be turned off from the time you are admitted to test until you are dismissed after testing concludes)
- attempting to remove test materials, including questions or answers, from the test room by any means
- not following instructions or abiding by the rules of the test center
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance or allowing an alarm or phone to sound in the test room

If you engage in **any** of these prohibited behaviors, you will be dismissed from the test center and your answer document will **not** be scored.

If you finish a test before time is called, review your work on that test. Do **not** return to a previous test and do not work ahead. If you are satisfied with your responses, place your answer document inside your test booklet and close the cover. Sit quietly until your supervisor gives you additional instructions.

You will have a 10- to 15-minute break after the first two tests. Do not leave the building during the break because some buildings have automatic locking doors, and you may be locked out. You must ask permission to leave the room during testing to go to the restroom; you will not be allowed to make up lost time. If you are taking the ACT Plus Writing, you will have time after Test 4 in which to sharpen your pencils.

On certain test dates, ACT administers test questions for developmental purposes. Your responses to these questions do not affect your scores.

At the conclusion of testing, you will be asked to sign a statement and copy a certification in your normal handwriting to verify truthful identification of yourself. You will be required to sit quietly until you are dismissed. After all answer documents and test booklets have been collected and counted, your supervisor will dismiss you.

Special Situations

If, for any reason, you have to leave the test center before completing all your tests, you must decide whether or not you want your answer document scored and inform your supervisor of your decision. If you fail to do so, your answer document will be scored. If you decide *after* you have completed all your tests that you do not want your answer document scored, tell your supervisor *before* you leave the test center. You need not give a reason.

Once you break the seal on your multiple-choice test booklet, you cannot request a Test Date Change. If you do not complete all your tests and want to test again, you will have to pay the full test fee for your test option again. If you complete testing and want to take the ACT again, see www.actstudent.org for your options. Once you begin filling out your answer document, you cannot request a Test Option Change (i.e., you may not change from ACT Plus Writing to the ACT [No Writing] or the reverse, on test day).

You may not receive scores from more than one test taken during a scheduled national or international test date. For example, you may test on Saturday or on an authorized non-Saturday date (e.g., because your religious beliefs prohibit testing on Saturday) **or** on a rescheduled test date arranged by ACT—but not on more than one of those days. If you are admitted and allowed to test a second time, we will report only the scores from the first test. The second set of scores will be cancelled without refund.

Test Information Release

On certain national test dates, if you test at a national test center, you may order (for an additional fee) a copy of the test questions, a copy of your answers, a list of correct

answers, and scoring instructions. This service is not available for all test dates or for other testing programs (e.g., International, State, Special). If you want to request and pay for this service, check www.actstudent.org to see which test dates offer this service.

4 Taking the Practice Tests

Taking the practice tests can help you become familiar with the ACT. It will be most helpful if you take the tests under conditions that are as similar as possible to those you will experience on test day. The following tips will help you make the most of the practice tests:

- The four multiple-choice tests require a total of 2 hours and 55 minutes. Take them in order in one sitting, with a 10- to 15-minute break between Tests 2 and 3.
- Sit at a desk with good lighting. You will need sharpened No. 2 pencils with good erasers. You may not use highlight pens or correction fluid. Remove all books and other aids from your desk. On test day, you will not be allowed to use references or notes. For most administrations, you will not be allowed to use scratch paper because each page of the Mathematics Test has a blank column for scratch work.
- If you plan to use a calculator on the Mathematics Test, review the information about prohibited calculators at www.actstudent.org.
- Use a digital timer or clock to time yourself on each practice test. Set your timer for five minutes less than the time allowed for each test so you can get used to the verbal announcement of five minutes remaining. (Students approved for extended time should set a timer for 60-minute announcements up to the total time allowed—5 hours for the ACT [No Writing], or 5 hours and 45 minutes for the ACT Plus Writing, and an announcement of five minutes remaining at the end.)
- Give yourself only the time allowed for each test.
- Detach and use the sample multiple-choice answer document on pages 73–74.
- Read the general test directions on the first page of the practice multiple-choice tests. These are the same directions that will appear on your test booklet on test day. After you have read the directions, start your timer and begin with Test 1. Continue through Test 4, taking a 10- to 15-minute break between Tests 2 and 3. If you do not plan to take the ACT Plus Writing, score your multiple-choice tests using the information beginning on page 57.
- If you plan to take the ACT Plus Writing, read the directions on the first page of the practice ACT Writing Test (page 55). These are the same directions that will appear on your test booklet on test day. After you have read the directions, start your timer, then carefully read the prompt on page 56. After you have considered what the prompt is asking you to do, use scratch paper to plan your essay and then write your essay in the lined pages (75–78) on the answer document. When you have finished, score your essay using the information on pages 64–72.

Practice Multiple-Choice Tests

EXAMINEE STATEMENT, CERTIFICATION, AND SIGNATURE

1. Read the following **Statement**: By opening this test booklet, I agree to the terms and conditions set forth in the ACT registration booklet or website for this exam, including the arbitration and dispute remedy provisions. I understand that ACT owns the test questions and responses and affirm that I will not share any test questions or responses with anyone by any form of communication. I understand that assuming anyone else's identity to take this test may violate the law and be subject to legal penalty.
2. Copy the **Certification** shown below (only the text in italics) on the lines provided. Write in your normal handwriting.

Certification: *I agree to the Statement above and certify that I am the person whose name appears on this form.*

3. Sign your name as you would any official document and enter today's date.

Your Signature

Today's Date



The **ACT**[®]



Form 1267C

Directions

This booklet contains tests in English, Mathematics, Reading, and Science. These tests measure skills and abilities highly related to high school course work and success in college. *CALCULATORS MAY BE USED ON THE MATHEMATICS TEST ONLY.*

The questions in each test are numbered, and the suggested answers for each question are lettered. On the answer document, the rows of ovals are numbered to match the questions, and the ovals in each row are lettered to correspond to the suggested answers.

For each question, first decide which answer is best. Next, locate on the answer document the row of ovals numbered the same as the question. Then, locate the oval in that row lettered the same as your answer. Finally, fill in the oval completely. Use a soft lead pencil and make your marks heavy and black. *DO NOT USE INK OR A MECHANICAL PENCIL.*

Mark only one answer to each question. If you change your mind about an answer, erase your first mark thoroughly before marking your new answer. For each question, make certain that you mark in the row of ovals with the same number as the question.

Only responses marked on your answer document will be scored. Your score on each test will be based only on the number of questions you answer correctly during the time allowed for that test. You will NOT be penalized for guessing. *IT IS TO YOUR ADVANTAGE TO ANSWER EVERY QUESTION EVEN IF YOU MUST GUESS.*

You may work on each test ONLY when your test supervisor tells you to do so. If you finish a test before time is called for that test, you should use the time remaining to reconsider questions you are uncertain about in that test. You may NOT look back to a test on which time has already been called, and you may NOT go ahead to another test. To do so will disqualify you from the examination.

Lay your pencil down immediately when time is called at the end of each test. You may NOT for any reason fill in or alter ovals for a test after time is called for that test. To do so will disqualify you from the examination.

Do not fold or tear the pages of your test booklet.

**DO NOT OPEN THIS BOOKLET
UNTIL TOLD TO DO SO.**



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ENGLISH TEST

45 Minutes—75 Questions

DIRECTIONS: In the five passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose “NO CHANGE.” In some cases, you will find in the right-hand column a question about the underlined part. You are to choose the best answer to the question.

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and fill in the corresponding oval on your answer document. Read each passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.

PASSAGE I

Dragonfly

The nature trail is six feet wide and seven miles long. It slithers through the forest like a snake curving, and bending along the banks of the river.

The county cleared this path and paved it with packed

gravel, so they would have a peaceful place to hike and bike.

I ride this trail nearly every day—not on a bike, but on “Luigi.” That’s the nickname I gave my

motorized wheelchair. 5 Today, Luigi’s battery

1. A. NO CHANGE
B. snake, curving and bending
C. snake curving and bending,
D. snake, curving, and bending,
2. Which of the following alternatives to the underlined portion would NOT be acceptable?
F. path, paving
G. path and then paved
H. path before paving
J. path paved
3. A. NO CHANGE
B. knowing they
C. that they
D. people
4. F. NO CHANGE
G. day; not on a bike
H. day not on a bike
J. day, not on a bike;
5. If the writer were to delete the preceding sentence, the essay would primarily lose:
A. a reason why the narrator is in the forest.
B. a detail important for understanding the essay.
C. a contrast to the lighthearted tone of the essay.
D. nothing at all; this information is irrelevant to the essay.



is fully charged, I know I can go all the way to the end
₆
of the trail and back. But I always carry a cell phone on
me just in case.

Luigi's motor moves slowly as we venture along
₇
the trail. I can hear the gravel quietly crunching beneath

Luigi's rubber wheels. I hear the songs of cardinals in the
₈
trees and the clamor of crickets in the grasses. I hear the
murmur of water slipping over time-smoothed rocks. It is
₉
September, and some of the trees are starting to blush red
and orange at their tips. The wind ruffles my hair and
chills my face as I bounce gently, along in my padded
₁₀
chair.

Bicyclists streak past in a blur of color and a cloud of
₁₁

dust I don't understand their hurry. Luigi can go fast, but I
₁₂
like to ride slowly, to see like a hovering dragonfly. I want
to see everything that has changed, grown, bloomed, or
died since yesterday. Today I notice that a spider has
woven a web between some honeysuckle bushes by the
bridge. I see that the bank of vibrant yellow black-eyed
Susans by the barbed wire fence is starting to dry and fade
away. I spend an hour; looking and listening and learning.
₁₃

6. F. NO CHANGE
G. charged, because of that,
H. charged, this means that
J. charged, so
7. Which choice would most logically and effectively emphasize the positive, friendly attitude the narrator has toward Luigi?
A. NO CHANGE
B. travels safely
C. proceeds carefully
D. purrs softly
8. F. NO CHANGE
G. You can hear
H. One can even hear
J. While hearing
9. A. NO CHANGE
B. Due to the fact that it is
C. It turns into the month of
D. Because it has turned into
10. F. NO CHANGE
G. gentle, along
H. gently along
J. gentle along,
11. Which choice most effectively leads into the new subject of this paragraph?
A. NO CHANGE
B. The sun begins to set
C. Nature always impresses me
D. Days can go by quickly
12. F. NO CHANGE
G. dust, however,
H. dust.
J. dust,
13. A. NO CHANGE
B. hour, looking,
C. hour looking;
D. hour looking

And now my ride is finished for today. I leave the trail and come out into the open, manicured park at the trails end. There, my older brother helps me out of my ¹⁴ chair and into his waiting van. He puts Luigi in the back, and I return to the world of pavement, streetlights, and traffic. But in my mind, I am still gliding through the forest. I am like the water, flowing over ancient stones. Inside, I am still a dragonfly.

14. F. NO CHANGE
 G. trail's
 H. trails'
 J. trails's

Question 15 asks about the preceding passage as a whole.

15. Suppose the writer's goal had been to write an essay illustrating the pleasure that people can take in nature. Would this essay accomplish that goal?
- A. Yes, because it focuses on a variety of wildflowers that the narrator enjoys.
 B. Yes, because it focuses on the narrator's joy at having access to nature.
 C. No, because it describes the world of the city as being more important to the narrator.
 D. No, because it focuses primarily on the functioning of the narrator's motorized wheelchair.

PASSAGE II

Beneath the Streets of New York

At 2 p.m., on October 27, 1904; thousands of ¹⁶ New York City residents poured into the streets of Manhattan. Their cheers competed with the blare of ferryboat horns and the whistle of power plants. The city was celebrating an incredible engineering feat; the ¹⁷ completion of the first section of the New York City

Subway. 18

16. F. NO CHANGE
 G. 2 p.m. on October 27, 1904, thousands
 H. 2 p.m., on October 27, 1904; thousands,
 J. 2 p.m. on October 27, 1904, thousands,
17. A. NO CHANGE
 B. feat, over
 C. feat:
 D. feat
18. The writer is concerned about the level of detail in the preceding sentence and is considering deleting the phrase "the first section of" from it. If the writer were to make this deletion, the paragraph would primarily lose information that:
- F. reveals how expansive the New York City Subway would become.
 G. clarifies that only part of the subway system had been completed by October 27, 1904.
 H. makes clear that by October 27, 1904, construction of the second section of the subway was already underway.
 J. provides evidence that New York City residents at this celebration believed the entire subway system was complete.



The original subway line was 9.1 miles long and had twenty-eight stations. [A] The first train took twenty-six minutes to complete the route, which ran from City Hall to West 145th Street in under a half an hour. Tens of thousands of New Yorkers could now avoid traffic jams

by traveling underneath the streets. [B]

As early as 1865, there had been proposals for a New York subway, but that took decades to resolve the many political, financial, and technical challenges. The engineer, William Barclay Parsons accepted responsibility for overseeing this project.

Parsons decided that most of the subway tunnel would be constructed using an innovation engineering method known as “cut and cover.” [C] First, workers used picks and shovels to remove roads and dig a deep trench. After installing wooden braces to hold back the earth, workers built a concrete floor. Tunnel walls were

created: with layers of brick, ceramic blocks, tar-soaked felt for waterproofing, and concrete. The roof was made from arch-shaped wooden molds also covered with concrete. Next, track beds were filled with crushed stone, and rails were secured to wooden ties. Finally, the roof was covered with tar-soaked felt, and the roads were rebuilt.

19. A. NO CHANGE
B. in the completion of its route.
C. in twenty-six minutes.
D. DELETE the underlined portion and end the sentence with a period.
20. Which choice would most effectively conclude the sentence by indicating clearly how the subway system could address the problem described in the first part of the sentence?
F. NO CHANGE
G. traveling more effectively.
H. trying something new.
J. using a system.
21. A. NO CHANGE
B. it
C. those
D. DELETE the underlined portion.
22. F. NO CHANGE
G. engineer—William Barclay Parsons
H. engineer William Barclay Parsons,
J. engineer William Barclay Parsons
23. A. NO CHANGE
B. innovate engineer
C. innovative engineering
D. innovate engineering
24. F. NO CHANGE
G. into the ground deeply under where the roads had previously been removed by them.
H. a trench far down below since it was necessary to shovel deep into the earth in this method known as “cut and cover.”
J. DELETE the underlined portion and end the sentence with a period.
25. A. NO CHANGE
B. created, with
C. created with
D. created with:



Brightly lit stations welcomed the public, many
of them were skeptical of traveling underground. [D] It
26

didn't take long for New Yorkers to adapt, however. The
day after the subway opened, one newspaper reported that
the riders were emerging from underground "having
finished what will be to them the daily routine of the
rest of their lives." 28

26. **F.** NO CHANGE
G. of whom
H. of who
J. DELETE the underlined portion.
27. **A.** NO CHANGE
B. therefore.
C. for instance.
D. that is.
28. The writer wishes to add a sentence that describes the magnitude and expansiveness of the New York City Subway system today. Given that all the following statements are true, which one, if added here, would most clearly and effectively accomplish the writer's goal?
- F.** Even today, for many New Yorkers that newspaper's account is right!
G. Today, riding a portion of the New York City Subway's 656 miles of mainline track is a daily routine for more than 4 million people.
H. Today, the New York City Transit Authority continuously maintains two separate fleets of subway cars.
J. Now, a typical New York City Subway waiting platform ranges from 400 to 700 feet.

Question 29 asks about the preceding passage as a whole.

29. Upon reviewing the essay and finding that some information has been left out, the writer composes the following sentence incorporating that information:
- This technique, also known as "open excavation," became the standard for subway tunneling for nearly sixty years.
- If the writer were to add this sentence to the essay, the sentence would most logically be placed at Point:
- A.** A.
B. B.
C. C.
D. D.



PASSAGE III

Diego Rivera: The People's Painter

In the 1920s, Mexican artist Diego Rivera (1886–1957) practiced the art of painting frescoes, large murals done on fresh plaster. Rivera's frescoes appeared on the outside walls of buildings in Mexico City, in plain sight of any passerby. This brought art out of the elite galleries by catering to the upper class and literally to the public.

Rivera attracted for his belief controversy that the working class should wield more political power. His

dominant artistic subject in his art was as expansive than his frescoes: the role played by laborers in the past, present, and future of humanity. One of his frescoes depict a progression through time and can be read as time lines from left to right. For example, on the left side of a fresco, there might be field workers hunched over in fatigue and surrounded by the tools of their trade. On the right side, after they have moved through history. The same workers stand tall, radiating strength and confidence. Such empowerment of the worker were to be the bright future Rivera envisioned for all the workers of the world.

30. The writer wants to suggest that the art of the fresco had been in decline previous to Rivera. Which choice best accomplishes that goal?
- F. NO CHANGE
G. engaged in
H. influenced
J. revived
31. A. NO CHANGE
B. that catered
C. while catering
D. and catered
32. F. NO CHANGE
G. Rivera should wield more political power for his belief that controversy attracted the working class.
H. Rivera for his controversy attracted belief that the working class should wield more political power.
J. Rivera attracted controversy for his belief that the working class should wield more political power.
33. A. NO CHANGE
B. that he was interested in
C. that he focused on
D. DELETE the underlined portion.
34. F. NO CHANGE
G. then
H. as
J. if
35. A. NO CHANGE
B. Many
C. Each
D. Any one
36. F. NO CHANGE
G. history; the
H. history, the
J. history—the
37. A. NO CHANGE
B. if it were
C. was
D. if it was



Rivera received various prestigious commissions while he was in the United States. In the 1930s, he was commissioned by the Ford Motor Company to paint a twenty-seven-panel fresco in the Detroit Institute of Arts. The fresco, *Detroit Industry*, portrays some of the varied groups that shaped American culture and constituted its workforce. The central panel on the north wall shows the manufacture of a 1932 Ford V-8 engine, when the central panel on the south wall shows the production of this same car's exterior. Smaller panels depicting workers in a variety of other Detroit industries. 42 The fresco is a dynamic work because, by capturing the energy, humanity, and collective achievement of the Detroit workers, celebrates all working men and women. However, Rivera considered it the greatest achievement of his career.

38. F. NO CHANGE
 G. various, prestigious,
 H. various, and prestigious
 J. various and prestigious,
39. If the underlined phrase were deleted, the sentence would primarily lose a detail that:
 A. repeats information found elsewhere in the sentence.
 B. is necessary for the sentence to be grammatically complete.
 C. provides new and relevant information to the sentence.
 D. is ambiguous and unnecessary to the sentence.
40. F. NO CHANGE
 G. since
 H. thus
 J. and
41. A. NO CHANGE
 B. depict
 C. depicting some
 D. had depicted
42. The writer is thinking of adding the following phrase to the end of the preceding sentence (changing the period after *industries* to a comma):
 such as medicine, pharmaceuticals, and chemicals.
 Should the writer make this addition there?
 F. Yes, because it offers relevant examples that help to specify a broad term.
 G. Yes, because it helps explain how the panels were physically constructed.
 H. No, because it provides a sampling of industries rather than a full listing.
 J. No, because it digresses from the main point of the sentence.
43. A. NO CHANGE
 B. that,
 C. while,
 D. that was,
44. F. NO CHANGE
 G. Despite this,
 H. Regardless,
 J. DELETE the underlined portion.



PASSAGE IV

After All These Years

[1]

[1] I met Joan, the person who would be my best friend for the next twenty years, the first morning I played outside my family's new California home. [2] I was five years old. [3] We became inseparable childhood friends, and we remained close, even though we attended different high schools and colleges.

[2]

Joan enjoyed jogging and painting cityscapes. I loved hiking trips and writing. We shared an appreciation of the outdoors and a passion for our creative work. More

importantly though we enjoyed being together. Through our history of shared experiences, we formed a rare understanding of each other.

[3]

[1] Last February, I had to travel to Fairbanks, Alaska, for my work. [2] Though we had rarely spoken to each other in fifteen years, when I called Joan to suggest a meeting, her voice sounded wonderfully familiar.

45. A. NO CHANGE
 B. close, yet even
 C. close; even
 D. close. Even

46. Which of the following alternatives to the underlined portion would NOT be acceptable?
 F. cityscapes, while I
 G. cityscapes; I
 H. cityscapes. I, on the other hand,
 J. cityscapes I

47. A. NO CHANGE
 B. important though
 C. importantly, though,
 D. important, though

48. Which choice would best express the narrator's positive reaction to speaking with Joan and the narrator's fondness for her friend?
 F. NO CHANGE
 G. she said that she would rearrange her schedule so that we could meet.
 H. she told me that she immediately recognized my voice.
 J. her quick words and the sound of her laugh surprised me.



[3] Through my parents, whom were still in touch with

49

Joan's father, I learned that Joan was currently living in

50

Fairbanks. 51

[4]

I parked my rental car in downtown Fairbanks, and to keep the battery from freezing, I plugged the engine into an electrical outlet in the parking lot so the battery would stay warm. It was twenty below

52

zero that afternoon, and the sky shone with a pale gray

53

light. 54 I called Joan from a pay phone. She soon met me on a street corner that was close to her art studio.

[5]

As we walked upstairs to her studio, we slipped into our familiar habits, talking about the people in our lives and our work. We talked just as easily as we had in the past, when we would sit in the field behind Joan's house atop the rabbit hutch and discuss our friends and our hopes for the future.

56

49. A. NO CHANGE
B. who
C. whose
D. which

50. F. NO CHANGE
G. we
H. they
J. he

51. Which of the following sequences of sentences makes Paragraph 3 most logical?
A. NO CHANGE
B. 1, 3, 2
C. 2, 1, 3
D. 3, 2, 1

52. F. NO CHANGE
G. located in the downtown area of the city.
H. so the battery would continue to work properly despite the cold weather.
J. DELETE the underlined portion and end the sentence with a period.

53. Which of the following alternatives to the underlined portion would NOT be acceptable?
A. was glowing
B. glowed
C. shined
D. shoned

54. If the writer were to delete the preceding sentence, the essay would primarily lose:
F. an indication of the narrator's response to the weather conditions in Fairbanks.
G. a detailed analysis of why the narrator had to plug the car engine into an electrical outlet.
H. descriptive details that help set the scene of the narrator's meeting with Joan.
J. unnecessary details that repeat information given earlier in the paragraph.

55. A. NO CHANGE
B. fell upon
C. dropped by
D. returned with

56. F. NO CHANGE
G. in the field atop the rabbit hutch behind Joan's house
H. atop the rabbit hutch in the field behind Joan's house
J. behind Joan's house in the field atop the rabbit hutch



[6]

When I saw Joan's new paintings, I immediately remembered her distinct way of emphasizing shadows and light. I remembered everything about her: how she would get so absorbed in her work that she'd forget to eat, how
57

she disliked talking in the morning, how she was firm in
58

her decisions. The years of separation had not affected the
59
heart of our connection, our friendship.
59

57. Which of the following alternatives to the underlined portion would NOT be acceptable?
- A. engrossed in
 - B. acquired by
 - C. immersed in
 - D. engaged in
58. Which of the following alternatives to the underlined portion would NOT be acceptable?
- F. with
 - G. regarding
 - H. along
 - J. about
59. Given that all the choices are true, which one would best conclude this essay by effectively summarizing its main idea?
- A. NO CHANGE
 - B. Sadly, I realized that although we might be able to meet once a year, Joan and I would probably never again live in the same city.
 - C. Even though we had followed different interests, I was glad to know that both Joan and I had been able to devote time to our creative work.
 - D. As a result of the time we spent together when we were very young, I'll always remember Joan.

Question 60 asks about the preceding passage as a whole.

60. Upon reviewing the essay and finding that some information has been left out, the writer composes the following sentence incorporating that information:
- Yet, despite such strong ties, we moved far apart as adults and lost touch.
- This sentence would most logically be placed:
- F. after Sentence 2 in Paragraph 1.
 - G. at the end of Paragraph 2.
 - H. at the end of Paragraph 4.
 - J. after the first sentence in Paragraph 6.



PASSAGE V

Three Stars, Many Stories

Many thousands of years ago, people around the world began attaching different stories to the stars in the

61

night sky. The Sun sets gradually the images of a winged horse, a drinking gourd, a heartbroken hero appear in lights overhead. In some cases, a pattern of stars may represent a simple object that has meaning in day-to-day life. In other cases, the pattern, or constellation, may be

63

a figure with a different kind of meaning.

64

Three bright stars that I've read about have acquired

65

significance for many viewers around the globe. In some

66

agricultural parts of Japan, for instance, these three stars are commonly referred to as *Karasuki* and represent a

67

three-pronged plow. It's awesome that in other parts of Japan, the same three stars appear in a constellation

68

61. A. NO CHANGE
 B. stories, which they connected to
 C. stories, to which they related to
 D. stories because of
62. F. NO CHANGE
 G. sets, gradually,
 H. sets, and gradually
 J. setting gradually
63. A. NO CHANGE
 B. pattern, or constellation
 C. pattern or constellation,
 D. pattern or constellation:
64. Given that all the choices are true, which one ends this paragraph with the clearest allusion to *Orion*, as the constellation is described later in the essay?
 F. NO CHANGE
 G. that is interesting but hard to see without a telescope.
 H. who plays a dramatic role in a myth that has been told and retold for centuries.
 J. that is also represented in the night sky once the Sun has set and the stars emerge.
65. Given that all the choices are true, which one offers visual information about the stars as they appear in modern times?
 A. NO CHANGE
 B. have different names in different cultures
 C. formed long before any of us were born
 D. together roughly form a straight line
66. Which of the following alternatives to the underlined portion would NOT be acceptable?
 F. observers
 G. overseers
 H. night-sky watchers
 J. stargazers
67. Given that all the choices are true, which one provides a detail that has the most direct connection to the information that follows in this sentence?
 A. NO CHANGE
 B. distant
 C. populated
 D. historic
68. F. NO CHANGE
 G. You'll be amazed to learn that in
 H. Consider, if you will, the notion that in
 J. In



representing the floor-length sleeve of a woman's kimono.

In still other parts of Japan, this shining trio appears in the center of an hourglass-shaped drum, a *tsuzumi*.

On the other side of the world, the same three stars ⁶⁹has traditionally represented three zebras to the Namaqua people of South Africa. In

the mythology, of the Tswana people of South Africa, ⁷⁰these same stars represent three pigs. ⁷¹

[1] *Orion* is the name many Westerners use for a constellation that contains these three stars. [2] In Greek mythology, Orion is a mighty hunter. [3] In the night sky, he carries a bow and arrow and is accompanied by his loyal dogs, *Canis Major* and *Canis Minor*. [4] The three stars form the brilliant belt around the hunter's waist. [5] In the sky with Orion are the animals he used to hunt on Earth—from a small rabbit to a huge bull. [6] The scorpion that, according to myth, killed Orion inhabits the sky as well, but at such a distance because ⁷²it can never sting the hunter again. [7] Even in an age of big-screen televisions, their ⁷³is still no show on Earth as big as the night sky. [8] Stars up there play different roles around the world, ⁷⁴their dazzling careers span thousands of years. 75

69. A. NO CHANGE
B. In Japan's imagination, this
C. In Japan, this
D. This

70. F. NO CHANGE
G. have
H. could of
J. has been

71. A. NO CHANGE
B. mythology of the Tswana people, of South Africa
C. mythology, of the Tswana people, of South Africa
D. mythology of the Tswana people of South Africa,

72. F. NO CHANGE
G. so when
H. this means
J. that

73. A. NO CHANGE
B. they're
C. there
D. but there

74. F. NO CHANGE
G. world, and their
H. world, with
J. world,

75. The writer wants to divide the preceding paragraph into two to create a concluding paragraph that is free of direct references to a specific culture's view of the three stars. The best place to begin the new paragraph would be at the beginning of Sentence:

- A. 4.
B. 5.
C. 6.
D. 7.

END OF TEST 1

STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.



MATHEMATICS TEST

60 Minutes—60 Questions

DIRECTIONS: Solve each problem, choose the correct answer, and then fill in the corresponding oval on your answer document.

Do not linger over problems that take too much time. Solve as many as you can; then return to the others in the time you have left for this test.

You are permitted to use a calculator on this test. You may use your calculator for any problems you choose,

but some of the problems may best be done without using a calculator.

Note: Unless otherwise stated, all of the following should be assumed.

1. Illustrative figures are NOT necessarily drawn to scale.
2. Geometric figures lie in a plane.
3. The word *line* indicates a straight line.
4. The word *average* indicates arithmetic mean.

-
1. The weekly fee for staying at the Pleasant Lake Campground is \$20 per vehicle and \$10 per person. Last year, weekly fees were paid for v vehicles and p persons. Which of the following expressions gives the total amount, in dollars, collected for weekly fees last year?
 - A. $20v + 10p$
 - B. $20p + 10v$
 - C. $10(v + p)$
 - D. $30(v + p)$
 - E. $10(v + p) + 20p$
 2. If $r = 9$, $b = 5$, and $g = -6$, what does $(r + b - g)(b + g)$ equal?
 - F. -20
 - G. -8
 - H. 8
 - J. 19
 - K. 20
 3. A copy machine makes 60 copies per minute. A second copy machine makes 80 copies per minute. The second machine starts making copies 2 minutes after the first machine starts. Both machines stop making copies 8 minutes after the first machine started. Together, the 2 machines made how many copies?
 - A. 480
 - B. 600
 - C. 680
 - D. 720
 - E. 960
 4. Marlon is bowling in a tournament and has the highest average after 5 games, with scores of 210, 225, 254, 231, and 280. In order to maintain this exact average, what *must* be Marlon's score for his 6th game?
 - F. 200
 - G. 210
 - H. 231
 - J. 240
 - K. 245
 5. Joelle earns her regular pay of \$7.50 per hour for up to 40 hours of work in a week. For each hour over 40 hours of work in a week, Joelle is paid $1\frac{1}{2}$ times her regular pay. How much does Joelle earn for a week in which she works 42 hours?
 - A. \$126.00
 - B. \$315.00
 - C. \$322.50
 - D. \$378.00
 - E. \$472.50
 6. Which of the following mathematical expressions is equivalent to the verbal expression "A number, x , squared is 39 more than the product of 10 and x " ?
 - F. $2x = 39 + 10x$
 - G. $2x = 39x + 10x$
 - H. $x^2 = 39 - 10x$
 - J. $x^2 = 39 + x^{10}$
 - K. $x^2 = 39 + 10x$
 7. If $9(x - 9) = -11$, then $x = ?$
 - A. $-\frac{92}{9}$
 - B. $-\frac{20}{9}$
 - C. $-\frac{11}{9}$
 - D. $-\frac{2}{9}$
 - E. $\frac{70}{9}$



8. Discount tickets to a basketball tournament sell for \$4.00 each. Enrico spent \$60.00 on discount tickets, \$37.50 less than if he had bought the tickets at the regular price. What was the regular ticket price?
- F. \$ 2.50
G. \$ 6.40
H. \$ 6.50
J. \$ 7.50
K. \$11.00
9. The expression $(3x - 4y^2)(3x + 4y^2)$ is equivalent to:
- A. $9x^2 - 16y^4$
B. $9x^2 - 8y^4$
C. $9x^2 + 16y^4$
D. $6x^2 - 16y^4$
E. $6x^2 - 8y^4$
10. A rectangle has an area of 32 square feet and a perimeter of 24 feet. What is the shortest of the side lengths, in feet, of the rectangle?
- F. 1
G. 2
H. 3
J. 4
K. 8
11. In $\triangle ABC$, the sum of the measures of $\angle A$ and $\angle B$ is 47° . What is the measure of $\angle C$?
- A. 47°
B. 86°
C. 94°
D. 133°
E. 143°
12. In the school cafeteria, students choose their lunch from 3 sandwiches, 3 soups, 4 salads, and 2 drinks. How many different lunches are possible for a student who chooses exactly 1 sandwich, 1 soup, 1 salad, and 1 drink?
- F. 2
G. 4
H. 12
J. 36
K. 72
13. For 2 consecutive integers, the result of adding the smaller integer and triple the larger integer is 79. What are the 2 integers?
- A. 18, 19
B. 19, 20
C. 20, 21
D. 26, 27
E. 39, 40
14. A function $f(x)$ is defined as $f(x) = -8x^2$. What is $f(-3)$?
- F. -72
G. 72
H. 192
J. -576
K. 576
15. If $3^x = 54$, then which of the following must be true?
- A. $1 < x < 2$
B. $2 < x < 3$
C. $3 < x < 4$
D. $4 < x < 5$
E. $5 < x$
16. What is the least common multiple of 70, 60, and 50?
- F. 60
G. 180
H. 210
J. 2,100
K. 210,000
17. Hot Shot Electronics is designing a packing box for its new line of Acoustical Odyssey speakers. The box is a rectangular prism of length 45 centimeters, width 30 centimeters, and volume 81,000 cubic centimeters. What is the height, in centimeters, of the box?
- A. 75
B. 60
C. 48
D. 27
E. 18
18. Four points, A , B , C , and D , lie on a circle having a circumference of 15 units. B is 2 units counterclockwise from A . C is 5 units clockwise from A . D is 7 units clockwise from A and 8 units counterclockwise from A . What is the order of the points, starting with A and going clockwise around the circle?
- F. A, B, C, D
G. A, B, D, C
H. A, C, B, D
J. A, C, D, B
K. A, D, C, B
19. A group of cells grows in number as described by the equation $y = 16(2)^t$, where t represents the number of days and y represents the number of cells. According to this formula, how many cells will be in the group at the end of the first 5 days?
- A. 80
B. 160
C. 400
D. 512
E. 1,280



20. The length of a rectangle is 3 times the length of a smaller rectangle. The 2 rectangles have the same width. The area of the smaller rectangle is A square units. The area of the larger rectangle is kA square units. Which of the following is the value of k ?

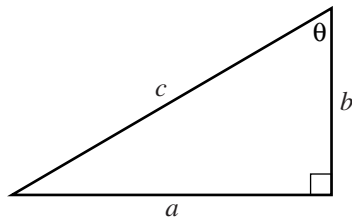
F. $\frac{1}{9}$
 G. $\frac{1}{3}$
 H. 1
 J. 3
 K. 9

21. $(a + 2b + 3c) - (4a + 6b - 5c)$ is equivalent to:

A. $-4a - 8b - 2c$
 B. $-4a - 4b + 8c$
 C. $-3a + 8b - 2c$
 D. $-3a - 4b - 2c$
 E. $-3a - 4b + 8c$

22. The dimensions of the right triangle shown below are given in feet. What is $\sin \theta$?

F. $\frac{a}{b}$
 G. $\frac{a}{c}$
 H. $\frac{b}{c}$
 J. $\frac{b}{a}$
 K. $\frac{c}{a}$



23. In a basketball passing drill, 5 basketball players stand evenly spaced around a circle. The player with the ball (the passer) passes it to another player (the receiver). The receiver cannot be the player to the passer's immediate right or left and cannot be the player who last passed the ball. A designated player begins the drill as the first passer. This player will be the receiver for the first time on which pass of the ball?

A. 4th
 B. 5th
 C. 6th
 D. 10th
 E. 24th

24. Lines p and n lie in the standard (x,y) coordinate plane. An equation for line p is $y = 0.12x + 3,000$. The slope of line n is 0.1 greater than the slope of line p . What is the slope of line n ?

F. 0.012
 G. 0.02
 H. 0.22
 J. 1.2
 K. 300

25. The expression $-8x^3(7x^6 - 3x^5)$ is equivalent to:

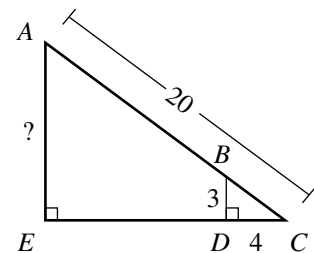
A. $-56x^9 + 24x^8$
 B. $-56x^9 - 24x^8$
 C. $-56x^{18} + 24x^{15}$
 D. $-56x^{18} - 24x^{15}$
 E. $-32x^4$

26. $-3|-6 + 8| = ?$

F. -42
 G. -6
 H. -1
 J. 6
 K. 42

27. In right triangle $\triangle ACE$ below, \overline{BD} is parallel to \overline{AE} , and \overline{BD} is perpendicular to \overline{EC} at D . The length of \overline{AC} is 20 feet, the length of \overline{BD} is 3 feet, and the length of \overline{CD} is 4 feet. What is the length, in feet, of \overline{AE} ?

A. 10
 B. 12
 C. 15
 D. 16
 E. 17



28. As part of a lesson on motion, students observed a cart rolling at a constant rate along a straight line. As shown in the chart below, they recorded the distance, y feet, of the cart from a reference point at 1-second intervals from $t = 0$ seconds to $t = 5$ seconds.

t	0	1	2	3	4	5
y	14	19	24	29	34	39

Which of the following equations represents this data?

F. $y = t + 14$
 G. $y = 5t + 9$
 H. $y = 5t + 14$
 J. $y = 14t + 5$
 K. $y = 19t$



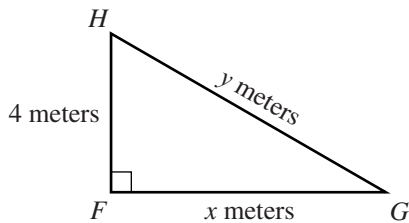
29. The inequality $6(x + 2) > 7(x - 5)$ is equivalent to which of the following inequalities?

- A. $x < -23$
- B. $x < 7$
- C. $x < 17$
- D. $x < 37$
- E. $x < 47$

30. The sides of a square are 3 cm long. One vertex of the square is at $(2,0)$ on a square coordinate grid marked in centimeter units. Which of the following points could also be a vertex of the square?

- F. $(-4, 0)$
- G. $(0, 1)$
- H. $(1, -1)$
- J. $(4, 1)$
- K. $(5, 0)$

31. For $\triangle FGH$, shown below, which of the following is an expression for y in terms of x ?

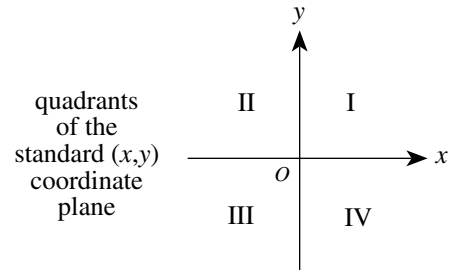


- A. $x + 4$
- B. $\sqrt{x^2 + 4}$
- C. $\sqrt{x^2 + 8}$
- D. $\sqrt{x^2 - 16}$
- E. $\sqrt{x^2 + 16}$

32. A bag contains 12 red marbles, 5 yellow marbles, and 15 green marbles. How many additional red marbles must be added to the 32 marbles already in the bag so that the probability of randomly drawing a red marble is $\frac{3}{5}$?

- F. 13
- G. 18
- H. 28
- J. 32
- K. 40

33. What are the quadrants of the standard (x,y) coordinate plane below that contain points on the graph of the equation $4x - 2y = 8$?



- A. I and III only
- B. I, II, and III only
- C. I, II, and IV only
- D. I, III, and IV only
- E. II, III, and IV only

34. The graph of $y = -5x^2 + 9$ passes through $(1,2a)$ in the standard (x,y) coordinate plane. What is the value of a ?

- F. 2
- G. 4
- H. 7
- J. -1
- K. -8

35. Jerome, Kevin, and Seth shared a submarine sandwich. Jerome ate $\frac{1}{2}$ of the sandwich, Kevin ate $\frac{1}{3}$ of the sandwich, and Seth ate the rest. What is the ratio of Jerome's share to Kevin's share to Seth's share?

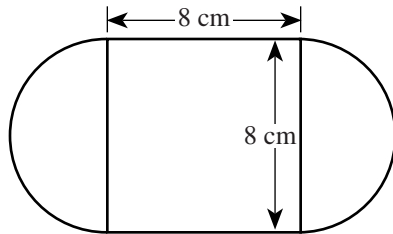
- A. 2:3:6
- B. 2:6:3
- C. 3:1:2
- D. 3:2:1
- E. 6:3:2

36. A particular circle in the standard (x,y) coordinate plane has an equation of $(x - 5)^2 + y^2 = 38$. What are the radius of the circle, in coordinate units, and the coordinates of the center of the circle?

- | | radius | center |
|----|-------------|----------|
| F. | $\sqrt{38}$ | $(5,0)$ |
| G. | 19 | $(5,0)$ |
| H. | 38 | $(5,0)$ |
| J. | $\sqrt{38}$ | $(-5,0)$ |
| K. | 19 | $(-5,0)$ |

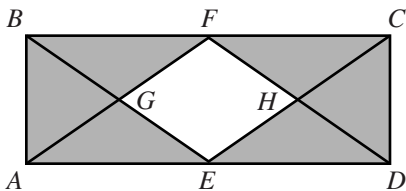


37. The figure below consists of a square and 2 semicircles, with dimensions as shown. What is the outside perimeter, in centimeters, of the figure?



- A. $8 + 8\pi$
 B. $16 + 8\pi$
 C. $16 + 16\pi$
 D. $32 + 8\pi$
 E. $32 + 16\pi$

38. In the figure below, points E and F are the midpoints of sides \overline{AD} and \overline{BC} of rectangle $ABCD$, point G is the intersection of \overline{AF} and \overline{BE} , and point H is the intersection of \overline{CE} and \overline{DF} . The interior of $ABCD$ except for the interior of $EGFH$ is shaded. What is the ratio of the area of $EGFH$ to the area of the shaded region?



- F. 1:2
 G. 1:3
 H. 1:4
 J. 1:6
 K. Cannot be determined from the given information

39. The coordinates of the endpoints of \overline{CD} , in the standard (x,y) coordinate plane, are $(-4,-2)$ and $(14,2)$. What is the x -coordinate of the midpoint of \overline{CD} ?

- A. 0
 B. 2
 C. 5
 D. 9
 E. 10

40. What is the surface area, in square inches, of an 8-inch cube?

- F. 512
 G. 384
 H. 320
 J. 256
 K. 192

41. The equations below are linear equations of a system where a , b , and c are positive integers.

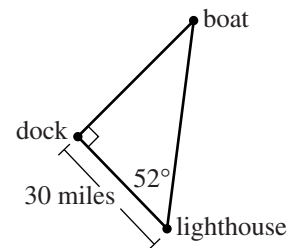
$$\begin{aligned} ay + bx &= c \\ ay - bx &= c \end{aligned}$$

Which of the following describes the graph of at least 1 such system of equations in the standard (x,y) coordinate plane?

- I. 2 parallel lines
 II. 2 intersecting lines
 III. A single line
- A. I only
 B. II only
 C. III only
 D. I or II only
 E. I, II, or III

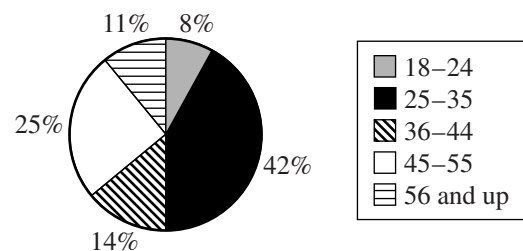
42. According to the measurements given in the figure below, which of the following expressions gives the distance, in miles, from the boat to the dock?

- F. $30 \tan 52^\circ$
 G. $30 \cos 52^\circ$
 H. $30 \sin 52^\circ$
 J. $\frac{30}{\cos 52^\circ}$
 K. $\frac{30}{\sin 52^\circ}$



43. The circle graph below shows the distribution of registered voters, by age, for a community. Registered voters are randomly selected from this distribution to be called for jury duty. What are the odds (in the age range: not in the age range) that the first person called for jury duty is in the age range of 25–35 years?

Distribution of Registered Voters by Age

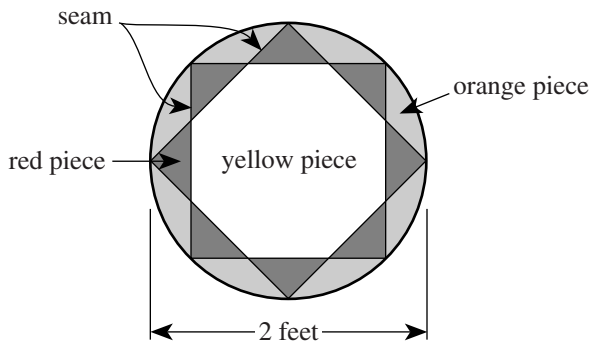


- A. 1:3
 B. 7:8
 C. 7:43
 D. 21:29
 E. 42:25



Use the following information to answer questions 44–46.

The figure below shows the design of a circular stained-glass panel on display at Hopewell's Antique Shop. Seams separate the pieces of the panel. All red triangular pieces shown are congruent and have a common vertex with each adjoining triangular piece. The 2 squares shown are inscribed in the circle. The diameter of the panel is 2 feet.



44. The design of the stained-glass panel has how many lines of symmetry in the plane of the panel?

F. 2
G. 4
H. 8
J. 16
K. Infinitely many

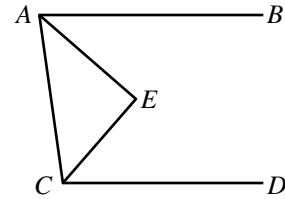
45. What is the area of the stained-glass panel, to the nearest 0.1 square foot?

A. 3.1
B. 4.0
C. 6.2
D. 8.0
E. 12.6

46. Kaya wants to install a new circular stained-glass window in her living room. The design of the window will be identical to that of the panel. The diameter of the new window will be 75% longer than the diameter of the panel. The new window will be how many feet in diameter?

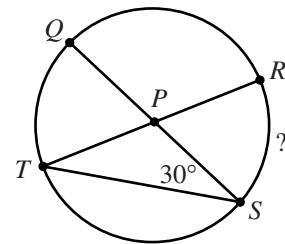
F. 1.50
G. 2.50
H. 2.75
J. 3.50
K. 4.00

47. In the figure below, $\overline{AB} \parallel \overline{CD}$, \overline{AE} bisects $\angle BAC$, and \overline{CE} bisects $\angle ACD$. If the measure of $\angle BAC$ is 82° , what is the measure of $\angle AEC$?



- A. 86°
B. 88°
C. 90°
D. 92°
E. Cannot be determined from the given information

48. In the circle shown below, chords \overline{TR} and \overline{QS} intersect at P , which is the center of the circle, and the measure of $\angle PST$ is 30° . What is the degree measure of minor arc \widehat{RS} ?



- F. 30°
G. 45°
H. 60°
J. 90°
K. Cannot be determined from the given information

49. For what value of a would the following system of equations have an infinite number of solutions?

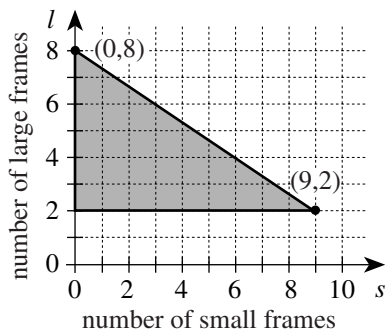
$$\begin{aligned} 2x - y &= 8 \\ 6x - 3y &= 4a \end{aligned}$$

- A. 2
B. 6
C. 8
D. 24
E. 32



Use the following information to answer questions 50–52.

Marcia makes and sells handcrafted picture frames in 2 sizes: small and large. It takes her 2 hours to make a small frame and 3 hours to make a large frame. The shaded triangular region shown below is the graph of a system of inequalities representing weekly constraints Marcia has in making the frames. For making and selling s small frames and l large frames, Marcia makes a profit of $30s + 70l$ dollars. Marcia sells all the frames she makes.



50. The weekly constraint represented by the horizontal line segment containing $(9, 2)$ means that each week Marcia makes a minimum of:

- F. 2 large frames.
- G. 9 large frames.
- H. 2 small frames.
- J. 9 small frames.
- K. 11 small frames.

51. For every hour that Marcia spends making frames in the second week of December each year, she donates \$3 from that week's profit to a local charity. This year, Marcia made 4 large frames and 2 small frames in that week. Which of the following is closest to the percent of that week's profit Marcia donated to the charity?

- A. 6%
- B. 12%
- C. 14%
- D. 16%
- E. 19%

52. What is the maximum profit Marcia can earn from the picture frames she makes in 1 week?

- F. \$410
- G. \$460
- H. \$540
- J. \$560
- K. \$690

53. The *determinant* of a matrix $\begin{bmatrix} a & b \\ c & d \end{bmatrix}$ equals $ad - cb$.

What must be the value of x for the matrix $\begin{bmatrix} x & 8 \\ x & x \end{bmatrix}$ to

have a determinant of -16 ?

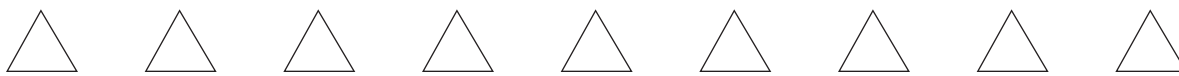
- A. -4
- B. -2
- C. $-\frac{8}{5}$
- D. $\frac{8}{3}$
- E. 4

54. A formula for finding the value, A dollars, of P dollars invested at $i\%$ interest compounded annually for n years is $A = P(1 + 0.01i)^n$. Which of the following is an expression for P in terms of i , n , and A ?

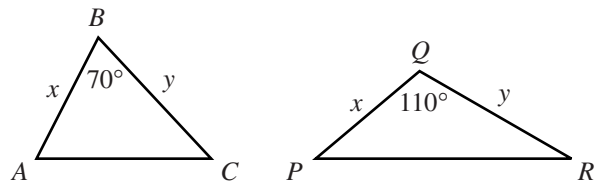
- F. $A - 0.01i^n$
- G. $A + 0.01i^n$
- H. $\left(\frac{A}{1 + 0.01i}\right)^n$
- J. $\frac{A}{(1 - 0.01i)^n}$
- K. $\frac{A}{(1 + 0.01i)^n}$

55. If x and y are real numbers such that $x > 1$ and $y < -1$, then which of the following inequalities *must* be true?

- A. $\frac{x}{y} > 1$
- B. $|x|^2 > |y|$
- C. $\frac{x}{3} - 5 > \frac{y}{3} - 5$
- D. $x^2 + 1 > y^2 + 1$
- E. $x^{-2} > y^{-2}$



56. Triangles $\triangle ABC$ and $\triangle PQR$ are shown below. The given side lengths are in centimeters. The area of $\triangle ABC$ is 30 square centimeters. What is the area of $\triangle PQR$, in square centimeters?



- F. 15
G. 19
H. 25
J. 30
K. 33
57. Triangle $\triangle ABC$ is shown in the figure below. The measure of $\angle A$ is 40° , $AB = 18$ cm, and $AC = 12$ cm. Which of the following is the length, in centimeters, of \overline{BC} ?
- (Note: For a triangle with sides of length a , b , and c opposite angles $\angle A$, $\angle B$, and $\angle C$, respectively, the law of sines states $\frac{\sin \angle A}{a} = \frac{\sin \angle B}{b} = \frac{\sin \angle C}{c}$ and the law of cosines states $c^2 = a^2 + b^2 - 2ab \cos \angle C$.)
-
- A. $12 \sin 40^\circ$
B. $18 \sin 40^\circ$
C. $\sqrt{18^2 - 12^2}$
D. $\sqrt{12^2 + 18^2}$
E. $\sqrt{12^2 + 18^2 - 2(12)(18) \cos 40^\circ}$
58. What is the sum of the first 4 terms of the arithmetic sequence in which the 6th term is 8 and the 10th term is 13 ?
- F. 10.5
G. 14.5
H. 18
J. 21.25
K. 39.5
59. In the equation $x^2 + mx + n = 0$, m and n are integers. The *only* possible value for x is -3 . What is the value of m ?
- A. 3
B. -3
C. 6
D. -6
E. 9
60. The solution set of which of the following equations is the set of real numbers that are 5 units from -3 ?
- F. $|x + 3| = 5$
G. $|x - 3| = 5$
H. $|x + 5| = 3$
J. $|x - 5| = 3$
K. $|x + 5| = -3$

END OF TEST 2

STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

DO NOT RETURN TO THE PREVIOUS TEST.

READING TEST

35 Minutes—40 Questions

DIRECTIONS: There are several passages in this test. Each passage is accompanied by several questions. After reading a passage, choose the best answer to each question and fill in the corresponding oval on your answer document. You may refer to the passages as often as necessary.

Passage I

PROSE FICTION: This passage is adapted from the short story “From Aboard the Night Train” by Kimberly M. Blaeser (©1993 by Kimberly M. Blaeser), which appeared in *Earth Song, Sky Spirit: Short Stories of the Contemporary Native American Experience*.

The passage begins with a female narrator traveling to her hometown.

The moon gives some light and I can make out the contours of the land, see the faint reflection in the lakes and ponds we pass. Several times I see or imagine I see glowing eyes staring back at me from a patch of woods beside the track. When we pass through the tiny towns, I try to read their signs, catch their names from their water towers or grain elevators. Occasionally the train stops at . . . Portage . . . Winona . . . Red Wing.

In my sleeping compartment, watching the night countryside, so much world rolls by my window. Like a voyeur I watch the various reunion scenes. I feel these scenes add up to something, some meaning or lesson about all life, and I try to put it into words for myself but find I can’t. I finally give up, roll over, go to sleep, and dream.

But now I am awake, keeping my vigil over the Midwest’s pastoral kingdom. Chicago, even Minneapolis seems a long way away. A few hours later, still in the deep night hours, the train arrives at my stop, Detroit Lakes, Minnesota, the closest I can get to my destination.

Suddenly, as I descend the two steps from the train, the porter hands me into one of the reunion scenes. “Hi, honey, how was the trip? Did you get any sleep?” “A little. Been waiting long?” “Long enough to beat your dad in two games of cribbage . . .” Glancing back at the train windows, I imagine I am looking into eyes hidden behind mirrored sunglasses.

* * *

I think about progress a lot in the next few days and about what passes for progress. Nightly we walk about town, talk marriages and funerals, then sit on the newly installed benches on Main Street. Together we assemble from our memories the town as it was twenty or twenty-five years ago. We remember the little Model

Meat Market and the old Pioneer office. We rebuild the Landmark Hotel, take down the vinyl fronts from the grocery store, change the light posts, the awnings, the names of the current businesses. I put back the old depot, you the corner funeral home. But soon we are distracted and leave things half constructed when we begin to add the people, what’s-his-name, the square dance caller; Ed, the fire chief; and Lydia, the town’s best gossip. On the walk back home, we have begun to list very specific things, which is the closest we get to the intangibles: the rental meat lockers, the four-digit telephone numbers, the free ice cream during dairy month.

Late at night in my old bed, I listen to the night sounds of the house and fall asleep counting the changes that have come to my little hometown: The park is off limits after dark now, the football field is fenced in, one-hour photo has come to town along with a tanning salon and a pizza parlor. The dry goods store is gone, the dairy, long gone. People lock their houses now more than once a year when the carnival comes to town. But all of these changes pale in comparison to what has replaced the bait shop, the used car lot, and Mr. Morton’s small farm, what has sprung up on Highway 59 at the edge of town: Las Vegas-style gambling.

* * *

Taking the train back, I decide to put on pajamas and crawl under the sheets, hoping to trick myself into a good night’s sleep. It seems to work. I have slept soundly for several hours, but then the dreams start. I fall in and out of them. But they are not the usual nightmares. I am in a place where folks know you ten, fifteen, twenty years after you’ve left and still see in your face that of your grandfather or aunt or cousin. I know I am home and I feel safe.

I have an early breakfast with a would-be journalist and some ski vacationers who want to talk about election prospects. I merely feign attention. I nod or laugh on cue, while I try to read upside-down a story in the would-be journalist’s newspaper that has caught my eye. It is about the Russian space station and the cosmonaut who had been up in orbit during the takeover attempt and ultimate dissolution of the Soviet Union. After sixteen long months, they are bringing the capsule back. While the train carries me back to my current home and away from my former, I keep thinking about

that poor cosmonaut coming back to find his whole world changed, to find himself a man without a country—at least without the country he left behind.

85 I watch the ten o'clock national news broadcast. I see him emerge from the capsule. I see him try to stand and have his knees buckle. I know they said it was because he hadn't been able to exercise for such a long time, but I wonder if his weak-kneed feeling might not
90 have more to do with what he saw out the window of the space station and with how the world was happening around without him.

1. The point of view from which the passage is told is best described as that of:
 - A. a young adult riding a train through the small towns of the Upper Midwest.
 - B. a young adult preparing to move away from her hometown.
 - C. an adult missing the new home she has established.
 - D. an adult reflecting on the past and pondering the present.
2. The passage contains recurring references to all of the following EXCEPT:
 - F. dreams.
 - G. reunion scenes.
 - H. photographs.
 - J. train trips.
3. The first three paragraphs (lines 1–21) establish all of the following about the narrator EXCEPT that she is:
 - A. passing through a number of towns.
 - B. originally from Chicago.
 - C. traveling by train.
 - D. observant of the landscape.
4. It can reasonably be inferred from the passage that the narrator thinks her hometown has:
 - F. improved significantly over the years.
 - G. made little genuine progress.
 - H. remained about the same as it was years ago.
 - J. a chance of being rebuilt as it used to be.
5. Based on the narrator's account, all of the following were part of the past, rather than the present, in her hometown EXCEPT:
 - A. four-digit phone numbers.
 - B. the fenced-in football field.
 - C. free ice cream during dairy month.
 - D. the depot.
6. According to the narrator, which of the following businesses is relatively new to her hometown?
 - F. The tanning salon
 - G. The bait shop
 - H. The dry goods store
 - J. The used-car lot
7. When the narrator refers to the cosmonaut as "a man without a country" (lines 83–84), she is most likely directly referring to the:
 - A. cosmonaut's feeling that he is now a citizen of space, not the former Soviet Union.
 - B. cosmonaut's unrealized expectation that he will be treated like a hero.
 - C. political transformation that occurred while the cosmonaut was in space.
 - D. sixteen months that the cosmonaut spent in orbit around Earth.
8. Details in the passage most strongly suggest that the people meeting the narrator at the train station include:
 - F. her father.
 - G. her sister.
 - H. a neighbor.
 - J. a journalist.
9. The narrator indicates that the most significant change to her hometown has been the addition of:
 - A. square dancing.
 - B. vinyl storefronts.
 - C. benches on Main Street.
 - D. Las Vegas-style gambling.
10. According to the passage, news reports attributed the cosmonaut's knees buckling to:
 - F. his gratitude at being back on Earth.
 - G. political changes in the world.
 - H. a lack of exercise.
 - J. his dismay at what he had seen from the space station.

Passage II

SOCIAL SCIENCE: This passage is adapted from the article “Green Music in the Rain Forest” by Suzanne Charlé, which appeared in the Fall 2002 *Ford Foundation Report*.

OELA is an acronym based on Portuguese words rather than the English words used in this article. A *luthier* is a maker of stringed musical instruments.

The Amazonian Workshop School for Fabrication of Stringed Instruments (OELA) is a small part of a larger effort to create a sustainable harvest of the great Amazon forest and to give employment to the region’s
5 burgeoning population.

“Few people know that the Amazon is one of the most rapidly urbanizing regions of the world,” observes José Gabriel López, a Ford Foundation program officer in Brazil. The city of Manaus, for example, has grown
10 in the past decade from 850,000 to 1.5 million. “This rural-urban migration and the resultant urban shantytowns stand as living symbols of failed or nonexistent rural development policies,” López says. “In many
15 places, small-scale rural producers have been abandoned—devoid of health and education services, credit, technical assistance and opportunity. What Rubens Gomes, founder of the workshop school, and his colleagues have created in Manaus is hope.”

Gomes knows how to build hope. The school, he
20 notes proudly, is the first to make stringed instruments in the Amazon. And it is the first in all of the Americas to construct instruments exclusively of lumber harvested in an environmentally and socially sustainable manner certified by the Forest Stewardship Council.

“Officially, there are 30 million cubic meters of wood cut in the Amazon annually,” Gomes says. “Twenty million of this is wasted—sawdust, scraps, unwanted wood left to rot. And those are the official
25 numbers. The motive of this school is to transform what is lost into things of value. Many people could do this—but there are no schools teaching carpentry in the Amazon.”

OELA is meant to help fill the void. To graduate, each student must make a stringed instrument. All the
35 guitars are made from certified wood. Gomes explains that traditionally, Brazilian rosewood and ebony were used in the construction of guitars. But because of intense harvesting, these trees are close to extinction. “I’ve been working for years, trying to find Amazon
40 woods that are unknown on the market, that are in plentiful supply and that can be used in instrument making,” Gomes says. He experimented with dozens before he found types that have the right strength and sound. (Like other master luthiers, he can tell by touching the wood whether it will reverberate well.) Once he
45 identified the woods as possible substitutes, he sent them to a laboratory to be tested for the right grain and density. Today, *Brosimum rubescens* is substituted for rosewood, *Aniba canellila* for ebony, and *Protium*
50 species for Brazilian mahogany and cedar. These and

some 25 other undervalued tropical hardwoods have found their way into the luthiers’ workshop, taking the pressure off the better-known woods.

For the past year, master luthier Raúl Lage from
55 the Fernando Ortiz Instrument-Making School of the Cuban Music Institute has been working with the students. There are hurdles, he cautions, a number of them technical. The high humidity in Manaus means that the wood will crack in drier climates unless properly
60 treated. Glue frequently doesn’t hold. These problems are slowly being resolved.

There is also a major obstacle outside the workshop: The resistance of buyers to new woods. Thus far, most of the instruments have been sold to environmentalists, some of whom “adopt” a student by paying his
65 or her tuition; the student’s “project guitar” is then given to the donor as a gift.

There is also the possibility of contract work from outside the Amazon. Gomes’s hopes were raised
70 recently when the president of a well-known guitar company based in Nashville, Tennessee, ordered 15 guitars to be auctioned off for the Rainforest Alliance.

Lage cautions that it will be a long time before any
75 of the students can command a master luthier’s fee. “There is a saying,” Lage says. “Anyone can make one good guitar; it takes a master to make one every time.”

José Lucio do Nascimento Rabelo, director of the technical school, says, “By learning this skill, students
80 come to look at the forest in a new way; there are ways other than logging for plywood and firewood to earn a living, to better the life of the people.” One of the woods being used as a replacement for the precious rosewood, he notes, is typically used to make charcoal.

Such an appreciation for the forest, says Rabelo,
85 could have a huge effect on the survival of the rain forest; some 80 percent of the students come from other parts of the state of Amazonas, and virtually all of them return to their home towns. “Some,” he adds, “go on to
90 become politicians who will have a direct influence on the future of the forest.”

11. Which of the following assumptions would be most critical for a reader to accept in order to agree fully with the author’s claims in the passage?
- A. Shantytowns in the Amazon need to be relocated if the forest is to be saved.
 - B. Learning to make consistently good guitars requires access to the best materials available.
 - C. Small-scale rural producers in the Amazon can help preserve the forest by being innovative.
 - D. Consumers outside of the Amazon can do little to help prevent deforestation.

12. In the context of the passage, the statement “All the guitars are made from certified wood” (lines 34–35) most nearly suggests that Gomes’s workshop:
- F. uses environmentally sustainable woods in its guitars.
 - G. isn’t doing enough to stop unnecessary deforestation in the Amazon.
 - H. has little chance of pleasing both musicians and environmentalists.
 - J. uses only traditional woods in making its guitars.
13. It can most reasonably be inferred from the passage that regarding OELA, the author feels:
- A. skeptical of the workshop’s aims.
 - B. dismayed by the workshop’s low productivity.
 - C. supportive of the workshop’s goals.
 - D. confident that the workshop could be duplicated in other places.
14. The main purpose of the second paragraph (lines 6–18) is to:
- F. draw attention to the Amazon’s tremendous population growth.
 - G. explain the necessity for ventures such as Gomes’s.
 - H. explain the presence of the Ford Foundation in the Amazon.
 - J. justify raising taxes to increase social services in the Amazon.
15. The main function of the fifth paragraph (lines 33–53) is to:
- A. demonstrate the woodworking skills required to be a master luthier.
 - B. explore the limitations of science as compared to intuition.
 - C. outline the scientific reasons why one type of wood cannot be replaced by another.
 - D. show that experiments led to the discovery of good substitutes for rare woods.
16. The passage notes all of the following as problems that the fledgling Amazon guitar industry has experienced EXCEPT that:
- F. glue on the guitars sometimes doesn’t hold.
 - G. the wood used may crack in drier climates.
 - H. woods usable for guitars have become extinct.
 - J. buyers resist guitars made with nontraditional woods.
17. The passage indicates that, as a group, the OELA students may impact the survival of the rain forests because most of them:
- A. care deeply enough about music to spend their lives making musical instruments.
 - B. will return to their homes and spread their environmental knowledge.
 - C. are willing to endure personal hardships in order to use their new skills.
 - D. will have political careers after they return home.
18. In the passage, Gomes indicates that of the wood cut in the Amazon rain forest each year, approximately how much wood is wasted?
- F. One-fourth
 - G. One-third
 - H. One-half
 - J. Two-thirds
19. The passage states that all of the following are woods traditionally used for making stringed instruments EXCEPT:
- A. Aniba canellila.
 - B. rosewood.
 - C. Brazilian mahogany.
 - D. ebony.
20. According to the passage, when an OELA student is “adopted,” he or she receives:
- F. tuition.
 - G. room and board.
 - H. food and clothing.
 - J. a musical instrument.

Passage III

HUMANITIES: This passage is adapted from the article “Finding Philosophy” by Colin McGinn (©2003 by Prospect).

Descartes (line 63) refers to René Descartes (1596–1650), a French mathematician, philosopher, and scientist.

I have been an academic philosopher for the past 30 years. I came from an academically disinclined background in the northeast of England, my relatives being mainly coalminers and other manual workers. I was the first in my family to attend university, and indeed had no thought of it until age 17, when a teacher mentioned it at school. My father had become a successful builder, so we were not materially deprived, and it was expected that I would become some sort of technical worker. The idea that I might one day become a professional philosopher was inconceivable in those days, to me and everyone else. I was simply not living in a place where that kind of thing ever happened; it was far likelier—though still not at all likely—that I would become a pop star (I played drums in a rock band).

The paperback British edition of my memoir *The Making of a Philosopher* has a photograph on the cover of a man sitting on a bench, placed in a grey and listless landscape. He is overlooking the sea on a misty grim day, and the atmosphere is bleak and melancholy. The man, hunched up, immobile, coiled almost, has a pensive posture, as if frozen in thought. This picture is based on a story I tell in the book about sitting on a bench in Blackpool, aged 18, pondering the metaphysical question of how objects relate to their properties. Is an object just the sum total of its properties, a mere coalescence of general features, or does it somehow lie behind its properties, supporting them, a solid peg on which they happen to hang? When I look at an object do I really see the object itself, or just the appearance its properties offer to me? I remember the feeling of fixation that came over me when I thought about these questions—a kind of floating fascination, a still perplexity.

When I look back on this period in my late teens, I recall the harnessing of undirected mental energy by intellectual pursuits. Up until then, my mental energy had gone into things like reading *Melody Maker*, which contained fairly serious articles about pop musicians; I always knew the top 20 off by heart, and studied the articles about drummers intensely, hoping to improve my own technique. I suspect that this kind of swashing mental energy is fairly typical of boys that age. School doesn't seem to connect with it, and it goes off in search of some object of interest, often trivial, sometimes destructive. In my case, it was philosophy that seized that energy and converted it into a passion—though one that took several years to form fully. It is a delicate and fastidious energy that I am speaking of, despite its power, and it will only be satisfied by certain employments, which of course vary from person to person. I had had a similar passion for chemistry when

I was ten, and for butterflies and lizards before that. How to harness such passions to formal education remains a great and unresolved problem.

It was—of course—a teacher who tapped into my formless and fizzing mental energy. Mr Marsh, teacher of divinity, brimmingly Christian, a man with very active eyebrows and sharp enunciation, in love with scholarship (oh, how he relished that word)—it was he who first brought out my inner philosopher. From him I heard of Descartes, locked up in his room, wondering whether anything could really be known beyond his own existence. But what I mainly got from the enthusiastic Mr Marsh was the desire to study. His own passion for study shone through, and he managed to make it seem, if not glamorous, then at least exhilarating—when done the right way and in the right spirit. Pencils and stationery were made to seem like shiny tools, and the pleasure of making one's mark on a blank sheet of paper hymned. Choosing a good spot to study was emphasised. Above all, I learned a very valuable lesson, one that had hitherto escaped me: make notes. Thinking and writing should be indissoluble activities, the hand ministering to the thought, the thought shaped by the hand. Today, if I find myself without pen and paper and thoughts start to arrive, my fingers begin to twitch and I long for those implements of cogitation. With such rudimentary tools you can perform the miracle of turning an invisible thought into a concrete mark, bringing the ethereal interior into the public external world, refining it into something precious and permanent. The physical pleasure of writing, which I find survives in the use of a computer, is something worth dwelling on in matters of education.

21. The passage is best described as being told from the point of view of a philosopher who is:
- A. discussing metaphysical questions that have troubled philosophers since the time of Descartes.
 - B. presenting in chronological order the key events in his thirty-year professional career.
 - C. reflecting on his own early, developing interest in philosophy and in scholarship generally.
 - D. advising professional educators on how to get more students to study philosophy.
22. Based on the passage, which of the following was most likely the first to engage the author's passionate interest?
- F. Drumming
 - G. Philosophy
 - H. Chemistry
 - J. Butterflies

23. The main purpose of the last paragraph is to:
- A. reveal the enduring impact of Mr. Marsh’s lessons on the author.
 - B. acknowledge that the author came to doubt some of Mr. Marsh’s teachings.
 - C. describe a typical class as taught by Mr. Marsh.
 - D. present a biographical sketch of Mr. Marsh.
24. The passage indicates that the man in the book-cover photograph represents:
- F. Descartes, wondering what could be known.
 - G. Mr. Marsh, deep in scholarly thought.
 - H. the author at age seventeen, thinking about enrolling in college.
 - J. the author at age eighteen, contemplating a philosophical issue.
25. The author mentions *Melody Maker*, the top 20, and articles about musicians primarily to suggest that his:
- A. early interest in music has remained with him to the present.
 - B. time spent playing music should instead have been spent reading.
 - C. fascination with pop music and musicians gave focus to his life for a time.
 - D. commitment to study enabled him to perfect his drumming technique.
26. In the third paragraph (lines 36–56), the author most nearly characterizes the energy he refers to as:
- F. potent yet difficult to channel in a constructive way.
 - G. powerful and typically leading to destructive results.
 - H. delicate and inevitably wasted in trivial undertakings.
 - J. gentle yet capable of uniting people who have different interests.
27. Viewed in the context of the passage, the statement in lines 55–56 is most likely intended to suggest that:
- A. schools should require students to take philosophy courses.
 - B. students can become passionate when learning about science in school.
 - C. schools need to keep searching for ways to tap into students’ deeply held interests.
 - D. students should resolve to take school courses that interest them.
28. The author calls pen and paper “rudimentary tools” (line 80) as part of his argument that:
- F. the use of computers has made the use of pen and paper obsolete.
 - G. students should become skilled with pen and paper before moving on to better tools.
 - H. while writing with pen and paper can be pleasant, it can also be physically painful.
 - J. although seemingly simple, pen and paper allow people to perform great feats.
29. In the context of the passage, lines 17–23 are best described as presenting images of:
- A. gloom, tension, and fascination.
 - B. anger, bitterness, and betrayal.
 - C. stillness, peacefulness, and relaxation.
 - D. frustration, surprise, and satisfaction.
30. Which of the following does NOT reasonably describe the transition the author presents in lines 80–84?
- F. Precious to commonplace
 - G. Fleeting to permanent
 - H. Invisible to visible
 - J. Private to public

Passage IV

NATURAL SCIENCE: This passage is adapted from *Consider the Eel* by Richard Schweid (©2002 by Richard Schweid).

The known facts, as they are pretty much universally accepted among biologists and naturalists today, are that all the eels in all the rivers of eastern North America and the Caribbean countries, and all the eels in all the rivers of eastern and western Europe, are born in the same area of the Sargasso Sea, a huge area within the Atlantic Ocean, between Bermuda and the Azores, the surface of which is frequently covered with sargassum seaweed. In fact, the word “Sargasso” comes from the Portuguese *sargaço*, meaning seaweed. The sea is about 2,000 miles long and 1,000 miles wide, set off from the surrounding waters of the Atlantic by strong currents. It includes the area known in popular legend as the Bermuda Triangle.

Eels hatch in the Sargasso as larvae and are carried by the ocean currents to either Europe or the United States, a journey that can cover thousands of miles and take years. Where they end up depends on which of two similar species they belong to. Those that are *Anguilla anguilla* invariably wind up in European rivers, and those that enter North American rivers always belong to the species *Anguilla rostrata*. The first person to find eel larvae in the Sargasso Sea was Danish researcher Johannes Schmidt, who published his findings in 1924, after spending 18 years hauling nets in search of eels.

The larvae of both species are shaped like small oval leaves and are called leptocephali. Each leptocephalus begins to assume the form of a tiny eel, called an elver or glass eel, when it gets close to the coasts of either Europe or the Americas. By the time it reaches brackish water, where fresh and salt water mix, it is thin and transparent, hardly bigger than a hair, with a pair of eyes like black dots at one end.

From the estuaries and mouths of rivers, the tiny eels frequently continue upstream, particularly the females, who sometimes go great distances inland. American eels have been found as far up the Mississippi River system as the rivers of Iowa. They keep going upriver until something tells them they’ve reached home, and then they stop. Whatever it is that signals to eels that they are home is definitive—they settle in and live there for as long as 20 years, growing up to a yard long before beginning their journey back to the Sargasso Sea. Scientists determine an eel’s age using a microscope to read the growth rings of its otolith—a small, hard calcium deposit at the base of its skull.

In preparation for the return journey to the Sargasso, sexually mature female eels feed voraciously and change color from the muddy-yellow/green of adult eels, often called yellow eels, to a darker green on top and snow-white on their bellies. At this stage, they are called silver eels. They swim downriver in the fall, on the first leg of their journey to the Sargasso, and when

they reach estuarine waters, they rest, completing their final transformation as silver eels. They will have eaten heavily and will be about 28 percent body fat. They will never eat again, and their digestive systems will atrophy. Their pupils will expand and turn blue. They will need a new kind of sight adapted to the depths of the sea, where there is little light. They will also have to go through a drastic adjustment, via osmosis, in their blood chemistry, to prepare for the tremendous change in water pressure, going from some 14 pounds of freshwater pressure per inch of their bodies to over a ton of ocean pressure per inch. Once they are back in the Sargasso Sea, the females produce eggs for the males to fertilize, and then the adults die.

At least that is what today’s marine biologists and naturalists tell us, although adult eels have never been seen swimming, reproducing, or dying in the Sargasso. In fact, live adult eels have never been seen there at all. The only two adult eels ever reported in the Sargasso Sea were dead, found in the stomachs of other fish. The eel’s migration back to its birthplace and what it actually does when it gets there are assumed to take place far below the water’s surface and, as of the year 2001, were still completely unobserved. However, the eel larvae—the leptocephali that Schmidt found in the Sargasso—were so small that it was certain they had been born recently, and nearby. Such small larvae have never been seen elsewhere, and while eels have never been observed reproducing in the Sargasso, they have never been seen doing so anywhere else either. Scientists believe the larvae hatch out of eggs at a depth of 100–300 yards and rise slowly toward the light at the sea’s surface.

31. One of the main ideas established by the passage is that:
- A. researchers have nearly exhausted their resources after spending decades investigating the Sargasso Sea.
 - B. significant gaps still remain in researchers’ understanding of the life cycle of eels.
 - C. eels live their entire lives in the Sargasso Sea, but no one has ever seen them there.
 - D. female eels turn into silver eels toward the end of their lives.
32. Learning about which of the following had the largest impact on scientists’ current understanding of where eels breed?
- F. The direction in which ocean currents carry eel larvae
 - G. The relationship of the yellow eel stage to the silver eel stage
 - H. Schmidt’s discovery of eel larvae in the Sargasso Sea
 - J. The adult eels found in the stomachs of other fish

33. The main purpose of the fourth paragraph (lines 34–47) is to describe the:
- A. eels' transition from freshwater to the ocean.
 - B. method of determining the age of eels.
 - C. complexity of the Mississippi River system.
 - D. river stage of the eel life cycle.
34. The passage states that the Sargasso Sea is set off from the rest of the Atlantic Ocean by:
- F. the Azores.
 - G. several Caribbean countries.
 - H. powerful winds.
 - J. strong currents.
35. The passage notes that the Sargasso Sea includes:
- A. the eastern North American shore.
 - B. the Bermuda Triangle.
 - C. certain coastal estuaries.
 - D. the mouth of the Mississippi River.
36. As it is used in line 13, the word *popular* most nearly means:
- F. well liked.
 - G. commonly known.
 - H. scientifically accepted.
 - J. most admired.
37. As it is used in line 45, the word *read* most nearly means to:
- A. learn from print.
 - B. observe.
 - C. think about.
 - D. predict.
38. The passage indicates that female eels' pupils expand and turn blue because the eels:
- F. must adapt to see in an environment with much less light than they are used to.
 - G. are about to undergo a change in their blood chemistry.
 - H. no longer need to be able to recognize food sources since they have stopped eating.
 - J. need to be able to recognize the male eels that will fertilize their eggs.
39. The passage most strongly emphasizes that the process of osmosis is necessary for the eels' transition from:
- A. shallower to deeper water.
 - B. feeding to nonfeeding.
 - C. immature to mature form.
 - D. elver to yellow eel.
40. According to the passage, which of the following characteristics of the eel larvae found by Schmidt provided the best evidence that the larvae were hatched in the Sargasso Sea?
- F. Size
 - G. Shape
 - H. Color
 - J. Species

END OF TEST 3

STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

DO NOT RETURN TO A PREVIOUS TEST.



SCIENCE TEST

35 Minutes—40 Questions

DIRECTIONS: There are several passages in this test. Each passage is followed by several questions. After reading a passage, choose the best answer to each question and fill in the corresponding oval on your answer document. You may refer to the passages as often as necessary.

You are NOT permitted to use a calculator on this test.

Passage I

Finch beak depth (see Figure 1) is an *inheritable* trait (it can be passed from parents to offspring).

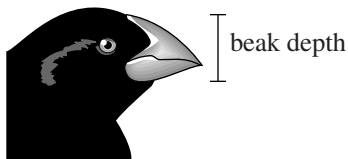


Figure 1

Researchers studied the beak depth of 2 species of finches, *Geospiza fortis* and *Geospiza fuliginosa*. Both species live on Island A. *G. fortis* alone lives on Island B, and *G. fuliginosa* alone lives on Island C. For both species, the primary food is seeds. Birds with shallower beaks can efficiently crush and eat only small seeds. Birds with deeper beaks can crush and eat both large and small seeds, but they prefer small seeds.

Study 1

Researchers captured 100 *G. fortis* finches and 100 *G. fuliginosa* finches on Island A. They tagged each bird, measured its beak depth, and released it. Then they calculated the percent of birds having each of the beak depths that had been measured. The researchers followed the same procedures with 100 *G. fortis* finches from Island B and 100 *G. fuliginosa* finches from Island C. The results of this study are shown in Figure 2.

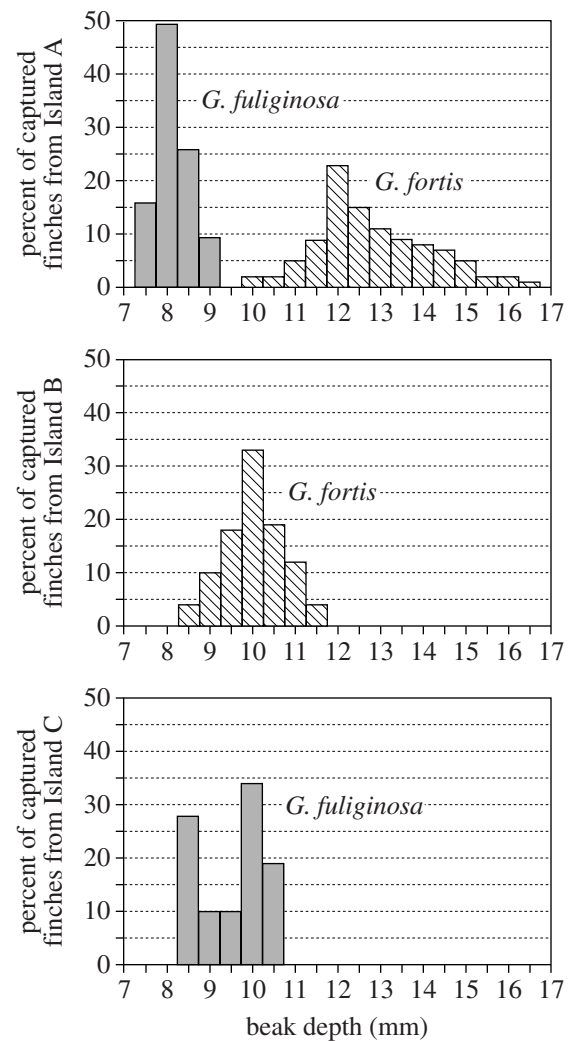


Figure 2

Study 2

After completing Study 1, the researchers returned to Island B each of the next 10 years, from 1976 to 1985. During each visit, the researchers captured at least 50 *G. fortis* finches and measured their beak depths. Then



they calculated the average *G. fortis* beak depth for each of the 10 years. The researchers noted that, during the 10-year period, 3 years were exceptionally dry, and 1 year was very wet (see Figure 3). Small seeds are abundant during wet years. During dry years, all seeds are less abundant, and the average size of the available seeds is larger.

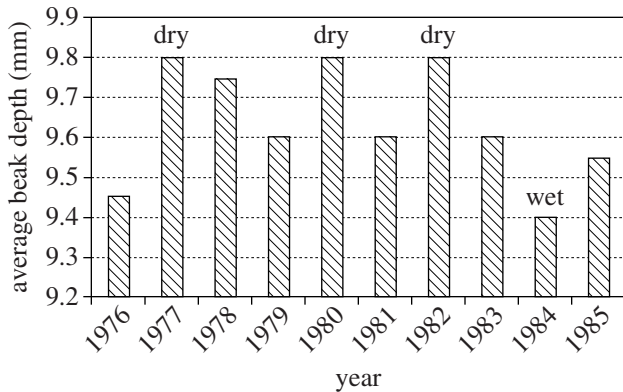


Figure 3

Figures adapted from Neil A. Campbell, Jane B. Reece, and Lawrence G. Mitchell, *Biology*, 5th ed. ©1999 by Benjamin/Cummings.

- Based on the results of Study 1, the highest percent of finches on Island B and Island C had a beak depth of:

	Island B	Island C
A.	8 mm	8 mm
B.	9 mm	12 mm
C.	10 mm	8 mm
D.	10 mm	10 mm
- During which of the following years were small seeds likely most abundant on Island B ?
 - 1977
 - 1980
 - 1982
 - 1984
- Study 1 differed from Study 2 in which of the following ways?
 - G. fortis* finches were captured during Study 1 but not during Study 2.
 - G. fuliginosa* finches were captured during Study 1 but not during Study 2.
 - The beak depth of captured birds was measured during Study 1 but not during Study 2.
 - The beak depth of captured birds was measured during Study 2 but not during Study 1.
- It is most likely that the researchers tagged the birds that they captured during Study 1 to:
 - determine how beak depth was affected by rainfall on Island A.
 - determine the average age of each finch population.
 - ensure that the beak depth of each finch was measured multiple times during Study 1.
 - ensure that the beak depth of each finch was measured only once during Study 1.
- Based on the results of Study 2, would a finch with a beak depth of 9.4 mm or a finch with a beak depth of 9.9 mm more likely have had a greater chance of survival during 1977 ?
 - A finch with a beak depth of 9.4 mm, because, on average, the size of available seeds is larger during dry years.
 - A finch with a beak depth of 9.4 mm, because, on average, the size of available seeds is smaller during dry years.
 - A finch with a beak depth of 9.9 mm, because, on average, the size of available seeds is larger during dry years.
 - A finch with a beak depth of 9.9 mm, because, on average, the size of available seeds is smaller during dry years.
- A researcher hypothesized that there would be more variation in the beak depths measured for the *G. fortis* finches when they were forced to compete with another finch species for seeds. Do the results of Study 1 support this hypothesis?
 - Yes; the range of beak depths measured for *G. fortis* finches was greater on Island A than on Island B.
 - Yes; the range of beak depths measured for *G. fortis* finches was greater on Island B than on Island A.
 - No; the range of beak depths measured for *G. fortis* finches was greater on Island A than on Island B.
 - No; the range of beak depths measured for *G. fortis* finches was greater on Island B than on Island A.

**Passage II**

Substances in the atmosphere, such as Cu^{2+} , Zn^{2+} , Cl^- , and SO_4^{2-} ions, are carried down to Earth's surface by precipitation. This process is known as *wet deposition*. Cu^{2+} and Zn^{2+} ions are put into the atmosphere by high-temperature combustion processes. The presence of Cl^- and SO_4^{2-} ions in the atmosphere can be attributed to road-salt dust and electrical power generation, respectively.

Study 1

A rain gauge, placed on the roof of a 1-story building, at a specific urban site was used to collect precipitation over a 12-month period. At the same time each evening, the amount of precipitation in the rain gauge was recorded, after which the collected precipitation was emptied from the gauge and stored. (Assume no measurable evaporation occurred during any day.) Figure 1 shows the measured monthly precipitation in centimeters.

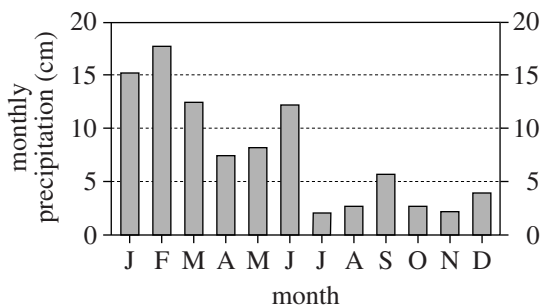


Figure 1

At the end of each month, all the samples collected during that month were mixed, and some of this combined sample was analyzed for the concentrations of Cu^{2+} and Zn^{2+} ions. Using these data, the monthly wet deposition of each substance, in micrograms (μg) per meter², was calculated (see Figure 2).

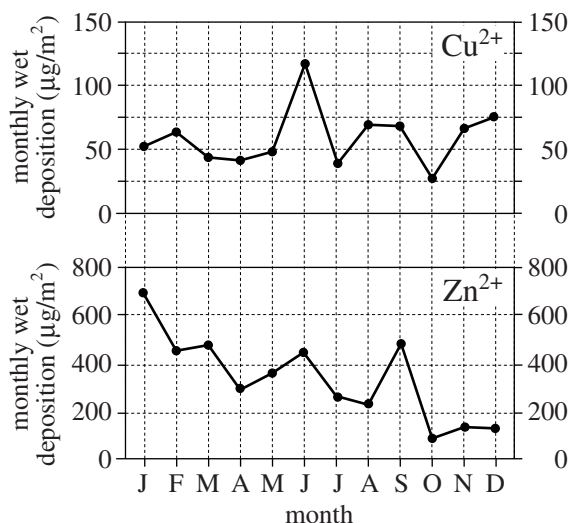


Figure 2

Study 2

Another portion of the combined sample for each month was analyzed for the concentrations of Cl^- and SO_4^{2-} ions. Using these data, the monthly wet deposition of each substance, in milliequivalents (meq) per m², was calculated (see Figure 3).

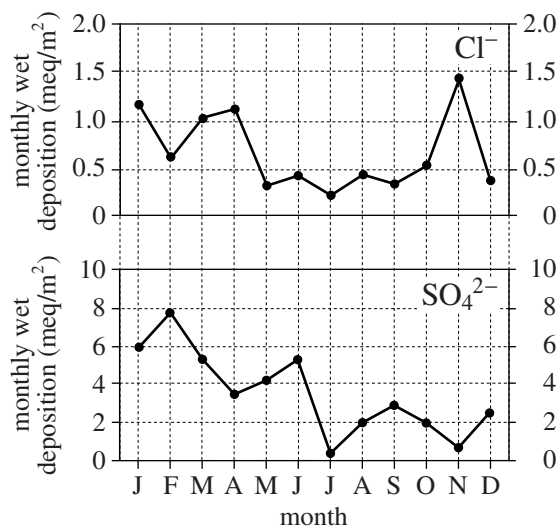


Figure 3

Study 3

The *annual* wet deposition of Cu^{2+} and of Zn^{2+} for the 12-month period, in $\mu\text{g}/\text{m}^2$, was calculated for the urban site (the source of the Cu^{2+} and Zn^{2+}) and also for Rural Sites 1 and 2, located 50 km and 100 km east, respectively, of the urban site (see Figure 4).

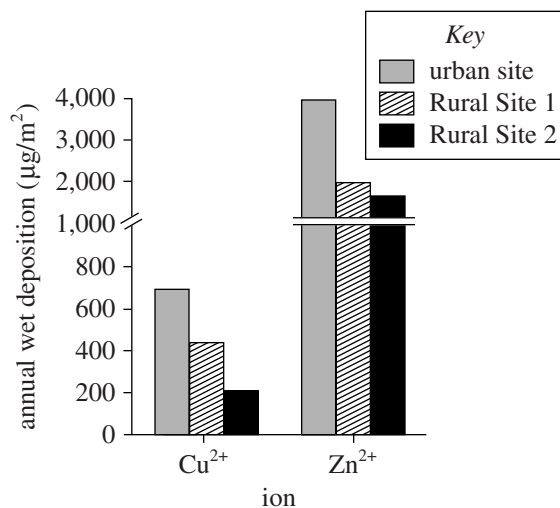
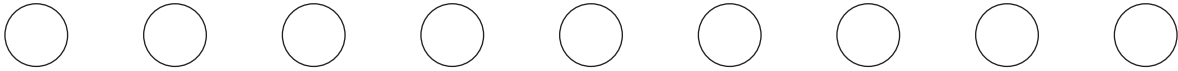


Figure 4

Figures adapted from Kathryn Conko et al., "Atmospheric Wet Deposition of Trace Elements to a Suburban Environment, Reston, Virginia, USA." ©2004 by Elsevier, Ltd.



7. According to Figure 1, over the 12-month period, the monthly precipitation at the urban site was maximum in February and minimum in July. According to Figures 2 and 3, the wet deposition of which ion was also maximum in February and minimum in July?
- Cu^{2+}
 - Zn^{2+}
 - Cl^-
 - SO_4^{2-}
8. Based on the results of Study 1, the average monthly wet deposition for Cu^{2+} over the 12-month period was:
- less than $50 \mu\text{g}/\text{m}^2$.
 - between $50 \mu\text{g}/\text{m}^2$ and $75 \mu\text{g}/\text{m}^2$.
 - between $75 \mu\text{g}/\text{m}^2$ and $100 \mu\text{g}/\text{m}^2$.
 - greater than $100 \mu\text{g}/\text{m}^2$.
9. Is the statement “The values for Cl^- wet deposition were greater during the winter and early spring when road salt is typically applied” supported by the results of Study 2 ?
- Yes, because Cl^- wet deposition values were, on average, greater from November to April than they were from May to October.
 - Yes, because Cl^- wet deposition values were, on average, less from November to April than they were from May to October.
 - No, because Cl^- wet deposition values were, on average, greater from November to April than they were from May to October.
 - No, because Cl^- wet deposition values were, on average, less from November to April than they were from May to October.
10. Suppose there had been no precipitation during 1 entire month of the 12-month period. Based on the information provided, during that month there would have been:
- significant wet deposition of all 4 substances.
 - significant wet deposition of Cu^{2+} and Zn^{2+} , but no wet deposition of Cl^- and SO_4^{2-} .
 - no wet deposition of any of the 4 substances.
 - no wet deposition of Cu^{2+} and Zn^{2+} , but significant wet deposition of Cl^- and SO_4^{2-} .
11. According to Study 3, as distance from the urban site increased, the annual wet deposition:
- increased for both Cu^{2+} and Zn^{2+} .
 - increased for Cu^{2+} but decreased for Zn^{2+} .
 - decreased for both Cu^{2+} and Zn^{2+} .
 - remained the same for both Cu^{2+} and Zn^{2+} .
12. Which of the following variables was kept constant in Study 2 ?
- Site
 - Monthly rainfall
 - Wet deposition of Zn^{2+}
 - Wet deposition of Cl^-



Passage III

Cloud cover is the percent of Earth’s surface covered by clouds. Cloud cover may increase because of an increase in the *cosmic ray flux* (number of high-energy particles from space reaching Earth per m² per hour). Table 1 shows how Earth’s cover of *low clouds* (0 km to 3.2 km altitude) varies with the cosmic ray flux. Figures 1–3 show the *relative cosmic ray flux*, RCRF (the percent below the flux measured on October 1, 1965), and the monthly average cover of *high clouds* (6.0 km to 16.0 km altitude), *middle clouds* (3.2 km to 6.0 km altitude), and low clouds, respectively, from January 1980 to January 1995.

Cosmic ray flux (particles/m ² /hr)	Cover of low clouds (%)
340,000	27.8
360,000	28.1
380,000	28.4
400,000	28.7
420,000	29.0

Table 1 adapted from E. Palle Bagó and C. J. Butler, “The Influence of Cosmic Rays on Terrestrial Clouds and Global Warming.” ©2000 by Institute of Physics Publications, Ltd.

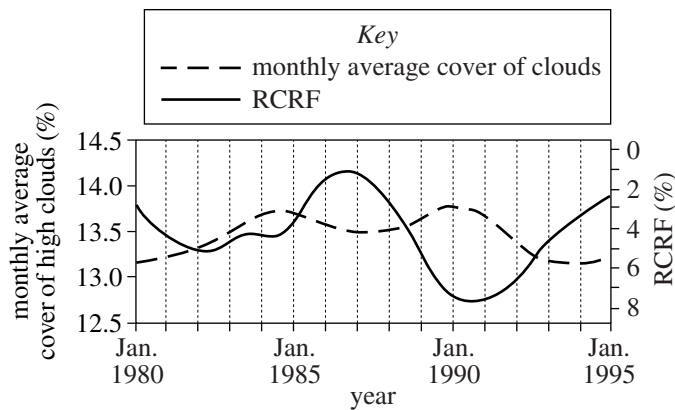


Figure 1

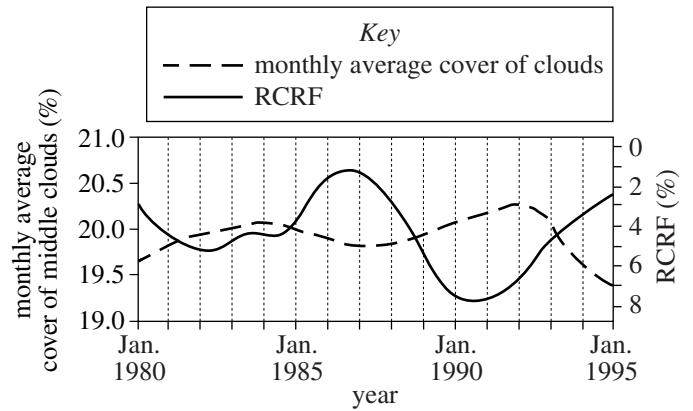


Figure 2

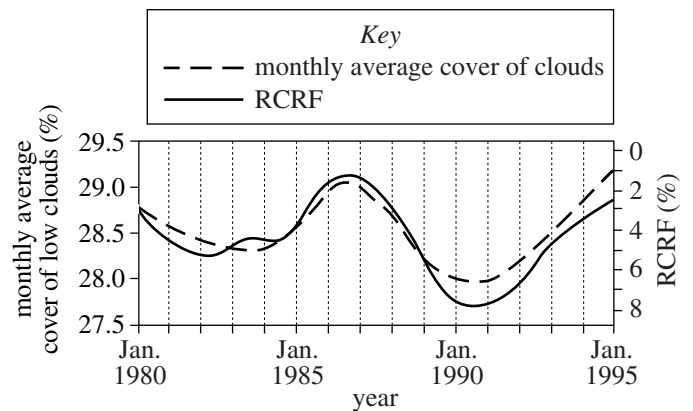
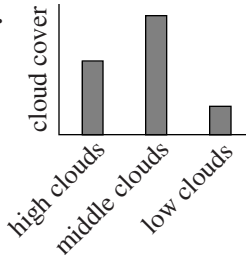
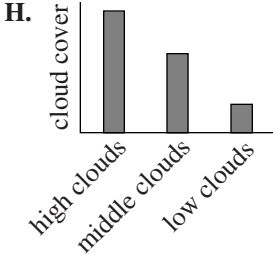
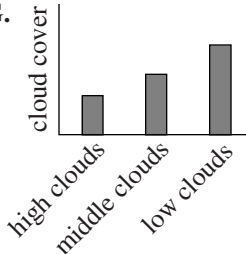
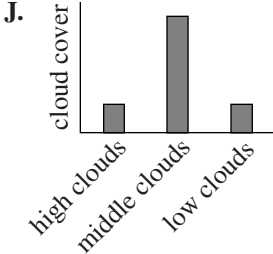


Figure 3

Figures adapted from Nigel Marsh and Henrik Svensmark, “Low Cloud Properties Influenced by Cosmic Rays.” ©2000 by The American Physical Society.



13. The percent of Earth's surface covered by high clouds in January 1987 was closest to which of the following?
- 13.0%
 - 13.5%
 - 14.0%
 - 14.5%
14. Based on Table 1, a cosmic ray flux of 440,000 particles/m²/hr would correspond to a cover of low clouds that is closest to which of the following?
- 28.7%
 - 29.0%
 - 29.3%
 - 29.6%
15. Is the statement "The monthly average cover of low clouds is more directly correlated with cosmic ray flux than is the monthly average cover of high clouds" consistent with Figures 1 and 3 ?
- Yes, because the plot for the monthly average cover of low clouds more closely parallels the plot for RCRF.
 - Yes, because the plot for the monthly average cover of high clouds more closely parallels the plot for RCRF.
 - No, because the plot for the monthly average cover of low clouds more closely parallels the plot for RCRF.
 - No, because the plot for the monthly average cover of high clouds more closely parallels the plot for RCRF.
16. Which of the following figures best represents the monthly average cover of high, middle, and low clouds in January 1992 ?
- F.** 
- H.** 
- G.** 
- J.** 
17. High clouds are composed primarily of ice crystals, whereas low clouds are composed primarily of water droplets. This difference is most likely because the average air temperature at altitudes from:
- 0 km to 3.2 km is at or below 0°C, whereas the average air temperature at altitudes from 3.2 km to 6.0 km is above 0°C.
 - 0 km to 3.2 km is at or below 0°C, whereas the average air temperature at altitudes from 6.0 km to 16.0 km is above 0°C.
 - 0 km to 3.2 km is above 0°C, whereas the average air temperature at altitudes from 3.2 km to 6.0 km is at or below 0°C.
 - 0 km to 3.2 km is above 0°C, whereas the average air temperature at altitudes from 6.0 km to 16.0 km is at or below 0°C.

**Passage IV**

Acid-base titration is a technique in which precise volumes of a *titrant* (an acid or base solution) are added incrementally to a known volume of a *sample solution* (a base or acid solution, respectively). This process can be monitored by adding an *acid-base indicator* (a substance that changes color over a certain pH range) to the sample solution or by measuring the sample solution's *conductivity*. Conductivity (measured in kilosiemens per centimeter, kS/cm) is a measure of a substance's ability to conduct electricity.

Two titration experiments were done at 25°C using a 0.10 M sodium hydroxide (NaOH) solution and either a 0.0010 M hydrochloric acid (HCl) solution or a 0.0010 M acetic acid solution (where M is moles of acid or base per liter of solution). All solutions were aqueous. An acid-base indicator solution of *nitrazine yellow* was also used. Nitrazine yellow is yellow if the pH is less than 6.0 or blue if the pH is greater than 7.0.

Experiment 1

A drop of nitrazine yellow solution was added to a flask containing 100.0 mL of the HCl solution. A probe that measures conductivity was placed in the solution. The NaOH solution was slowly added to the HCl solution in small increments. After each addition, the HCl solution was stirred and then the solution's color and conductivity were recorded (see Figure 1).

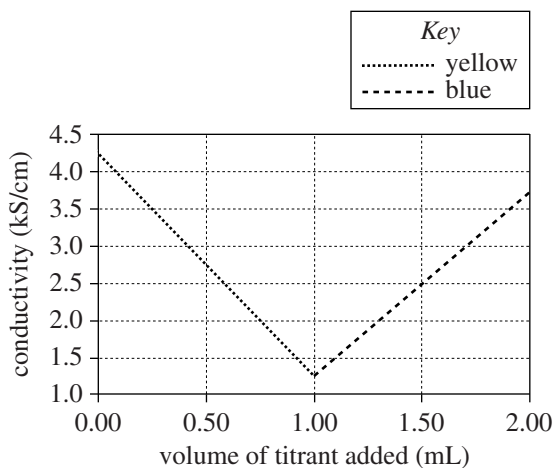


Figure 1

Experiment 2

Experiment 1 was repeated, except that the acetic acid solution was used instead of the HCl solution (see Figure 2).

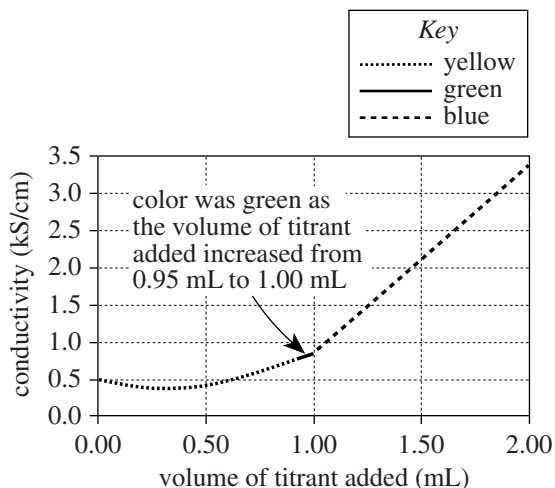


Figure 2

Figures adapted from J. West Loveland, "Conductance and Oscillography," in Gary D. Christian and James E. O'Reilly, eds., *Instrumental Analysis*, 2nd ed. ©1986 by Allyn and Bacon, Inc.

18. In Experiment 1, the sample solution was yellow at which of the following values for the volume of titrant added?

- F. 0.80 mL
- G. 1.20 mL
- H. 1.60 mL
- J. 2.00 mL

19. In Experiment 2, the sample solution was neutral at which of the following values for the volume of titrant added?

- A. 0.50 mL
- B. 1.00 mL
- C. 1.50 mL
- D. 2.00 mL



20. In Experiment 1, if 2.30 mL of titrant had been added to the sample solution, the conductivity would most likely have been:
- F. less than 0.80 kS/cm.
 - G. between 0.80 kS/cm and 2.30 kS/cm.
 - H. between 2.30 kS/cm and 3.80 kS/cm.
 - J. greater than 3.80 kS/cm.
21. In Experiment 2, which solution was the titrant and which solution was the sample solution?
- | | <u>titrant</u> | <u>sample solution</u> |
|----|----------------|------------------------|
| A. | acetic acid | NaOH |
| B. | HCl | NaOH |
| C. | NaOH | acetic acid |
| D. | NaOH | HCl |
22. In Experiments 1 and 2, the probe that was placed in the sample solution most likely did which of the following?
- F. Cooled the solution to its freezing point
 - G. Heated the solution to its boiling point
 - H. Detected the concentration of nitrazine yellow in the solution
 - J. Passed an electrical current through a portion of the solution
23. A chemist claimed that in Experiment 2, the pH of the sample solution was greater at a value of 0.2 mL of titrant added than at a value of 1.8 mL of titrant added. Do the results of Experiment 2 support this claim?
- A. No; at a value of 0.2 mL of titrant added, the sample solution was yellow, and at a value of 1.8 mL of titrant added, the sample solution was blue.
 - B. No; at a value of 0.2 mL of titrant added, the sample solution was blue, and at a value of 1.8 mL of titrant added, the sample solution was yellow.
 - C. Yes; at a value of 0.2 mL of titrant added, the sample solution was yellow, and at a value of 1.8 mL of titrant added, the sample solution was blue.
 - D. Yes; at a value of 0.2 mL of titrant added, the sample solution was blue, and at a value of 1.8 mL of titrant added, the sample solution was yellow.

**Passage V**

An astronomy class is given the following facts about stellar evolution.

1. A star's evolution can be divided into 3 stages: *pre-main sequence* (pre-MS), *main sequence* (MS), and *post-main sequence* (post-MS).
2. Gravity causes part of a cloud of gas and dust to collapse and heat up, creating a pre-MS star. The star's hot dust and gas emit its energy.
3. A pre-MS star becomes an MS star when the star produces the majority of its energy by fusing hydrogen nuclei (protons) at its center to make helium nuclei.
4. An MS star becomes a post-MS star when the star expands in volume and produces the majority of its energy by fusing hydrogen to make helium in a shell surrounding its center.
5. The more massive a star, the more rapidly the star passes through each of the 3 stages of its evolution.

Two students discuss the evolution of the *Algol system*—Algol A, a 3.6-solar-mass MS star; Algol B, a 0.8-solar-mass post-MS star; and Algol C, a 1.7-solar-mass MS star. (One solar mass = the Sun's mass.) The 3 stars orbit a mutual center of mass, with Algol A and Algol B much closer to each other and to the center of mass than to Algol C.

Student 1

The 3 stars of the Algol system formed at the same time from the same cloud of gas and dust. Algol B, originally the most massive of the 3 stars, became a post-MS star and expanded in volume while Algol A remained an MS star. Because the matter in the outer parts of Algol B was more strongly attracted to Algol A than to the matter in the inner parts of Algol B, this matter flowed from Algol B to Algol A, and, over time, Algol A became more massive than Algol B.

Student 2

Algol B was not part of the original Algol system (Algol A and Algol C). Algol B and the original Algol system formed in different clouds of gas and dust at different times and moved in 2 different but intersecting orbits around the center of the galaxy. During a particular orbit, Algol B encountered the original Algol system at the intersection of the 2 orbits and became part of the Algol system.

Algol B became a post-MS star while Algol A and Algol C remained MS stars. Algol B never lost mass to Algol A. Algol B was always less massive than Algol A.

24. Based on Student 2's discussion, Algol B is part of the present Algol system because of which of the following forces exerted on Algol B by the original Algol system?
 - F. Electric force
 - G. Magnetic force
 - H. Gravitational force
 - J. Nuclear force
25. Based on Student 1's discussion and Fact 4, while matter flowed between Algol A and Algol B, Algol B produced the majority of its energy by fusing:
 - A. hydrogen nuclei to make helium nuclei at its center.
 - B. hydrogen nuclei to make helium nuclei in a shell surrounding its center.
 - C. helium nuclei to make hydrogen nuclei at its center.
 - D. helium nuclei to make hydrogen nuclei in a shell surrounding its center.
26. Suppose that chemical composition is uniform among stars formed from the same cloud of gas and dust, but that chemical composition varies among stars formed from different clouds of gas and dust. Student 2 would most likely agree with which of the following statements comparing the chemical compositions of the stars in the present-day Algol system at the time they formed?
 - F. Algol A and Algol B had the most similar compositions.
 - G. Algol A and Algol C had the most similar compositions.
 - H. Algol B and Algol C had the most similar compositions.
 - J. Algol A, Algol B, and Algol C had the same composition.
27. If the mass of the Sun is 2.0×10^{30} kg, what is the mass of Algol C?
 - A. 1.6×10^{30} kg
 - B. 2.0×10^{30} kg
 - C. 3.4×10^{30} kg
 - D. 7.2×10^{30} kg
28. Which of the following statements best explains why the reaction described in Fact 3 requires a high temperature and pressure?
 - F. All protons are positively charged, and like charges attract each other.
 - G. All protons are positively charged, and like charges repel each other.
 - H. All electrons are negatively charged, and like charges attract each other.
 - J. All electrons are negatively charged, and like charges repel each other.

4**4**

29. Based on Fact 5 and Student 1's discussion, which of the 3 stars in the Algol system, if any, was most likely the first to become an MS star?
- A. Algol A
 - B. Algol B
 - C. Algol C
 - D. The 3 stars became MS stars at the same time.

30. Based on Fact 5, would Student 2 agree that by the time Algol A stops being an MS star, Algol A will have spent as much time being an MS star as Algol B spent being an MS star?
- F. Yes, because according to Student 2, Algol A has always been more massive than Algol B.
 - G. Yes, because according to Student 2, Algol A has always been less massive than Algol B.
 - H. No, because according to Student 2, Algol A has always been more massive than Algol B.
 - J. No, because according to Student 2, Algol A has always been less massive than Algol B.

**Passage VI**

Three experiments were done using CO₂, krypton (Kr), or O₂. For each gas:

1. A 3 L steel vessel was fitted with a cap that contained a gas inlet valve and a pressure and temperature sensor.
2. Air was pumped out of the vessel until the pressure measured 0.00 torr.
3. The vessel was placed on a balance, and the balance was reset to 0.000 g.
4. Some of the gas was added to the vessel.
5. When the gas in the vessel reached room temperature (22°C), mass and pressure were recorded.
6. Steps 4 and 5 were repeated several times.

The experiments were then repeated, except that a 6 L vessel was used (see Figures 1 and 2).

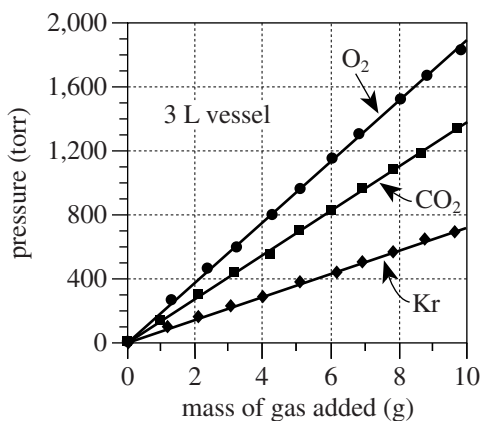


Figure 1

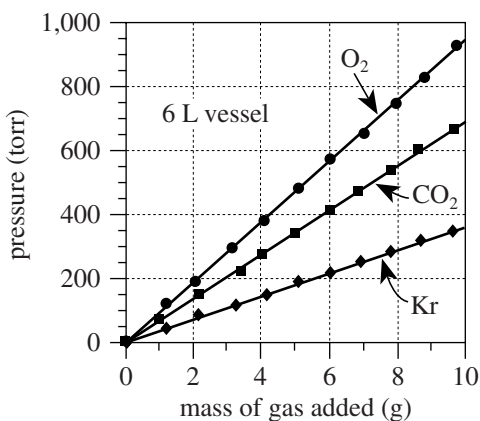


Figure 2

31. Based on Figure 2, if 13 g of Kr had been added to the 6 L vessel, the pressure would have been:
 - A. less than 200 torr.
 - B. between 200 torr and 400 torr.
 - C. between 400 torr and 600 torr.
 - D. greater than 600 torr.
32. Suppose the experiments had been repeated, except with a 5 L vessel. Based on Figures 1 and 2, the pressure exerted by 7 g of CO₂ would most likely have been:
 - F. less than 500 torr.
 - G. between 500 torr and 1,000 torr.
 - H. between 1,000 torr and 1,500 torr.
 - J. greater than 1,500 torr.
33. Based on Figures 1 and 2, for a given mass of O₂ at 22°C, how does the pressure exerted by the O₂ in a 6 L vessel compare to the pressure exerted by the O₂ in a 3 L vessel? In the 6 L vessel, the O₂ pressure will be:
 - A. $\frac{1}{2}$ as great as in the 3 L vessel.
 - B. the same as in the 3 L vessel.
 - C. 2 times as great as in the 3 L vessel.
 - D. 4 times as great as in the 3 L vessel.
34. Which of the following best explains why equal masses of O₂ and CO₂ at the same temperature and in the same-size vessel had different pressures? The pressure exerted by the O₂ was:
 - F. less, because there were fewer O₂ molecules per gram than there were CO₂ molecules per gram.
 - G. less, because there were more O₂ molecules per gram than there were CO₂ molecules per gram.
 - H. greater, because there were fewer O₂ molecules per gram than there were CO₂ molecules per gram.
 - J. greater, because there were more O₂ molecules per gram than there were CO₂ molecules per gram.
35. Suppose the experiment involving O₂ and the 6 L vessel had been repeated, except at a room temperature of 14°C. For a given mass of O₂, compared to the pressure measured in the original experiment, the pressure measured at 14°C would have been:
 - A. less, because pressure is directly proportional to temperature.
 - B. less, because pressure is inversely proportional to temperature.
 - C. greater, because pressure is directly proportional to temperature.
 - D. greater, because pressure is inversely proportional to temperature.



Passage VII

The *human threshold of hearing* is the minimum intensity at each sound frequency required for a sound to be heard by humans. The *human threshold of pain* is the maximum intensity at each sound frequency that humans can tolerate without pain.

The figure below displays, for sounds in water and in air, the human thresholds of hearing and of pain. The figure also shows S , the percent increase in air density and water density that accompanies the compression of air and water by sound waves of given intensities. Sound intensities are given in decibels (db) and frequencies are given in hertz [(Hz); 1 Hz = 1 cycle/sec].

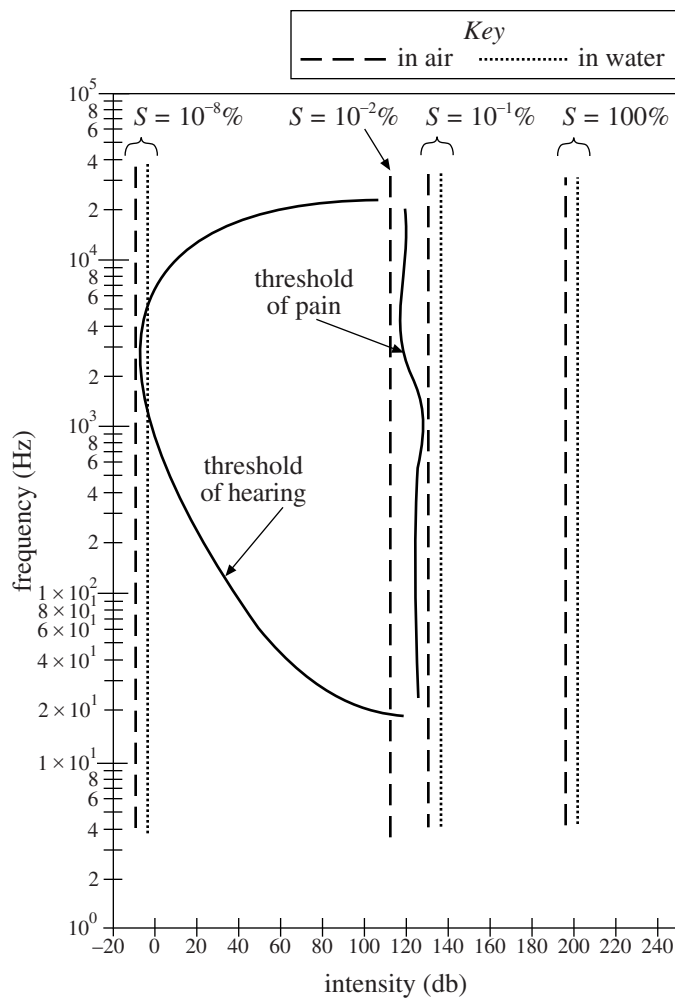
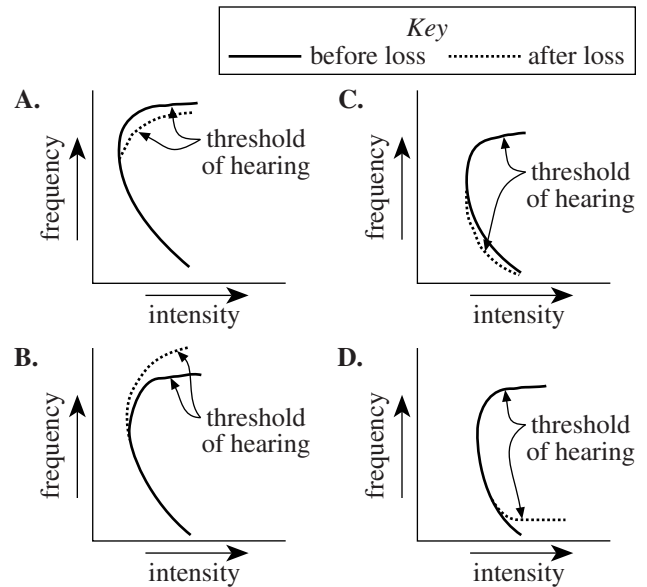


Figure adapted from Rita G. Lerner and George L. Trigg, eds., *Encyclopedia of Physics*, 2nd ed. ©1991 by VCH Publishers, Inc.

36. According to the figure, which of the following is closest to the lowest frequency that can be heard by a human being?
- F. 8 Hz
 - G. 20 Hz
 - H. 1,000 Hz
 - J. 20,000 Hz

37. As humans age, it is common for selective hearing loss to occur at high sound frequencies. Which of the following figures best illustrates this loss?



38. Based on the figure, a sound of a given frequency will have the highest intensity for which of the following sets of conditions?

Sound is passing through:		S
F.	water	100%
G.	water	$10^{-8}\%$
H.	air	100%
J.	air	$10^{-8}\%$

39. A student hypothesized that sounds of any intensity at a frequency of 10^5 Hz would be painful for humans to hear. Do the data in the figure support this hypothesis?
- A. Yes, because the threshold of pain is relatively constant with changes in frequency.
 - B. Yes, because as frequency increases above 10^5 Hz, the threshold of pain increases.
 - C. No, because humans cannot hear sounds at 10^5 Hz.
 - D. No, because the threshold of pain is relatively constant with changes in frequency.
40. Based on the figure, does S depend on the frequency of a sound wave of a given intensity?
- F. Yes, because as frequency increases, S increases.
 - G. Yes, because as frequency increases, S remains constant.
 - H. No, because as frequency increases, S increases.
 - J. No, because as frequency increases, S remains constant.

END OF TEST 4

STOP! DO NOT RETURN TO ANY OTHER TEST.

If you plan to take the ACT Plus Writing, sharpen your pencils and continue with the Writing Test on page 55.

If you do not plan to take the ACT Plus Writing, skip to page 57 for instructions on scoring your multiple-choice tests.

Practice Writing Test

Your Signature: _____
(Do not print.)

Print Your Name Here: _____

Your Date of Birth:					
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Month	Day	Year			

Form 14R

The ACT[®] WRITING TEST BOOKLET

You must take the multiple-choice tests before you take the Writing Test.

Directions

This is a test of your writing skills. You will have thirty (30) minutes to write an essay in English. Before you begin planning and writing your essay, read the writing prompt carefully to understand exactly what you are being asked to do. Your essay will be evaluated on the evidence it provides of your ability to express judgments by taking a position on the issue in the writing prompt; to maintain a focus on the topic throughout the essay; to develop a position by using logical reasoning and by supporting your ideas; to organize ideas in a logical way; and to use language clearly and effectively according to the conventions of standard written English.

You may use the unlined pages in this test booklet to plan your essay. These pages will not be scored. ***You must write your essay in pencil on the lined pages in the answer folder.*** Your writing on those lined pages will be scored. You may not need all the lined pages, but to ensure you have enough room to finish, do NOT skip lines. You may write corrections or additions neatly between the lines of your essay, but do NOT write in the margins of the lined pages. ***Illegible essays cannot be scored, so you must write (or print) clearly.***

If you finish before time is called, you may review your work. Lay your pencil down immediately when time is called.

DO NOT OPEN THIS BOOKLET UNTIL TOLD TO DO SO.

ACT Writing Test Prompt

Rather than concentrating on doing one thing at a time, high school students often divide their attention among several activities, such as watching television and using the computer while doing homework. Educators debate whether performing several tasks at the same time is too distracting when students are doing homework. Some educators believe multitasking is a bad practice when doing homework because they think dividing attention between multiple tasks negatively affects the quality of students' work. Other educators do not believe multitasking is a bad practice when doing homework because they think students accomplish more during their limited free time as a result of multitasking. In your opinion, is it too distracting for high school students to divide their attention among several activities when they are doing homework?

In your essay, take a position on this question. You may write about either one of the two points of view given, or you may present a different point of view on this question. Use specific reasons and examples to support your position.

Note

- Your test booklet will have blank space for you to plan your essay. For this practice test, use scratch paper.
- You may wish to remove pages 75–78 to respond to this prompt.
- When you have completed your essay, read pages 64–72 for information and instructions on scoring your practice Writing Test.

5 Scoring Your Tests

How to Score the Multiple-Choice Tests

Follow the instructions below and on the following pages to score your practice multiple-choice tests and to evaluate your performance.

Raw Scores

The number of questions you answered correctly on each test and in each subscore area is your raw score. Because there are many forms of the ACT, each containing different questions, some forms will be slightly easier (and some slightly harder) than others. A raw score of 67 on one form of the English Test, for example, may be about as difficult to earn as a raw score of 70 on another form of that test.

To compute your raw scores, check your answers with the scoring keys on pages 58–60. Count the number of correct answers for each of the four tests and seven subscore areas, and enter the number in the blanks provided on those pages. These numbers are your raw scores on the tests and subscore areas.

Scale Scores

To adjust for the small differences that occur among different forms of the ACT, the raw scores for tests and subscore areas are converted into *scale scores*. Scale scores are printed on the reports sent to you and your college and scholarship choices.

When your raw scores are converted into scale scores, it becomes possible to compare your scores with those of examinees who took different test forms. For example, a scale score of 26 on the English Test has the same meaning regardless of the form of the ACT on which it is based.

To determine the scale scores corresponding to your raw scores on the practice test, use the score conversion tables on pages 61–62. Table 1 on page 61 shows the raw-to-scale score conversions for each test, and Table 2 on page 62 shows the raw-to-scale score conversions for the subscore areas. Because each form of the ACT is unique, each form has somewhat different conversion tables. Consequently, these tables provide only approximations of the raw-to-scale score conversions that would apply if a different form of the ACT were taken. Therefore, the scale scores obtained from the practice tests don't match precisely the scale scores received from an actual administration of the ACT.

Computing the Composite Score

The Composite score is the average of the four scale scores in English, Mathematics, Reading, and Science. If you left any of these tests blank, do not calculate a Composite score. If you take the ACT Plus Writing, your Writing results do **not** affect your Composite score.

Comparing Your Scores

Even scale scores don't tell the whole story of your test performance. You may want to know how your scores compare to the scores of other students who took the ACT.

The multiple-choice norms table (Table 3A on page 63) enables you to compare your scores on the practice multiple-choice tests with the scores of recent high school graduates who took the ACT. The numbers reported in Table 3A are cumulative percents. A cumulative percent is the percent of students who scored *at or below* a given score. For example, a Composite score of 20 has a cumulative percent of 48. This means that 48% of the ACT-tested high school students had a Composite score of 20 or lower.

Remember that your scores and percent at or below on the practice test are only *estimates* of the scores that you will obtain during an actual administration of the ACT. Test scores are only one indicator of your level of academic knowledge and skills. Consider your scores in connection with your grades, your performance in outside activities, and your career interests.

College Readiness Standards™

To add to the information you receive about your performance on the ACT, we have developed College Readiness Standards. These standards help you to more fully understand what your total test score means for each academic area assessed: English, Mathematics, Reading, Science, and Writing. The College Readiness Standards describe the types of skills, strategies, and understandings you will need to make a successful transition from high school to college. For English, Mathematics, Reading, and Science, standards are provided for six score ranges that reflect the progression and complexity of the skills in each of the academic areas measured by the ACT tests. For Writing, standards are provided for five score ranges. The College Readiness Standards and benchmark scores for each test can be found at www.act.org/standard and www.act.org/education/benchmarks.html.

Reviewing Your Performance on the Practice Multiple-Choice Tests

After you have determined your scale scores, consider the following as you evaluate your performance.

- Did you run out of time? If so, reread the information in this booklet on pacing yourself. Perhaps you need to adjust the way you used your time in responding to the questions. It is to your advantage to answer every question. There is no penalty for guessing.
- Did you spend too much time trying to understand the directions for the tests? The directions for the practice tests are the same directions that will appear in your test booklet on test day. Make sure you understand them now, so you won't have to spend too much time studying them on test day.
- Review the questions that you missed. Did you select a response that was an incomplete answer or that did not directly respond to the question being asked? Try to figure out what you overlooked in answering the questions.
- Did a particular type of question confuse you? Did the questions you missed come from a particular subscore area? In reviewing your responses, check to see whether a particular type of question or a particular subscore area was more difficult for you or took more time.

Scoring Keys for the ACT Practice Tests

Use the scoring key for each test to score your answer document for the multiple-choice tests. Mark a “1” in the blank for each question you answered correctly. Add up the numbers in each subscore area and enter the total number correct for each subscore area in the blanks provided. Also enter the total number correct for each test in the blanks provided. The total number correct for each test is the sum of the number correct in each subscore area.

Test 1: English—Scoring Key

Subscore Area*			Subscore Area*			Subscore Area*		
Key	UM	RH	Key	UM	RH	Key	UM	RH
1.	B	_____	26.	G	_____	51.	B	_____
2.	J	_____	27.	A	_____	52.	J	_____
3.	D	_____	28.	G	_____	53.	D	_____
4.	F	_____	29.	C	_____	54.	H	_____
5.	B	_____	30.	J	_____	55.	A	_____
6.	J	_____	31.	B	_____	56.	H	_____
7.	D	_____	32.	J	_____	57.	B	_____
8.	F	_____	33.	D	_____	58.	H	_____
9.	A	_____	34.	H	_____	59.	A	_____
10.	H	_____	35.	B	_____	60.	G	_____
11.	A	_____	36.	H	_____	61.	A	_____
12.	H	_____	37.	C	_____	62.	H	_____
13.	D	_____	38.	F	_____	63.	A	_____
14.	G	_____	39.	C	_____	64.	H	_____
15.	B	_____	40.	J	_____	65.	D	_____
16.	G	_____	41.	B	_____	66.	G	_____
17.	C	_____	42.	F	_____	67.	A	_____
18.	G	_____	43.	B	_____	68.	J	_____
19.	D	_____	44.	J	_____	69.	A	_____
20.	F	_____	45.	A	_____	70.	G	_____
21.	B	_____	46.	J	_____	71.	D	_____
22.	J	_____	47.	C	_____	72.	J	_____
23.	C	_____	48.	F	_____	73.	C	_____
24.	F	_____	49.	B	_____	74.	G	_____
25.	C	_____	50.	F	_____	75.	D	_____

Number Correct (Raw Score) for:	
Usage/Mechanics (UM) Subscore Area	_____ (40)
Rhetorical Skills (RH) Subscore Area	_____ (35)
Total Number Correct for English Test (UM + RH)	_____ (75)

*UM = Usage/Mechanics
RH = Rhetorical Skills

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Test 2: Mathematics—Scoring Key

		Subscore Area*					Subscore Area*		
	Key	EA	AG	GT		Key	EA	AG	GT
1.	A	_____			31.	E			_____
2.	F	_____			32.	G	_____		_____
3.	E	_____			33.	D		_____	
4.	J	_____			34.	F		_____	
5.	C	_____			35.	D	_____		_____
6.	K	_____			36.	F		_____	
7.	E	_____			37.	B			_____
8.	H	_____			38.	G			_____
9.	A	_____			39.	C		_____	
10.	J			_____	40.	G			_____
11.	D			_____	41.	B		_____	
12.	K	_____			42.	F			_____
13.	B	_____			43.	D	_____		_____
14.	F		_____		44.	H			_____
15.	C		_____		45.	A			_____
16.	J	_____			46.	J	_____		_____
17.	B			_____	47.	C			_____
18.	J			_____	48.	H			_____
19.	D	_____			49.	B		_____	
20.	J			_____	50.	F		_____	
21.	E	_____			51.	C	_____		_____
22.	G			_____	52.	J		_____	
23.	B	_____			53.	E		_____	
24.	H		_____		54.	K	_____		_____
25.	A		_____		55.	C	_____		_____
26.	G	_____			56.	J			_____
27.	B			_____	57.	E			_____
28.	H		_____		58.	G		_____	
29.	E		_____		59.	C	_____		_____
30.	K		_____		60.	F		_____	

Number Correct (Raw Score) for:	
Pre-Alg./Elem. Alg. (EA) Subscore Area	_____ (24)
Inter. Alg./Coord. Geo. (AG) Subscore Area	_____ (18)
Plane Geo./Trig. (GT) Subscore Area	_____ (18)
Total Number Correct for Math Test (EA + AG + GT)	_____ (60)

*EA = Pre-Algebra/Elementary Algebra
 AG = Intermediate Algebra/Coordinate Geometry
 GT = Plane Geometry/Trigonometry

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Test 3: Reading—Scoring Key

Subscore Area*			Subscore Area*			Subscore Area*		
Key	SS	AL	Key	SS	AL	Key	SS	AL
1.	D	_____	15.	D	_____	29.	A	_____
2.	H	_____	16.	H	_____	30.	F	_____
3.	B	_____	17.	B	_____	31.	B	_____
4.	G	_____	18.	J	_____	32.	H	_____
5.	B	_____	19.	A	_____	33.	D	_____
6.	F	_____	20.	F	_____	34.	J	_____
7.	C	_____	21.	C	_____	35.	B	_____
8.	F	_____	22.	J	_____	36.	G	_____
9.	D	_____	23.	A	_____	37.	B	_____
10.	H	_____	24.	J	_____	38.	F	_____
11.	C	_____	25.	C	_____	39.	A	_____
12.	F	_____	26.	F	_____	40.	F	_____
13.	C	_____	27.	C	_____			
14.	G	_____	28.	J	_____			

Number Correct (Raw Score) for:	
Social Studies/Sciences (SS) Subscore Area	_____ (20)
Arts/Literature (AL) Subscore Area	_____ (20)
Total Number Correct for Reading Test (SS + AL)	_____ (40)

*SS = Social Studies/Sciences
AL = Arts/Literature

Test 4: Science—Scoring Key

Key	Key	Key
1. D	15. A	29. B
2. J	16. G	30. H
3. B	17. D	31. C
4. J	18. F	32. G
5. C	19. B	33. A
6. F	20. J	34. J
7. D	21. C	35. A
8. G	22. J	36. G
9. A	23. A	37. A
10. H	24. H	38. F
11. C	25. B	39. C
12. F	26. G	40. J
13. B	27. C	
14. H	28. G	

Number Correct (Raw Score) for:	
Total Number Correct for Science Test	_____ (40)

TABLE 1**Explanation of Procedures Used to Obtain Scale Scores from Raw Scores**

On each of the four multiple-choice tests on which you marked any responses, the total number of correct responses yields a raw score. Use the table below to convert your raw scores to scale scores. For each test, locate and circle your raw score or the range of raw scores that includes it in the table below. Then, read across to either outside column of the table and circle the scale score that corresponds to that raw score. As you determine your scale scores, enter them in the blanks provided on the right. The highest possible scale score for each test is 36. The lowest possible scale score for any test on which you marked any responses is 1.

Next, compute the Composite score by averaging the four scale scores. To do this, add your four scale scores and divide the sum by 4. If the resulting number ends in a fraction, round it off to the nearest whole number. (Round down any fraction less than one-half; round up any fraction that is one-half or more.) Enter this number in the blank. This is your Composite score. The highest possible Composite score is 36. The lowest possible Composite score is 1.

ACT Test 67C	Your Scale Score
English	_____
Mathematics	_____
Reading	_____
Science	_____
<hr/>	
Sum of scores	_____
Composite score (sum ÷ 4)	_____

NOTE: If you left a test completely blank and marked no items, do not list a scale score for that test. If any test was completely blank, do not calculate a Composite score.

Scale Score	Raw Scores				Scale Score
	Test 1 English	Test 2 Mathematics	Test 3 Reading	Test 4 Science	
36	75	59-60	40	40	36
35	73-74	57-58	39	39	35
34	71-72	55-56	38	38	34
33	70	54	—	37	33
32	69	53	37	—	32
31	68	52	36	36	31
30	67	50-51	35	35	30
29	66	49	34	34	29
28	64-65	47-48	33	33	28
27	62-63	45-46	32	31-32	27
26	60-61	43-44	31	30	26
25	58-59	41-42	30	28-29	25
24	56-57	38-40	29	26-27	24
23	53-55	36-37	27-28	24-25	23
22	51-52	34-35	26	23	22
21	48-50	33	25	21-22	21
20	45-47	31-32	23-24	19-20	20
19	42-44	29-30	22	17-18	19
18	40-41	27-28	20-21	16	18
17	38-39	24-26	19	14-15	17
16	35-37	19-23	18	13	16
15	33-34	15-18	16-17	12	15
14	30-32	12-14	14-15	11	14
13	29	10-11	13	10	13
12	27-28	8-9	11-12	9	12
11	25-26	6-7	9-10	8	11
10	23-24	5	8	7	10
9	20-22	4	7	6	9
8	17-19	—	6	5	8
7	14-16	3	5	4	7
6	11-13	—	4	3	6
5	9-10	2	3	—	5
4	6-8	—	—	2	4
3	5	1	2	1	3
2	3-4	—	1	—	2
1	0-2	0	0	0	1

TABLE 2

Explanation of Procedures Used to Obtain Scale Subscores from Raw Scores

For each of the seven subscore areas, the total number of correct responses yields a raw score. Use the table below to convert your raw scores to scale subscores. For each of the seven subscore areas, locate and circle either the raw score or the range of raw scores that includes it in the table below. Then, read across to either outside column of the table and circle the scale subscore that corresponds to that raw score. As you determine your scale subscores, enter them in the blanks provided on the right. The highest possible scale subscore is 18. The lowest possible scale subscore is 1.

If you left a test completely blank and marked no responses, do not list any scale subscores for that test.

ACT Test 67C Your Scale Subscore

English

Usage/Mechanics _____

Rhetorical Skills _____

Mathematics

Pre-Algebra/Elementary Algebra _____

Intermed. Algebra/Coord. Geometry _____

Plane Geometry/Trigonometry _____

Reading

Social Studies/Sciences _____

Arts/Literature _____

Scale Subscore	Raw Scores										Scale Subscore	
	Test 1 English			Test 2 Mathematics			Test 3 Reading					
	Usage/Mechanics	Rhetorical Skills	Pre-Algebra/Elem. Algebra	Inter. Algebra/Coord. Geometry	Plane Geometry/Trigonometry	Social Studies/Sciences	Arts/Literature	Social Studies/Sciences	Arts/Literature	Social Studies/Sciences		
18	39-40	35	23-24	18	18	18	20	20	20	20	20	18
17	37-38	34	22	17	17	17	19	19	19	19	19	17
16	35-36	33	21	16	16	16	18	18	18	18	18	16
15	34	31-32	20	15	14-15	14-15	17	17	17	17	17	15
14	32-33	29-30	19	13-14	13	13	16	16	16	16	16	14
13	31	27-28	18	12	11-12	11-12	15	15	15	15	15	13
12	29-30	25-26	17	10-11	10	10	14	14	14	14	14	12
11	27-28	22-24	16	9	9	9	12-13	12-13	12-13	12-13	12-13	11
10	24-26	20-21	15	7-8	7-8	7-8	11	11	11	11	11	10
9	22-23	18-19	13-14	6	6	6	9-10	9-10	9-10	9-10	9-10	9
8	20-21	15-17	11-12	4-5	5	5	8	8	8	8	8	8
7	18-19	13-14	9-10	—	4	4	6-7	6-7	6-7	6-7	6-7	7
6	16-17	12	6-8	3	3	3	5	5	5	5	5	6
5	14-15	10-11	5	2	—	—	4	4	4	4	4	5
4	12-13	8-9	3-4	—	2	2	3	3	3	3	3	4
3	9-11	5-7	2	1	—	—	2	2	2	2	2	3
2	6-8	3-4	1	—	—	—	1	1	1	1	1	2
1	0-5	0-2	0	0	0	0	0	0	0	0	0	1

TABLES 3A and 3B

Norms Tables

Use the norms tables below (3A and 3B) to determine your estimated percent at or below for each of your multiple-choice scale scores (3A), and for your Writing scores (3B), if applicable.

In the far left column of the multiple-choice norms table (3A), circle your scale score for the English Test (from page 61). Then read across to the percent at or below column for that test; circle or put a check mark beside the corresponding percent at or below. Use the same procedure for each test and subscore area. Use the far right column of scale scores in Table 3A, for your Science Test and Composite scores. Follow the same procedure on the Writing Test norms to get your estimated percent at or below for your Writing subscore and Combined English/Writing score.

As you mark your percents at or below, enter them in the blanks provided at the right. You may also find it helpful to compare your performance with the national mean (average) score for each of the tests, subscore areas, and the Composite as shown at the bottom of the norms tables.

Your Estimated Percent At or Below on Practice Test

English	_____	_____
Usage/Mechanics	_____	_____
Rhetorical Skills	_____	_____
Mathematics	_____	_____
Pre-Algebra/Elem. Alg.	_____	_____
Alg./Coord. Geometry	_____	_____
Plane Geometry/Trig.	_____	_____
Reading	_____	_____
Soc. Studies/Sciences	_____	_____
Arts/Literature	_____	_____
Science	_____	_____
Composite	_____	_____
Combined English/Writing	_____	_____
Writing	_____	_____

3A													
National Distributions of Cumulative Percents for ACT Test Scores ACT-Tested High School Graduates from 2009, 2010, and 2011													
Score	ENGLISH		MATHEMATICS		READING		SCIENCE		COMPOSITE		Score		
	Usage/Mechanics	Rhetorical Skills	Pre-Algebra/Elem. Alg.	Alg./Coord. Geometry	Plane Geometry/Trig.	Soc. Studies/Sciences	Arts/Literature						
36	99		99			99		99	99	99	36		
35	99		99			99		99	99	99	35		
34	99		99			99		99	99	99	34		
33	97		98			97		99	99	99	33		
32	96		97			95		98	98	98	32		
31	94		96			93		98	97	97	31		
30	93		94			91		96	95	95	30		
29	91		93			87		95	93	93	29		
28	88		91			85		93	91	91	28		
27	85		88			82		91	87	87	27		
26	82		84			78		88	84	84	26		
25	78		79			75		84	79	79	25		
24	73		74			71		77	74	74	24		
23	68		67			66		71	68	68	23		
22	63		61			60		63	62	62	22		
21	57		57			54		56	55	55	21		
20	50		52			48		47	48	48	20		
19	43		47			42		38	41	41	19		
18	38	99	99	41	99	99	99	35	99	99	31	34	18
17	33	96	99	34	96	99	99	30	97	97	24	28	17
16	29	92	98	26	91	98	98	25	94	91	19	21	16
15	24	88	92	14	87	95	95	19	88	85	14	16	15
14	18	83	86	06	81	92	90	15	82	77	11	11	14
13	14	78	79	02	74	83	82	10	76	71	08	06	13
12	11	71	71	01	66	74	72	06	69	65	05	03	12
11	09	64	60	01	58	64	63	03	59	57	03	01	11
10	06	56	49	01	48	51	52	01	50	47	02	01	10
09	04	44	38	01	40	36	38	01	40	39	01	01	09
08	02	35	27	01	32	22	25	01	29	31	01	01	08
07	01	27	19	01	20	13	15	01	18	23	01	01	07
06	01	19	12	01	09	07	09	01	10	16	01	01	06
05	01	13	08	01	03	04	06	01	05	09	01	01	05
04	01	07	04	01	01	02	03	01	02	04	01	01	04
03	01	03	02	01	01	01	02	01	01	01	01	01	03
02	01	01	01	01	01	01	01	01	01	01	01	01	02
01	01	01	01	01	01	01	01	01	01	01	01	01	01
Mean	20.6	10.2	10.6	21.0	10.9	10.6	10.5	21.3	10.8	10.9	20.9	21.1	
S.D.	6.4	3.9	3.4	5.3	3.6	2.9	3.1	6.2	3.5	3.9	5.1	5.2	

Note: These norms are the source of national norms, for multiple-choice tests, printed on ACT score reports during the 2011–2012 testing year. Sample size: 4,665,862.

3B			
National Distributions of Cumulative Percents for ACT Writing Test Scores ACT-Tested High School Graduates from 2009, 2010, and 2011			
Score	Combined English/Writing		Writing
	Score	Writing	
36	99		
35	99		
34	99		
33	99		
32	99		
31	98		
30	95		
29	93		
28	90		
27	87		
26	84		
25	79		
24	74		
23	69		
22	61		
21	55		
20	47		
19	41		
18	34		
17	28		
16	24		
15	18		
14	14		
13	10		
12	8	99	
11	5	99	
10	4	99	
9	2	94	
8	1	86	
7	1	51	
6	1	37	
5	1	11	
4	1	7	
3	1	2	
2	1	1	
1	1		
Mean	20.8	7.1	
S.D.	5.6	1.6	

Note: These norms are the source of the Writing Test norms printed on the ACT score reports of students who take the optional Writing Test during 2011–2012. Sample size: 2,588,762.

Six-Point Holistic Scoring Rubric for the ACT Writing Test

Papers at each level exhibit *all* or *most* of the characteristics described at each score point.

Score = 6

Essays within this score range demonstrate effective skill in responding to the task.

The essay shows a clear understanding of the task. The essay takes a position on the issue and may offer a critical context for discussion. The essay addresses complexity by examining different perspectives on the issue, or by evaluating the implications and/or complications of the issue, or by fully responding to counterarguments to the writer's position. Development of ideas is ample, specific, and logical. Most ideas are fully elaborated. A clear focus on the specific issue in the prompt is maintained. The organization of the essay is clear: the organization may be somewhat predictable or it may grow from the writer's purpose. Ideas are logically sequenced. Most transitions reflect the writer's logic and are usually integrated into the essay. The introduction and conclusion are effective, clear, and well developed. The essay shows a good command of language. Sentences are varied and word choice is varied and precise. There are few, if any, errors to distract the reader.

Score = 5

Essays within this score range demonstrate competent skill in responding to the task.

The essay shows a clear understanding of the task. The essay takes a position on the issue and may offer a broad context for discussion. The essay shows recognition of complexity by partially evaluating the implications and/or complications of the issue, or by responding to counterarguments to the writer's position. Development of ideas is specific and logical. Most ideas are elaborated, with clear movement between general statements and specific reasons, examples, and details. Focus on the specific issue in the prompt is maintained. The organization of the essay is clear, although it may be predictable. Ideas are logically sequenced, although simple and obvious transitions may be used. The introduction and conclusion are clear and generally well developed. Language is competent. Sentences are somewhat varied and word choice is sometimes varied and precise. There may be a few errors, but they are rarely distracting.

Score = 4

Essays within this score range demonstrate adequate skill in responding to the task.

The essay shows an understanding of the task. The essay takes a position on the issue and may offer some context for discussion. The essay may show some recognition of complexity by providing some response to counterarguments to the writer's position. Development of ideas is adequate, with some movement between general statements and specific reasons, examples, and details. Focus on the specific issue in the prompt is maintained throughout most of the essay. The organization of the essay is apparent but predictable. Some evidence of logical sequencing of ideas is apparent, although most transitions are simple and obvious. The introduction and conclusion are clear and somewhat developed. Language is adequate, with some sentence variety and appropriate word choice. There may be some distracting errors, but they do not impede understanding.

Score = 3

Essays within this score range demonstrate some developing skill in responding to the task.

The essay shows some understanding of the task. The essay takes a position on the issue but does not offer a context for discussion. The essay may acknowledge a counterargument to the writer's position, but its development is brief or unclear. Development of ideas is limited and may be repetitious, with little, if any, movement between general statements and specific reasons, examples, and details. Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained. The organization of the essay is simple. Ideas are logically grouped within parts of the essay, but there is little or no evidence of logical sequencing of ideas. Transitions, if used, are simple and obvious. An introduction and conclusion are clearly discernible but underdeveloped. Language shows a basic control. Sentences show a little variety and word choice is appropriate. Errors may be distracting and may occasionally impede understanding.

Score = 2

Essays within this score range demonstrate inconsistent or weak skill in responding to the task.

The essay shows a weak understanding of the task. The essay may not take a position on the issue, or the essay may take a position but fail to convey reasons to support that position, or the essay may take a position but fail to maintain a stance. There is little or no recognition of a counterargument to the writer's position. The essay is thinly developed. If examples are given, they are general and may not be clearly relevant. The essay may include extensive repetition of the writer's ideas or of ideas in the prompt. Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained. There is some indication of an organizational structure, and some logical grouping of ideas within parts of the essay is apparent. Transitions, if used, are simple and obvious, and they may be inappropriate or misleading. An introduction and conclusion are discernible but minimal. Sentence structure and word choice are usually simple. Errors may be frequently distracting and may sometimes impede understanding.

Score = 1

Essays within this score range show little or no skill in responding to the task.

The essay shows little or no understanding of the task. If the essay takes a position, it fails to convey reasons to support that position. The essay is minimally developed. The essay may include excessive repetition of the writer's ideas or of ideas in the prompt. Focus on the general topic is usually maintained, but focus on the specific issue in the prompt may not be maintained. There is little or no evidence of an organizational structure or of the logical grouping of ideas. Transitions are rarely used. If present, an introduction and conclusion are minimal. Sentence structure and word choice are simple. Errors may be frequently distracting and may significantly impede understanding.

No Score

Blank, Off-Topic, Illegible, Not in English, or Void

How to Score the Writing Test

Two trained readers will score your essay on the actual Writing Test. These readers are trained by reading examples of papers at each score point and by scoring many practice papers. They are given detailed feedback on the correctness of their scores during practice. During actual scoring, score differences of more than one point will be evaluated by a third trained reader to resolve discrepancies. This method is designed to be as objective and impartial as possible. So—how can you rate your *own* practice Writing Test?

It is difficult to be objective about one's own work, and you have not had the extensive training provided to actual readers of the ACT Writing Test. However, it is to your advantage to read your own writing critically. Becoming your own editor helps you grow as a writer and as a reader. So it makes sense for you to evaluate your own practice essay. It may also be helpful for you to give your practice essay to another reader to get another perspective: perhaps that of a classmate, a parent, or an English teacher, for example. Thinking and talking with others about writing is good preparation for the ACT Writing Test. To rate your essay, you and your reader(s) should read the scoring guidelines and example essays, which begin below and continue through page 71, and then assign your practice essay a score of 1 through 6.

For an actual administration, each essay will be scored on a scale from 1 (low) through 6 (high). The score is based on the overall impression that is created by all the elements of the writing. The scores given by the two readers are added together, yielding the Writing subscore range 2–12 shown in Table 4 on page 72.

Scoring Guidelines (see page 64)

These are the guidelines that will be used to score your essay. These guidelines are also called a “rubric.” Many papers do not fit the exact description at each score point. You should note that the rubric says: “Papers at each level exhibit *all* or *most* of the characteristics in the descriptors.” To score your paper, read your response and try to determine which score point and paragraph in the rubric best describes most of the characteristics of your essay.

Then (because your Writing Test subscore is the sum of two readers' ratings of your essay), you should multiply your 1–6 score by 2 when you use Table 4, on page 72, to find your Combined English/Writing score. Or, if both you and someone else read and score your practice essay, add those scores together.

Comparing Your Scores

The Writing Test norms table (Table 3B on page 63) allows you to compare your score on the practice Writing Test with the scores of recent high school graduates who took the ACT Plus Writing. The norms for the Writing Test are reported the same way as the norms for the multiple-choice tests (see page 57). For example, a Writing subscore of 8 has a cumulative percent of 86. This means that 86% of students had a Writing subscore of 8 or lower. Remember that your scores and percents at or below are only *estimates* of the scores you will obtain on an actual administration of the ACT Plus Writing. They should be considered in connection with your performance on other essay tests and your planned college curriculum.

College Readiness Standards

The College Readiness Standards for Writing (see page 57) can be found at www.act.org/standard.

Example Essays and Scoring Explanations

Readers for the ACT Writing Test are trained by scoring many essays before they score “live” essays. Although we cannot provide you with the same extensive training these readers receive, reading the example essays that follow will help you better understand some of the characteristics of essays at each score point. You will also be able to read a brief explanation of how each essay was scored. The example essays are in response to the practice prompt on page 56.

Score = 1

It is not to distacting for students because everybody has there own way of doing there homework. If a kid wants to watch tv while he is doing his homework then let him. That is his comfort zone that is when most kids are relaxed. Thats why they finish there homework. It also makes them calm so there not all worried if there almost done or not because there doing there work but at the same time there also relaxed because there watching the favorite cartoon or reaility show or whatever they watch. But you can't let them watch the tv more than there doing there homework because then nothing will get done like that.

Score Point 1 Scoring Explanation

Essays that earn a 1 show little or no skill in responding to the task. This essay begins with the writer’s position statement, but because no context is provided for the discussion, it is difficult to discern the exact question the student is responding to. In the second sentence, the writer makes the argument a little clearer by saying that *If a kid wants to watch tv while he is doing his homework then let him*, but nowhere in the essay does the writer refer to the prompt’s specific question about multitasking.

The essay is minimally developed. Rather than offering specific ideas to support the writer’s position, the essay merely repeats the general assertion that watching television helps a student relax (*That is his comfort zone that is when most kids are relaxed.... It also makes them calm so there not all worried...but at the same time there also relaxed*).

There is no evidence of an organizational structure. The writer does not offer an introduction, and instead of providing a conclusion, the writer ends the essay with only the clarification that *you can't let them watch the tv more than there doing there homework because then nothing will get done like that*. In addition, the writer uses only a single transition to connect ideas (*also*).

Errors in sentence structure, such as run-on sentences, and frequent misspellings (*there* used instead of *their* and *they're*) are distracting but do not impede understanding.

Score = 2

Multitasking is a good practice while doing homework because a lot of careers need good multitaskers or student might have less time to do things. Multitasking is a necessity in today modern lifestyle. You need to be able to keep track of multiple things like the family, taxes, arrangements, meetings...etc., the list goes on. To develop multitasking at a young age is critical. What if you need to do 10 things in a day or have to get the kids ready for school in the morning, while you're on an important phone call with your boss? If you became a business owner, you have to keep up with supply + demand of products and services, keep up with customer satisfaction. These are all instances where multitasking is irreplaceable. Multitaskers are always needed for jobs. Some educators say multitasking reduces grades. I say different being a multitasker + getting a 3.5 GPA. I watch a movie while typing a paper and it sometimes helps clear writer's block and allows the ideas to flow. Take it from a multitasker we're always needed.

Score Point 2
Scoring Explanation

Essays that earn a 2 demonstrate inconsistent or weak skill in responding to the task. This writer takes the position that multitasking is a good practice, arguing that *a lot of careers need good multitaskers* and that without multitasking *student might have less time to do things*. There is a slight recognition of complexity at the end of the essay as the writer briefly addresses a counter argument (*Some educators say multitasking reduces grades...*), but the writer offers only a couple of assertions about his or her personal experience to refute the point.

Development of ideas is thin. The writer offers examples of situations when multitasking might be necessary (being on the phone while trying to get kids to school, keeping up with supply and demand and customer satisfaction as a business owner), but development of these ideas is limited to single-sentence assertions. In addition, beyond the brief personal example of watching a movie while typing a paper, the writer provides no discussion of the point that students will have less time to do things if they don't multitask.

There is little indication of an organizational structure. Ideas are presented mostly as a random list, with only occasional evidence of the writer having attempted to group related points logically. Transitions are not used to connect ideas, and there is no clear evidence of an introduction or conclusion, beyond the opening position statement and the closing declaration, *Take it from a multitasker we're always needed*.

Sentence structure and word choice are simple, and when the writer attempts more complex sentence structures, errors such as run-on sentences and fragments result (*I say different being a multitasker + getting a 3.5 GPA.*). These errors and frequent spelling mistakes (*practice, necessity, develop, age, customer, irreplaceable*) are distracting but do not impede understanding.

Score = 3

Multitasking is a very bad habit when doing homework. It has negative effects on concentration, learning skills and the homework itself. By eliminating multitasking during homework would have a positive influence on many aspects.

Multitasking while doing homework affects concentration. While doing homework, a student should concentrate only on the homework. If the student is doing another task along with the homework, they are not as concentrated on the homework. Less concentration on the homework will lead to the student not doing as well as they would have if they had done only the homework.

Multitasking prevents students from doing their very best. It is a poor learning habit that can be harmful to the student in the long run. Multitasking prevents students from learning all that they can. When asked to recall something from an assignment, a student will not be able to recall everything they should because they were multitasking while doing an assignment.

The homework itself is influenced negatively by multitasking. The student may receive a poor grade because they did not devote their full attention to the homework. Multitasking will not let the very best a student can do shine through. It will prevent good grades and proper learning.

Multitasking certainly does not help student in their concentration, learning skills or their homework. In the future, we will likely see the long-term effects that multitasking has had on people's learning.

**Score Point 3
Scoring Explanation**

Essays that earn a 3 demonstrate some developing skill in responding to the task. This essay does not provide any context for the discussion, and instead begins with the writer's position and then offers a list of three reasons why multitasking is a *very bad habit* for students.

Development of the writer's three main ideas is limited and repetitive—each body paragraph consists mostly of a series of assertions rather than movement from general ideas to specific reasons or examples. For instance, as the writer tries to argue the first idea that multitasking negatively affects students' ability to concentrate, the writer provides only the unsupported assertions that *While doing homework, a student should concentrate only on the homework* and that *If the student is doing another task along with the homework, they are not as concentrated on the homework*. Further, all three body paragraphs argue essentially the same point—that multitasking *prevents students from doing their very best*.

The essay's organization is simple; the structure of the essay follows the order of the three points laid out in the introduction. Ideas are logically grouped, in that sentences in each paragraph contain related ideas, but there is little evidence of logical sequencing of ideas within paragraphs and there are no transitions linking ideas between one paragraph and the next. The introduction consists of little more than the position statement, and the conclusion merely paraphrases the introduction.

Language demonstrates basic control, although sentence structures show little variety (*Multitasking prevents students from doing...Multitasking prevents students from learning...*). Word choice, however, is clear, if somewhat repetitive. There are no distracting language errors.

Score = 4

Many people say that multitasking while doing homework is a bad practice because it negatively affects the quality of a student's work. Others, however, think that multitasking while doing homework is good because students accomplish more during their limited free time. I, on the other hand, believe that multitasking while doing homework is both good and bad, depending on the other activities a student partakes in while completing his or her homework.

Multitasking while doing homework can be a bad practice when a student is not doing something productive. For example, watching videos on YouTube or reality-like shows while doing homework would be a bad practice because a student will tend to be more engaged in what he/she is watching rather than the homework that is due the following day. Surfing the internet or logging into Facebook while trying to complete homework is also bad. Not only do these actions distract students from finishing their homework, but it also causes them to spend more time trying to complete his or her homework. When a student has too many distractions, it'll usually take more time for him/her to finish homework.

Although multitasking while doing homework is sometimes a bad practice, it can also be a good thing. Multitasking while doing homework can be a good thing when a student is doing another thing that is productive, unlike sitting in front of a TV with a bag of chips and at the same time doing homework. If a student is on the internet doing research for another class while doing homework, then multitasking is ok because the student is doing something for his/her class. By multitasking productively, students learn how to manage their time. Students become better prepared for the real world, where adults tend to multitask almost everyday.

For me, multitasking while doing homework is hard. Sometimes I tend to watch T.V. while trying to complete my homework, and I end up spending more time trying to finish my homework. If I'm doing something unproductive while doing my homework, I become too distracted and the quality of my homework is not as good as it should be. At other times, however, doing something productive while doing homework allows me to finish my work earlier than I usually do. With extra free time, I am able to study for upcoming tests, or quizzes, and even go outside and enjoy a bright and sunny day.

Depending on how a person looks at multitasking while doing homework, it can be a good or bad practice. As for me, multitasking can be good or bad depending on the other activities you're involved in while trying to complete your homework.

Score Point 4

Scoring Explanation

Essays that earn a 4 demonstrate adequate skill in responding to the task. This writer provides some context for the discussion by restating the two opposing sides of the issue presented in the prompt, and takes a compromise position on the debate, arguing that whether multitasking while doing homework is good or bad depends on what other activities the student is doing at the same time. The writer demonstrates some recognition of complexity by mentioning some long-term implications of multitasking (*By multitasking productively, students learn how to manage their time. Students become better prepared for the real world, where adults tend to multitask almost everyday.*).

Development of the writer's ideas is adequate, with some movement from general ideas to specific examples. For example, in the first body paragraph, the writer begins by saying *Multitasking while doing homework can be a bad practice when a student is not doing something productive*, and then goes on to elaborate with examples of unproductive activities that can't be done while doing homework (watching videos on YouTube, watching reality TV, surfing the Internet). The writer then also provides supporting explanations for why such activities can't be combined with homework (*a student will tend to be more engaged in what he/she is watching rather than the homework that is due the following day*).

The organization of the essay is clear. There is some evidence of the logical sequencing of ideas within paragraphs. In addition, the writer transitions smoothly from the negative effects of multitasking to the positive effects by using an integrated transition between paragraphs (*Although multitasking while doing homework is sometimes a bad practice, it can also be a good thing.*). Other, simpler transitions are also used to show the connection of ideas (*on the otherhand, however, also*). Although the introduction is somewhat developed and includes some context, the conclusion is underdeveloped and offers only a brief restatement of the writer's position.

Language control is adequate. There is some sentence variety, and despite some general and repetitive phrasing (*Multitasking while doing homework can be a bad practice ... Multitasking while doing homework can be a good thing*), word choice is mostly appropriate (*limited free time, partakes, engaged, surfing the internet*). Language errors are not distracting and do not impede understanding.

Score = 5

Multitasking has become an essential talent for high school students nowadays. In the face of sports, family, homework, friends, and all the other obligations and activities that such students often have to deal with, time management is essential to maintaining the delicate balance between sanity and simply being overwhelmed. As well, there are many positive effects (both short-term and long-term) that can result from doing several things at once. Multitasking is very useful for managing one's time and in gaining beneficial habits.

Time-management has become quite a difficult problem for high school students today. With all the pressures of taking many substantive classes, especially ones with potential college-credit, the average student workload has increased drastically over the years. Added to the homework and studying resulting from such classes, students participate in extracurricular activities varying from clubs and sports teams to religious organizations and volunteer work. Thus, while the day has stayed constant at 24 hours, the amount of activity within that time frame has increased. There are several options for students in such situations. They can go the route of sleep deprivation (endangering their health), they can try to do things individually (resulting in a decline in quality of work or the compulsory dropping of several obligations), or they can manage their time so as to do more than one task at once.

If the student does choose to multi-task, there can actually be benefits in the form of good habits. In the short-term, the student may actually create enough of a gap in his or her schedule to allow for some leisure time, providing an often much needed break from work. The long-term effects are even more beneficial in that the student will form useful talents that will serve them well in the business world. In today's fast-paced society, the ability to multi-task is highly valued and one who is greatly practiced in it will be more likely to succeed than one who isn't. Some people may claim that it isn't possible to divide attention evenly between several things at once while producing something of optimum quality. This view, though, is only correct when it comes to multitasking many things. As long as there are not too many simultaneous tasks, the quality can still be high.

In short, multitasking is a very valuable tool for high school students and one which they should all utilize. It allows for healthy and efficient time management in a time of pressure and high expectations. It can also cause the formation of useful talents for later in life. Multitasking, therefore, should be accepted, and even encouraged by teachers and parents as a tool for high school students.

**Score Point 5
Scoring Explanation**

Essays that earn a 5 demonstrate competent skill in responding to the task. This writer begins with a somewhat broad context that describes the value of being able to multi-task in order to maintain a *delicate balance* among all the *obligations and activities* students must frequently handle. The writer takes a position in favor of multitasking, arguing that *Multitasking is very useful for managing one's time and in gaining beneficial habits*.

The writer demonstrates recognition of complexity by briefly responding to a counter argument (*Some people may claim that it isn't possible to divide attention evenly between several things at once while producing something of optimum quality. This view, though, is only correct when it comes to multitasking many things. As long as there are not too many simultaneous tasks, the quality can still be high.*). The writer also demonstrates a recognition of complexity by partially evaluating some long-term implications of his or her position, arguing that learning how to multitask will help students form long-term habits that will serve them in the future (*In today's fast-paced society, the ability to multi-task is highly valued and one who is greatly practiced in it will be more likely to succeed than one who isn't.*).

Development of ideas is specific and logical, with clear movement between general statements and specific reasons and examples. For example, the writer begins the first body paragraph by describing the increased pressure on students to take more substantive classes and participate in a variety of extracurricular activities (clubs, sports teams, religious organizations, volunteer work). The writer then goes on to argue that, although there might be other options for students to employ when dealing with these increased pressures, alternatives to multitasking have negative consequences that multitasking does not have, such as sleep deprivation and declining quality of work.

Organization of the essay is clear. Ideas are logically sequenced—each sentence leads logically to the next. The writer also uses both simple (*As well,...*) and integrated transitions to connect ideas (*Added to the homework and studying resulting from such classes, students participate in extra curricular activities....; This view, though, is only correct when...*). The introduction and conclusion are both clear and generally well developed. The introduction provides context for the prompt's issue, and the conclusion summarizes the essay's main points.

Language is competent. Sentence structures are varied and word choice is varied and sometimes precise (*essential talent, compulsory, optimum quality*).

Score = 6

History research paper. Organic Chemistry lab write-up. *To Kill a Mockingbird* reading. Although Twittering, texting, or surfing the Internet may very well hold infinitely more appeal to high schoolers, how can all these unrelated activities not affect one's schoolwork? As our world becomes more and more technologically superior, teens are in their element on the high-def, fast-paced scene that is modern American life today. Sure it's fun, current, and hip, but when youngsters focus more on social sites and techno activities, what are they really sacrificing?

While it seems that taking periodic breaks from study sessions and school assignments to partake in a loved activity keeps students more focused and able to finish homework at night, multitasking is not the same action. What would have been a "quick fifteen-point study guide" could very likely turn into a three-hour-long, TV-dazed catastrophe because the season finale of *American Idol* just flashed onto the TV screen. A much more effective—and rewarding—plan of attack would be to delegate homework commitments ahead of a special event so that students can participate in a long-awaited activity free from the burden of a looming assignment.

Likely enough, the quality of work students effect will be much higher and richly insightful if a block of time can be stowed away for disciplined use. It seems to be common sense that a persuasive essay on Cold War policies would be crafted much more masterfully if a student's brain wasn't bouncing between Stalin, a best friend's date crisis, SALT I Accords, Mom yelling to set the dinner table, and presidential influences in the 1960s. Slow down! So much information that is so distantly related to each other cannot possibly combine to earn a hardworking student an "A" on an assignment. The time "saved" by "accomplishing" several tasks at once—if there even is a reduction in time—is most definitely wiped out after a sullen-faced teenager is forced to bring home a report card that represents negligent schoolwork.

Moreover, multitasking is a bad habit that will be even more difficult to break as one matriculates through college and budding professionalism. On the job, attempting to finish two, three, or more jobs on a timely basis and with high quality, no less, will be an exercise in futility. If an employee couldn't find the time to complete such tasks before the crunch, what's to say they will be successful now that they have three vital duties to execute? Good luck with that promotion.

The bottom line on multitasking is that today's teenagers are already overwhelmed in a world where technology and communications experiences exponential growth each year. With a myriad of choices in front of them, it is their duty to their futures that they finish essential tasks—such as homework—before enjoying other such pleasures and pleasantries. In a world where quantity is exploding and standards for quality rise with each passing year, humanity as a whole has been forced to quickly rise to the occasion. So, how much do you want success? Twitter and Facebook will always be there, but will that Presidential Scholarship to your first-choice Ivy League school wait indefinitely while you forward one more e-mail?

Score Point 6 Scoring Explanation

Essays that earn a 6 demonstrate effective skill in responding to the task. This essay opens with a broad context that juxtaposes examples of the variety of assignments teens must complete with the technological distractions facing teens. The writer then critically describes the increasingly *hi-def, fast-paced scene that is modern American life* and acknowledges that although this world is fun and hip, when teens focus too heavily on these distractions, something is sacrificed.

The essay demonstrates complexity by exploring the long-term implications of multitasking, arguing that *it is a bad habit that will be even more difficult to break as one matriculates through college and budding professionalism*. The writer suggests that by trying to juggle too many activities at once, students will do poorly in all of them, and this trend will have more negative consequences as students move into adulthood. The writer also addresses some complications of the issue by questioning whether multitasking even leads to the kind of time-saving that its proponents claim it does (*The time "saved" by "accomplishing" several tasks at once—if there even is a reduction in time—is most definitely wiped out after a sullen-faced teenager is forced to bring home a report card that represents negligent schoolwork.*).

While the writer's ideas are not developed evenly across all the paragraphs, development overall is ample and persuasive. The writer elaborates upon general statements (*the quality of work students effect will be much higher and richly insightful if a block of time can be stowed away*) by supporting them with specific details and hypothetical situations (*a persuasive essay on Cold War policies would be crafted much more masterfully if a student's brain wasn't bouncing between Stalin, a best friend's date crisis, SALT I Accords, Mom yelling to set the dinner table, and presidential influences in the 1960s*).

The essay's organization is clear and grows organically from the writer's purpose: although the writer does not explicitly take a position in the introduction, the rhetorical question that ends the paragraph implies the writer's position, which is then elaborated on over the course of the essay. Ideas are logically sequenced. While some of the transitions between paragraphs are somewhat predictable (*Moreover, The bottom line*), others are smoothly integrated, as in the transition from the introduction into the first body paragraph (*While it seems that taking periodic breaks from study sessions and school assignments ... keeps students more focused and able to finish homework at night, multitasking is not the same action*). Both the introduction and conclusion are effective, clear, and well developed, as the writer skillfully weaves in specific details and rhetorical questions (*So, how much do you want success? Twitter and Facebook will always be there, but will that Presidential Scholarship to your first-choice Ivy League school wait indefinitely while you forward one more e-mail?*) while presenting and reiterating the essay's main ideas.

The essay shows a good command of language. The essay's varied sentence structures and precise word choice (*sullen-faced teenager, budding professionalism, exercise in futility*) allow the writer to maintain a critical tone throughout. There are few errors in this essay, and the occasional usage errors (*richly insightful*) are too minor to be distracting.

TABLE 4

Calculating Your Combined English/Writing Score

Complete these steps to calculate your Combined English/Writing score for your practice tests.

1. Locate your scale score for the English Test on page 61 and enter it here: _____.
2. Enter your Writing Test score (1–6) here _____ and double it to get your Writing subscore (2–12): _____
(If two people read and scored your Writing Test, add those two scores to get your Writing subscore.)
3. Use the table below to find your Combined English/Writing score.
 - First, circle your ACT English Test score in the left column.
 - Second, circle your ACT Writing subscore at the top of the table.

- Finally, follow the English Test score row across and the Writing subscore column down until the two meet. Circle the Combined English/Writing score where the row and column meet. (For example, for an English Test score of 19 and a Writing subscore of 6, the Combined English/Writing score is 18.)
4. Using the number you circled in the table below, write your Combined English/Writing score here: _____.
(The highest possible Combined English/Writing score is 36 and the lowest possible score is 1.)

ACT English Test score _____

Writing subscore _____

Combined English/Writing Score _____
(from table below)

Combined English/Writing Scale Scores											
English Test Score	Writing Subscore										
	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11
2	2	3	4	5	6	6	7	8	9	10	11
3	2	3	4	5	6	7	8	9	10	11	12
4	3	4	5	6	7	8	9	10	11	12	13
5	4	5	6	7	8	9	10	11	12	12	13
6	5	6	7	7	8	9	10	11	12	13	14
7	5	6	7	8	9	10	11	12	13	14	15
8	6	7	8	9	10	11	12	13	14	15	16
9	7	8	9	10	11	12	13	13	14	15	16
10	8	9	9	10	11	12	13	14	15	16	17
11	8	9	10	11	12	13	14	15	16	17	18
12	9	10	11	12	13	14	15	16	17	18	19
13	10	11	12	13	14	14	15	16	17	18	19
14	10	11	12	13	14	15	16	17	18	19	20
15	11	12	13	14	15	16	17	18	19	20	21
16	12	13	14	15	16	17	18	19	20	20	21
17	13	14	15	16	16	17	18	19	20	21	22
18	13	14	15	16	17	18	19	20	21	22	23
19	14	15	16	17	18	19	20	21	22	23	24
20	15	16	17	18	19	20	21	21	22	23	24
21	16	17	17	18	19	20	21	22	23	24	25
22	16	17	18	19	20	21	22	23	24	25	26
23	17	18	19	20	21	22	23	24	25	26	27
24	18	19	20	21	22	23	23	24	25	26	27
25	18	19	20	21	22	23	24	25	26	27	28
26	19	20	21	22	23	24	25	26	27	28	29
27	20	21	22	23	24	25	26	27	28	28	29
28	21	22	23	24	24	25	26	27	28	29	30
29	21	22	23	24	25	26	27	28	29	30	31
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33	24	25	26	27	28	29	30	31	32	33	34
34	25	26	27	28	29	30	31	32	33	34	35
35	26	27	28	29	30	31	31	32	33	34	35
36	26	27	28	29	30	31	32	33	34	35	36

Marking Directions: Mark only **one** oval for each question. Fill in response completely. Erase errors cleanly without smudging.

Correct mark:

Do NOT use these incorrect or bad marks.

Incorrect marks:

Overlapping mark:

Cross-out mark:

Smudged erasure:

Mark is too light:

BOOKLET NUMBER

1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
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8	8	8	8	8	8
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FORM

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67C

Print your 3-character **Test Form** in the boxes above and fill in the corresponding oval at the right.

TEST 1

- | | | | | | |
|--------------|--------------|--------------|--------------|--------------|--------------|
| 1 (A B C D) | 14 (F G H J) | 27 (A B C D) | 40 (F G H J) | 53 (A B C D) | 66 (F G H J) |
| 2 (F G H J) | 15 (A B C D) | 28 (F G H J) | 41 (A B C D) | 54 (F G H J) | 67 (A B C D) |
| 3 (A B C D) | 16 (F G H J) | 29 (A B C D) | 42 (F G H J) | 55 (A B C D) | 68 (F G H J) |
| 4 (F G H J) | 17 (A B C D) | 30 (F G H J) | 43 (A B C D) | 56 (F G H J) | 69 (A B C D) |
| 5 (A B C D) | 18 (F G H J) | 31 (A B C D) | 44 (F G H J) | 57 (A B C D) | 70 (F G H J) |
| 6 (F G H J) | 19 (A B C D) | 32 (F G H J) | 45 (A B C D) | 58 (F G H J) | 71 (A B C D) |
| 7 (A B C D) | 20 (F G H J) | 33 (A B C D) | 46 (F G H J) | 59 (A B C D) | 72 (F G H J) |
| 8 (F G H J) | 21 (A B C D) | 34 (F G H J) | 47 (A B C D) | 60 (F G H J) | 73 (A B C D) |
| 9 (A B C D) | 22 (F G H J) | 35 (A B C D) | 48 (F G H J) | 61 (A B C D) | 74 (F G H J) |
| 10 (F G H J) | 23 (A B C D) | 36 (F G H J) | 49 (A B C D) | 62 (F G H J) | 75 (A B C D) |
| 11 (A B C D) | 24 (F G H J) | 37 (A B C D) | 50 (F G H J) | 63 (A B C D) | |
| 12 (F G H J) | 25 (A B C D) | 38 (F G H J) | 51 (A B C D) | 64 (F G H J) | |
| 13 (A B C D) | 26 (F G H J) | 39 (A B C D) | 52 (F G H J) | 65 (A B C D) | |

TEST 2

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|----------------|----------------|----------------|----------------|----------------|----------------|
| 1 (A B C D E) | 11 (A B C D E) | 21 (A B C D E) | 31 (A B C D E) | 41 (A B C D E) | 51 (A B C D E) |
| 2 (F G H J K) | 12 (F G H J K) | 22 (F G H J K) | 32 (F G H J K) | 42 (F G H J K) | 52 (F G H J K) |
| 3 (A B C D E) | 13 (A B C D E) | 23 (A B C D E) | 33 (A B C D E) | 43 (A B C D E) | 53 (A B C D E) |
| 4 (F G H J K) | 14 (F G H J K) | 24 (F G H J K) | 34 (F G H J K) | 44 (F G H J K) | 54 (F G H J K) |
| 5 (A B C D E) | 15 (A B C D E) | 25 (A B C D E) | 35 (A B C D E) | 45 (A B C D E) | 55 (A B C D E) |
| 6 (F G H J K) | 16 (F G H J K) | 26 (F G H J K) | 36 (F G H J K) | 46 (F G H J K) | 56 (F G H J K) |
| 7 (A B C D E) | 17 (A B C D E) | 27 (A B C D E) | 37 (A B C D E) | 47 (A B C D E) | 57 (A B C D E) |
| 8 (F G H J K) | 18 (F G H J K) | 28 (F G H J K) | 38 (F G H J K) | 48 (F G H J K) | 58 (F G H J K) |
| 9 (A B C D E) | 19 (A B C D E) | 29 (A B C D E) | 39 (A B C D E) | 49 (A B C D E) | 59 (A B C D E) |
| 10 (F G H J K) | 20 (F G H J K) | 30 (F G H J K) | 40 (F G H J K) | 50 (F G H J K) | 60 (F G H J K) |

TEST 3

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|-------------|--------------|--------------|--------------|--------------|--------------|
| 1 (A B C D) | 8 (F G H J) | 15 (A B C D) | 22 (F G H J) | 29 (A B C D) | 36 (F G H J) |
| 2 (F G H J) | 9 (A B C D) | 16 (F G H J) | 23 (A B C D) | 30 (F G H J) | 37 (A B C D) |
| 3 (A B C D) | 10 (F G H J) | 17 (A B C D) | 24 (F G H J) | 31 (A B C D) | 38 (F G H J) |
| 4 (F G H J) | 11 (A B C D) | 18 (F G H J) | 25 (A B C D) | 32 (F G H J) | 39 (A B C D) |
| 5 (A B C D) | 12 (F G H J) | 19 (A B C D) | 26 (F G H J) | 33 (A B C D) | 40 (F G H J) |
| 6 (F G H J) | 13 (A B C D) | 20 (F G H J) | 27 (A B C D) | 34 (F G H J) | |
| 7 (A B C D) | 14 (F G H J) | 21 (A B C D) | 28 (F G H J) | 35 (A B C D) | |

TEST 4

- | | | | | | |
|-------------|--------------|--------------|--------------|--------------|--------------|
| 1 (A B C D) | 8 (F G H J) | 15 (A B C D) | 22 (F G H J) | 29 (A B C D) | 36 (F G H J) |
| 2 (F G H J) | 9 (A B C D) | 16 (F G H J) | 23 (A B C D) | 30 (F G H J) | 37 (A B C D) |
| 3 (A B C D) | 10 (F G H J) | 17 (A B C D) | 24 (F G H J) | 31 (A B C D) | 38 (F G H J) |
| 4 (F G H J) | 11 (A B C D) | 18 (F G H J) | 25 (A B C D) | 32 (F G H J) | 39 (A B C D) |
| 5 (A B C D) | 12 (F G H J) | 19 (A B C D) | 26 (F G H J) | 33 (A B C D) | 40 (F G H J) |
| 6 (F G H J) | 13 (A B C D) | 20 (F G H J) | 27 (A B C D) | 34 (F G H J) | |
| 7 (A B C D) | 14 (F G H J) | 21 (A B C D) | 28 (F G H J) | 35 (A B C D) | |

ACT STUDENT REVIEW: The test administrator will give you instructions for completing this section.



Student Review: Your responses to these items will assist ACT and your test center in providing the best possible conditions for testing and planning for the future. Fill in the oval indicating your response to each item printed on the back of your test booklet.

- | Yes | No | Yes | No | Yes | No |
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| 1 <input type="radio"/> | <input type="radio"/> | 6 <input type="radio"/> | <input type="radio"/> | 11 <input type="radio"/> | <input type="radio"/> |
| 2 <input type="radio"/> | <input type="radio"/> | 7 <input type="radio"/> | <input type="radio"/> | 12 <input type="radio"/> | <input type="radio"/> |
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Please enter the information at the right before beginning the Writing Test.

Use a soft lead No. 2 pencil only. Do NOT use a mechanical pencil, ink, ballpoint, or felt-tip pen.

WRITING TEST BOOKLET NUMBER

Print your 6-digit Booklet Number in the boxes at the right.

Grid of 6 boxes for booklet number

WRITING TEST FORM

○ 14R

Grid of 3 boxes for test form

Print your 3-character Test Form in the boxes above and fill in the corresponding oval at the right.

Begin WRITING TEST here.

Main writing area with horizontal lines

If you need more space, please continue on the next page.

Do not write in this shaded area.

Cut Here

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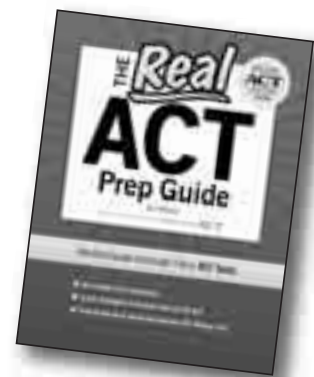
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