

10th Grade Final Assessment Review



The final exam is divided into two parts: an in-class essay whose prompt is given below and an in-class objective portion of the exam. You will be asked to write the response to your in-class essay on Tuesday, January 21st. The second portion of the exam is 50 multiple choice questions based on the skills we have worked on together this semester. **The essay and objective questions parts to your final exam are weighted equally in the calculation of your final exam grade.**

WRITTEN RESPONSE

On Tuesday, January 21st, you will draft, revise, and submit a written response on the prompt below. You are being given the prompt in advance so that you can spend some time thinking about how you might respond. You will NOT be allowed to write your response in advance and turn it in the day of the in class essay. The expectation is that you will write your essay in class. You will be allowed to use any notes from your binder as well as any course texts, which will be made available in class the day of the essay. The full prompt and grading rubric will be given out on Friday, January 17th.

PROMPT IDEA: Each of the short stories and novels covered in this class revolve in some way around choices, outcomes of those choices, or a character's willingness to atone or repair poor choices that had harmful outcomes.

REVIEWING FOR OBJECTIVE MULTIPLE CHOICE EXAM

The objective portion of the final exam contains 50 multiple choice questions. These questions are not focused on the texts that we read this semester but instead on the skills we employed while reading these text. Below are a few of the skills you may want to review prior to the exam

READING COMPREHENSION AND INTERPRETATION SKILLS

The first section of the multiple choice portion contains three non-fiction articles to read and respond to. The questions over these articles will assess how well you comprehend and draw inferences from your reading. You will be asked questions that ask you to

- use context clues to understand the meaning of vocabulary terms,
- assess the veracity and strength of the writer's arguments,
- draw conclusions and inferences,
- assess whether or not an online source is scholarly and reliable, and
- determine whether the writer is using opinion or evidence to support a claim

GRAMMAR AND MECHANICS IN CONTEXT

This section contains multiple choice questions over the various grammar and mechanic rules we have reviewed this semester. You will want to review

- basic parts of speech (be able to identify the part of speech for a word in a sentence)
- how to use an apostrophe correctly
- how to identify the subject and verb of the sentence in order to determine sentence types
- prepositional phrases
- comma rules (including run-ons and comma splices)
- punctuation rules for titles

LITERARY ELEMENTS

This section contains passages that ask you to respond to questions about tone/mood, theme, symbolism, and literary devices. You will be asked to read one poem and a couple of shorter passages in order to pick out the theme and tone of each piece using evidence from the text. You will want to review definitions for

- mood
- tone
- theme
- purpose of the writing
- elements of writing style

SAMPLE OBJECTIVE SECTION:

DIRECTIONS: Read the text and answer the multiple-choice questions that follow.

When teacher Jeremy Gypton was reviewing the Civil War material for his American history class at Empire High School in Vail, Arizona, he found something he'd never read before, even though he has a degree in history: the complete Constitution of the Confederate States of America. A traditional textbook might have made a passing reference to the document. But there are no textbooks at Empire....

1

When Empire High School opened in July of last year [2005], students weren't issued backpack-breaking stacks of textbooks. They were handed an Apple iBook with a wireless Internet connection, because the school *eschews* textbooks in favor of laptops and electronic content. In science class, they don't just discuss cell division. They go online and watch it in real time. In Michael Frank's first-year biology class, students access their lab instructions, then organize data and graph the results of their work. Later, they will correlate the data from the experiment in a PowerPoint presentation. In Melinda Jensen's honors math class, students went online to learn about game theory when two game-theory researchers won the Nobel Prize in economics. "It was a great class discussion. You can't do that in a regular classroom," Jensen notes. "It would have been something you had to plan ahead of time."

Plenty of schools have instituted pilot programs using laptops to supplement their traditional curriculum. But Empire is one of very few in the country —perhaps the only school — that has eliminated textbooks almost entirely in grades nine through 12. "The key to making this work is not having the textbooks," says Calvin Baker, superintendent of the Vail Unified School District. "You walk in any of the classrooms in this school and it's a different feel, different from a textbook school, different from a school where kids just happen to have laptops so they're doing their homework on laptops, but sometimes they use them and sometimes they don't."

"Laptops are part of the fabric of everything that goes on at Empire. That's the way it should be," he adds. "We all use laptops to gather information, store information, and distribute information. That's the way the world turns now."

Of course, there are downsides. The computers crash. A few weeks into the project, students hacked the filters that had prevented them from going to forbidden places online, though security was soon *restored*. Some tried to get away with playing games during work time. That didn't last long; teachers can view what's on any student's screen at any moment and virtually reach out and throw games in the desktop trash.

5

"The laptops don't change human nature," Baker says. "Students are always going to be testing limits." For teachers, it's a matter of monitoring and keeping control, just as always. "It comes down to teaching skills and classroom management," says Matt Donaldson, an assistant principal and math teacher. "Whether you're using computers or a notebook, if the teacher is on top of what's going on in the classroom, you aren't going to have those problems."

Mark Schneiderman, director of education policy for the Software & Information Industry Association, a Washington, D.C.-based trade association, says the most recent survey, two years ago, indicated that about 600 school districts nationwide had pilot programs supplying laptops to individual students. Henrico County Public Schools in Virginia began using laptops for 23,000 middle and high school students in 2001.

The state of Maine opened an ambitious program to supply more than 30,000 students in 243 middle schools with laptops in January 2002. Legislators later expanded the program to about a third of the state's high school students. But in those schools and others, laptops are used in tandem with old-fashioned textbooks.

"My sense is that the situation in the Vail school is relatively unique," Schneiderman says. "There may be a few other, smaller such efforts under way, but it's pretty unique."

That's just what school officials intended when they began planning a new school to alleviate overcrowding in the district. They were already aggressively using technology, linking schools with a wireless system and showing grades and attendance online in real time. They visited a laptop high school in the California Bay Area and talked to Apple about the resources available.

10

"There was no question students at the laptop school were more engaged," Baker says. "But we were confident we could do it better."

The schools the Empire planning team visited were using laptops as frosting, as another layer to traditional instruction. "It wasn't fundamentally changing the structure of what was happening in classrooms, so we had the idea that if you really wanted to change what was happening in school, you had to take away textbooks," Baker says.

Empire was a new school without old textbooks. So they simply didn't order any. Making it easier and logical to move away from textbooks, Baker adds, is the national trend of teaching to standards. No longer do teachers start at the beginning of a textbook, make sure they're halfway through by Christmas, and then race through the Vietnam War in May. Even if they use textbooks, they jump back and forth, extracting what they need to meet the standard....

"One of our teachers expressed it well," Baker says. "She said, 'The way I explain it to friends is the difference between teaching in a traditional high school and Empire is the difference between swimming in a pool and swimming in the ocean.'"

Students can go as deep as they want into material. "Books can be very limiting," Jensen says. "It's very interesting to work without the boundaries that are created by a book."

15

Striding outside those boundaries also means students have to evaluate the material they find, something Gypton thinks provides more teaching moments.

"I've come to realize that critical thinking may not be a natural thing," Gypton says. "It is a skill that has to be taught. It has to be developed. And you can't develop critical thinking if your material is shallow and only painted in broad brush strokes."

They also didn't anticipate how clueless students were about using the technology. They may know about video games and Myspace.com, but the notion that middle school and high school students are digital experts is overstated, Gypton says.

"It's bunk," he says. "I had kids for three or four weeks who didn't know how to work Microsoft Word. When they'd save something they'd look at me with this sad look in their eyes and say, 'Where did it go?'"

Paper does show up, though rarely. Jensen has her students do math problems on paper. And her honors class wanted textbooks so they could work ahead....

20

It's too early to gauge the effect on learning at Empire. But a study of Maine's laptop initiative by the Maine Education Policy Research Institute at the University of Southern Maine concluded there were numerous advantages. Among them:

- More than four out of five teachers reported students were more engaged in learning.
- More than 70 percent of teachers reported that the laptops more effectively helped them meet curriculum goals and individualize curriculums.
- Students who took the laptops home were more likely to complete class work.
- Students who no longer had laptops reported getting less work done.

At Empire, students like using laptops, though they chafed at the restrictions placed on them – filtering software prevents instant messaging, the teens’ communication choice these days, even when they’re using the laptop at home.

“A lot of people think we should have fewer restrictions when we’re at home,” says Jason Ash, a 15-year-old sophomore. Ash says he’s more organized because everything from assignments to grades is in one place online.

Brad Morse, a 17-year-old junior, liked the fact he could go online and view more illustrations when his class was studying the Continental Congress. “If I don’t understand something, I can go on Google and look it up and learn more,” he says.

That’s typical, Jensen says. “Students come in all the time with websites where they’ve found helpful resources about what we’re learning. It really creates a feeling of community.” Morse and others admit they were initially easily distracted, sometimes using e-mail and playing games during class in the first few weeks. But the school put a stop to that. “Now they have all the teachers monitor us so we’re not as easily distracted,” says Ashley Coulter, a 15-year-old sophomore. Jensen, in her fourth year of teaching, is energized daily. “I feel like the kids here are so interesting and so creative and so much fun that every day I look forward to seeing them,” she says. “I don’t know if they’re more interesting because they’re more engaged or if we got students who were more willing to think outside the box.”

–Jim Morrison

Excerpted from “Ending the Paper Chase”
Southwest Airlines Spirit, May 2006

DIRECTIONS: For the following questions, select the best answer to each question and fill in the appropriate circle on your answer sheet.

- As used in the second paragraph, the word “**eschews**” most nearly means
 - reduces
 - arranges
 - censors
 - rejects
- Empire is different from other high schools in the country because Empire...
 - has eliminated almost all textbooks
 - uses only classroom discussion
 - follows a traditional curriculum
 - has expanded testing
- Some early problems with Empire’s laptop program were a result of
 - inadvertent training errors
 - inadequate technical support
 - inappropriate computer use
 - insufficient budget allocations
- In which word does “re-” mean the same as it does in “restored” as it is used in the fifth paragraph?
 - realistic
 - referee
 - readiness
 - redistribute
- According to Matt Donaldson (sixth paragraph), effective use of computers in the classroom is directly related to a teacher’s
 - knowledge of technology
 - skill in supervising students
 - ability to evaluate students
 - willingness to experiment
- According to paragraphs 12-14, what did Empire hope to achieve with its policy regarding textbooks and laptops?
 - increase in textbook use
 - improvement of test scores
 - changes in teaching strategies
 - consistency of teaching standards
- When Empire started its laptop program, the computer skills of many students were limited to
 - creating documents
 - watching videos
 - playing games
 - shopping online
- A conclusion that could be drawn from Maine’s “laptop initiative” is that teachers
 - found the software troublesome
 - preferred using textbooks
 - achieved their teaching goals
 - paid for computer distribution
- What can you infer about the purpose of the first editorial? The writer wants to...
 - tell a story about one particular school.
 - describe an opinion textbooks.
 - anger the reader.
 - challenge a traditional view of schools.
- Identify the sentence type of the following sentence: *There was no question students at the laptop school were more engaged, but we were confident we could do it better.*
 - Compound
 - Simple
 - Complex
 - Compound-complex

11. Identify the subject and verb in the following sentence:
The schools the Empire planning team visited were using laptops as frosting, as another layer to traditional instruction.
- A. "schools" is the subject and "were using" are the main verbs
 - B. "team" is the subject and "visited" is the verb
 - C. "Empire" is the subject and "frosting" is the verb
 - D. "planning team" is the subject and "visited" is the verb

12. "Creative kids crafting" is which literary device?
- A. Personification
 - B. Rhyme
 - C. Simile
 - D. Alliteration

DIRECTIONS: Read the following poem by Mary Oliver titled "Goldfinches." Use your reading of the poem to answer questions that follow.

Goldfinches *by Mary Oliver*

In the fields
we let them have—
in the fields
we don't want yet—

where thistles¹ rise
out of the marshlands of spring, and spring open—
each bud
a settlement of riches—

a coin of reddish fire—
the finches
wait for midsummer,
for the long days,

for the brass heat,
for the seeds to begin to form in the hardening thistles,
dazzling as the teeth of mice,
but black,

filling the face of every flower.
Then they drop from the sky,
A buttery gold,
they swing on the thistles, they gather

the silvery down, they carry it
in their finchy beaks
to the edges of the fields,
to the trees,

as though their minds were on fire
with the flower of one perfect idea—
and there they build their nests
and lay their pale-blue eggs,

every year,
and every year
the hatchlings wake in the swaying branches,
in the silver baskets,

and love the world.
Is it necessary to say any more?
Have you heard them singing in the wind, above the final fields?
Have you ever been so happy in your life?

¹ a weed having prickly leaves and various colored flowers

13. Which word **best** describes the tone of the poem?

- A. joyful
- B. restrained
- C. sympathetic
- D. contemplative

14. The silver baskets mentioned in the poem are

- A. nests.
- B. branches.
- C. thistles.
- D. flowers.

15. The speaker suggests that as the birds carry the down, they seem

- A. annoyed.
- B. determined.
- C. confused.
- D. frightened.

16. Which statement **best** describes the main theme of the poem?

- A. People should respect the goldfinches that live in our fields.
- B. Goldfinches depend on flowers to build their nests.
- C. People can find joy in the observation of goldfinches.
- D. Summer is an important time in the lives of goldfinches.

17. According to the poem, thistles are important to goldfinches because goldfinches

- A. eat the seeds that fall from thistles.
- B. use thistles as shelter against the wind.
- C. collect down from thistles to build their nests.
- D. use the stalks of thistles to protect their hatchlings.

18. Read the following lines from the poem:

“as though their minds were on fire
with the flower of one perfect idea”

These lines suggest that the goldfinches

- A. knew what they had to do.
- B. looked like perfect flowers
- C. used flowers to build their nests.
- D. were still growing and learning.

CORRECT ANSWERS: 1-D; 2-A; 3-C; 4-D; 5-B; 6-C; 7-C; 8-C; 9-D; 10-A; 11-A; 12-D; 13-A; 14-A; 15-B; 16-C; 17-A; 18-A