

How to Prepare for the ETS ParaPro Assessment

Review & Practice

Reading Skills
& Knowledge

context

vocabulary

ideas organization

algebra

Mathematics Skills

xy coordinates & Knowledge *fractions*

$$C = 2 \pi r$$

agreement

subject

Writing Skills
& Knowledge

punctuation

verb

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ETS ParaPro Assessment

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Great Public Schools for Every Child

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1. Purpose of this Document

The Elementary and Secondary Education Act (ESEA) reauthorization, also known as No Child Left Behind (NCLB), was signed into law by President George W. Bush in January 2002. This law mandates that paraprofessionals are required to have one of the following:

- An associate's (or higher) degree
- Two years of college
- Demonstrated, through a state or local academic assessment, knowledge of, and the ability to assist in the instruction of, reading, writing, and math.

Newly hired paraprofessionals must meet the requirements immediately, while those hired before January 8, 2002, have until 2006. This means that by January 2006, any paraprofessional who was hired before January 2002 needs to have either earned a college degree, attended two years of college, or passed a formal state or local assessment that tests her ability to assist classroom teachers.

Review and Practice has been prepared to help you learn what you need to know to become “highly qualified” under these new guidelines.

If you choose to comply with the new law by passing a formal state or local assessment test—such as the “ParaPro Assessment” offered by Educational Testing Service (ETS)—you will need to review a wealth of material and exercise some skills that, let's face it, you may not have used in a while. Although there are several Association and other resources to help you understand the new provisions under NCLB, up until now there have been few places for you to go for help in **how** and **what** to study if you choose to demonstrate your knowledge via an assessment test.

This user-friendly guidebook offers tips on how to study for standardized tests as well as what topics to study in order to pass. It is intended to be used in two different ways:

- **Staff members or state association leaders** can use this ready-to-copy guide to help with their own paraprofessional preparation programs.
- **Paraprofessionals who want to study on their own** to pass a standardized test can use this guide as a do-it-yourself resource.

This guidebook will show you what taking a standardized test will look and feel like. With this hands-on tool—full of sample questions, sample tests, and resources—you will be well prepared to tackle the test and fulfill NCLB requirements. ESEA and NCLB will be used interchangeably in this guide book.

2. The No Child Left Behind Act and YOU

On January 8, 2002, President George W. Bush signed into law the *No Child Left Behind Act of 2001*. This law, which amended the Elementary and Secondary Education Act (ESEA), creates strict new standards in each state requiring annual testing of students, reporting of “annual yearly progress” in academic improvement, and new requirements for teacher and paraprofessional qualifications, among other provisions.

One part of the law makes a number of changes in the qualifications for paraprofessionals who provide instructional support in programs supported by funds that come from Title I of ESEA. The No Child Left Behind Act requires that paraprofessionals who provide instructional support must now meet new qualification standards.

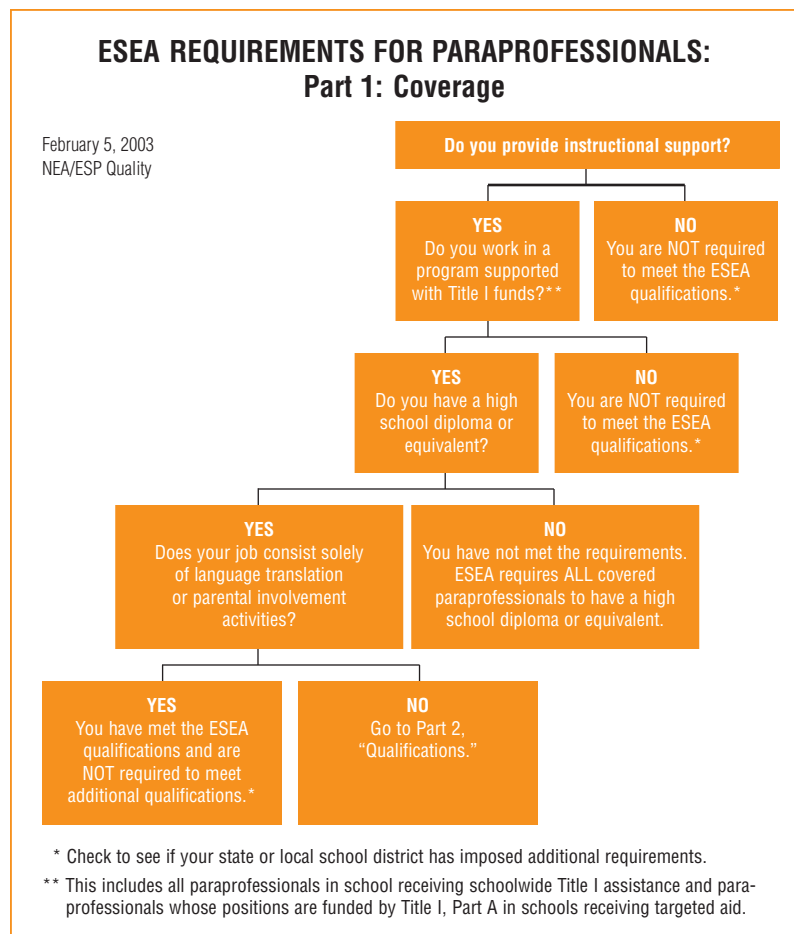
You are considered to be providing this instructional support if you perform any of the following duties:

- provide one-on-one tutoring, if the tutoring is scheduled at a time when the students would not otherwise receive instruction from a teacher;
- assist with classroom management;
- provide assistance in a computer laboratory;
- conduct parental involvement activities;
- provide support in a library or media center;
- act as a translator;
- provide instructional services to students under the direct supervision of a teacher.

All paraprofessionals with instructional duties working in Title I programs are required under the law to be high school graduates or to have received its recognized equivalent. If you were hired after January 8, 2002, you must have fulfilled one of these requirements upon employment. Per the new provisions in NCLB law, you must also:

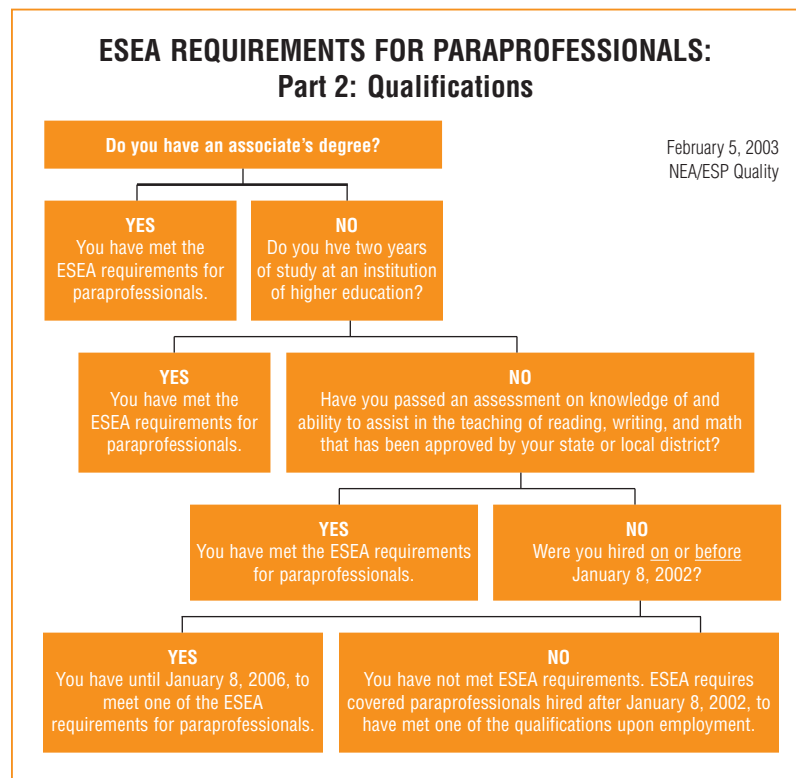
- complete at least two years of study at an institution of higher education;
- obtain an associate's (or higher) degree;
- pass a "rigorous" academic assessment demonstrating knowledge of , and the ability to assist in the instruction of, reading, writing, and mathematics (or reading, writing, and math readiness, as appropriate).

If you were hired before January 8, 2002, you will have until January 8, 2006, to achieve the new qualifications. Exceptions are made for those who exclusively provide translation or parental involvement activities (they are required only to have a high school diploma), or do not provide services that are considered "instructional support" under the definition



described above, and therefore are not covered by the federal requirements. More information is provided on the nuances of these requirements in federal guidelines available from the U.S. Department of Education which explain the implementation of the law in more detail as well as in the diagrams in this section.

Of the three requirements for the qualifications of paraprofessionals, the “academic assessment” option is one that many will opt for if they choose not to pursue an associate’s degree or two years of higher education. Although it does not necessarily have to be a written test (for example, it can be a “portfolio” assessment or include an evaluation), a sizable majority of states and school districts have opted to exclusively use a “paper-and-pencil” written test as the assessment, such as ParaPro Assessment.



Title I paraprofessionals must demonstrate their ability to assist in instructing in the academic content areas of reading/language arts, writing, and mathematics by passing such an assessment. This guidebook is intended to help you reach this goal and continue to play a crucial role in Title I schools.

3. What is the ETS ParaPro Assessment?

The ParaPro Assessment is one of the many tests that you can take if you choose to fulfill ESEA requirements by passing a standardized test. The test was developed by the Educational Testing Service (ETS) with the assistance of paraprofessionals and teachers who work with paraprofessionals.

NCLB legislation makes no distinction between grade levels but holds all instructional paraprofessionals in Title I-funded schools to the same high standard of content readiness. The ParaPro Assessment, therefore, reflects what may be considered a core of reading, writing, and mathematics knowledge that all paraprofessionals are expected to demonstrate. It is consistent with the levels of knowledge in these three subject areas that most students would receive in their second year of post-secondary education.

The ParaPro Assessment is NOT the only standardized test available. Many states and even school districts have developed their own standardized tests based on the contents in the ParaPro Assessment. NEA does not endorse the ParaPro Assessment as the only standardized test. We do know, however, that its contents represent what paraprofessionals must know in order to fulfill ESEA requirements.

The sample test at the end of this guide is modeled after the ParaPro Assessment. The structure of the test and the format of the test questions are similar to what you will see when you take the actual test.

What's on the test

The test consists of 90 multiple-choice questions and covers six major areas:

Content Category	Approximate Number of Questions	Approximate Percentage of Examination
Reading Skills and Knowledge	18	20%
Application of Reading Skills and Knowledge to Classroom Instruction	12	13%
Mathematics Skills and Knowledge	18	20%
Application of Mathematics Skills and Knowledge to Classroom Instruction	12	13%
Writing Skills and Knowledge	18	20%
Application of Writing Skills and Knowledge to Classroom Instruction	12	13%

The ParaPro Assessment may be taken in paper-and-pencil form or on the computer. Both versions contain the same questions. Both allow $2\frac{1}{2}$ **hours to complete** the test. **Use of a calculator is not permitted.** A good rule of thumb is to allow 50 minutes for each of the sections (reading, mathematics, and writing), but when you take the sample test at the end of this guide, you may find that certain sections go faster than others. This will help you gauge where you might need more time, and then you can adjust accordingly before the actual test.

The paper-and-pencil test is administered six times during the school year at ETS national Praxis test centers, which typically is a college or university. A complete listing of test centers can be found at <http://www.ets.org/parapro>.

The Internet-based test is administered via secure Internet service only in participating school districts. ETS recommends that school districts observe a 30-day waiting period between retakes.

Scoring the test

Pen-and-pencil tests: Scores are mailed to you approximately four weeks after you take the test.

Internet-based tests: Unofficial scores are available onscreen at the conclusion of the testing session. Official scores arrive two weeks later. ETS notifies the school district via e-mail when a test has been completed so that the district can view the results on a secure Web site.

Test items cannot be separated to get a score from reading, mathematics, and writing. If an individual does not meet the requirements of a passing score, the entire test must be retaken.

Approximately 20 states are in the process of adopting the ParaPro Assessment. Each state establishes its own qualifying score; a passing score is not established by the testing service. To date, the following states have set a qualifying score for the ParaPro Assessment:

Arizona	459
Arkansas	457
Connecticut	457
Delaware	459
Florida Consortium	464
Georgia	456
Idaho	460
Illinois	460
Kansas	455
South Carolina	456
Utah	460

Test preparation

ETS has published a valuable resource online that you can use as a supplement to your other study materials. *The Test at a Glance* material contains the detailed descriptions of the assessment—including a content outline, the number of questions, and what format these questions will take. Sample questions and explanations of correct answers are provided to help you become familiar with various types of questions and appro-

appropriate answers. Spend some time going over this material. It can be an important part of your test preparation and can help you decide how to pace yourself when you take the test.

The sample test questions in the *Test at a Glance* materials are included to give you a chance to practice with particular types of questions. The sample items are, however, limited in number and therefore may not fully represent the range of content and difficulty you will encounter on the actual test.

The ETS *Test at a Glance* is available online and a printable version can be downloaded by following the link found at <http://www.ets.org/parapro/index.html>.

4. Registering for the ETS ParaPro Assessment

Paper-and-pencil

If you want to take the paper-and-pencil version of the ParaPro Assessment, use the form and preaddressed envelope in the *PraxisPro Registration Bulletin*, which can be ordered from the ETS ParaPro Registration Bulletin Web site at <http://www.ets.org/parapro>.

You can also call or write Educational Testing Service:

The Praxis Series
Educational Testing Service
P.O. Box 6051
Princeton, NJ 08541-6051

Phone 609-771-7395
Disability Services 609-771-7780
TTY only 609-771-7714

Internet-based

If you want to take the computer version of the ParaPro Assessment, you do not have to register with Educational Testing Service. The test online is administered by Praxis.

To find out more about test site guidelines and system recommendations, go to <http://www.ets.org/parapro>. You can also access the online tutorial here. The tutorial shows examples of the screens, explains how to use the buttons, and familiarizes you with procedures for taking the test on the computer. It's a good idea to check out the online tutorial before you take the online test.

Costs

The fee for the ParaPro Assessment is \$40. There is no additional registration fee. No refunds will be allowed. Each time the test is taken, the full cost must be paid.

The ParaPro Assessment Study Guide is also available for purchase. It comes with a targeted review of all the material on the exam in addition to a full-length practice test. The full-length practice test, written by the ETS makers of the real test, comes with thorough explanations of the answers. Price per guide is \$25. Purchase discounts are available. Call 1-800-537-3161, Monday-Friday, 8am-7pm EST, or go to www.ets.org/store.

5. Test-Taking Tips

Coping with test-taking anxiety

No one enjoys taking a test. And our society, with all its goal-oriented expectations, is fond of giving tests. Taking an assessment test to comply with NCLB should not be approached with any more or less anxiety than you felt the last time you took a test in high school or college. How did you feel then? Did you experience any muscle tension, headaches, stomach aches, sleepiness or sleeplessness, excessive sweating, acne breakouts, fever blisters, shakiness, depression, irritability, anger, panic, lack of confidence, helplessness, or memory loss? These, and many other symptoms, are signs of acute test anxiety.

Test anxiety can stimulate a wide spectrum of physiological and emotional responses. Some individuals have difficulty reading and understanding the questions on the test. Some have difficulty organizing their thoughts. It may be hard to retrieve key words or concepts when taking an essay test. How many times have you done poorly on a test where you knew the material well?

When your test anxiety begins to interfere with your performance, then it's time to do something about it. There are three main areas that you can work on to reduce test anxiety: mental preparation, physical preparation, and relaxation techniques.

Mental Preparation is of primary concern in dealing with test anxiety. Being mentally prepared will help you deal with the anxiety. There are many tips on preparing for the test throughout these pages. Go through them to help you prepare mentally for the experience. Remember, some tension is normal. Let it work to your advantage by keeping you alert and task oriented.

Physical Preparation is a second important area to consider in reducing test anxiety. Adequate food and rest are a fundamental part of any study program, especially before an exam. When people are tired, they become frustrated more easily and experience more anxiety.

Relaxation Techniques are a third way you can reduce anxiety. When used with mental and physical preparation, relaxation can aid retention and improve test performance. Here are some relaxation techniques you can use before the test (and during if necessary):

1. Let your body relax, put your arms at your side, and close your eyes. Let your mind go blank.
2. Tense the muscles in the forehead and scalp for about 10 seconds. Then let them relax completely. Think about how different that feels and then concentrate on making those muscles relax even more.
3. After about 30 seconds, repeat the process with the muscles of your face and jaw, neck, shoulders, arms, chest, etc., all the way down to your toes.
4. While continuing to relax, imagine those situations where you feel most tense and anxious. If you become anxious, stop imagining and relax again. Repeat the process of relaxation and imagining until you feel no anxiety while imagining.

Above all, think POSITIVE! Tell yourself, “I know my stuff and I am going to score well on this assessment.” If you get stuck while attempting to answer a test question, instead of throwing in the towel, say to yourself, “I am going to concentrate on the questions I can answer and come back later to the ones I can’t.”

And when the test is over, no matter how you think you performed, reward yourself with an activity that you enjoy, even if it’s just a cup of coffee with a friend. You earned it!

Tips and strategies for answering test questions

General Tips

BEFORE THE TEST

Join a study group. It always helps to feel that you are not alone, and the more colleagues you can get for a study group in the weeks leading up to the test, the more secure you will feel.

Try nothing new on the day of the test. If you drink coffee with two sugars and eat a Pop-Tart every morning, don't suddenly switch to orange juice and oatmeal the morning of the test because you think it will give you a healthy start. Humans are creatures of habit and generally react to change adversely.

Get lots of sleep. Get at least eight hours of rest the night before the test.

THE DAY OF THE TEST

Know where you're going. Make sure you know where the test center is located and allow plenty of time to get there. You don't need the added stress of traffic tie-ups making you late.

Be well fed and well hydrated. Studies show that eating foods like nuts, bananas, fruit, and fish as well as giving your body the water it needs all help relieve stress. (Don't overdo it with gluttony the day of the test, though. You don't want to doze off due to a heavy meal.) Experts recommend a high-protein breakfast. Try two tablespoons of peanut butter on whole wheat toast and a yogurt, washed down with a glass of milk.

Wear comfortable clothing. You do not want to be distracted by anything the day of the test, and if you are wearing an itchy sweater, you probably won't be able to concentrate.

Bring the tools you need. Make sure you have sharpened pencils, your identification, etc.

DURING THE TEST

Jot down memory aids. Before you begin, write down formulas, equations, or facts you might forget in the margins of the test. This will save you time and put on “autopilot” some of the things you might not be able to recall easily when you get stressed.

Circle or underline key words. This will help you when you have to skip a question and then go back to it. You’ll spend less time re-reading.

Pace yourself. Be aware of how much time you are taking during the test and how many questions you have left to answer. Take enough practice tests to know which sections are going to take you more time to complete.

Taking a multiple choice test

The reason why multiple-choice tests are so difficult has to do more with the structure of the exams than the level of difficulty of the material. Multiple-choice exams are not simple. There is a tendency to think that because the answers are “right there in front of you” that the answers will come easily. You cannot just be familiar with the material. You must be able to write it down, talk about it, and analyze it. Go beyond being able to recognize the “right answer”; be able to find the right answer even though it may appear differently from the way you’ve seen it before. A good self-test for this is to study a passage and then summarize it in your own words, draw a diagram to relate pieces of information to each other, or do whatever you need to do to really understand the material.

Here are a few tips for taking a multiple choice test.

Read the question carefully. This may seem obvious, but if you are mindful of negative or positive phrasing, or qualifying words like “always” or “never,” which can drastically change the meaning of a statement, you may cut down on careless errors.

Anticipate the answer. This gets your mind working, and there should be a feeling of recognition when you see the right choice.

Be Word Wary!

When answering multiple choice questions, be careful of certain words or phrases.

- Words like **always**, **never**, **completely**, and **only** are absolutes. These terms tend to portray things as right or wrong when it is not the case. Relative words like often, usually, seem, and may are often more accurate.
- When you see **“which of the following”** in a test question, make sure that you focus on the answer choices given. Refrain from formulating the “right answer” in your head before reviewing the answer choices given on the test. You may be closing your mind so that you can’t recognize the most appropriate choice.
- Watch for terms like **“not,” “least,”** and **“except.”** It is easy to forget that you are supposed to select the *negative* response.

Consider all the answers. Don’t just mark the first answer that seems correct. There may be a “trip-up” answer in the choices.

Rephrase the question if you are not sure of the answer. Sometimes rewording a question helps jog your memory. If a word is unfamiliar, sound it out and break it down into familiar parts with meanings that you do know. Look at the surrounding words and sentences for clues as to the meaning of the word.

Cross out the wrong or unlikely choices first if you have to guess. This helps you filter out distractions and increases the chance that your guess will be the right one. It also cuts down on wasted reading time.

Use logical reasoning. To help choose the best possible answer once

you've weeded out the wrong choices, ask yourself, "What do I already know about this?" or "What would happen if ..."

Work easy to hard. Once you breeze through the "easy" questions, you may find initial test-taking pressure lifted. Then you can devote yourself to the more difficult questions.

Mark your answers carefully. Don't let sloppy mistakes hurt your score. For non-Internet-based test formats, when marking an answer, fill it in completely. If you change your mind, erase the previous mark completely.

Don't leave any answers blank. There is no penalty for guessing. One method is to choose one letter only for all your guesses.

**KECOW:
A Strategy for Effectively Responding to
Test Items**

K—Key Words

Look for key words in the stem or the passage. Determine the main idea of the passage.

E—Elimination

Eliminate the choices that are obviously incorrect.

C—Connection

Look for the connection between the key words in the passage/stem and the choices.

O—Options

Read all options very carefully.

W—What

Be sure to determine what the question is specifically asking.

Loretta Walton Jagers © KECOW

Don't look for answers to fall in a pattern. They usually don't—and noticing that the last four answers are “b” is not a good reason to change an answer.

Don't spend too much time on one question. If you can't decide between several possible answer choices, skip it and come back. There may even be a “clue” in a subsequent question that will spark the answer.

Don't get nervous. If you find yourself becoming panicky, take a few deep breaths.

Check your test over when you are finished. Spot check to make sure that you marked every fifth or 10 answer in the right place and that you answered every question. Change an answer only if you can determine a clear reason why your first response was incorrect.

Taking an essay test

With essay tests, before actually writing your answer, you should determine the relationship implied by the question, even if the key word or words do not express a specific relationship. Picture the relationship by creating a chart or matrix of the related elements. Be sure to separate general issues you wish to bring up from supporting details and examples. Once this framework for your ideas has been created, generate as many ideas as you can within the allotted time to fill in the categories you have established.

Outline your response. Before you start writing, make a brief, logical outline for your answer to ensure good organization and prevent careless omissions. It's not how much you say but what you say and how well you say it that counts. Also, if you run out of time, outline the remaining information. You may pick up credit for it.

Decide what kind of answer the question requires before you begin writing. Action verbs such as “illustrate,” “list,” “define,” “compare,” “trace,” “explain,” and “identify” require different approaches to answering. (See *Following Instructions to the Letter*, next page.)

Use the principles of good English composition. You'll need to write a clear thesis statement (statement of purpose) at the beginning. Back up this thesis statement with the main and supporting issues. Give as many examples as possible. Summarize briefly at the end of your essay.

Paraphrase the original questions to form your introductory statement. This helps you get the question straight in your mind, and in your own words.

Following Instructions to the Letter

When completing essay test questions, be aware that test terms usually have a specific meaning in test taking. Here are some of these terms along with explanations of how you should carry out the instructions.

Compare Although differences of the items might be mentioned, emphasize the *similarities*. Look for characteristics or qualities in order to find resemblances.

Contrast Although similarities of the items might be mentioned, emphasize the *differences* of the items.

Define It is often best to begin with the general class to which the item belongs. Then decide what differentiates that item from the general description. Examples may be added but only after you have provided the definition. The example is NOT the definition.

Describe Recount, relate, or characterize an item, event, issue, etc.

Diagram Create a drawing, chart, or plan.

Discuss Present a complete and detailed answer. Examine and analyze the pros and cons of the issue, problem, or item.

Enumerate Make a list or outline. Each point should be recounted one by one in a concise form.

Evaluate Consider both advantages and limitations. Your tone should be authoritative. Leave out personal appraisals unless requested to provide your personal feelings.

Explain Clarify and interpret the material. State the how or the why and reconcile any differences in opinions or experimental results.

Illustrate Explain or clarify by presenting a figure, diagram, or concrete example.

Interpret Similar to “explain.” Translate or comment about the subject. You usually can give your personal judgment or reaction to the problem or issue.

Justify Make a decision or choose a side of an issue and offer proof as to why you have selected that side. Your evidence should be specific and convincing.

Outline The main points and the essential details are needed, while minor details can be omitted. Information should be presented in a systematic order.

Prove Provide evidence or logical reasoning to establish certainty. You must evaluate the topic or item with the goal of confirmation or verification.

Summarize Present the main points in a condensed form.

State Present main points in a brief but clear narrative form while leaving out details and illustrations.

Trace Present a chronological or historical sequence of events or look at the development of a topic from its point of origin. You may also be asked to make deductions about the topic.

Based on USAF Academy *How To Study Program*

Get to the point. You need the maximum amount of point-earning information in the shortest possible time, so get right to the point in your first few sentences.

Write your answer clearly. The test scorer must be able to decode your writing and understand your ideas. You say this to your students all the time, “Write or print clearly!”

Identify the verbs or words that give you direction. These are the verbs that describe the task you are expected to complete. Circle the direction verbs in the question to make sure you are focused on the desired task.

Answer the easiest questions first. Concentrate on answering one question at a time. Getting down to work on something you can handle is the surest way to reduce your test anxiety.

Leave extra space. Leave a few lines after each question for additional information that may occur to you later.

Re-read your answers. Do they say what you intended? Correct all grammar and spelling errors. Did you write legibly and use complete sentences and paragraphs?

Taking a math test

Let’s face it, math is a tough subject for a lot of people. A little test anxiety rears its ugly head and all the formulas you memorized for the test can go right out the window. Here are some tools you need to cope with this section of the test.

Understand, don’t memorize. You may think math is all about memorizing math tables and obscure formulas but it’s not. Although it helps to have the tools handy to solve the problems, it is more important that you understand the concepts behind the problem so you can instantly recognize what you need to do to solve it.

Identify the first step. Ask yourself what the question is looking for. By identifying the information you need right away, you focus immediately on the specific strategies you need to use to answer the question.

Be visual. When working out math problems, it can help to make diagrams or sketch rough drawings on scratch paper when no diagram is available. This can help you “see” the answers to the questions.

Approach math as a foreign language. One can't learn Spanish without speaking the language every day. You have to practice math to be proficient at it. Pay attention to how math is used in your daily life.

Round and estimate. Sometimes you do not need to know the exact answer to make the correct choice or at least eliminate the wrong answer.

Be aware that not all questions require performing a math operation. Sometimes you will be able to identify the correct answer by simply looking at a graph or figure.

Work through the whole problem. When you answer a question that requires several steps to compute, make sure you work through each step. Don't stop before a complete result is found.

6. Reading

The Reading Skills and Knowledge section of the ParaPro Assessment is based on reading passages, as well as tables, diagrams, charts, and graphs. Passages vary in difficulty and length. All questions are multiple choice.

Part I: Reading Skills and Knowledge

(approximately 18 questions)

The first category of questions tests your ability to understand, interpret, and analyze a wide range of texts. These questions may be similar to reading comprehension questions you may have encountered on other multiple-choice tests. You may be asked to read a brief passage or examine a graphic text (such as a table, diagram, chart, or graph).

What you should know about this section

There are seven types of questions you may be asked to answer, including how to:

- identify the main idea or primary purpose of a passage
- identify supporting ideas
- identify how a reading selection is organized
- determine the meanings of words or phrases in context
- draw inferences or implications from directly stated content
- determine whether information is presented as fact or opinion
- interpret information from tables, diagrams, charts, and graphs.

You do not need to identify which type of question is being asked in order to answer the question. However, your awareness of the different

types of questions will help you quickly move through the material and find the information you need.

Key points and ideas

Strong readers use several techniques to help them better understand a passage. One technique is to identify three essential elements of the passage: its *main idea*, its *organization*, and *key words/concepts* that appear in the passage. If you have a general sense of these three elements before you answer the questions, you will know where to look in the passage to confirm your answer.

Main idea Find the central idea that connects all of the information in a passage together. This is the *main idea*.

Organization Find out how different parts of the passage relate to each other. Does the writer ask a question and answer it? Does he or she describe an idea and give an example? In short passages, look at the role played by each sentence; in longer passages, look at the role played by each paragraph.

Key words/concepts Look for words or phrases that are frequently repeated. Identifying these words or phrases will help you concentrate on the important ideas in the passage.

What to review

Understanding the main idea or primary purpose

- *Main idea questions* ask about the central point of a passage. Each sentence in the passage should express, support, or develop the main idea. Often the main idea is located in the first sentence in a passage, although sometimes it is never explicitly stated at all.
- *Primary purpose questions* ask the author's purpose in writing the passage. Some common primary purposes are to define, refute, explain, or describe.

Understanding supporting ideas

Supporting ideas are used to support or elaborate on the main idea. They can offer facts, details, and definitions that refer to the main topic. Supporting idea questions often ask you to distinguish between closely related but distinct details.

Understanding vocabulary in context

Vocabulary questions do NOT test your prior knowledge of words. Instead, they test your ability to understand how a word is being used in the context of a particular passage. Even if you don't know the meaning of the word, you should still be able to figure it out from the surrounding parts of the passage.

Understanding the organization of a passage

Organization refers to how the information is arranged to achieve the writer's purpose. You may be asked to identify how one paragraph or sentence relates to another or how a passage is constructed. (Example: A passage might introduce a theory, compare and contrast two points of view, or offer an idea and then refute it.) You may be asked to identify why an author includes a specific piece of information.



CLUE! Watch for “signal words” like “for example,” “however,” or “another reason.” These are signs that an example is about to be supplied, a contrast provided, or additional information offered.

Drawing inferences or implications from directly stated content

An inference is a statement that is implied by the author; it is not stated in the passage.

Example:

Mike: “Did you order the fettucini at the restaurant last night?”

Bart: “The restaurant only had lasagna, spaghetti, and ravioli on the menu last night.”

The *inference* is that Bart did not get the fettucini because it wasn't on the menu; however, this fact is never explicitly stated.

Distinguishing between fact and opinion

Facts can be verified as true or false. Opinions are beliefs or judgments that are subjective in nature. Generally, facts are presented with little emotion, while opinions carry more emotion.

Interpreting graphic text

Questions that ask you to interpret graphic text such as charts or tables test your ability to understand information that is offered in a visual or spatial form. The key to answering such questions is to figure out how the information is organized. Look at the “legend” on the table or chart, which explains the special shading or patterns used to differentiate between items.



CLUE! Usually the title of the graphic text tells you the objective. For example, the title of a pie chart called “Breakdown of the Ellis School Budget 2003” is a signal that the information you are looking at is a comparison of the areas of the school budget.

Part II: Application of Reading Skills and Knowledge to Classroom Instruction

(approximately 12 questions)

What you should know about this section

The second category of questions tests your ability to *apply* your reading skills and knowledge to classroom instruction. These questions look slightly different from questions you may have seen on other tests because they present an actual classroom situation or activity. To answer them you need only apply your reading knowledge and skills. You do *not* need special knowledge of reading pedagogy (philosophies or approaches to teaching reading).

Key points and ideas

Some reading application questions concern *foundations of reading*—the knowledge and skills that students need when they are learning the basic features of words and written text. These questions measure your ability to help students:

- sound out words
- break down words into parts
- decode words or phrases using context clues (information gleaned from how the words are used)
- distinguish between synonyms, antonyms, and homonyms
- alphabetize.

Other reading application questions concern *tools of the reading process*—common strategies you may use in the classroom before, during, and after reading to aid students' reading skills. These questions measure your ability to:

- help students use prereading strategies, such as skimming or making predictions
- ask questions about a passage to help students understand it

- make accurate observations about a student's ability to understand and interpret text
- help students use a dictionary
- interpret written directions.

What to review

1. Foundations of reading

- **Sounding out words (by vowel and consonant sounds)**

Sounding out words helps students recognize words and use them correctly in spoken and written English. Words can be sounded out by vowel sounds and by consonant sounds.

- **Breaking down words into parts**

Students better understand words by breaking them down into parts. Review the following:

<i>Prefixes</i>	pro- , mal-, non-
<i>Suffixes</i>	-ize, -ment, -ate
<i>Root word</i>	-audi- meaning "to hear" (Example: audience, auditory)
<i>Compound words</i>	two whole words put together (Example: showboat, racecar, windmill)
<i>Syllables</i>	distinct units of sound



CLUE! Your best resource is the dictionary for how words are broken down into syllables.

- **Decoding the meanings of words from context**

Information in associated words and sentences can help decode the meanings of words.



CLUE! Look for synonyms or antonyms elsewhere in the passage.

- **Synonyms, antonyms, and homonyms**

Synonyms are words that have similar meaning (Example: disori-

ented/confused; scary/frightening). *Antonyms* are words that have opposite meanings (Example: whisper/shout; sink/soar).

Homonyms are words that sound alike but have different meanings (Example: eye/I; ewe/you)

■ **Alphabetizing**

Alphabetizing is a key organizing strategy for students.

Alphabetize according to the order in which the letters appear, working from first to last.

2. Tools of the Reading Process

■ **Evaluating appropriate student responses**

Your ability to evaluate how well students understand what *they* read depends on your ability to understand what *you* read.

■ **Asking questions to help students understand a passage**

When working one-on-one with a student, it helps to ask the student questions about a passage. Your questions can help focus the student's attention on key points.

■ **Helping students to use a dictionary**

Dictionaries can be very helpful in understanding the meaning of words, but often a word has several different meanings. To help the student choose the appropriate definition, you need to choose the word that makes the most sense *in the context of the sentence*.

■ **Interpreting directions and/or helping students to interpret directions**

Following directions draws on the ability to read carefully. Pay attention to who, what, and when.

7. Mathematics

The Mathematics Skills and Knowledge section of the ParaPro Assessment is composed entirely of multiple choice questions. The questions address common uses of math skills in everyday life and involve math skills commonly taught in elementary, middle school, and high school.

Part III: Mathematics Skills and Knowledge

(approximately 18 questions)

What you should know about this section

Questions in Part III assess your ability to add, subtract, multiply, and divide whole numbers, fractions, and decimals; basic algebra; geometry; measurement; and the interpretation of numerical data from tables, charts, and graphs.

Key points and ideas

Arithmetic

- How and when to add, subtract, multiply, and divide whole numbers, fractions, and decimals.
- How to order and compare whole numbers, fractions, and decimals.
- How to determine place value.
- How to use exponents.
- How to read and calculate percents.
- How to identify odd and even numbers.
- How to distinguish prime numbers and numbers that are divisible.

Algebra

- How to identify and use negative numbers.
- How to express and interpret relationships using variables, including formulas and simple equations.

Geometry

- How to identify basic geometric shapes, such as rectangles, cubes, and special triangles.
- How to locate points on a coordinate grid.

Measurement

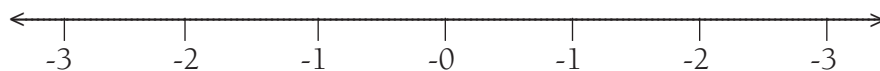
- How to convert between units of measures in the same system
- How to represent time and energy.
- How to measure perimeters, areas, and volumes of common figures.

Data Organization and Interpretation

- How to interpret and create graphs, tables, and other visual displays of data.
- How to compare mean, median, and mode. (See definitions on page 46.)

What to review**ARITHMETIC AND BASIC ALGEBRA**■ **Integers**

Integers include positive whole numbers, their negatives, and zero. They can be represented on a number line



Use the symbols for “greater than” ($>$), “less than” ($<$), “equal to” ($=$), and “between” ($< <$) when comparing numbers.

Example:

3 is greater than -2: $3 > -2$

Negative two is less than negative one: $-2 < -1$

Negative one is between negative three and one: $-3 < -1 < 1$

■ Ordering whole numbers

Whole numbers are positive integers you can use to count or tell how many. They never contain decimals or fractions.

■ Prime numbers

In mathematics, a prime number is a natural number larger than 1 that has as its only positive divisors (factors) 1 and itself. The first 20 prime numbers are:

2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 47, 53, 59, 61, 67, 71.

■ Place value

1, 2, 3, 4, 5, 6, 7, 8, and 9 are called *digits*. Each digit carries a value depending on the place it occupies in the number. Following is a chart of the place value for the number 6,327,489.

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
6	3	2	7	4	8	9

■ Computing whole numbers (addition, subtraction, multiplication, and division)



CLUE! Watch for certain words in the question as clues to the operation you need to perform.

Add: sum, plus
Subtract: difference, less, decreased by
Multiply: product, times, of
Divide: quotient, per

■ Exponents

Exponents indicate repeated multiplication. The exponent signifies the number of times a base number is multiplied by itself.

$$\underset{\text{(Base)}}{4}^{\text{(Exponent)} 3} 4 \times 4 \times 4 = 64$$

■ Order of Operations

Sometimes you will be asked to solve problems for which you must employ a variety of operations. *The order in which you perform these*

operations affects the solution. Therefore, there is a standard order in which operations are performed:

1. Parentheses
2. Exponents
3. Do any multiplication or division in the order in which they occur, working from left to right.
4. Do any addition or subtraction in the order in which they occur, working from left to right.

Example:

Solve the following problem: $4^2 + \frac{7 \times (6 - 2)}{2}$

Solve what is in the parentheses first: $6 - 2 = 4$

$$\text{result } 4^2 + \frac{7 \times 4}{2}$$

Then solve the term with exponents: $4^2 = 16$

$$\text{result } 16 + \frac{7 \times 4}{2}$$

Then multiply:

$$7 \times 4 = 28$$

$$\text{result } 16 + \frac{28}{2}$$

Then divide:

$$\frac{28}{2} = 14$$

$$\text{result } 16 + 14$$

Then add

$$16 + 14 = 30$$

■ **Decimals**

Numbers between 0 and 1 are represented by decimals. For example, 0.4 is between 0 and 1. Like whole numbers, decimals have place value. Below is a chart of decimal place values for the decimal 0.3658.

Ones		Tenths	Hundredths	Thousandths	Ten Thousandths
0	.	3	6	5	8

■ Fractions

A fraction indicates a part of a whole. Fractions are composed of numerators and denominators.

$$\frac{3}{4} \quad \begin{array}{l} \text{numerator (specific parts being identified)} \\ \text{denominator (total number of parts that make up a whole)} \end{array}$$

An improper fraction is a fraction in which the numerator is greater than the denominator.

Example: $\frac{8}{3} = 8 \div 3 = 2 \text{ R (remainder) } 2 = 2\frac{2}{3}$

To change a mixed number to an improper fraction:

$$2\frac{2}{3} = \frac{(3 \times 2) + 2}{3} = \frac{6 + 2}{3} = \frac{8}{3}$$

To add or subtract fractions, you must first write them so they have a *common denominator*.

Example: $\frac{2}{3} + \frac{1}{4} + \frac{8}{12} + \frac{8}{12} + \frac{3}{12} + \frac{8}{12} = \frac{19}{12} = 1\frac{7}{12}$

■ Percent

A percent is an amount per hundred. For example, 40% is 40 out of 100 or 40 divided by 100. Decimals can be written as percents and vice versa. To represent a decimal as a percent, move the decimal point two places to the right and add the percent sign.

Example: $0.36 = 36\%$; $0.425 = 42.5\%$

To represent a fraction as a percent, write the number in the percent as the numerator and 100 as the denominator and simplify.

Example: $10\% = \frac{10}{100} = \frac{1}{10}$

■ Estimation

Estimation skills are commonly used in everyday life. Estimation often involves rounding or finding the nearest 10, 100, 1000, etc.



CLUE! If the number is less than or equal to half of the value of the place you are rounding to, round up. If you are asked to round 157 to the nearest ten, you must note that 7 is greater than half of 10 (half of 10 is 5), so you would round up to 160. You would do the same if the number was 155.

■ Word problems

There are some general strategies for word problems:

- Determine what information the question is asking for.
- Determine what operations (additions, subtractions, division, etc.) will help you solve the problem.
- Determine what information can help you solve the problem.



CLUE! Circle helpful phrases or key words.

- When appropriate, rewrite the question as a number sentence or equation.

Example: If the problem asks you to find what number added to 12 results in 42, you could write $n + 12 = 42$.

■ Linear equations

Linear equations help you to solve for an unknown quantity, called a *variable*. The variable is usually represented by a letter. Solve the linear equation by isolating the variable on one side of the equation.

Example: Isolate the variable by dividing both sides by the same value.

$$4x = 32$$

$$\frac{4x}{4} = \frac{32}{4}$$

$$x = 8$$

GEOMETRY AND MEASUREMENT

■ Identifying geometric shapes

Polygons that have all sides and angles of equal measurement are called regular polygons.

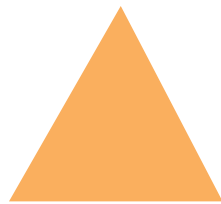
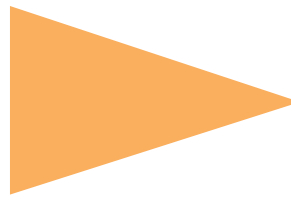
Examples:



Polygons

Regular Polygons

Triangles are three-sided polygons. An *equilateral triangle* has all sides the same length. An *isosceles triangle* has two sides with the same length. A *right triangle* contains a 90 degree angle.

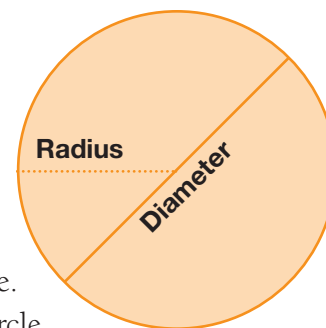
**Equilateral****Isosceles****Right**

Quadrilaterals are four-sided polygons. A *rectangle* is a quadrilateral with four right angles. A *square* is a rectangle with four right angles and with all sides having the same length.

**Rectangle****Square**

Other polygons include the *pentagon* (5 sides), *hexagon* (6 sides), and *octagon* (8 sides).

A *circle* is a closed plane on which every point is equidistant from a center point. A *radius* is a straight line that has an endpoint in the center of the circle and an endpoint on the circle. *Diameter* is when a straight line passes through the center of the circle and has an endpoint on the circle. *Circumference* is the distance around the circle.



■ **xy-coordinate planes**

In an *xy-coordinate plane*, the *x-axis* and the *y-axis* are perpendicular. Points are expressed as the coordinate pair (x,y) . Plot points beginning at the origin $(0,0)$. (See page 64 for chart with sample *xy-coordinate plane*.)

■ Coordinate grid

This is a grid used to locate a point by its distance from two intersecting straight lines.

■ Units of measurement

There are two units of measurement—the metric system and the English system. (See Appendix, page 110.)

■ Perimeter, area, and volume

Perimeter is the sum of the lengths of all sides of a polygon or the length of the complete arc that defines a circle. To calculate the perimeter of a polygon, add the lengths of each side. The total will be the perimeter.

Example: A rectangle has a length of 4 and a width of 5. What is the perimeter? Answer: $4 + 4 + 5 + 5 = 18$

The *circumference* (C) of a circle is calculated by multiplying the radius (r) by 2π . Formula: $C = 2\pi r$ [$\pi = 3.14$]

Example: A circle has a radius of 5. What is its circumference?

$$C = 2 \times \pi \times 5 \qquad 2 \times 3.14 \times 5 = 31.4$$

Area is the amount of space enclosed by a polygon or circle. Here are some important formulas:

Triangle: Area = $1/2$ base \times height = $1/2bh$

Rectangle: Area = length \times width (lw)

Square: Area = (length of a side)² = s^2

Circle: Area = radius² $\times \pi = \pi r^2$ [$\pi = 3.14$]

Volume is the amount of space enclosed by a three-dimensional figure. The formulas for calculating the volumes of a rectangular solid and a cube are given below.

Rectangular solid: Volume = length \times width \times height ($l \times w \times h$)

Cube: Volume = (length of a side)³ = $(s)^3$

■ Time

Common units of time are:

1 minute = 60 seconds

1 hour = 60 minutes

1 day = 24 hours

■ Money

You may be asked to help students convert between different units of money. To convert from larger to smaller denominations:

1. Write the amount in dollar-sign form.
2. Multiply by 100 to convert to cents.
3. Divide by the number of cents for the unit of measure you are converting to.

Example: How many quarters are there in 6 dollars?

$\$6 \times 100 = 600$ cents

600 cents divided by 25 cents = 24 quarters

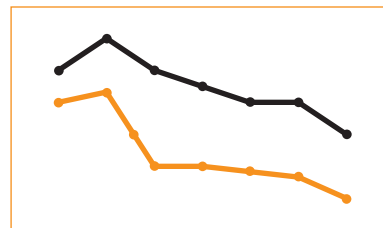
DATA ORGANIZATION AND INTERPRETATION

■ Graphs

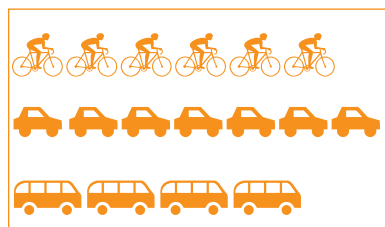
Graphs are ways of visually representing comparisons between amounts or shifts over time. Following are examples of different kinds of graphs.



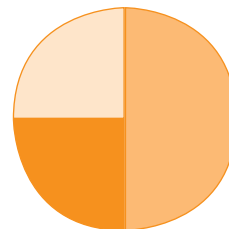
Bar graph



Line graph



Pictograph



Circle graph

■ Tables

Tables are another means of representing data in a comparative way.

Resort	Service Line	Revenue
Hawaiian Club	Accomodations	\$646,882.00
Bahamas Resort	Recreation	\$124,199.00
Paradise Club	Food & Drinks	\$270,625.00

■ Trends

The values on a graph follow a trend if at certain time intervals, these values follow a specific pattern.

■ Mean, Median, Mode

Mean: The mean is the average of the numbers in a list. A mean is calculated by adding together all of the numbers in the list and dividing the sum by the number of numbers in the list.

Example: For the numbers 3, 5, 7, 13 calculate the mean.

Add $3 + 5 + 7 + 13 = 28$.

Divide the sum of the numbers by the number of numbers in the list: 28 divided by $4 = 7$.

Median: The median is the middle number when a list of numbers is ordered from least to greatest. The median of a list with an even number or numbers is the average of the two middle values when the numbers in the list are ordered from least to greatest.

Example: For the numbers 3, 17, 6, 8, 22 find the median.

Place the numbers in order from least to greatest: 3, 6, 8, 17, 22. The median is the middle number (8).

Example: For the numbers 21, 7, 2, 29 find the median.

Place the numbers in order from least to greatest: 2, 7, 21, 29.

Find the average of the middle numbers. $7 + 21 = 28$;

28 divided by 2 is 14 . The median is 14 .

Mode: The mode is the number that appears most frequently in a list of numbers.

Example: Find the mode for the numbers 2, 7, 3, 7, 6, 1, 2, 7.

1 appears 1 time

2 appears 2 times

3 appears 1 time

6 appears 1 time

7 appears 3 times

The mode is 7 because it appears most frequently.

Part IV: Application of Mathematics Skills and Knowledge to Classroom Instruction

(approximately 12 questions)

What you should know about this section

Questions in Part IV test your ability to apply your math skills and knowledge to classroom instruction. These questions present an actual classroom situation or activity. You need no specialized knowledge of approaches to teaching math to complete this section.

Key points and ideas

The questions in this section will be oriented in two different contexts: **General School or Classroom Context** and **Instructional Context**.

In the **General School or Classroom Context**, some questions will reflect the kind of math skills you need to facilitate general school or classroom duties that you might encounter, such as scheduling time for activities, organizing students into groups, or managing classroom materials. Many of these problems will be in the form of word problems.

In the **Instructional Context**, these questions will ask you to help instruct students in specific, math-related tasks in the classroom. For example, you might be helping students work through steps to solve a problem or master some new math vocabulary.

Examples:**General School or Classroom Context:**

Following is an example of a question that requires an application of math skills within a classroom context.

Morning Class Schedule	
Activity	Time (hours)
Study Hall	$\frac{1}{3}$
Language Arts	$1\frac{1}{4}$
Art	$\frac{1}{2}$
Science	$\frac{1}{2}$
Humanities	$\frac{3}{4}$

According to Brian's class schedule, how many hours does he spend each morning on art, science, and humanities activities?

- A. 2
- B. $1\frac{1}{12}$
- C. $2\frac{1}{12}$
- D. $1\frac{3}{4}$

This question asks you to apply your word problem, table-reading, and fraction skills. First, identify what the question is asking for. You are looking for the sum of the hours Brian spends each morning on art, science, and humanities. Read the chart and extract the data, $\frac{1}{2}$, $\frac{1}{2}$, and $\frac{3}{4}$ hours, respectively. Find the common denominator in order to change these fractions in preparation for adding them. The common denominator here is 12.

Answer: D.

$$\frac{6}{12} + \frac{6}{12} + \frac{9}{12} = \frac{21}{12} \text{ or } 1\frac{3}{4}$$

Instructional Context:

Following is an example of a question that requires an application of math skills within an instructional context.

$$8 + 7 \times 3 + 9 = ?$$

A student wrote the above incorrect number sentence to solve the problem:

“Multiply the sum of 8 and 7 and the sum of 3 and 9.”

To correct the error, the student should change his number sentence to

A. $(8 + 7) \times (3 + 9) = ?$

B. $(8 + (7 \times 3) + 9) = ?$

C. $8 + (7 \times 3) = ?$

D. $(8 + 7 \times 3 + 9) = ?$

Answer: A.

This question asks you to correctly identify and represent the order of the operations. The question asks the student to calculate the sum before multiplying. The sums must be represented in parentheses.

8. Writing

The Writing Skills and Knowledge section of the ParaPro Assessment focuses on common elements of grammar, sentence structure, and the writing process.

Part V: Writing Skills and Knowledge

(approximately 18 questions)

What you should know about this section

Questions in Part V assess your ability to recognize and appropriately use knowledge and skills for building sentences. This includes identifying different parts of speech and different parts of sentences (e.g., nouns, adjectives, subjects, predicates), recognizing basic grammar mistakes, and identifying incorrect spellings of common words.

There are several different forms of test questions on the ParaPro Assessment. Here is a brief overview of the types of questions you may encounter:

Please note: To help you understand the concepts reviewed in this section, please reference “Important Terms” on page 107.

Sentence-Error Questions: Read a sentence containing four underlined parts and find which underlined part contains the error.

Example:

New York is home to many sports teams; including the
 A B C
Yankees, the Mets, and the Knicks.
 D

Answer:

C. Proper punctuation requires a comma rather than a semi-colon.

Parts-of-Sentence Questions: Identify a word or phrase as a particular part of a sentence—the subject or the predicate.

Example: All last summer, Christian worked to improve his tennis game.

Q. What is the subject of the sentence above?

Answer: Christian is the subject. To find the subject, identify the verb (worked) that receives the action. The subject (Christian) is the one doing the action.

Parts-of-Speech Questions: Identify a word in the sentence as a particular part of speech. These include noun, verb, adjective, adverb, pronoun, or preposition.

CLUE! Adverbs often end in -ly.

Example: In the novel *Gone With the Wind*, Scarlett O’Hara was not a typical heroine; she adeptly balanced feminine and masculine qualities.

Q. In the sentence above, the underlined word is being used as

- A. a noun
- B. a verb
- C. an adjective
- D. an adverb

Answer: D. The “-ly” is the clue that “adeptly” is an adverb that modifies the word “balances.”

Spelling Questions: Identify which word from a list of words is NOT spelled correctly.

Example:

Q. Which word is NOT spelled correctly?

- A. likelihood
- B. shipped
- C. biteing
- D. alias

Answer: C. “Biting” should not have an “e” because the silent “e” is dropped before adding an “-ing.”



Key points and ideas

You may be asked to identify:

- basic grammatical errors in standard written English
- errors in word usage (e.g. their/they're/there)
- errors in punctuation
- parts of speech (nouns, verbs, pronouns, adjectives, adverbs, and prepositions)
- parts of a sentence (subject and verb/predicate)
- errors in spelling

What to review

THE EIGHT PARTS OF SPEECH

(See “Important Terms” on page 107 for definitions.)

- Noun
- Verb
- Adjective
- Adverb
- Pronoun
- Preposition
- Conjunction*
- Interjection*

* The ParaPro Assessment does not cover these particular parts of speech; however, knowing their functions can serve as a signal for particular kinds of punctuation.

PARTS OF SENTENCES

Every sentence needs two parts to be a complete sentence: a subject (a person, place, or thing performing the action) and a predicate (the action that the subject is performing or an assertion about that subject).

■ Subject

Example: Jonathan has been fishing in the pond.

Jonathan is the *subject* of the sentence because he is performing the action.

■ Predicate

Example: Jonathan has been fishing in the pond.

“Has been fishing” is the *simple predicate*. It consists only of the main verb in the sentence. “Has been fishing in the pond” is the *complete predicate* because it includes both the main verb (has been fishing) and the person or thing receiving the action of the verb (in the pond).

GRAMMAR

Grammar is the system of rules that governs how words are used to form sentences. The most important grammar rules to know are:

■ Subject-verb agreement

Incorrect: Sounds carries.

Correct: Sound carries *OR* A sound carries.

In the incorrect version, the subject (sounds) is plural but the form of the verb is singular.

■ Verb tense

If two or more actors in a sentence occur at the same time, the verbs that indicate those actions must be in the same tense (e.g., present or past).

Incorrect: During exam week, Jocelyn studied for the test, while Zoe opts to play outside.

Correct: During exam week, Jocelyn studied for the test, while Zoe opted to play outside.

■ Parallelism

When a sentence contains a series of items, all phrases and clauses should be in the same form.

Incorrect: Sam likes playing with his cat and to walk his dog.

Correct: Sam likes playing with his cat and walking his dog.

■ Noun-pronoun agreement

Incorrect: I called the doctor, but they had the answering machine on.

Correct: I called the doctor, but she had the answering machine on.

All pronouns and the nouns to which they refer must have the same number.

PUNCTUATION

Punctuation separates the different parts of a sentence and distinguishes between sentences. Three of the most common punctuation errors are comma usage, semicolon usage, and apostrophe usage.

■ Comma usage

- Use commas between two independent clauses that are connected by a conjunction (and, but, or, nor, so, for).

Incorrect: The sun shone in the morning but later it began to rain.

Correct: The sun shone in the morning, but later it began to rain.



CLUE! A good test to determine whether or not a comma is required is to break the sentence into two sentences. If you end up with two complete sentences, then you need a comma (The sun shone in the morning. Later it began to rain.).

- Use commas after an introductory element for a sentence that appears before the subject.

Incorrect: After the dinner was burned Heidi had to call for pizza.

Correct: After the dinner was burned, Heidi had to call for pizza.

- Use commas before and after a clause or phrase that provides additional information that is not essential to the meaning of the sentence.

Incorrect: My vision although not perfect is fine for reading up close.

Correct: My vision, although not perfect, is fine for reading up close.

- Use commas to separate items in a series of three or more.

Incorrect: Elizabeth had to wash the dog the dishes and the laundry.

Correct: Elizabeth had to wash the dog, the dishes, and the laundry.

(Note: Some writers omit the comma after the last item in a series. This is not incorrect.)

■ Semicolon usage

Semicolons separate two independent clauses that are closely related in subject matter.

Incorrect: Daphne loved her pink sweater, sadly, the sweater had shrunk.

Correct: Daphne loved her pink sweater; sadly, the sweater had shrunk.

■ Apostrophe usage

Apostrophes are used to show that a noun belongs to someone or something. Use apostrophes in the following cases:

- To show possession for singular nouns (e.g., the puppy's tail)
- To show possession for plural nouns that do not end in "s" (e.g., the geese's migration)
- To show possession for plural nouns that end in "s" (e.g., the teachers' professional development)



CLUE! Do NOT use apostrophes for possessive pronouns. *Example:* The mistake must be your's. Also, do NOT use apostrophes to make nouns plural. *Example:* a dozen egg's

WORD USAGE

Word usage refers to using words with meanings and forms that are appropriate for the context and structures of the sentence. This often occurs with homonyms (words that sound alike but have different meanings)

Incorrect: Jill likes lacrosse better then soccer.

Correct: Jill likes lacrosse better than soccer.

Incorrect: The heat doesn't effect me.

Correct: The heat doesn't affect me.

Part VI:

Application of Writing Skills and Knowledge to Classroom Instruction

(approximately 12 questions)

What you should know about this section

Questions in this section test your ability to apply your writing skills and knowledge to classroom instruction. These classroom situations are typically based on classroom scenarios in which students are planning, composing, revising, or editing documents written for a variety of purposes.

Key points and ideas

The questions in this section concern aspects of the writing process. You may be asked to:

- use prewriting to generate and organize ideas;
- identify and use appropriate reference material;
- draft and revise;
- edit written documents for clarity, grammar, word usage, punctuation, spelling, and the structure or rules governing how sentences are built.

Other questions are concerned with writing application, the application of writing for different purposes. These questions measure your ability to:

- write for different purposes and audiences;
- recognize and write in different modes and forms. There are four modes and forms for writing:
 - **A narrative essay tells a story.** It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

- **A descriptive essay is used to create a vivid image** of a person, place, or thing. It draws on all of the senses, not merely the visual. Its purpose is to enable the reader to share the writer's sensory experience of the subject.
- **A persuasive essay states an opinion** and supports it convincingly. It considers the nature of the audience and marshals evidence accordingly. It is neither completely objective nor wholly emotional. Instead, it uses the controlled feelings of the writing to persuade the audience.
- **An expository essay can take a variety of forms.** It may tell how to make or do something, report on an experience, or explore an idea. Expository writing conveys information to the reader in such a way as to bring about understanding, whether it be of a process or procedures, or of the writer's ideas about a concept.

What to review

Know how to define:

- **A topic**—Limit your topic to one specific subject or set of ideas; present only details that support that topic.
- **A purpose**—Identify a goal (what the writer wants to accomplish and/or how the writer wants to affect the reader). Common purposes are to summarize, describe, persuade, or instruct.
- **An audience**—Defining an audience helps writers determine the appropriate vocabulary and tone (sometimes the choice of tone is between formal and informal).

After defining a topic, purpose, and audience, writers often engage in prewriting activities to help them develop and organize their ideas. Some common prewriting activities are:

- **Freewriting**—Write whatever comes to mind on a topic for a few minutes. Don't worry about mistakes.
- **Brainstorming**—This is a list of ideas that writers might include. This is key to organizing a paper.

- **Mapping or clustering**—In the center of a piece of paper, write down a word or phrase that describes a topic. Then write down related ideas and concepts, connecting them with lines. The result is a visual “map” of the writer’s ideas.
- **Outlining**—This is a more formal, step-by-step way of writing. It consists of many points and subpoints represented by headings.

Know how to build strong paragraphs

Skills to build strong paragraphs include:

- Expressing the main idea of the paragraph in a *topic sentence*.
- Including appropriate *supporting details*.
- Creating *new paragraphs*



CLUE! If a paragraph has more than one idea or topic, it should be divided into two paragraphs.

Know how to use reference materials

Sometimes it is necessary to obtain extra information for writing assignments. To locate general information about a topic, look for sources that provide a broad range of information (e.g., encyclopedias, Web sites, general interest books). To find information on current events/issues, look for sources that provide up-to-date information (e.g., magazines, the Internet, newspapers). To find information about a topic that requires specialized knowledge, look for resources that provide in-depth information (e.g., reference books and topic-specific books).

Know how to proofread and edit

Common sentence-level errors include:

- **Run-on (fused) sentences:** Two complete sentences that run together with no punctuation between them or a comma with no coordinating conjunction. (See “Important Terms” on page 107 for definitions.)

Incorrect: Some fish live in fresh water other fish live in salt water.

Correct: Some fish live in fresh water. Other fish live in salt water.

OR Some fish live in fresh water, but other fish live in salt water.

■ **Sentence fragments:** These are phrases that are punctuated as if they were sentences but are missing a key element of a sentence.

Incorrect: Got in the boat quickly. (This sentence fragment is missing a subject.)

Correct: Cheyenne got in the boat quickly.

Incorrect: Tina, the best cook in the family. (This sentence fragment is missing a verb.)

Correct: Tina is the best cook in the family.

9. Sample Assessment

Reading assessment

1. The beginnings of modern-day karate date back to 560 AD when Daruma Bodhidharma, the founder of Zen Buddhism, left western India and traveled thousands of miles alone to teach in China. He found many students eager to listen to his ideas but physically unable to keep up with him. So he designed a method of training to develop his followers' physical strength, which he considered a crucial aid in attaining spiritual strength. His reasoning became the basis of karate-do, or "the way of the empty hand." Although he felt that the way of Buddha was preached for the soul, he taught that "the body, mind and soul are inseparable."

The primary purpose of this passage is to

- A. describe the life of a Buddhist in the sixth century
- B. trace the origins of karate
- C. explain how the body and soul are intertwined
- D. discuss the life of Daruma Bodhidharma

2. Traditionally, quilting has provided many opportunities for women. Quilting bees provided a place to socialize as well as a place for women to help each other with quilts. Basting a quilt top is easier to do in a group, and covering the expanse of a king-size quilt with tiny stitches is more fun when shared with others. Quilters traded with each other to acquire the variety of fabrics or the exact colors they wanted in their quilts. Equally important, quilting bees provided an important social outlet for women whose days were full of hard work and whose homes might be distant from each other. In a time when women were not

encouraged to speak out, quilting bees provided a safe environment for the exchange of ideas.

The passage is primarily concerned with

- A. how much fun quilting can be in a social group
- B. quilting bees as a way to get the work done faster
- C. how easy quilting is when done in a group
- D. the importance of quilting as a social vehicle for women

Questions 3-4 are based on the following passage drawn from a story by George Saunders.

A gapper's like that, only bigger, about the size of a baseball, bright orange, with multiple eyes like a potato. And gappers love goats. When a gapper gets near a goat it gives off a continual high-pitched happy shriek of pleasure that makes it impossible for the goat to sleep, and the goats gets skinny and stop giving milk. And in towns that survive by selling goat-milk, if there's no goat-milk, there's no money, and if there's no money, there's no food or housing or clothing, and so on, in gapper-infested towns. Since nobody likes the idea of starving naked outdoors, it is necessary at all costs to keep the gappers off the goats.

3. The excerpt primarily describes

- A. what a gapper looks like
- B. a gapper's reaction to a goat
- C. the effects of a gapper on a goat
- D. how a town makes its living

4. According to the excerpt, why is it necessary to keep gappers away from goats?

- A. gappers dislike goats
- B. goats dislike gappers
- C. townspeople dislike goats' milk
- D. gappers disrupt goat-milk production

Questions 5-8 are based on the following passage drawn from *A History of the American Suffragist Movement*.

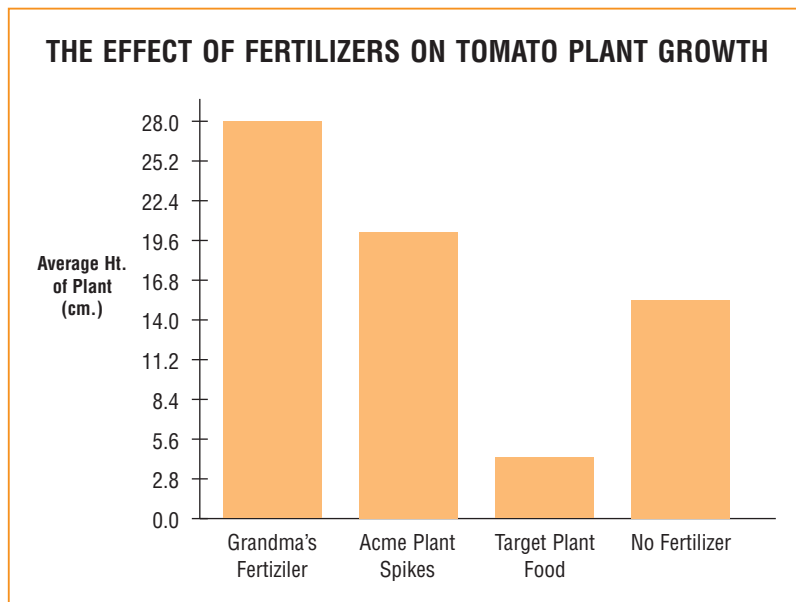
More than 200 years before Seneca Falls, a woman named Anne Hutchinson defied the dominant leadership and exercised her right to free speech. In 1637 the theocrats who ran the newly founded colony of Massachusetts tried and convicted Hutchinson of sedition because her religious ideas did not agree with theirs. Her brand of feminine spirituality was proving more popular than their harsh theology, and when prominent young men exhibited their respect for this female leadership, Hutchinson was banished. At age 46, heavily pregnant for the twelfth time, she accepted exile rather than surrender her independent ideas. It literally cost her life; ...[she] and most of her children were killed by Algonquins in the Long Island Sound area where she settled after banishment from the safety of Boston.

Although shamefully few Americans know it, an even more powerful case for female participation in the exchange of ideas was made by Hutchinson's friend Mary Dyer. The only person courageous enough to protest when Hutchinson was excommunicated from their Boston church, Dyer returned to England in 1652; there she converted to the newly founded Society of Friends, more commonly called Quakers. While she was abroad, Massachusetts and Connecticut passed laws banning Quakers, and Dyer was exiled from both colonies upon her 1657 return. Although she could have remained safely in more liberal Long Island, she defied convention—and the pleading of her husband and sons—to repeatedly return to Boston to preach her vision of a loving, egalitarian God. On June 1, 1660, the theocracy of Massachusetts, which was both church and state, hanged Mary Dyer.

- 5.** The passage is mainly concerned with
- A. womens' fight for their rights
 - B. the relationship between Anne Hutchinson and Mary Dyer
 - C. the cruelty of seventeenth-century New Englanders
 - D. the poor treatment of women in seventeenth-century New England

- 6.** From the passage, it can be implied that Anne Hutchinson and Mary Dyer
- A. did not deserve to die
 - B. favored family over religion
 - C. had the courage of their convictions
 - D. shared a fondness for adventure
- 7.** In sentence 2, “sedition” is another word for
- A. religion
 - B. treason
 - C. hatred
 - D. heresy
- 8.** According to the passage, the more powerful case for female participation in the exchange of ideas was made by
- A. Anne Hutchinson
 - B. Mary Dyer
 - C. the Quakers
 - D. the Boston church

Questions 9-10 are based on the following graph.



- 9.** The graph can be used to answer which of the following questions?
- A. Why did Grandma’s Fertilizer do so well against the other brands?
 - B. Is Target Plant Food the least economical choice of fertilizers?
 - C. Was this a good growing season for tomato plants?
 - D. Which fertilizer grew the tallest tomato plants?
- 10.** All of the following conclusions can be inferred from the graph except
- A. The average height of beans fertilized by Acme Plant Spikes was 22.4 cm.
 - B. It is better to use no fertilizer than Target Plant Food.
 - C. Grandma’s Fertilizer performed the best against the other brands.
 - D. Target Plant Food performed the worst against the other brands.

Questions 11-12 are based on the following passage.

The Sacramento River is home to the Chinook salmon. There are four separate runs of Chinook salmon in the Sacramento area, which means fish may be hatching, rearing, or migrating up or down river at any time during the year. Since the winter run is listed as endangered, most of the water management strategies implemented are geared toward the survival of these fish.

Society has become concerned about the fate of salmon in the Sacramento River and other streams. With public support, laws, funding, and multi-agency commitments addressing the issue of salmon survival, time will tell if present efforts can secure a long-term future for these magnificent creatures.

- 11.** Which statement best describes the organization of the second paragraph?
- A. An event is discussed and then contrasted with other events.
 - B. A general statement is made and then supported with evidence.
 - C. A problem is described and a possible solution proposed.
 - D. An argument is presented and then proven correct.
- 12.** The passage mentions all of the following characteristics or activities of Chinook salmon *except*
- A. mating
 - B. hatching
 - C. migrating
 - D. rearing

13. In Ernest Hemingway’s *A Farewell to Arms* contrasting images of the land or surroundings contribute to the central meaning of the work. The contrasting images of Italy and Switzerland help shape the theme of the book, which is the cruelty of war.

The author is primarily concerned with

- A. the differences between Italy and Switzerland
- B. similarities between Italy and Switzerland
- C. the cruelty of war
- D. the images of the land

14. The children’s film, *Shrek*, has its roots in a multitude of fairy tales and nursery rhymes. Both children and adults can enjoy the film equally, whether they view it on the big screen or on video at home. There is an ugly green ogre as its hero, a verbose donkey as a sidekick, and a princess who turns hideous at night. These characters offer moments of hilarity as well as more serious messages.

Which sentence from the passage is most clearly an expression of opinion rather than a statement of fact?

- A. “The children’s film...nursery rhymes.”
- B. “Both children...video at home.”
- C. “There is an ugly...at night.”
- D. “These characters...serious messages.”

Questions 15-16 are based on the following table of contents.

Chapter I: How Cyberspace Became Part of Our World	
Introduction.....	2
1980s: The computer in business applications.....	4
1990s: The PC takes over our lives	9
2000s: The spam and computer virus era	16

Chapter 2: The Psychology of the Individual in Cyberspace	
Changing roles in cyberspace	28
Adolescent behavior in cyberspace	32
Online gender switching	39
Chapter 3: The Psychology of Cyberspace Relationships	
Transient and long-term relationships	46
Unique groups in cyberspace	54
Managing deviant behavior in cyberspace	59

15. Chapter 1 is organized by

- A. region
- B. time period
- C. theme
- D. author

16. To find information on how adolescents relate to the cyberworld, the reader should start looking on page

- A. 16
- B. 59
- C. 46
- D. 32

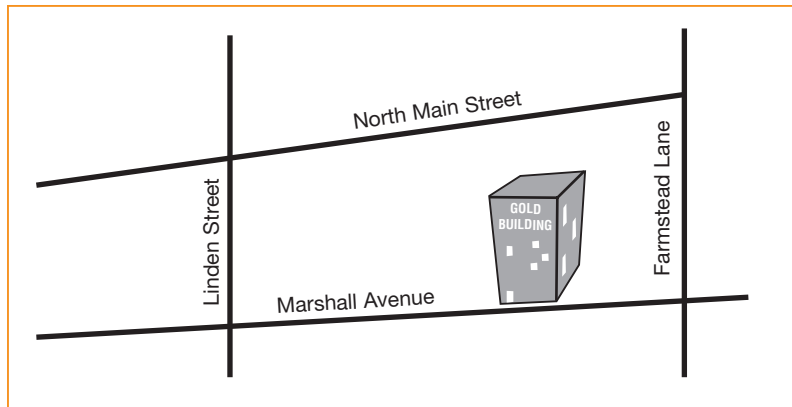
17. Two sentences are followed by a question or statement about them. Read each pair of sentences and then choose the best answer to the question or the best completion of the statement.

- (1.) The South is experiencing its worst drought in 10 years.
- (2.) Cotton and soybean prices are expected to be very high this year.

What does the second sentence do?

- A. It restates the idea found in the first sentence.
- B. It states an effect.
- C. It gives an example.
- D. It analyzes the statement made in the first sentence.

18.



You work for an overnight dry cleaning delivery service. You must deliver a package to the Gold Building. According to the map above, on what street is the Gold Building located?

- A. Farmstead Lane
- B. Linden Street
- C. Marshall Avenue
- D. North Main Street

19. A student does not understand the meaning of the word “pursue” as it is used in the following sentence: “After experiencing a childhood trauma, Jalen was pursued by thoughts that the experience would happen again.”

Which definition should the student use to understand the word “pursued” in the context of the sentence?

- Pursue (verb) 1. To follow in order to overtake, capture, kill, or defeat.
 2. To engage in. 3. To continue to afflict. 4. To follow up or proceed with.
- A. Definition 1
 - B. Definition 2
 - C. Definition 3
 - D. Definition 4

Questions 20-21 are based on the following excerpt adapted from a book that students are reading.

GHOST FOREST

Chapter One: The Meadow with Three Exits

Thump! Anne tumbled down hard onto the ground. Luckily, she had landed on a soft patch; otherwise she would have been badly hurt. Still dizzy from her wild flight, she lay there a while before sitting up and taking a fearful look around.

She found herself in the middle of a dense forest. Thick, twisted trees and thorny bushes surrounded the little meadow in which she had fallen. The vegetation was so dense that if the meadow weren't lit by cheerful sunbeams, it would surely have been a very dark, unfriendly place. The ground was covered by a thick carpet of fallen leaves. The tree branches were gnarled and crooked like bony old hands. They looked horribly menacing. But scariest of all were the forest noises: endless twitterings, muted screeches and low groaning sounds. Once or twice she even heard growling, which made her cringe in terror. For a moment she debated whether to cry or call for help. She decided it was safest to keep quiet.

20. Students are learning to make predictions about a story by using clues from the title of the story, the chapter headings, and what occurs in the story. Which student response shows the strongest understanding of the clues?

- A. Anne decides to go back the way she came.
- B. Anne yells for help.
- C. Anne looks for a way to get out of the forest.
- D. Anne falls asleep under a tree.

21.

- I Anne debates about calling for help.
- II Anne finds herself in the middle of a forest.
- III Anne falls down.
- IV Anne cringes in terror.
- V Anne hears growling.

Students are given the above mixed-up list of what happened in the story.

Which is the correct order of events?

- A. III, II, V, I, I
- B. I, II, V, III, IV
- C. I, III, IV, II, V
- D. V, III, I, II, IV

Questions 22-23 are based on the following passage, which students are reading in class.

Henry Ford was born on a farm near Dearborn, Michigan, on July 30, 1863, and educated in district schools. He became a machinist's apprentice in Detroit at the age of 16. From 1888 to 1899, he was a mechanical engineer, and later chief engineer, with the Edison Illuminating Company. In 1893, after experimenting for several years in his leisure hours, he completed the construction of his first automobile, and in 1903 he founded the Ford Motor Company.

In 1913 Ford began using standardized interchangeable parts and assembly-line techniques in his plant. Although Ford neither originated nor was the first to employ such practices, he was chiefly responsible for their general adoption and for the consequent great expansion of American industry and the raising of the American standard of living.

22. A paraprofessional is working with a student who is having trouble understanding the word “consequent” (line 11). What would be an effective strategy for the paraprofessional to employ to help the student understand the word?

- A. Have the student orally read the paragraph until meaning is established.
- B. Have the student employ phonetic strategies to determine the correct meaning of the word.
- C. Have the student look up the word in a thesaurus or dictionary.
- D. Have the student write sentences with the word “consequent” in it.

23. Students have been asked to think up parts of words that are homonyms.

Four pairs of their choices appear below. Which of the following is a pair of homonyms?

- A. piece; peace
- B. short; tall
- C. abdicate; quit
- D. ascend; descend

Questions 24-26 are based on the following lesson plan created by a teacher.

LESSON PLAN FOR WORKING WITH COMPOUND WORDS

Objective: Students will use knowledge of the individual words that make up unknown compound words to determine the meanings of the unknown words.

Decription: The teacher explains the concept of compound words to the students. The paraprofessional passes out a handout with four compound words on the sheet: candleholder, litterbox, fingerprint, and skateboard. Students draw a line between the two words that make up the compound word. Then they write down what they think each compound word means. Students invent “new” compound words of their own. The paraprofessional collects the handouts and places them in order alphabetically by students’ last name.

24. The lesson plan indicates that the paraprofessional should do all of the following *except*

- A. distribute the handout
- B. collect the handout
- C. explain the concept of compound words
- D. alphabetize the handouts by students’ last name

25. Four students have created “new” compound words. Which of the following indicates the strongest understanding of compound words?

- A. assignment
- B. filibuster
- C. grazing
- D. paperplane

26. Four students in your class have last names beginning with “P.” How should you alphabetize their names?

- A. Pepperidge, Patterson, Petersen, Pucket
- B. Petersen, Patterson, Pepperidge, Pucket
- C. Pucket, Petersen, Pepperidge, Patterson
- D. Patterson, Pepperidge, Petersen, Pucket

Questions 27-28 are based on the following excerpt from *The Encyclopedia of Planting Combinations* by Tony Lord (Firefly Books).

Hybrid Teas, popular for the size and often superb shape of their blooms, and the profusely floriferous Floribundas (cluster-flowered roses) are the largest and most commonly grown classes of bush rose. ...

Generally, (they) are best combined with plants of other genera rather than planted in the traditional way, massed in beds or as a series of sentry singletons ... with their usually coarse foliage and stiff habit on view.

Mound-forming plants, or even box edging, in front of the roses can mask their unsightly bases, while foliage ... to either side or behind will ensure the onlooker scarcely notices the leaves of the roses but instead concentrates on the undoubted beauty of the flowers.

27. According to the passage, all of the following are included in the most commonly grown classes of bush rose *except*

- A. Hybrid Teas
- B. box edging
- C. cluster-flowered roses
- D. Floribundas

28. According to the passage, which of the following statements is true?

- A. Bush roses should be planted in the traditional way.
- B. Foilage to either the side or behind the bush rose will focus attention on the beauty of the flowers.
- C. Mound-forming plants showcase the beauty of the bush rose.
- D. Bush roses have soft foliage.

Questions 29-30 are based on the following selection, which students are reading in class.

Ants are one of the most successful groups of insects and are of interest because they form highly advanced colonies. They are grouped as the family Formicidae in the order Hymenoptera, and are especially close relatives of the Vespid wasps (yellowjackets and such).

Ant colonies are eusocial and are very much like those found in other such Hymenopterans, though the various groups of these probably developed sociality independently through convergent evolution.

Ant communication is primarily through chemicals called pheromones, which because most ants spend their time in direct contact with the ground are more developed than in other Hymenopterans. So for instance when a forager finds food, on his way home (found typically through remembered landmarks and the position of the sun) she will leave a trail along the ground, which in short time other ants will follow. When they return home they will reinforce the trail, bringing other ants, until the food is exhausted, after which the trail is not reinforced and so slowly dissipates. A crushed ant will emit an alarm pheromone that in high concentration sends other ants nearby into an attack frenzy, and in lower concentration attracts them, while a few ants use what are called propaganda pheromones to confuse their enemies.

29. Students are having trouble with the vocabulary in this passage. You would recommend that the student examine all of the following words to find a clue to the meaning of the word “eusocial” except

- A. eugenic
- B. Euclid
- C. eulogize
- D. euphony

30. Which of the following is a synonym for “pheromone”?

- A. alarm
- B. chemical
- C. propaganda
- D. food

Mathematics assessment

31. Find the cost of 12 ounces of chocolate at \$8 per pound.

- A. \$1.50
- B. \$1.72
- C. \$6.00
- D. \$8.00

32 $2x + 3x + y =$

- A. $6xy$
- B. $5x + y$
- C. $5(x + y)$
- D. $6x + y$

33. 1, 3, 6, 10, 15, ?

According to the above number sequence, what would be the next number in the sequence?

- A. 30
- B. 10
- C. 21
- D. 25

34. What is the actual distance of 12cm on a map whose scale shows that 3 cm = 10 km?

- A. 25 km
- B. 36 km
- C. 40 km
- D. 120 km

35. $96 \times 14 =$

- A. 1,344
- B. 1,324
- C. 1,244
- D. 1,348

36. $\frac{1}{2}$ $\frac{3}{4}$ $\frac{7}{8}$ $\frac{9}{17}$

Which of the following is NOT the denominator of a fraction listed above?

- A. 2
- B. 4
- C. 7
- D. 17

37.

6.4	3.9	1.8	7.4	3.2	9.7	6.3	5.5
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What is the mean and the median, respectively, of the above set of numbers?

- A. 5.9 ; 5.944
- B. 5.55 ; 5.4
- C. 5.525 ; 5.9
- D. 5.2 ; 5.8

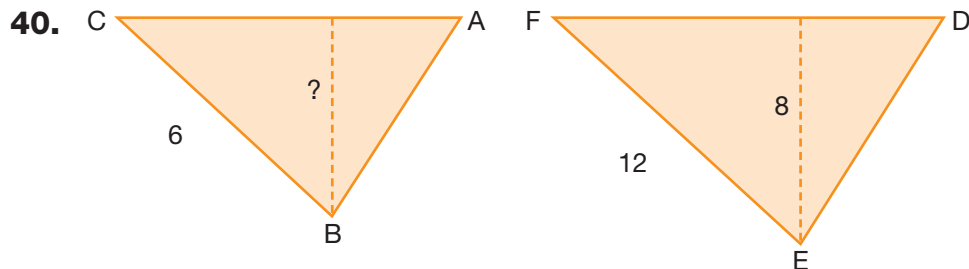
38. What is the greatest common factor of the following numbers? 16, 24, 32, 40

- A. 4
- B. 8
- C. 2
- D. 16

39. 463.92

If the ones digit and the hundredths digits were interchanged in the number above, which of the following would be the resulting number?

- A. 462.93
- B. 263.94
- C. 469.32
- D. 963.42



The kindergarten class wants to plant a garden, just like the sixth graders did. Since they don't have as much space, they want to make it smaller but in direct proportion. Find the height of the kindergarteners' garden ABC compared to the sixth-graders' garden DEF.

- A. 4 feet
 - B. 2 feet
 - C. 3 feet
 - D. 6 feet
41. If $0 < st < 1$, then which of the following can be true?
- A. $s < -1$ and $t > 0$
 - B. $s < -1$ and $t < -1$
 - C. $s > -1$ and $t < -1$
 - D. $s > 1$ and $t > 1$
42. Which of the following expressions represent the difference of 3 times a number and 10?
- A. $3n - 10$
 - B. $3n + 10$
 - C. $3(n - 10)$
 - D. $3n - 2(10)$
43. For which equation is "n" a negative number?
- A. $-6 - (-8) = n$
 - B. $(6 - 5) \times 4 = n$
 - C. $6 - 5 \times 4 = n$
 - D. $-6 \times -8 = n$
44. A student of yours gets a part-time job at the library that pays \$7.50 per hour. Which of the following expressions represents the final math operation

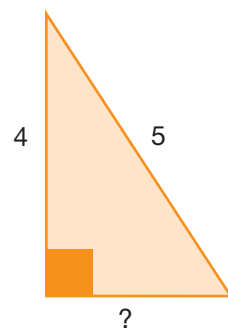
you would perform in figuring out her total earnings if she works 3 hours on Monday, 6 hours on Tuesday, 2 hours on Wednesday, 3 hours on Thursday, and 4 hours on Friday?

- A. $3 + 6 + 2 + 3 + 4$
- B. $18 + \$7.50$
- C. $18(\$7.50)$
- D. $5(\$7.50)$

45. Write the fraction $9/45$ in simplest form.

- A. $9/45$
- B. $.945$
- C. $.20$
- D. $1/5$

46.



Find the length of the unknown leg of the right triangle above.

- A. 16
- B. 12
- C. 9
- D. 3

47. $1/3 + 1/4 + 1 1/12 =$

- A. $12/18$
- B. $1 11/12$
- C. $1 1/2$
- D. $18/36$

48. The eighth grade is taking two buses for the class field trip to the science museum. Each bus seats exactly 30 passengers. There are 3 eighth-grade

classes, one with 26 students, one with 18, and one with 20. There are 3 teachers going on the trip. Will they need to order another bus?

- A. No, there are 3 empty seats left over after filling the buses.
- B. No, the buses are filled exactly to capacity.
- C. Yes, the buses are short 6 seats.
- D. Yes, the buses are short 7 seats.

49. A student has correctly answered 72 questions on a test, which earned him a score of 75%. How many questions were on the test?

- A. 54
- B. 104
- C. 75
- D. 96

50. .29 can be written as

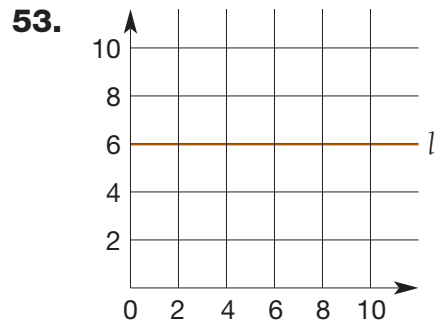
- A. $2\frac{9}{10}$
- B. $2\frac{9}{100}$
- C. $\frac{9}{100}$
- D. $2\frac{9}{100}$

51. Holly goes to the local office supply store to purchase notebooks for school. The regular price is 79 cents each. The sale price is 2 for 99 cents. How much can she save by purchasing 10 notebooks on sale?

- A. \$2.95
- B. \$1.95
- C. \$1.15
- D. \$2.85

52. All of the following everyday items are examples of quadrilaterals *except*

- A. a kite
- B. a serving tray
- C. a sheet of paper
- D. a stop sign



Which of the following is NOT a point on line l as shown on the graph above?

- A. (0, 6)
- B. (2, 6)
- C. (6, 0)
- D. (6, 6)

54. Your class is doing an art project involving stringing beads. You have exactly 225 beads to distribute. There are 25 students in the class. Each student must have the same number of beads. How many beads does each student receive?

- A. 7
- B. 8
- C. 9
- D. 10

55. Middletown College is $2\frac{4}{5}$ hours from your home. If you wanted to take a class there, how many minutes would it take you to commute?

- A. 168
- B. 148
- C. 180
- D. 124

56. Professor Breen charges \$300 at the office supply store. On his first credit card bill, he pays \$50. He then charges another \$60. On his second bill one

month later, he is charged 3% on his entire unpaid balance. How much interest is Professor Breen charged on his second bill?

- A. \$1.80
- B. \$6.80
- C. \$10.80
- D. \$9.30

57.

RESULTS OF STUDENT ELECTION	
<i>Candidate</i>	<i>Votes Received</i>
James	244
Hunter	120
Susan	212

The results for the student election at East Hills Junior High School are shown in the table above. If each voter voted for only one candidate, what is the fewest number of voters who would have to vote differently in order for Susan to have received more votes than James?

- A. 17
- B. 22
- C. 9
- D. 14

58. A student measures the length of 3 sides of a triangle and finds that they are all prime numbers. Two of the sides are 5 and 23. You ask him to find the possible value for the length of the third side and he answers that it could only be 19. Is he correct? (Any side of a triangle cannot be longer than the sum of the other two sides.)

- A. Yes, the answer is 19 only.
- B. No, the answer is 19 and 23.
- C. No, the answer is 23 only.
- D. No, the answer is 5 and 19.

59. At the student assembly, there were 10 times as many children as teachers in attendance. All of the following numbers represent the number of possible people at the assembly *except*

- A. 99
- B. 144
- C. 66
- D. 33

60. For algebra class, Justin earned scores of 87, 81, and 88 on the first 3 of 4 tests. If he wants to earn an average of exactly 87, what score must he earn on his fourth test?

- A. 85
- B. 86
- C. 87
- D. 92

Writing assessment

Directions for questions 61-65: In each of the sentences below, four portions are underlined. Read each sentence and select the underlined portion that contains an error.

61. The most important factor in determining whether or not a
cookbook is useful lie in its selection of recipes, but it is more important
to use your judgment than to follow the guidelines to the letter.

- A. a
- B. b
- C. c
- D. d

62. The staff were honored to meet Congressman Fleming, who
had traveled from the west side of the state to the east side in an effort
to garner support for his political campaign.

- A. a
- B. b
- C. c
- D. d

63. Perennials are more expensive to purchase, but they can bring many
years of enjoyment to you're garden, with colorful blooms all summer.

- A. a
- B. b
- C. c
- D. d

64. In today's economic environment, it's very important to start saving early for children's college expenses; they will be upon you before you know it.

- A. a
- B. b
- C. c
- D. d

65. Many believe that our minds have been poisoned by television because this media is meant to appeal to an inferior brain.

- A. a
- B. b
- C. c
- D. d

66. Many studies show that a healthy diet is essential to long life.

What is the *subject* of the sentence above?

- A. many
- B. diet
- C. life
- D. studies

67. Many people depend on tobacco use and other habits in order to cope with anxiety during stressful situations.

What is the *simple predicate* in the sentence above?

- A. depend
- B. during
- C. cause
- D. cope

68. The work of artist Pablo Picasso can be divided into several distinct artistic periods.

What is the *subject* of the sentence above?

- A. work
- B. artist
- C. Pablo Picasso
- D. periods

69. Mr. Smith has been listening intently to the lecture.

What is the *complete predicate* of the sentence above?

- A. has been listening
- B. has been listening intently to the lecture
- C. to the lecture
- D. been listening to the lecture

70. Kathy went to the hardware store and the grocery store.

What is the *conjunction* in the above sentence?

- A. went
- B. to
- C. and
- D. store

71. Which of the following words is NOT spelled correctly?

- A. drying
- B. measureing
- C. ironing
- D. vacuuming

72. Which of the following words is NOT spelled correctly?

- A. recieve
- B. register
- C. remit
- D. recognize

73. Which of the following words is NOT spelled correctly?

- A. played
- B. conveyed
- C. tryed
- D. portrayed

74. Which of the following words is NOT spelled correctly?

- A. stacionary
- B. syllable
- C. sofa
- D. synopsis

75. Which of the following words is NOT spelled correctly?

- A. leaves
- B. refers
- C. potatos
- D. timely

Questions 76-78: The questions below are based on a short essay written by Zachary.

(1) Bird-watching is my hobby. (2) I spent last summer watching the crows in our yard. (3) For most of the year, crows live in small groups of 5 to 7 birds. (4) When crows gather on the ground, they may perform several displays. (5) For example, cawing. (6) Another example is wiping their bills across branches. (7) These actions can occur in other contexts, but when they occur together, they mean the crow is being aggressive.

76. Zachary wants to divide his essay into two paragraphs, one for each main idea. Which sentence should be the opening sentence for the second paragraph?

- A. Sentence 3
- B. Sentence 4
- C. Sentence 5
- D. Sentence 6

- 77.** Zachary has trouble identifying errors in his work, especially sentence fragments. Which sentence in his essay contains this error?
- A. Sentence 3
 - B. Sentence 4
 - C. Sentence 5
 - D. Sentence 6
- 78.** Which of the following kinds of essays most closely describes the kind that Zachary has written?
- A. persuasive
 - B. descriptive
 - C. instructional
 - D. comparative
- 79.** Which of the following sentences contains no errors?
- A. The girl, along with her classmates, like the new boy in school.
 - B. The boy and his obnoxious friend was running on the playground.
 - C. The car, as well as its contents, was gone.
 - D. The man, and the black bear that was chasing him, were deep in the woods.
- 80.** Which of the following shows the most proper use of the semicolon?
- A. I am going out west; where I intend to stay.
 - B. It rained heavily during the morning; we managed to have our picnic anyway.
 - C. I hate waiting; but I will if necessary.
 - D. I wished I could leave that job; even though I realized I had to support a family.
- 81.** Danny wants to know what a “gerund” is. (A gerund is a verbal noun that expresses generalized or uncompleted action.) Which of the following would you give as an example?
- A. ridden
 - B. running
 - C. satisfied
 - D. passed

82. Students are learning about making singular words plural. Although most plurals are made by adding an “s” at the end, which one of the following words is altered the most when made plural?

- A. tomato
- B. garden
- C. leaf
- D. hoe

83. Amy is writing an essay on the migration patterns of birds in the United States. Which of the following details does not support her topic?

- A. Canadian geese fly in a v-shaped formation.
- B. Squirrels disrupt the feeding patterns of chickadees.
- C. The flamingo is indigenous to the South.
- D. Crows do not fly South for the winter.

Questions 84-86 are based on the following unfinished outline by Lewis, a high school student.

I. Attractions

- A. Bodies of water
 - 1. Fresh water
 - 2. Salt water
- B. Recreation areas
 - 1. Ski and snowboard areas
 - 2. Summer resort areas

II. _____

- A. How hot or cold
 - 1. Dislike extreme temperatures
 - 2. Asthma acts up in winter
- B. Change of seasons
 - 1. Favorite season is spring
 - 2. Like to ride my bike year-round

III. Education

- A. Do schools have good programs?
 - 1. In advanced math program in current school
 - 2. _____
- B. Will the school put me a grade behind?

- 84.** What should Lewis put in the blank for heading II as a title for this section?
- A. Adventures
 - B. Weather
 - C. Climate
 - D. Medical concerns
- 85.** What should Lewis put in the blank under III.A.2?
- A. College preparatory program
 - B. School operating hours
 - C. School address and phone number
 - D. South Hills School has esteemed basketball program
- 86.** Which of the following would be the most appropriate introductory sentence of Lewis's essay?
- A. There are many places where I would like to live.
 - B. I do not want to move away from my friends.
 - C. There are many matters to consider when making the decision to relocate.
 - D. It is difficult to balance recreational and educational activities.
- 87.** Bananas are green until they ripen. When bananas ripen, they turn yellow.
- Jamal wants to combine the above sentences into one sentence. What would be the most effective revision?
- A. Unripe bananas are green and ripe bananas are yellow.
 - B. Bananas, green until they ripen, turn yellow when they are ripe.
 - C. Bananas are green and yellow.
 - D. Bananas are green until ripe, and then they turn yellow.
- 88.** Raymond is having trouble with the many uses of the comma. Which of the following sentences demonstrates incorrect comma usage?
- A. A cat, with six toes, is a truly unusual sight.
 - B. The man, who was quite tall, stood out in the crowd.
 - C. The old woman, who was quite deaf, did not hear the phone ring.
 - D. The dog, with a perpetually wagging tail, is a good family pet.

89. William has learned that essays can be used for different purposes. The teacher has asked him to write an essay that explores a comparison. Which of the following introductory sentences would be his best choice?

- A. Apple cake can be made with just a few simple steps.
- B. The weather in Asia is too hot, no matter which country you visit.
- C. My dog can do a lot of tricks, including play dead and roll over.
- D. Although we were both adopted from different families, my sister and I have a lot in common.

90. Sally is in William's class. The teacher has asked her to write a persuasive essay. Which of the following introductory sentences would be her best choice?

- A. Apple cake can be made with just a few simple steps.
- B. The weather in Asia is too hot, no matter which country you visit.
- C. My dog can do a lot of tricks, including play dead and roll over.
- D. Although we were both adopted from different families, my sister and I have a lot in common.

Answer Key

Reading assessment

1. Answer: B

Rationale: Although the passage refers to events in Daruma Boddhidharma's life, the first sentence implies the purpose of the passage, which traces the "beginnings of modern-day karate."

2. Answer: D

Rationale: Although it can be inferred that quilting is fun, the first sentence states the main idea of the passage, and the concluding sentence reinforces the main idea.

3. Answer: C

Rationale: Although nonsense words are used in the passage, the cause and effect of gappers and goats' milk is clear.

4. Answer: D

Rationale: Although goats may well dislike gappers, Sentence 3 states the gappers' effect on goats.

5. Answer: A

Rationale: Answers C and D may be accurate in describing seventeenth-century New England, the passage compares the lives of Hutchinson and Dyer. One obvious comparison is that they both fought for a free exchange of ideas for females.

6. Answer: C

Rationale: A strong case can be made that Hutchinson and Dyer had the courage of their convictions, as they "defied the dominant leadership" and made a "powerful case for female participation in the

exchange of ideas.” Dyer “repeatedly return[ed] to Boston to preach the vision.”

7. Answer: B

Rationale: The words “tried” and “convicted” elsewhere in the sentence give clues to the meaning of the word “sedition,” as they all describe what happens in a courtroom.

8. Answer: B

Rationale: The first line of paragraph 2 explicitly states that it was “Hutchinson’s friend Mary Dyer who made the more powerful case for female participation in the exchange of ideas.”

9. Answer: D

Rationale: The graph doesn’t show evidence as to why certain fertilizers did better than others. The only fact that can be obtained from the graph is that plants grown with Grandma’s Fertilizer grew the tallest.

10. Answer: A

Rationale: The title refers to “tomatoes,” whereas Answer A refers to “beans.”

11. Answer: C

Rationale: The fate of the salmon is the *problem*. The sentence states that public support, laws, funding, and multi-agency commitments address the issue (the solution).

12. Answer: A

13. Answer: C

Rationale: The word “theme” is the clue as to what the author is trying to convey.

14. Answer: B

Rationale: Although an argument could be made that Answer D is an expression of opinion, Answer B makes a quantitative judgment (with no supporting facts to back up the assertion) about how much children and adults will like the film.

15. Answer: B

Rationale: The dates are a sure tip-off as to the method of organizing this chapter.

16. Answer: D

Rationale: “Adolescent behavior in cyberspace” begins on page 32.

17. Answer: B

Rationale: The *effect* of a drought is a rise in crop prices. High prices do not *cause* a drought.

18. Answer: C

19. Answer: C

Rationale: Jalen cannot “kill” his thoughts nor engage in them. Neither does it make sense to “follow up” his thoughts. These thoughts are continuing to affect, or “afflict,” him.

20. Answer: C

Rationale: The chapter title states that there are three exits, so students should be thinking about the character looking for those ways out. Also frightening events would cause a character to want to find a way out.

21. Answer: A

Rationale: When answering this question, it would be helpful to circle or underline the events so as to discern a clear timeline.

22. Answer: C

Rationale: If context clues are not sufficient in order to establish the correct meaning of a word, often it is more effective to have the student look up the word in a dictionary.

23. Answer: A

Rationale: Homonyms sound the same. Answers B and D are antonyms (opposites). Answer C offers a pair of synonyms (words with similar meaning).

24. Answer: C

Rationale: According to the lesson plan, it is the teacher, not the para, who will explain the concept of compound words to the students.

25. Answer: D

Rationale: Only Answer D can be separated into two words: “paper” and “plane.”

26. Answer: D

27. Answer: B

Rationale: Box edging can mask the roses’ unsightly bases.

28. Answer: B

Rationale: Although mound-forming plants mask the roses’ unsightly bases, later on in the sentence the word “while” gives the clue that further information is about to be given, that the foliage is what makes the rose bush’s beauty most noticeable.

29. Answer: B

Rationale: The “eu” prefix in “eusocial” means “well” or “easily.” “Euclid” (the Greek father of geometry) is a proper noun, or name, so clues to the meaning of the word would not be found there. “Eugenic” means “relating to or fitted for the production of good offspring.” To “eulogize” is to speak or write well of someone. “Euphony” is a pleasant or sweet sound.

30. Answer: B

Rationale: A strategy students could use is to help find the meaning of the word is to substitute each of the answers for the word “pheromone”

in the phrase “alarm pheromone,” which appears in the passage. “Alarm *alarm*” does not make sense, nor does “alarm *propaganda*” nor “alarm *food*.” “Alarm *chemical*” makes the most sense.

Mathematics assessment

31. Answer: C

Rationale: First figure out the cost of one ounce of chocolate, since there are 16 ounces in a pound. ($\$8 \div 16 = .5$) Multiply $.5 \times 12 = 6$.

32. Answer: B

Rationale: The first two terms ($2x$ and $3x$) are like terms and can be combined by adding the coefficients. The third term (y) cannot be combined with the other two or with the $5x$.

33. Answer: C

Rationale: Rationale: To get the n th term, add n to the previous term. For example, to get the second term, add 2 to the previous term (1) to get 3. To get the third term, add 3 to the previous term (3) to get 6. To get the fourth term, add 4 to the previous term (6) to get 10. For the fifth term, add 5 to the previous term (10) to get 15. For the sixth term, add 6 to the previous term (15) to get 21.

34. Answer: C

Rationale: $12\text{cm} \div 3\text{cm} = 4$
 $4 \times 10\text{km} = 40\text{km}$

35. Answer: A

36. Answer: C

Rationale: The numbers on the top of the fractions (1, 3, 7, 9) are the numerators, while the numbers on the bottom of the fractions (2, 4, 8, 17) are the denominators. The number 7 is a numerator.

37. Answer: C

Rationale: The mean is the average of the total list of numbers (add up all the numbers and divide by 8 to get 5.525). The median is the middle number in the list from least to greatest. Begin by ordering the numbers from least to greatest.

1.8, 3.2, 3.9, 5.5, 6.3, 6.4, 7.4, 9.7

Since there are 8 numbers, to find the median, you need to get the average of the two numbers in the middle (5.5 and 6.3). Divide the sum of 5.5 and 6.3 by 2 to get the average (5.9).

38. Answer: B

Rationale: The largest number that these numbers are divisible by is 8.

39. Answer: A

Rationale: The ones digit is located just to the left of the decimal point (3) and the hundredths digit is two spaces to the right of the decimal point (2). If you swap the positions of the 3 and the 2, the resulting number is 462.93

40. Answer: A

Rationale: Since the triangles are proportional

$$6/12 = ?/8$$

So $? = 4$ and the height is 4 feet.

41. Answer: C

Rationale: C is the only possibility. In Answer A, $st < 0$. In Answer B and D, $st > 1$.

42. Answer: A.

Rationale: "Difference" is a red flag that the operation you need to perform is subtraction. Three times a number can be represented as $3n$. Therefore the answer is $3n - 10$.

43. Answer: C

Rationale: There are several rules to note when solving this problem. When you subtract a negative number, you get a positive number. (For Answer A, $-6 + 8 = 2$) The order in which you perform an operation affects the solution (For Answer B, $1 \times 4 = 4$). A negative number times a negative number is always a positive number, so Answer D is not correct. In Answer C, you must perform the multiplication operation first, so $6 - 20$ results in a negative number (-14).

44. Answer: C

Rationale: First add up the student's hours. $3 + 6 + 2 + 3 + 4 = 18$. Multiply her total hours by the amount she gets paid per hour. $18 \times \$7.50$, or $18(\$7.50)$.

45. Answer: D

Rationale: $9/45$ can be reduced to $3/15$, which can further be reduced to $1/5$.

46. Answer: D

Rationale: Use the Pythagorean Theorem ($a^2 + b^2 = c^2$). You know that $a = 4$ and $c = 5$. So $4^2 + x^2 = 5^2$. In other words, $16 + x^2 = 25$. Your next step is to isolate the variable, so subtract 16 from both sides, which is equal to 9. The square root of 9 is 3.

47. Answer: C

Rationale: First find the common denominator, which is 12. Convert all fractions to twelfths and then add them. $4/12 + 3/12 + 11/12 = 18/12$ or $1\ 6/12$ or $1\ 1/2$.

48. Answer: D

Rationale: Find the sum of the people going on the trip ($26 + 18 + 20 + 3$) = 67. The buses seat $30 + 30 = 60$. The difference is 7.

49. Answer: D

Rationale: $72/x = 75/100$. $72(100) = 75x$. $7,200 = 75x$. $7,200 \div 75 = 96$.

50. Answer: B

Rationale: There are two places to the right of the decimal point, so the decimal represents $29/100$.

51. Answer: A

Rationale: Multiply $.99 \times 5$ to find out how much the notebooks will cost on sale. Then find out how much Holly would pay if the notebooks were not on sale. (Multiply $.79 \times 10 = \$7.90$) Then find the difference. $7.90 - 4.95 = 2.95$.

52. Answer: D

Rationale: Quadrilaterals are four-sided, closed, geometric figures. A stop sign has eight sides.

53. Answer: C

Rationale: Plot (x,y) coordinate pairs beginning at the origin $(0,0)$. Count left to right for the x axis and up for the y axis. Coordinate pair $(6,0)$ does not fall on line l .

54. Answer: C

Rationale: $225 \div 25 = 9$

55. Answer: A

Rationale: First you need to convert hours to minutes. Two hours is 60 minutes $\times 2 = 120$. Four-fifths of an hour is equal to 48 minutes. Add these numbers together to get 168 total minutes.

56. Answer: D

Rationale: First calculate the new balance that Professor Breen will be charged interest on. $\$300 - \$50 = \$250$. Add his new charges ($\60) to get $\$310$. A charge of 3% ($.03 \times 310 = \9.30) is added to his bill.

57. Answer: A

Rationale: Let k be the number of voters who changed their vote. Since you want k as small as possible, the k voters should come from those

who voted for James. $212 + k > 244 - k$. Solving this inequality yields $2k > 32$ or $k > 16$. Therefore 17 voters who voted for James would have to change their vote for Susan to receive more votes than James.

58. Answer: B

Rationale: $5 + y > 23$ or $y < 18$

$5 + 23 > y$ or $y < 28$

$23 + y > 5$ or $y < 18$

The lengths of the 3 sides of the triangle are prime numbers so y must be a prime number between 18 and 28, which could be 19 or 23.

59. Answer: B

Rationale: You are looking for a number that cannot be the sum of a number plus 10 times that number. ($x + 10x = 11x$). All possible numbers must be a multiple of 11. The only number that is NOT a multiple of 11 is 144.

60. Answer: D

Rationale: The problem can be expressed as follows:

$$\frac{87 + 81 + 88 + x}{4} = 87$$

$$256 + x = 348$$

$$348 - 256 = x$$

$$92 = x$$

Writing assessment

61. Answer: B

Rationale: To correct this sentence, “lie” should be changed to “lies,” as the subject (factor) and the verb (lie) must agree.

62. Answer: A

Rationale: The word “staff” is singular, so “were” should be changed to “was.”

63. Answer: C

Rationale: “You’re” is a contraction for “you are.” The correct form is “your.”

64. Answer: A

Rationale: Without the apostrophe, “today’s” is a plural noun; “today’s” is a possessive singular noun.

65. Answer: C

Rationale: “Media” is plural, and since the question only discusses one type (television), the proper form is “medium.”

66. Answer: D

Rationale: “Studies” is the word performing the action “show.”

67. Answer: depend

Rationale: “Depend” is the verb.

68. Answer: A

Rationale: It is the *work* of Pablo Picasso that is being divided, not the artist himself.

69. Answer: B

Rationale: The complete predicate is everything that occurs after the verb.

70. Answer: C

Rationale: Examples of conjunctions are and, but, or, nor, etc.

71. Answer: B

Rationale: The correct spelling is “measuring.” The silent “e” gets dropped when adding an “-ing.”

72. Answer: A

Rationale: The correct spelling is “receive.” (Remember i before e except after c!)

73. Answer: C

Rationale: The correct spelling is “tried.” Review rules for verbs that end in a consonant + y, which often changes their form.

74. Answer: A

Rationale: The correct spellings for the two forms of this word are “stationary” (unmoving) and “stationery” (writing paper).

75. Answer: C

Rationale: The correct spelling is “potatoes.” Watch for plural words that do not simply take an “s” at the end; instead, their spellings change.

76. Answer: A

Rationale: The first couple of sentences note Zachary’s predilection for watching birds. The next sentences focus on how the crows display certain behaviors, and therefore these sentences should be grouped in a separate paragraph.

77. Answer: C

Rationale: The sentence is missing a subject and therefore is a sentence fragment.

78. Answer: B

Rationale: Although a case could be made that the essay is instructional in that it conveys information about the actions of wildlife, the topic sentence makes the case that following will be a discussion of Zachary’s hobby (as opposed to any particularly scholarly interpretations).

79. Answer: C

Rationale: The subject (“car”) and the verb (“was”) agree. The other choices involve subjects of more than one person and therefore the verbs do not agree.

80. Answer: B

Rationale: “It rained heavily during the morning” and “we managed to have our picnic anyway” can both stand alone as independent clauses.

81. Answer: B

Rationale: A gerund is the “ing” form of a verb.

82. Answer: C

Rationale: “Tomato” adds two letters at the end (“tomatoes”). “Leaf” adds two letters (“e” and “s”) as well as changes one letter (“f” to “v”) in “leaves.”

83. Answer: B

Rationale: Although the topic is still birds here, the sentence does not offer information about migration patterns; rather, it offers information about feeding patterns.

84. Answer: C

Rationale: “Weather” and “climate” are similar, but climate is more appropriate here because you are looking at the average weather conditions for an area.

85. Answer: A

Rationale: The other choices offer information that is too specific for an outline. “College preparation program” is one of the areas Lewis would look at when asking whether one school has a better program than another.

86. Answer: C

Rationale: Although it may be true that Lewis does not want to leave his friends or that there are many places he would like to live, Lewis’s outline lists general areas of focus (attractions, climate, education), which indicates a broader topic.

87. Answer: D

Rationale: Answer A is missing a comma before the conjunction “and.” Answer B is redundant. Answer C is missing information about the ripening process. Therefore, Answer D is the best answer.

88. Answer: A

Rationale: The commas are used here to bracket a conditional phrase, which is essential to the meaning of the sentence. Take out the phrase and you have “A cat is a truly unusual sight.”

89. Answer: D

Rationale: Answer A is instructional. Answer B is persuasive. Answer C could indicate a persuasive or descriptive essay. Answer D hints that William will be listing the things he and his sister have in common, thus offering a comparison.

90. Answer: B

Rationale: “Too hot” is an opinion rather than a statement of fact.

Appendix

Resources on the Web

www.ets.org/parapro This website is home to the Educational Testing Service (ETS). At this site you can find out more about the ParaPro Assessment, including download Test-at-a-Glance materials and find a complete listing of test centers.

www.teachingandlearning.org This is another website where you can download the Test-at-a-Glance information.

WRITING, READING, AND GRAMMAR RESOURCES

www.brownlee.org/durk/grammar/main.html This site is currently being redesigned. It will offer online English quizzes for grammar instruction.

ccc.commnet.edu/grammar This is another good site to visit for grammar tips, whether at the word and sentence level or at the paragraph level. Great FAQ area for often-raised grammar issues.

www.rhlschool.com/reading.htm This site features reading comprehension worksheets for teachers and parents to copy for their students. They include original stories, poems, essays, and articles, which are most appropriate for upper elementary through middle school years.

www.m-w.com/dictionary.htm: This is Merriam Webster's online dictionary.

MATH RESOURCES

www.mathforum.org Here you'll find brain teasers, puzzles, and lots more to keep your mind sharp and math-oriented. Dr. Math to the rescue!

www.brainpop.com/math/seeall.weml This website will not only delight your students if you choose to share it with them but it will help you get over any math anxiety you have. The “movies” are fun and interactive—you may discover a new love for mathematics! (Note: The downside of this site is that after a few exercises a menu pops up and asks you to pay the piper. The fee is minimal but necessary.)

www.hotmath.org This is a homework helper site.

www.coolmath4kids.com Maybe not just for kids but for paraprofessionals reviewing math concepts.

www.purplemath.com/internet.htm This is a tutorial to help you with your algebra.

www.skonline.salkeiz.k12.or.us/mathonline/mathcovab.htm This website will help you brush up on your math vocabulary.

www.cut-the-knot.org Puzzles, games, and basics in algebra and geometry.

Important terms

Although the ParaPro Assessment does not require you to define all the following terms, it is helpful to know them in order to more easily understand grammar concepts.

adjective—a part of speech; a word that modifies a noun or pronoun

Example: The lazy fox could not catch the chicken.

adverb—a part of speech; a word that modifies a verb, an adjective, another adverb, or a clause; often ends in *-ly*

Example: Margaret read the directions closely so as not to make any careless errors.

agreement—a rule of grammar that requires certain words in a sentence to share the same properties, such as a number

Example: 1. The rambunctious puppies slipped their collars.
2. The young man adjusted his collar.

apostrophe—a mark (') used to show possession; also used in place of letters in a contraction

Example: 1. The two brothers' skateboards were quite worn.
2. The boys couldn't wait to replace their skateboards.

clause—a group of words that contain both a subject and a verb

Example: Mrs. Landry just baked an apple pie.
subject verb

complete predicate—a part of a sentence; it includes both the main verb and the person, place, or thing receiving the action of the verb

Example: The gardener weeded the overgrown areas in the backyard.

conjunction—a word that joins words phrases, or clauses, e.g. *and, but, for, or, nor, either, neither, yet, so and so that*

coordinating conjunction—a conjunction (like “and” or “or”) that connects two identically constructed grammatical constituents.

Example: Jane and Tom wanted to see *Gone with the Wind* or *Ben Hur*.

contraction—a word formed by omitting letters and replacing them with apostrophes (we're, you're, they're)

Example: Frederick didn't know the answer to the question.

dependent clause—a clause that depends on another part of the sentence to clarify its meaning; it cannot stand alone as a complete sentence

Example: Since the class was so behind, the teacher decided to skip the next chapter.

independent clause—a clause that does not depend on another part of the sentence to clarify its meaning; it can stand alone as a complete sentence

Example: Since the class was so behind, the teacher decided to skip the next chapter.

noun—a part of speech; a word that names a person, place, thing, or concept

Example: The package was delivered yesterday.

personal pronoun—a pronoun that stands for a noun (I, we, him, me)

Example: We are going to the movies later.

possessive pronoun—a pronoun that refers to a noun (my, our, his, yours)

Example: Give me back my book, please.

predicate—a part of a sentence; the action that the subject performs or an assertion about that subject

Example: I will never forget the smell of the perfume that my mother wore.

preposition—a part of speech; identifies a relationship between time or space

Example: Theresa was the brightest student in her class.

pronoun—a part of speech; a word that stands in for or refers to a noun

Example: I am late for school again.

Formulas and conversions

DISTANCE

- 1 foot (ft.) = 12 inches (in.)
- 1 yard (yd.) = 3 feet
- 1 mile (mi.) = 1.61 kilometers (km.)
- 1 mile = 5,280 feet
- 1 inch = 2.54 centimeters (cm.)
- 1 meter = 100 centimeters
- 1 kilometer = 1,000 meters

AREA

- 1 square foot (sq. ft.) = 144 square inches (sq. in.)
- 1 square yard = 9 square feet
- 1 acre = 43,560 square feet
- 1 acre = 4,840 square yards

VOLUME

- 1 cup = 8 fluid ounces
- 1 quart (qt.) = 2 pints (pt.) = 4 cups
- 1 gallon = 4 quarts
- 1 gallon (gal.) = 231 cubic inches (cu. in.)
- 1 liter (l.) = 0.26 gallons = 1.057 quarts
- 1 cubic foot = 7.48 gallons
- 1 cubic yard (cu. yd.) = 27 cubic feet

WEIGHT

1 ounce (oz.) = 28.350 grams (g.)

1 pound (lb.) = 16 ounces

1 pound = 453.592 grams

1 milligram (mg.) = 0.001 grams

1 kilogram = 1,000 grams

1 kilogram = 2.2 pounds

1 ton = 2,000 pounds

TEMPERATURE

$C = \frac{5}{9}(F - 32)$ or $C = \frac{5}{9}(F - 32)$

$F = 1.8 C + 32$ or $F = \frac{9}{5} C + 32$



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