Western School of Technology and Environmental Science

100 Kenwood Avenue
Catonsville, MD 21228

Career and Technical Education Programs

2024-2025 Assessment Guidelines

Eligibility

Applications must be submitted on or before 1 p.m. on Friday, November 3, 2023. Applications can be accessed from the BCPS Magnet Programs' Web site (www.tinyurl.com/BCPSMagnet) beginning at 12:00 noon on Tuesday, September 12, 2023. Late applications are not processed.

Applicants must attend and complete the assessment for the program to which they applied. Failure to do so will disqualify the applicant; and admission into the magnet program will be denied.

Applicants may only assess for the program(s) to which they applied. Assessments completed for a program not selected on the application will not be scored.

Documented testing accommodations, as appropriate to the assessment, will be provided. Education plans for students not currently attending a BCPS school must be submitted with the magnet application.

Assessment Scheduling

Assessments must be scheduled through the online application system when the application is submitted.

Failure to attend an assessment WILL result in disqualification.

If there are scheduling conflicts with other magnet assessments, parents must contact the Magnet Programs' office by no later than November 8, 2023.

It is the responsibility of the parent(s) to:
- ensure the applicant attends the assessment on the scheduled date and time.
- ensure the applicant brings the required materials to the assessment.
- contact the schools immediately if an unforeseen illness or emergency occurs.

Unforeseen Illness or Emergency: If the applicant cannot attend or complete the scheduled assessment due to an unforeseen illness or emergency, **please immediately contact Western School of Technology and Environmental Science at (443) 809-0840 or Jennifer Martinez (jallen3@bcps.org).** Please be aware that assessments will not be rescheduled without documentation verifying the illness or emergency. Documentation must be provided to the school within 72 hours of the illness or emergency.

Inclement Weather: If school activities are cancelled due to inclement weather, magnet assessments will be postponed. Postponed assessments will occur on the designated inclement weather date. All emergency closing and cancellation information will be posted on the BCPS automated information line, (443) 809-5555. Closings and cancellation announcements may also be made through local media.

Academic Integrity

By taking the BCPS magnet assessments, applicants agree NOT to participate in any of the following activities. Violation of this agreement may result in disqualification:
- Submitting, copying, or attempting to copy another's work, including plagiarizing another's words or ideas
- Using or attempting to use unauthorized materials and/or technology
- Falsifying information in an academic exercise
- Assisting another in academic dishonesty

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<u>Assessment Overview</u>

Magnet Coordinator(s):   Bethany Birago   (443) 809-0840   bbirago@bcps.org

Assessment Date(s): Tuesday, Jan. 23, 2024 @ 4 – 8:30 p.m.
Applicants must arrive 30 minutes prior to assessment start time
Inclement Weather Date: Tuesday, Jan. 30, 2024

Thursday, Jan. 25, 2024 @ 4 – 8:30 p.m.
Applicants must arrive 30 minutes prior to assessment start time
Inclement Weather Date: Tuesday, Jan. 30, 2024

Assessments are by appointment only. Assessments must be scheduled by Nov. 8, 2023.

Assessment Duration: 1.5 hours (includes three 20-minute testing sections with 30 minutes of preparation and breaks between testing sections)

Assessment Description: Applicants will take an online multiple-choice test at the school consisting of approximately 20 math questions, 10 language arts questions, and 20 Magnet-related questions. Each of the three sections will be given a 20-minute testing window.

This information is for all programs except for Culinary Arts. Please see Assessment Guidelines for the Culinary Arts assessment description on the BCPS Magnet Programs' website (www.bcps.org).

<u>On-Site Registration</u>
- **Arrival:** Registration will begin in Western Tech's Front Lobby (in the main building) 30 minutes prior to the appointment time. Applicants who have not checked in at least 15 minutes before their scheduled appointment time will not be allowed to test.

- **Accompaniment Information:** Applicants should be accompanied by at least one parent. Parents may stay in a designated area during the assessment.

- **What to Bring (see Preparing for the Assessment below for details):**
  - Computer (not a phone or iPad) with WiFi capability and the Google Chrome browser
  - Log in credentials for BCPS account OR personal Google account
  - Computer charger
  - Two #2 pencils

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<u>Assessment Components & Self Evaluation</u>

Evaluation Component	Scoring	My Information	Point Values
Math Enrollment	Above Grade 8 Math=10 pts Grade 8 Math=5 pts Below Grade 8 Math=0 pts	My current math course is: _____ (record math course here)	___ / 10 pts
Grade Average 2.5 (B) average or higher preferred	2.5 (B) average or higher=5 pts each Less than 2.5 (B) average=0 pts each	English/Lang. Arts Avg: ____ Social Studies Avg: ____ Math Avg: _____ Science Avg: ____	___ / 5 pts ___ / 5 pts ___ / 5 pts ___ / 5 pts
Attendance 94% preferred	Total unexcused absences in prior year + Unexcused absences in first quarter/trimester of current year 14 days or less=10 pts More than 14 days=0 pts	Total unexcused absences in prior year (all quarters/trimesters) = ____ days + Unexcused absences in current year (first quarter/trimester only) = ____ days Total unexcused absences = ____ days	___ / 10 pts
Language Test	Applicant may earn up to 20 pts	To be determined on scheduled assessment date	20 pts
Math Test	Applicant may earn up to 20 pts	To be determined on scheduled assessment date	20 pts
Magnet Test	Applicant may earn up to 20 pts	To be determined on scheduled assessment date	20 pts
TOTAL			___ / 100 pts

Academic Evaluation: The Academic Evaluation is conducted by BCPS Magnet Programs staff using the applicant's report cards. See below for a description of the grade calculation method. The chart below is for reference only and should not be submitted with assessment or application materials.

How to Calculate Grade Averages:
Convert marking period letter grades to points (A=4, P=4, B=3, C=2, D=1, E/F=0).
Then divide by the number of marking periods.
Alternate grading scales and/or weighted grades will not be used in calculating Grade Averages.

Subject	Last year's Report Card 1st marking pd. grade/points	Last year's Report Card 2nd marking pd. grade/points	Last year's Report Card 3rd marking pd. grade/points	Last year's Report Card 4th marking pd. grade/points (if applicable)	Current year's Report Card 1st marking pd. grade/points	Total Points	Total Marking Periods (4 or 5)	**Grade Average (Total pts ÷ Total Marking Periods)**
English/Lang Arts								
Math								
Science								
Social Studies								

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<u>Preparing for the Assessment</u>

This information is for all programs <u>except</u> for Culinary Arts. Please see Centralized Assessment Guidelines for the Culinary Arts assessment description on the BCPS Magnet Programs' website.

Applicants will take an online multiple-choice test at the school consisting of approximately 20 math questions, 10 language arts questions, and 20 Magnet-related questions. Each of the three sections will be given a 20-minute testing window.

Students are required to bring a computer with internet access to complete the test. Cell phones and iPads may not be used for the assessment. **If the student does not have access to a computer for the assessment, parents MUST contact Bethany Birago (bbirago@bcps.org) no later than December 1, 2023.**

BCPS students will access the Google Meet link using their BCPS account. Non-BCPS students will need to establish a Google account prior to the assessment to access the Google Meet link.

Calculators <u>may not</u> be used on any portion of the magnet assessment unless the student has a documented accommodation.

To prepare, applicants may want to review the following concepts in addition to any current course work and complete the practice problems that follow:

Math Concepts: order of operations, operations with fractions, number patterns, simplifying expressions, solving equations, identifying functions, finding slopes and equations of lines, graphing linear equations, using the Pythagorean theorem, and understanding angle relationships with intersecting lines

Language Arts Concepts: identifying main idea, answering questions based upon reading a passage, grammar, and punctuation

Magnet Concepts: perform basic mathematical computations without a calculator (basic addition, basic subtraction, ratios, proportions, percentages, monetary calculations, measurements); solve problems using critical thinking skills; interpret information from charts, graphs, grids, and/or gauges; demonstrate knowledge of professionalism and customer service skills; apply spatial relation concepts to answer questions; and identify geographic data on a map

Sample Mathematics Problems

1. Evaluate the expression.

$$\frac{2}{3} \div \frac{1}{7}$$

2. Evaluate the expression.

$$6 \div 1 - 3 + 2 \cdot 3$$

3. Find the 6th term in the sequence 1,4,9,16….

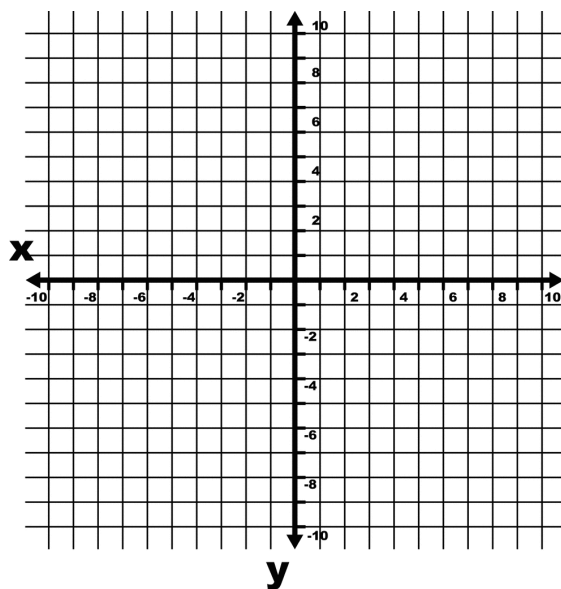4. Solve for x.

$$4x - 2 = 2x + 8$$

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5. Solve for x.

$$\frac{2}{5} = \frac{6}{x}$$

6. Solve the inequality, $-2x-4 > -16$, and represent the solution set on a number line.

7. Sketch the graph of $\frac{1}{2}x - y = 3$, and on the same coordinate plane, sketch a graph that is perpendicular to the original function and also passes through the same y-intercept.

8. A marketing sales professional makes a base salary of $1,000 per month. The marketing sales professional earns an additional 5% of total sales for the month. If the marketing sales professional earned $2,130 in a month, write an equation to model this situation if x represents the total sales for the month.
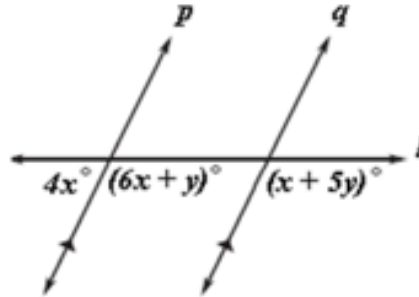
9. Which relations are functions?
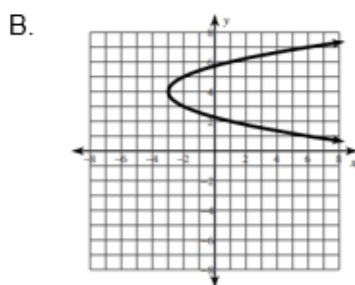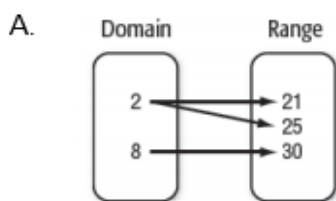
A.

Domain	Range
2	21
	25
8	30

B.

C.

x	y
−3	2
−1	5
1	8
3	11

10. Find the value of *x* and *y*.

11. Simplify the expression.
$$2x - 5(3x - 4)$$

12. How many $\frac{3}{4}$-inch pieces can be made from $10\frac{1}{2}$ inches of string?

13. Ryan went out to dinner. His dinner was $15. Including tip, Ryan paid $17.70. What percentage tip did Ryan leave?

14. What is the slope-intercept form equation of the line passing through (0, 5) and (4, -3)?

15. What is the most simplified fraction equivalent to -0.08?

Sample Mathematics Problems Solutions

1. Evaluate the expression. $\frac{2}{3} \div \frac{1}{7} = \frac{14}{3}$

2. Evaluate the expression. $6 \div 1 - 3 + 2 \cdot 3 = 9$

3. Find the 6th term in the sequence $1,4,9,16,25,36\ldots n^2$; the 6th term is 36.

4. Solve for *x*.
$$4x - 2 = 2x + 8$$
$$2x - 2 = 8$$
$$2x = 10$$
$$x = 5$$

5. Solve for *x*.

$$\frac{2}{5} = \frac{6}{x}$$

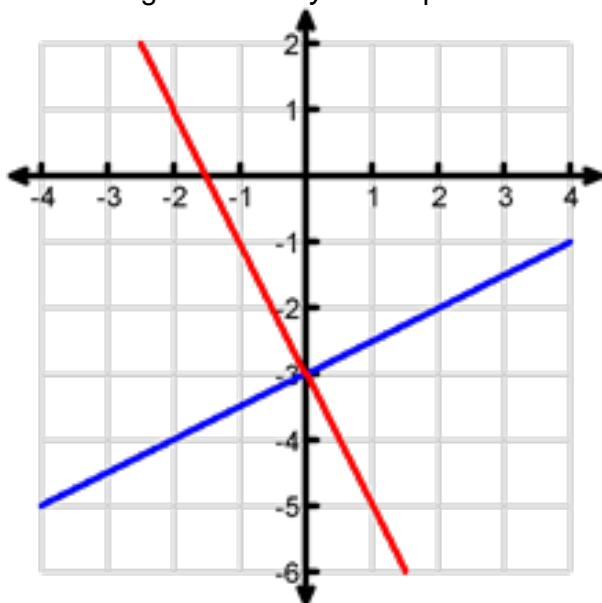x = 15

6. Solve the inequality −2*x*−4 > −16, and represent the solution set on a number line.

$$-2x-4 > -16$$
$$-2x > -12$$
$$x < 6$$
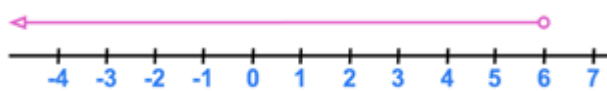
7. Sketch the graph of 12*x*−*y* = 3, and on the same coordinate plane, sketch a graph that is perpendicular to the original function and also passes through the same *y*-intercept.

8. A used car salesman makes a base salary of $1,000 per month. The salesman earns an additional 5% of total sales for the month. If the salesman earned $2,130 in a month, write an equation to model this situation if *x* represents the total sales for the month.

$$2,130 = .05x+1,000$$
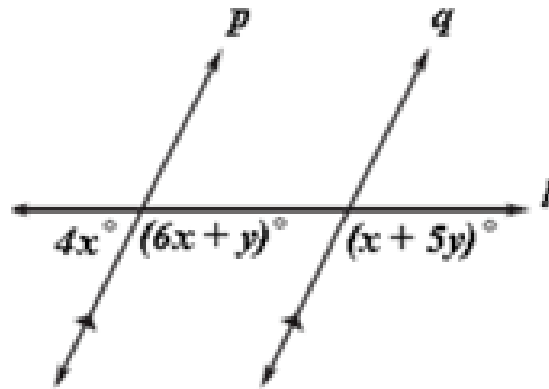
9. Which relations are functions? C only
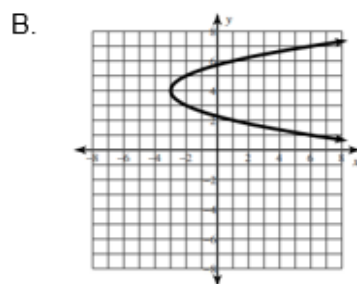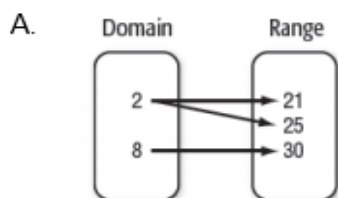
A.

B.

C.

x	y
−3	2
−1	5
1	8
3	11

10. Find the value of *x* and *y*.   *x*=16 and *y*=20

11. Simplify the expression. $2x - 5(3x - 4)$
$2x - 15x + 20$
$-13x + 20$

12. How many $\frac{3}{4}$ inch pieces can be made from $10\frac{1}{2}$ inches of string?   14 pieces

13.Ryan went out to dinner. His dinner was $15. Including tip, Ryan paid $17.70. What percentage tip did Ryan give?   18%

14. What is the slope-intercept form equation of the line passing through (0, 5) and (4, -3)?

$y = -2x + 5$

15. What is the most simplified fraction equivalent to -0.08? $\dfrac{-2}{25}$

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Language Arts Sample Assessment

Note: This study guide provides you with different types of readings: informational and literary. Each reading below is accompanied by several questions that will mimic the language arts portion of the magnet assessment. For some of the questions, you will consider how the passage might be revised to improve the expression of ideas. For other questions, you will consider how the passage might be edited to correct errors in sentence structure, usage, or punctuation. Some questions will direct you to an underlined portion of the passage. Other questions will direct you to a location in a passage or ask you to think about the passage as a whole. After reading each passage, choose the answer to each question that most effectively improves the quality of writing in the passage or that makes the passage conform to the conventions of standard written English. Many questions include a "NO CHANGE" option. Choose this option if you think the best choice is to leave the relevant portion of the passage as it is.

Directions: Read the following article <u>Wake Up!</u> and use it to answer questions 1-11.

If you've ever been driving on long stretch of highway late at ❶<u>night or, early in the morning, you</u> almost certainly know the feeling. Even though you're in a heavy machine hurtling forward at an extraordinary rate, you just can't stay awake. You know that driving requires your full attention, but your eyelids are just too heavy.

If you haven't had this experience, you're lucky, but you're in the minority. Charles Czeisler, from the Division of Sleep Medicine at Harvard, says that as many as 56 million Americans a month "admit that they drive when they haven't gotten enough sleep." This may seem like a harmless enough problem, but as many as one seventh of these drivers admit to falling asleep at the ❷<u>wheel. Causing</u> more than a million crashes each year, including 50,000 injuries and 6,400 deaths.

❸<u>These may sound like drunk-driving numbers and with good cause.</u> At a recent forum, Czeisler suggested that driving on fewer than two hours of sleep is the equivalent of driving while ❹<u>intoxicated. Judgment is</u> similarly compromised, and reactions are correspondingly slowed. The numbers speak for themselves, so Czeisler and the committee are attempting now to implement changes in the law code to address sleep deprivation. ❺

Some of the group's findings make obvious sense. They argue that people who work night shifts never quite regulate their sleep, regardless of how their regular sleep schedules are. ❻<u>In addition, night-shift workers with sleep disorders are at a particular risk of which they are unaware. One major sleep disorder for which this is especially true is sleep apnea.</u> Czeisler's group estimates that approximately 85% of sleep apnea cases go undiagnosed and untreated. Individuals with sleep apnea don't rest deeply even when they are asleep, and the disorder, given all of its negative side effects, ❼ <u>was doubling</u> the risk of sleep-related crashes.

The findings regarding young people, ❽<u>nevertheless,</u> were not quite so obvious. Young people have a tendency to think that they can operate at a high level with less sleep. ❾<u>This may be anecdotally true, but the science suggests that in fact quite the opposite is true.</u> A set of chemicals in the hypothalamus region of the brain produces the cells that help the transition from wakefulness to sleep. In younger people, these cells are ❿<u>highly developed,</u> whereas in older people, many of the cells have died or function at a lower level. As a result, a younger person is more at risk for uncontrollable lapses in engagement⓫<u>added to attention</u> because brain function between wakefulness and sleep is more easily blurred, so next time you think you're OK to drive after a late night, use some of those brain cells and call a cab or take a nap instead.

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1. Refer to the underlined portion labeled ❶ and identify if a change is needed for either sentence clarity or grammar usage. If you believe that the labeled portion is correct as is, choose "NO CHANGE."
   - A. NO CHANGE
   - B. night or early in the morning you,
   - C. night or early in the morning, you
   - D. night, or early in the morning at you

2. Refer to the underlined portion labeled ❷ and identify if a change is needed for either sentence clarity or grammar usage. If you believe that the labeled portion is correct as is, choose "NO CHANGE."
   - A. NO CHANGE
   - B. wheel, causing
   - C. we all, this causes
   - D. wheel. Which causes

3. Which choice provides the best transition from paragraph 2 to paragraph 3?
   - A. NO CHANGE
   - B. Auto-accident fatalities are among the leading causes of death every year.
   - C. Medical professionals regularly hold forums to share their findings and discover new findings.
   - D. Drunk driving remains a difficult problem in this country, even though the penalties for it are strict.

4. Refer to the underlined portion labeled ❹ and identify if a change is needed for either sentence clarity or grammar usage. If you believe that the labeled portion is correct as is, choose "NO CHANGE."
   - A. NO CHANGE
   - B. intoxicated, judgment is
   - C. intoxicated. Judgment is:
   - D. intoxicated; judgment is

5. At this point, the writer wants to add a specific proposal that Czeisler's group has made based on the information in this paragraph. Which choice best accomplishes this goal?
   - A. Some of Czeisler's colleagues have already organized new conferences on sleep apnea and other sleep disorders.
   - B. The invention of self-driving cars could potentially reduce the risk of sleep-deprived driving.
   - C. Czeisler has had a long and illustrious career teaching people about how to observe their own unconscious behavior.
   - D. Czeisler and his colleagues are trying to get sleep-deprived driving added to the list of criminal statutes.

6. Which choice most effectively combines the underlined sentences labeled ❻?

   - A. In addition, night-shift workers with sleep disorders are at a particular risk of which they are unaware; moreover, one major sleep disorder from which this is especially true is sleep apnea.
   - B. In addition, night-shift workers with sleep disorders, especially sleep apnea, are at a particular risk of which they are unaware.
   - C. In addition, night-shift workers with sleep disorders are in a particular risk of which they are unaware: among them are sleep apnea especially.
   - D. In addition, night-shift workers with sleep disorders are at a particular risk of which they are unaware; One major sleep disorder for which this is especially true is sleep apnea.

7. Refer to the underlined portion labeled ❼ and identify if a change is needed for either sentence clarity or grammar usage. If you believe that the labeled portion is correct as is, choose "NO CHANGE."
   A. NO CHANGE
   B. are doubling
   C. is doubling
   D. doubles

8. Refer to the underlined portion labeled ❽ and identify if a change is needed for either sentence clarity or grammar usage. If you believe that the labeled portion is correct as is, choose "NO CHANGE."
   A. NO CHANGE
   B. however,
   C. furthermore,
   D. thus,

9. Which choice most effectively cites commonly-held views while previewing what is to come in the paragraph?
   A. The underlined portion labeled ❾
   B. Young people's susceptibility to alcoholism is also much higher than that of adults.
   C. It's also well known that young people tend to drive faster than older people.
   D. Everyone's different, and maybe you are one of the lucky few who doesn't need that much sleep.

10. Refer to the underlined portion labeled ❿ and identify if a change is needed for either sentence clarity or grammar usage. If you believe that the labeled portion is correct as is, choose "NO CHANGE."
    A. NO CHANGE
    B. firing on all cylinders,
    C. going off,
    D. off the chain,

11. Refer to the underlined portion labeled ⓫ and identify if a change is needed for either sentence clarity or grammar usage. If you believe that the labeled portion is correct as is, choose "NO CHANGE."
    A. NO CHANGE
    B. and attention lapses also
    C. plus attention as well
    D. and attention

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Directions: **Read the following poem and use it to answer questions 12-14.**

School Photographer
By Kristine O'Connell George

When I am behind my camera lens
I can make people stand closer,
wrap their arms around each other,
even get them to smile.
When I am behind my camera lens
I see things others don't.
I can record a single moment
that *distorts* or tells the truth.
When I am behind my camera lens
I can see everything
except my own self, hiding
behind my camera.

12.   Why does the speaker feel hidden?
    A. No one can see her
    B. She is looking through the camera
    C. There is no one around
    D. Other people are standing in front of her

13.   In line 6, when the speaker says, "I see things others don't," she most likely means _____
    A. people often overlook what's around them.
    B. people don't pay attention when their picture is taken.
    C. cameras are the most accurate form of record keeping.
    D. the camera lens is like a microscope.

14.   In the first four lines, the speaker likes being a photographer because she _____
    A. likes to take pictures of her friends.
    B. gets to make other people do things.
    C. enjoys the feel of the camera in her hands.
    D. wants to become a better school photographer.

Questions 15-17 are not based on a reading.

15.   Choose the word or group of words that means the same, or about the same, as the underlined word.

    Mr. Martinez told Dave to enunciate the word carefully, so everyone in the audience would hear it clearly. Enunciate means _____.
    A. examine
    B. write
    C. pronounce
    D. describe

16. Choose the word or group of words that means the same, or about the same, as the underlined word.

    School was closed due to the <u>adverse</u> weather conditions. <u>Adverse</u> means _____.
    A. windy
    B. difficult
    C. slippery
    D. snowy

17. Choose the sentence that includes the same meaning of the underlined word in the following sentence.

    These directions will tell you how to <u>operate</u> the toy.

    In which sentence does the word <u>operate</u> have the same meaning as in the sentence above?
    A. Carol knows how to <u>operate</u> that computer.
    B. The doctor will <u>operate</u> on my grandfather tomorrow.
    C. It's sometimes hard to <u>operate</u> a business.
    D. This engine doesn't <u>operate</u> well at all.

Read the following excerpt from *Dear Mr. President: Thomas Jefferson: Letters from a Philadelphia Bookworm*, a novel that takes place when President Jefferson was in office. The girl writing the letter recently moved from Philadelphia to Pittsburgh. **Questions 18-21 are based on the two passages that follow.**

From *Dear Mr. President: Thomas Jefferson: Letters from a Philadelphia Bookworm* by Jennifer Armstrong

At the beginning of the 1800's, America was still a brand-new country. Its citizens were still learning who they were and where they might go in their new surroundings. To lead them, they had one of the most talented and brilliant presidents this country has ever seen: Thomas Jefferson. He was not only a statesman and politician. He was not only the man who drafted our revolutionary Declaration of Independence. He was also a musician, a scientist, an inventor, an engineer, an architect, a gardener, a family man, a friend, and a philosopher. Perhaps no other president in American history has come close to his incredible range of interests, skills, and talents.

In addition to being the third president of the United States, Thomas Jefferson was the president of the American Philosophical Society in Philadelphia. Philadelphia was the largest, most intellectual, and most sophisticated city in America at that time. The American Philosophical Society included some of the country's most respected scientists and thinkers.

Imagine, then, a girl named Amelia Hornsby living during the early 1800's in Philadelphia. In this city, she would have rubbed elbows with some of the brightest lights in the country. She would have received a good education in Philadelphia, which had very progressive ideas about schooling. And she would have taken an active and lively interest in the current events and political affairs of her day, even writing to the president if she felt it was her duty. Imagine Amelia writing to President Jefferson.

November 30, 1806
Pittsburgh
To Mr. Thomas Jefferson, President
Washington, D.C.

Dear Sir,

We have by now read many of the reports ourselves, as they have been published in the Gazette. Of much interest here at Pittsburgh was the news, brought to us by a member of this college, of having attended the public auction in Saint Louis where Captains Lewis and Clark sold off so many of the items employed on their tour. This colleague of my father's, one Landau Herrick, bought for himself the rifle carried by Pvt. Cruzatte; and as we understand, it was this rifle by which Captain Lewis was accidentally shot and wounded. It is a souvenir of considerable value to Mr. Herrick and of interest to us all.

We will be very eager to know if Captains Lewis and Clark and their entourage will be stopping at Pittsburgh. The news informs us that they make very slow progress indeed, as they are stopped at every town and settlement and hailed as returning heroes. I imagine they will be heartily sick of balls and banquets before they take another step. Yet, if they do come to Pittsburgh, we shall not fail to celebrate these titans of exploration.

How sorry I was to learn that Sacagawea must stay with her husband, Charbonneau, with the Mandan. What puzzles me is the report that Charbonneau was paid in excess of $500 for his services to the Corps of Discovery; but nowhere have I found a report of any payment rendered to Sacagawea. I should be most interested to hear at what value her services were placed. For inasmuch as she did most swiftly and expertly guide the company across the Rocky Mountains and to the Colorado River, thence to the sea, her services would seem invaluable.

And inasmuch as I must consider some employment for myself beyond being my father's hostess (for he is to marry a widow lady of this town), I should like to know how highly a woman might be compensated for hard work. I do not propose that I should be a wilderness guide. But it has been suggested to me that a person of my education and attainments might do well as a teacher for young ladies; and as this suits my temper very well, I think I may try it when I am of suitable years.

Respectfully yours,
Amelia Hornsby

Read the excerpt from *Dear Mr. President: Thomas Jefferson: Letters from a Philadelphia Bookworm,* a novel set when President Jefferson was in office and featuring Amelia Hornsby, who has grown up in Philadelphia but has recently followed her father, a doctor, to Pittsburgh. Then answer the following:

18. Amelia's letter can best be described as
    A. a personal reflection to events.
    B. a narrative of an unusual situation.
    C. an exploration of a plan for the future.
    D. an explanation of a particular time period.

19. Which of these questions is NOT answered by the details and events in this passage?
    A. What happened to Amelia's mother?
    B. What is Amelia's attitude toward Sacagawea?
    C. How concerned is Amelia with current events?
    D. Why is Amelia interested in the purchase of Pvt. Cruzatte's rifle?

20. Read this sentence from paragraph 2 of the letter.

   "Yet, if they do come to Pittsburgh, we shall not fail to celebrate these titans of exploration."

   The word in paragraph 2 that most helps a reader understand the meaning of **titans** is
   - A. entourage.
   - B. progress.
   - C. heroes.
   - D. banquets.

21. Read this sentence from paragraph 4 of the letter.

   "But it has been suggested to me that a person of my education and attainments might do well as a teacher for young ladies; and as this suits my temper very well, I think I may try it when I am of suitable years."

   In this sentence, the word **suitable** suggests
   - A. advanced.
   - B. appropriate.
   - C. matching.
   - D. noticeable.

For items 22 – 36, examine the sentences carefully. Select the sentence, word, or phrase that is correct according to the rules for standard written English punctuation and grammar.

22.   A. When two people date steadily and restrict their social activities.

   B. When two people date steadily, they restrict their social activities.

   C. When two people date steadily and they restrict their social activities.

23.   A. I will be happy to babysit, you seem too tired.

   B. I will be happy to babysit. You seem too tired.

   C. I will be happy to babysit you seem too tired.

24.   A. Memorizing rules is not as important as to understanding the principles behind them.

   B. To memorize rules is not as important as understanding the principles behind them.

   C. Memorizing rules is not as important as understanding the principles behind them.

25.   A. He wants everything, but he didn't want to work for it.

   B. He wants everything, but he doesn't want to work for it.

   C. He wants everything, but he wouldn't work for it.

26.   A. Looking through the binoculars, the bird flew away.

        B. I saw the bird looking through the binoculars.

        C. Looking through the binoculars, I saw the bird fly away.

27.   A. Finding a nice place to take his wife out for dinner for their anniversary was difficult.

        B. Finding a nice place to take his wife out for dinner for their anniversary.

        C. Finding a nice place to take his wife out for dinner for their anniversary and having a difficult time succeeding.

28.   A. Frank refused to work hard, he was fired.

        B. Frank refused to work hard he was fired.

        C. Frank refused to work hard, so he was fired.

29.   A. The stew was thick, cold, and did not have any taste.

        B. The stew was thick, cold, and you couldn't taste anything

        C. The stew was thick, cold, and tasteless.

30.   A. Ellen often has threatened not to finish her chores.

        B. Ellen has threatened to not finish her chores often.

        C. Ellen has threatened to not often finish her chores.

31.   A. The man who was continually interrupting the speaker and upsetting the audience.

        B. The man was continually interrupting the speaker and upsetting the audience.

        C. The man continually interrupting the speaker and upsetting the audience.

32.   A. Cigarettes have been related to cancer, but millions of people continue to smoke.

        B. Cigarettes have been related to cancer, millions of people continue to smoke.

        C. Cigarettes have been related to cancer however millions of people continue to smoke.

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33. A. If a tourist wants to enjoy a visit to Denmark, we should learn Danish.

B. If tourists want to enjoy a visit to Denmark, they should learn Danish.

C. If a tourist wants to enjoy a visit to Denmark, you should learn Danish.

34. A. He is always talking, and his sister listened.

B. He always talks, and his sister listens.

C. He always talked, and his sister listens.

35. A. In the fight, the dog lost both his collar and broke his leg.

B. In the fight, the dog both lost his collar and his leg was broken.

C. In the fight, the dog both lost his collar and broke his leg.

Language Arts Sample Assessment Answer Key

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

Magnet Sample Assessment

1. Arrow letter _____ is pointing to $3\frac{11}{16}$ inches.
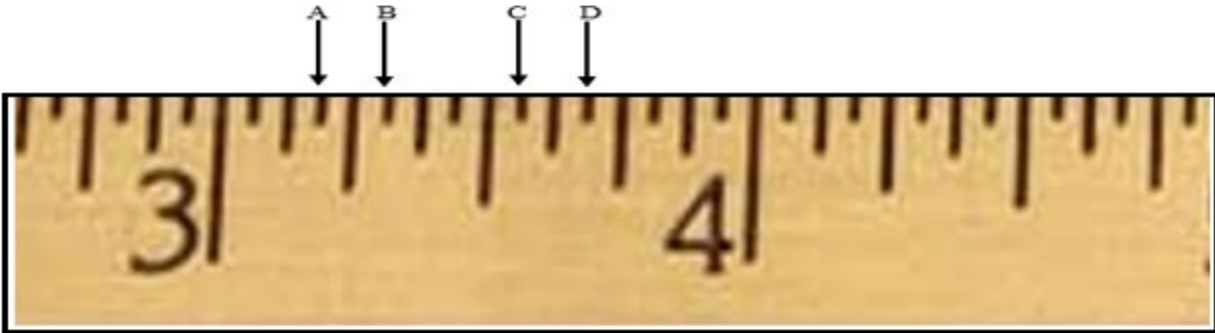
2. A business owner must confirm that adequate funds are in the bank account to cover payroll for her employees for the week. There are twenty employees on the payroll.
   - Eight people earn $18.00 per hour.
   - Seven people earn $22.00 per hour.
   - Five people earn $26.00 per hour.

   If each employee worked 40 hours this week, what is the total amount of money needed for this week's payroll?

   A. $4,280.00
   B. $3,680.00
   C. $17,121.00
   D. $36,800.00

3. You prepare to place an order for your workplace. You have a 30% off coupon. If your order costs $2,630.00 without the coupon discount, what is the cost (before taxes) when you use your coupon?

   A. $1,841.00
   B. $2,551.10
   C. $2,622.11
   D. $2,577.40

4. To set the value, you must turn on the appropriate switches based on their correlating values. To set the value of 11, you would turn on switches 1, 2, and 4. Which three switches would you need to turn to obtain a value of exactly 138?
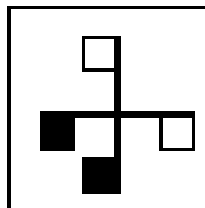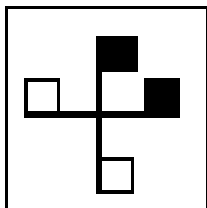
Switch	1	2	3	4	5	6	7	8	9
Value	1	2	4	8	16	32	64	128	256

   A. 2, 4, and 6
   B. 1, 4, and 5
   C. 4, 5, and 7
   D. 2, 4, and 8

5. Which figure is identical to the first?
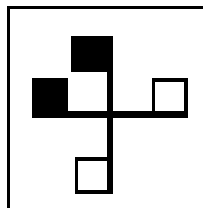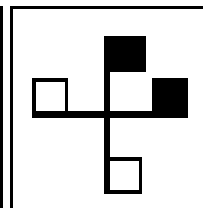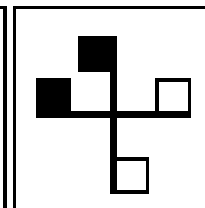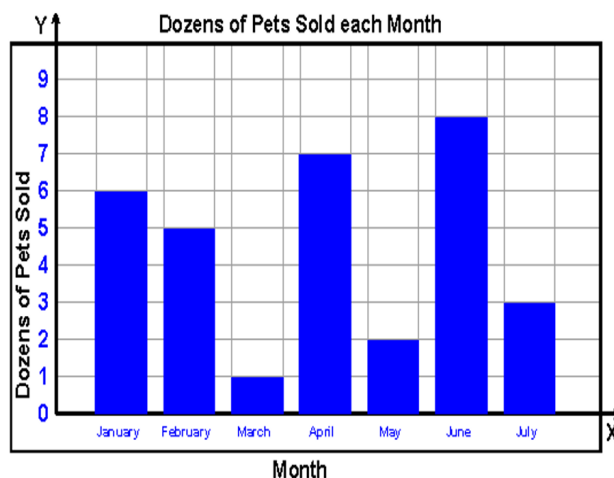
    A. A
    B. B
    C. C
    D. D

6. Refer to the graph below. In August, twice the number of pets were sold than in May. How many pets were sold in August?
    A. 2 dozen pets
    B. 4 dozen pets
    C. 4 pets
    D. 6 pets

Magnet Sample Assessment Answer Key

1. D	2. C	3. A	4. D	5. C	6. B