



Released Form

Student Name: \_\_\_\_\_

Spring 2013  
North Carolina  
Measures of Student Learning:  
NC's Common Exams  
**English Language Arts I**



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction  
Raleigh, North Carolina 27699-6314

**Student Booklet**



## Excerpt from *Three Men in a Boat: Chapter I*

by Jerome K. Jerome

It is a most extraordinary thing, but I never read a patent medicine advertisement without being impelled to the conclusion that I am suffering from the particular disease therein dealt with in its most virulent form. The diagnosis seems in every case to correspond exactly with all the sensations that I have ever felt.

②

I remember going to the British Museum one day to read up the treatment for some slight ailment of which I had a touch—hay fever, I fancy it was. I got down the book and read all I came to read; and then, in an unthinking moment, I idly turned the leaves\* and began to indolently study diseases, generally. I forget which was the first distemper I plunged into—some fearful, devastating scourge, I know—and, before I had glanced half down the list of “premonitory symptoms,” it was borne in upon me that I had fairly got it.

③

I sat for awhile, frozen with horror; and then, in the listlessness of despair, I again turned over the pages. I came to typhoid fever—read the symptoms—discovered that I had typhoid fever, must have had it for months without knowing it—wondered what else I had got; turned up St. Vitus’s Dance—found, as I expected, that I had that too,—began to get interested in my case, and determined to sift it to the bottom, and so started alphabetically—read up ague, and learnt that I was sickening for it, and that the acute stage would commence in about another fortnight. Bright’s disease, I was relieved to find, I had only in a modified form, and, so far as that was concerned, I might live for years. Cholera I had, with severe complications; and diphtheria I seemed to have been born with. I plodded conscientiously through the twenty-six letters, and the only malady I could conclude I had not got was housemaid’s knee.

I felt rather hurt about this at first; it seemed somehow to be a sort of slight. Why hadn’t I got housemaid’s knee? Why this invidious reservation? After a while, however, less grasping feelings prevailed. I reflected that I had every other known malady in the pharmacology, and I grew less selfish, and determined to do without housemaid’s knee. Gout, in its most malignant stage, it would appear, had seized me without my being

\***leaves:** pages of a book



aware of it; and zymosis I had evidently been suffering with from boyhood. There were no more diseases after zymosis, so I concluded there was nothing else the matter with me.

I sat and pondered. I thought what an interesting case I must be from a medical point of view, what an acquisition I should be to a class! Students would have no need to “walk the hospitals,” if they had me. I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma.

Then I wondered how long I had to live. I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a hundred and forty-seven to the minute. I tried to feel my heart. I could not feel my heart. It had stopped beating. I have since been induced to come to the opinion that it must have been there all the time, and must have been beating, but I cannot account for it. I patted myself all over my front, from what I call my waist up to my head, and I went a bit round each side, and a little way up the back. But I could not feel or hear anything. I tried to look at my tongue. I stuck it out as far as ever it would go, and I shut one eye, and tried to examine it with the other. I could only see the tip, and the only thing that I could gain from that was to feel more certain than before that I had scarlet fever.

I had walked into that reading room a happy, healthy man. I crawled out a decrepit wreck.

I went to my medical man. He is an old chum of mine, and feels my pulse, and looks at my tongue, and talks about the weather, all for nothing, when I fancy I’m ill; so I thought I would do him a good turn by going to him now. “What a doctor wants,” I said, “is practice. He shall have me. He will get more practice out of me than out of seventeen hundred of your ordinary, commonplace patients, with only one or two diseases each.” So I went straight up and saw him, and he said:

“Well, what’s the matter with you?”

I said:

“I will not take up your time, dear boy, with telling you what is the matter with me. Life is brief, and you might pass away before I had finished. But I will tell you what is NOT the matter with me. I have not got housemaid’s knee. Why I have not got housemaid’s knee, I cannot tell you; but the fact remains that I have not got it. Everything else, however, I HAVE got.”

And I told him how I came to discover it all.



Then he opened me and looked down me, and clutched hold of my wrist, and then he hit me over the chest when I wasn't expecting it—a cowardly thing to do, I call it—and immediately afterwards butted me with the side of his head. After that, he sat down and wrote out a prescription and folded it up and gave it me and I put it in my pocket and went out.

I did not open it. I took it to the nearest chemist's and handed it in. The man read it and then handed it back.

He said he didn't keep it.

I said:

"You are a chemist?"

He said:

"I am a chemist. If I was a cooperative store and family hotel combined, I might be able to oblige you. Being only a chemist hampers me."

I read the prescription. It ran:

"1 lb beefsteak, with  
1 pt bitter beverage every 6 hours.  
1 ten-mile walk every morning.  
1 bed at 11 sharp every night.  
And don't stuff up your head with things you don't understand."

I followed the directions, with the happy result—speaking for myself—that my life was preserved and is still going on.



- 1 Which quote represents the central idea of the selection?
- A "I remember going to the British Museum one day to read up the treatment for some slight ailment of which I had a touch—hay fever, I fancy it was."
  - B "I sat for awhile, frozen with horror; and then, in the listlessness of despair, I again turned over the pages."
  - C "I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma."
  - D " 'Why I have not got housemaid's knee, I cannot tell you; but the fact remains that I have not got it. Everything else, however, I HAVE got.' "
- 2 Which detail supports the development of the theme of the selection?
- A "I forget which was the first distemper I plunged into—some fearful, devastating scourge, I know—and, before I had glanced half down the list of 'premonitory symptoms,' it was borne in upon me that I had fairly got it."
  - B "I felt rather hurt about this at first; it seemed somehow to be a sort of slight. Why hadn't I got housemaid's knee? Why this invidious reservation?"
  - C "I tried to look at my tongue. I stuck it out as far as ever it would go, and I shut one eye, and tried to examine it with the other. I could only see the tip, and the only thing that I could gain from that was to feel more certain than before that I had scarlet fever."
  - D "I followed the directions, with the happy result—speaking for myself—that my life was preserved and is still going on."
- 3 In the first sentence of the selection, what does the use of the word *virulent* imply about the narrator?
- A The narrator is brilliant.
  - B The narrator is a physician.
  - C The narrator expects the worst.
  - D The narrator expects compensation.



- 4 Based on the first paragraph, what can the reader infer about the narrator?
- A The narrator has discovered his illness.
  - B The narrator has overcome many diseases.
  - C The narrator is sick and has not found a cure.
  - D The narrator is obsessed with his health.
- 5 What is the meaning of the word *indolently* in paragraph 2?
- A in a frightened way
  - B in a hurried manner
  - C without much effort
  - D with great enthusiasm
- 6 How does paragraph 3 impact the selection?
- A It develops the plot with details.
  - B It adds humor through exaggeration.
  - C It foreshadows the doctor's prescription.
  - D It explains why the narrator needs medication.



- 7 According to the selection, what type of relationship does the narrator have with the doctor?
- A The men do not know each other at all.
  - B The men are well acquainted with each other.
  - C The doctor has diagnosed the narrator’s ailments.
  - D The narrator is familiar with the doctor’s patients.
- 8 What does the prescription imply?
- A The narrator needs a good “last meal.”
  - B The doctor does not understand the illness.
  - C The narrator needs more medicine than usual.
  - D The doctor does not believe the narrator is ill.
- 9 Why does the doctor include “And don’t stuff up your head with things you don’t understand” in the prescription for the narrator?
- A The narrator lacks the intelligence necessary to become a physician.
  - B The narrator should avoid reading medical journals about diseases.
  - C The narrator may try to diagnose illnesses in others around him.
  - D The narrator must stay away from things to which he is allergic.



The question you read next will require you to answer in writing.

1. Write your answer on separate paper.
2. Be sure to write your name on each page.

- 10 What effect is created by the narrator's discussion with the chemist at the end of the selection? Include one example from the text to support your answer.

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## Improvement

*by Edgar A. Guest*

- The joy of life is living it, or so it seems to me;  
In finding shackles on your wrists, then struggling till you're free;  
In seeing wrongs and righting them, in dreaming splendid dreams,  
Then toiling till the vision is as real as moving streams.
- 5** The happiest mortal on the earth is he who ends his day  
By leaving better than he found to bloom along the way.
- Were all things perfect here there would be naught for man to do;  
If what is old were good enough we'd never need the new.  
The only happy time of rest is that which follows strife
- 10** And sees some contribution made unto the joy of life.  
And he who has oppression felt and conquered it is he  
Who really knows the happiness and peace of being free.
- The miseries of earth are here and with them all must cope.  
Who seeks for joy, through hedges thick of care and pain must grope.
- 15** Through disappointment man must go to value pleasure's thrill;  
To really know the joy of health a man must first be ill.  
The wrongs are here for man to right, and happiness is had  
By striving to supplant with good the evil and the bad.
- The joy of life is living it and doing things of worth,
- 20** In making bright and fruitful all the barren spots of earth.  
In facing odds and mastering them and rising from defeat,  
And making true what once was false, and what was bitter, sweet.  
For only he knows perfect joy whose little bit of soil  
Is richer ground than what it was when he began to toil.



- 11 Which statement represents the theme of the selection?
- A Working through life’s problems is gratifying.
  - B Cleaning the earth makes it beautiful.
  - C Negative people can ruin the earth.
  - D Richness comes from hard work.
- 12 Which line from the poem refines the theme of the poem?
- A “The joy of life is living it, or so it seems to me”
  - B “The happiest mortal on the earth is he who ends his day”
  - C “Who really knows the happiness and peace of being free”
  - D “Who seeks for joy, through hedges thick of care and pain must grope”
- 13 Based on the poem, what can be inferred about the speaker’s point of view?
- A The speaker’s struggles are preventing him from accomplishing anything.
  - B The speaker is aware that the world is a cruel place.
  - C The speaker wants the best for all people who are good.
  - D The speaker’s struggles make him more appreciative when things get better.



- 14 In line 2, what is the meaning of, “In finding shackles on your wrists, then struggling till you’re free”?
- A overcoming obstacles before finally achieving one’s goals
  - B trying something more than once before finally realizing success
  - C knowing the right things to say and do in every situation
  - D giving a difficult person a chance to start over
- 15 Why does the poet relate visions to streams in line 4?
- A to explain that dreams and streams work with the established order
  - B to show that most streams are imaginary and so are most visions
  - C to explain that a stagnant stream is no better than an unrealized dream
  - D to show that visions must be put into action and move along like streams
- 16 Based on lines 5 and 6, the speaker advances which idea in the poem?
- A Every man should be a gardener and enjoy working in the soil.
  - B Joy and nature are intertwined and interchangeable.
  - C Strive every day to improve yourself and the world around you.
  - D All struggles are of equal value and worth.



- 17 What is the poet most concerned about in the second stanza?
- A the motivation of people to advance
  - B the amount of rest a person gets
  - C making the world perfect again
  - D getting rid of negative thoughts
- 18 What effect is achieved through the poet's use of end rhyme in the selection?
- A It prolongs the pace of the poem.
  - B It establishes lines of equal length.
  - C It creates a regular pattern of meter.
  - D It causes the reader to stop and think.
- 19 What shift is made in the poem in order to enhance the poet's perspective?
- A from testimonials to characteristics
  - B from characteristics to definitions
  - C from dialogue to highlights
  - D from examples to advice



The question you read next will require you to answer in writing.

1. Write your answer on separate paper.
2. Be sure to write your name on each page.

20 How does the poet use examples of opposites to reveal the theme in the poem? Include one example from the text to support your answer.

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## What If You Got Paid to Play Games at Work?

*by Fiona Graham*

**“When you get down to near death, it’s amazing the clarity you get about what’s really important and what is not.”**

“I started this company 18 years ago right out of college,” says Next Jump founder and chief executive officer (CEO) Charlie Kim. “It had grown in the dot com phase to 150 employees, but by January 2002, it was down to four people.”

The company specializes in loyalty and reward program technology, and counts some of the biggest corporations in the world among its clients—but the company very nearly did not make it.

The new-found clarity provided by the bursting of the dot com bubble led Mr. Kim to readjust his priorities.

“Having the right human capital is of the utmost importance. More people isn’t better. Less of a higher quality is better. That was one of the biggest realizations,” he says.

The other big watershed was a renewed focus on the health and welfare of his workforce.

For Mr. Kim this meant encouraging his staff to exercise and eat properly. As well as the health benefits, exercise leads to higher energy levels and greater productivity, both vital to a small, struggling Web company.

From running around the boardroom table in the early days, Mr. Kim invested heavily in a state-of-the-art gym, complete with personal trainers. This attracted about 15–20% of the staff—but Mr. Kim wanted more.

He decided to divide the company into five teams—this drew yet more people to the bench presses, but it wasn’t enough.

It wasn’t until one of the engineers created online leader boards that the company saw an increase in participation from 30–40% to about 80% of employees working out twice a week in the gym—which in a company where two-thirds of the staff are engineers is unusual, to say the least.



For Mr. Kim, using game mechanics—or gamification—got his workforce moving.

### **The Great Game**

“[Gamification] is the process of using game thinking and game mechanics to engage audiences and solve problems,” says author and CEO of Gamification.com Gabe Zichermann.

“So put another way, it’s using some great ideas from games where we normally wouldn’t associate them.”

Gamification has been around since long before the Internet came along. Leader boards in sales environments are just one example.

“What companies are doing with gamified design can be thought of as focusing on four core activities,” says Mr. Zichermann.

“[These are] innovation, recruitment, increasing happiness, and increasing productivity or output.

“We have new techniques and new technology and language but the fundamental concept is not new . . . for example, the use of badges and levels to reinforce work behavior is the core design of the military.”

### **Enterprise Gamification**

Siemens teaches employees about running a factory using a game that features Pete the plant manager. United Parcel Service (UPS) also uses games for staff training.

Rypple—now part of Salesforce.com—lets you give coworkers, employees, and your superiors feedback on microtasks from your mobile phone. Retail giant Target has speeded up transactions at its checkouts by letting staff compete against each other.

Mr. Zichermann points to research that suggests that in the U.S. by 2016, companies are expected to spend just under \$3bn (£1.89bn; 2.23bn euros) on gamification. Technology analyst Gartner predicts that by 2014, 70% of big companies will have a gamified application.

One of the reasons for this, according to Mr. Zichermann, is young people—“millennials”—joining the workforce.



“Millennials are different from previous generations largely because of their exposure to video games. These have really changed their expectations of how work should be. They actually think work should be fun.”

This isn’t the only reason of course.

“Unless you’re actually pathologically competitive, simply competing on a score isn’t enough. You have to enjoy playing the game,” says Donald Farmer of business intelligence specialists Qlikview.

“[There is the] concept of flow. Flow is effectively this mental state that people get into when they’re playing a game.

“Have you ever found yourself searching for something on Google and then 30 minutes later you’re looking at something completely different and you don’t know where the time has gone? If that’s happened, then you’ve been in a state of flow.”

### **Winner Takes All**

LiveOps is a technology company that provides customers with cloud-based call center software, as well as a bank of contact center staff who work as contractors.

Staff are selected for jobs based on performance, and as part of this, they use an application called MyWork Community powered by LiveOps, which is built on the Nitro platform.

“One of the reasons why we started looking at gamification was to address how can we get our workforce to always outperform,” says Sanjay Mathur, vice-president of product management.

Participation is voluntary, and workers compete against each other for badges and other rewards. Mr. Mathur says the application is not a fix-all.

“I think we’re going to continue to use these techniques. But gaming or game mechanics is not a panacea.\* You can’t just take it and wave it at the problem and hope that everything is fixed. You really have to understand the motivation of your players.”

Bunchball are the people behind the Nitro platform.

\* **panacea:** remedy, cure





“A large part of the interest we get now comes from the business side, as people are realizing this can help with software adoption, it can help build productivity, it can help with training, it can help with human capital management,” says Bunchball’s Mike Earhart.

The company is expanding fast.

“What we realized was we could take the goodness from the Nitro platform and sort of package it up and apply it on top of other existing [customer relationship management] software applications like Salesforce.com.”

Salesforce.com chief scientist J.P. Rangaswami says companies must not be complacent when it comes to adopting gamified applications.

“You’re not going to suddenly get people to do things they hate doing just because you’ve got a leader board on it.”

He says that the company has at least 50 customers who are using some form of gamification.

“I think it’s happening now because work is changing and we need better tools,” he says.

“[Despite the recession] there is still a war for talent. And this war for talent is not restricted to the 16–24-year-olds. It is as meaningful for the 55–64-year-olds. I will be 55 this year, so I should know.”

Kam Star of gamification company Playgen believes the advantages go beyond staff retention and motivation.

“Successful gamification of the enterprise will be measured in improvements in efficiency and contribute significantly to employee engagement and by extension to profitability.

“Since this means a competitive advantage, any company cracking the code will not want their competitors to know their secrets. For this reason, the real gamification winners will more than likely remain hidden for some time.”

### **Virtual Realities**

Business communications company Avaya has developed a virtual environment—where companies can hold meetings, work on projects, and collaborate—called web.alive. Users create an avatar, and can then move between auditoriums, conference rooms, and private spaces.



The idea came directly from mainstream gaming, says Avaya’s Brett Shockley.

“One of our team members was talking to his brother who had a small business. They were actually using World of Warcraft as somewhere to do company meetings. This led to us thinking about whether gaming was a good environment to use for business collaboration.

“What you find is that you end up with this immersive environment that is a lot more engaging.”

Not everyone is a fan, however.

Dr. Ian Bogost is a professor at the Georgia Institute of Technology and cofounder of games company Persuasive Games. He has written several books on gaming.

“As someone who has spent the last 10 years trying to move the use of games forward as a medium beyond entertainment . . . I lament the idea that this very simplistic and insubstantial version of games has enjoyed such success.

“There seems to be a trend that where incentives were once real material incentives, now we have false incentives.

“In the workplace for example, let’s say I once motivated my workers through pay increases or benefits, or through training programs.

“Now I don’t need to do that; I just need to give you the impression that you’re being valued. The intent if you take it to its logical conclusion is to cease to have to provide real rationales or real incentives, because now you can provide these virtual ones with no or low cost.

54

“The name ‘exploitationware’ . . . I hope kind of exposes the rationale behind the gamification trend, which is to get something out of people for nothing.”

### “Start small”

Despite this, gamification looks likely to spread.

Technology analyst and gamification specialist Brian Burke certainly thinks so. He says a mixture of game recognition—and real rewards, such as cash, probably works best. Mr. Burke also feels that forcing workers to join in is counterproductive.



Some people resent that because of the extra effort, and some people don't want to be involved in anything that looks like a game.

"Offending social norms is another thing—for example, leaderboards are not considered a positive incentive in all cultures. In some cultures it's not attractive to be singled out as the winner.

"Our general advice is don't take the big-bang approach," he says.

"Minimize the impact. Start small and build rather than trying to change the world in a single day."

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21 Which sentence expresses the central idea of the selection?

- A "The company specializes in loyalty and reward program technology, and counts some of the biggest corporations in the world among its clients—but the company very nearly did not make it."
- B "He decided to divide the company into five teams—this drew yet more people to the bench presses, but it wasn't enough."
- C "Successful gamification of the enterprise will be measured in improvements in efficiency and contribute significantly to employee engagement and by extension to profitability."
- D "Offending social norms is another thing—for example, leaderboards are not considered a positive incentive in all cultures."



- 22 Which line from the selection represents the goal for a company implementing gamification techniques?
- A “ ‘Less of a higher quality is better.’ ”
  - B “ ‘They actually think work should be fun.’ ”
  - C “ ‘A large part of the interest we get now comes from the business side.’ ”
  - D “ ‘They were actually using World of Warcraft as somewhere to do company meetings.’ ”
- 23 Which provides effective evidence in the selection for using gamification?
- A statistics that show increased productivity
  - B defining key terms throughout the selection
  - C examples of games that companies are using
  - D quotes from corporate executives using the strategy

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- 24 According to the “Winner Takes All” section of the selection, which staff quality is needed to implement gamification?
- A flow
  - B clarity
  - C motivation
  - D procedures
- 25 What effect does the dual meaning of the phrase “Virtual Realities” have on the selection?
- A It sounds exciting to the reader.
  - B It describes the professionals who use the technique.
  - C It grabs the reader’s attention from the beginning and makes work seem unproductive without motivation.
  - D It emphasizes that employers can provide false incentives to staff rather than costly real material rewards.

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- 26 In paragraph 54, what impact does the word *exploitationware* have on the tone of the text?
- A It introduces gamification’s new industry name.
  - B It addresses another software trending in businesses.
  - C It suggests that gamification is not a positive change for employees.
  - D It shows that positive work can be produced cheaply without hurting employees.
- 27 Which quote supports the argument that gamification can be applicable to all employees?
- A “He decided to divide the company into five teams—this drew yet more people to the bench presses, but it wasn’t enough.”
  - B “ ‘We have new techniques and new technology and language but the fundamental concept is not new . . . for example, the use of badges and levels to reinforce work behavior is the core design of the military.’ ”
  - C “ ‘Millennials are different from previous generations largely because of their exposure to video games. These have really changed their expectations of how work should be. They actually think work should be fun.’ ”
  - D “ ‘And this war for talent is not restricted to the 16–24-year-olds. It is as meaningful for the 55–64-year-olds. I will be 55 this year, so I should know.’ ”



- 28 How does the author introduce the concept of gamification in this text?
- A by beginning with an anecdote illustrating a successful use of gamification
  - B by providing a vague definition of the word and allowing readers to guess its meaning
  - C by providing a dictionary definition of gamification
  - D by beginning with a series of quotes from CEOs who dislike the process
- 29 Which line from the selection exemplifies the author’s advice to interested companies?
- A “[Gamification] is the process of using game thinking and game mechanics to engage audiences and solve problems.’ ”
  - B “ ‘One of the reasons why we started looking at gamification was to address how we can get our workforce to always outperform.’ ”
  - C “ ‘For this reason, the real gamification winners will more than likely remain hidden for some time.’ ”
  - D “ ‘Start small and build rather than trying to change the world in a single day.’ ”



The question you read next will require you to answer in writing.

1. Write your answer on separate paper.
2. Be sure to write your name on each page.

- 30 According to the selection, what is the connection between “enterprise gamification” and “millennials”? Analyze how “millennials” have changed workplace environments. Include two examples from the text to support your answer.

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**This is the end of the English Language Arts I test.**

- 1. Look back over your answers.**
- 2. Put all of your papers inside your test book and close the test book.**
- 3. Stay quietly in your seat until your teacher tells you that testing is finished.**

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#### ACKNOWLEDGMENTS

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Excerpt from *Three Men in a Boat*: Chapter 1 by Jerome K. Jerome from <http://www.authorama.com/three-men-in-a-boat-1.html> (03/27/2012).

"Improvement" from *Just Folks* by Edgar A. Guest. Project Gutenberg, 2008. <http://www.gutenberg.org/ebooks/941> (04/03/2012).

"What If You Got Paid to Play Games At Work?" by Fiona Graham from *BBC News*. BBC © 2012. [www.bbc.co.uk/news/](http://www.bbc.co.uk/news/) (02/28/2012).



**English Language Arts I  
RELEASED Form  
Spring 2013  
Answer Key**

<b>Item number</b>	<b>Type</b>	<b>Key</b>	<b>Primary Standard(s)</b>
1	MC	D	RL — Reading: Literature
2	MC	A	RL — Reading: Literature
3	MC	C	RL — Reading: Literature
4	MC	D	RL — Reading: Literature
5	MC	C	RL — Reading: Literature L — Language
6	MC	B	RL — Reading: Literature
7	MC	B	RL — Reading: Literature
8	MC	D	RL — Reading: Literature
9	MC	B	RL — Reading: Literature
10	CR	Rubric	W — Writing RL — Reading: Literature
11	MC	A	RL — Reading: Literature
12	MC	D	RL — Reading: Literature
13	MC	D	RL — Reading: Literature
14	MC	A	RL — Reading: Literature
15	MC	D	RL — Reading: Literature L — Language
16	MC	C	RL — Reading: Literature
17	MC	A	RL — Reading: Literature
18	MC	C	RL — Reading: Literature
19	MC	D	RL — Reading: Literature
20	CR	Rubric	W — Writing RL — Reading: Literature
21	MC	C	RI — Reading: Informational Text



<b>Item number</b>	<b>Type</b>	<b>Key</b>	<b>Primary Standard(s)</b>
22	MC	A	RI — Reading: Informational Text
23	MC	A	RI — Reading: Informational Text
24	MC	C	RI — Reading: Informational Text
25	MC	D	L — Language
26	MC	C	RI — Reading: Informational Text
27	MC	D	RI — Reading: Informational Text
28	MC	A	RI — Reading: Informational Text
29	MC	D	RI — Reading: Informational Text
30	CR	Rubric	W — Writing RI — Reading: Informational Text

**Item Types:**

MC = multiple choice

CR = constructed response

**Note about selections:**

Reading for literature texts can be stories or poems.

Reading for informational texts can be scientific, historical, economic, or technical.

Language and writing items may be associated with reading for literature or informational texts.