

IA #2 – 9th Grade – College Readiness Exam

Part One: Sentence Completion

You will have 30 minutes to complete this part of the exam, which is comprised of 24 questions.

Directions: Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or set of words, labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

Example:

Hoping to -----the dispute, negotiators proposed a compromise that they felt would be ----- to both labor and management.

- enforce . . useful
- end . . divisive
- overcome . . unattractive
- extend . . satisfactory
- resolve . . acceptable

The correct answer is E.

1 It is obvious that Larry genuinely values -----: he consistently examines his own motives and behaviors when making decisions and encourages his employees to do the same.

- premeditation
- spectacle
- equity
- introspection
- feedback

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

2

Exaggerated graphs and drawings ----- the real data and encourage readers to accept ----- arguments.

- contaminate . . . legitimate
- distort . . . false
- illustrate . . . controversial
- validate . . . unresolved
- replace . . . esteemed

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

3

Not surprisingly, supporters of the governor's plan to set aside land for a forest preserve were disappointed when a court decision ----- the plan.

- applauded
- rescinded
- acknowledged
- permitted
- evaluated

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

4

Examples of ----- in the company's internal spending records and their public spending records led to allegations of theft and the ----- of the finance committee.

- corruption . . . equilibrium
- introspection . . . nullification
- audits . . . promotion
- contamination . . . validation
- discrepancies . . . dissolution

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

5

According to critics of President Obama, his *State of the Union Address* was quite -----: unnecessarily ----- and long-winded.

- convincing . . . discrepant
- the spectacle . . . disparate
- predictable . . . equitable
- redundant . . . repetitive
- misleading . . . rebutted

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

6 A certain additive put in gasoline to reduce air pollution is actually ----- groundwater, a finding that shows that even the most well-intentioned fixes can sometimes -----.

- liquefying . . . falter
- contaminating . . . backfire
- purifying . . . infuriate
- saturating . . . reciprocate
- polluting . . . prevail

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

7 Although easily angered by our mischievous behavior, our mother could be immediately ----- by our expressions of remorse.

- validated
- protected
- infuriated
- united
- mollified

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

8

Though raised in the same household, the sisters live in ----- worlds of thought: one believing wholeheartedly in political conservatism and the other in liberalism.

- equidistant
- analogous
- disparate
- harmonious
- unified

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

9

After receiving negative press about a new product, the pharmaceutical company issued a public -----, asserting that its testing of new drugs was quite -----, more rigorous than the industry standard.

- rebuttal . . . stringent
- statement . . . conditional
- claim . . . relaxed
- aspect . . . recessive
- disclaimer . . . contaminated

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

10

In Arthur Miller's drama, *The Crucible*, the townspeople of Salem, Massachusetts lose their emotional ----- when they allow the hysteria about witchcraft to consume them.

- discrepancy
- spectacle
- conservationism
- equilibrium
- equidistant

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

11

----- with the contractors' lack of professionalism, Sharon ----- her offer to refer the company to her employer.

- Taunted . . . upheld
- Infuriated . . . rescinded
- Content . . . nullified
- Complacent . . . validated
- Appeased . . . recanted

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

12

To avoid being -----, composer Stephen Sondheim strives for an element of surprise in his songs.

- erratic
- unprecedented
- abrupt
- predictable
- equitable

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

13

The general was known for his ----- decisions: he considered all the facts and surrounding circumstances in all situations without bias.

- equitable
- disparate
- abrupt
- corrupt
- redundant

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

14

The scientist should not automatically reject traditional customs that might seem silly or superstitious; scientific qualifications are not a license for -----, nor do they ----- prejudice or bias.

- introspection . . . eliminate
- dissolution . . . pacify
- arrogance . . . validate
- spectacle . . . nullify
- humility . . . rescind

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

15

Sandra Gilbert and Susan Gubar's recent book presents ----- of detail, providing far more information than one can easily digest.

- a rebuttal
- an aspect
- a discrepancy
- a dissolution
- a surfeit

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

16 The citizens considered the state ban on gambling ----- of oppression and protested.

- an illusion
- an aspect
- a mockery
- a rebuttal
- a discrepancy

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

17 Nicknamed the “contact lens,” the device installed in the Hubble telescope successfully ----- its flawed vision, the result of a faulty mirror.

- nullified
- contaminated
- validated
- corrected
- ruptured

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

18

In an attempt to ----- the tension with her sister following their longstanding argument, Leah apologized.

- validate
- contaminate
- mollify
- infuriate
- regenerate

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

19

The actions of the men involved in the Cheshire home invasion have been termed -----; in addition to burglarizing the home, they tortured the family.

- gregarious
- malicious
- judicious
- equitable
- conscientious

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

20

Watch repair requires ----- attention to detail because of the use of miniscule gearshifts and mechanics.

- malicious
- meticulous
- optimistic
- audacious
- opportunistic

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

21

Inbreeding can promote the expression of harmful genes, those that make an animal subject to - ----- or impair reproductive efficiency.

- equilibrium
- growth
- spectacle
- development
- malady

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

22

One requirement of timeless art is to deepen and ----- our awareness, not to merely confirm what we already know.

- proscribe
- nullify
- expunge
- extend
- mollify

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

23

Though he ----- all email messages, prosecutors were able to recover incriminating emails that he sent to the plaintiff when they seized his computer.

- proscribe
- inscribed
- elaborated
- emitted
- expunged

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

24

Following the team's three consecutive losses at the start of the season, the Minnesota Vikings head coach position was deemed ----- and he was fired.

- judicious
- expendable
- disparate
- valid
- conscientious

5E Complete a rigorous study of suffixes, prefixes, and common Greek and Latin roots (ongoing grade 9-1)

IA #2 – 9th Grade – College Readiness Exam

Part Two: Short Answers

You will have 25 minutes to complete this part of the exam, which is comprised of 10 questions.

25

Amber has just finished her sophomore year. Her freshman year GPA was a 2.85; her sophomore year GPA was a 3.2. What is Amber’s cumulative GPA as she heads into her junior year? *[You will earn 1 point for showing all steps of your work and 1 point for obtaining and clearly stating the correct answer.]*

1.B Define cumulative GPA and explain how cumulative GPA is found.

Teacher's Scoring Area:		
<input type="radio"/> 0	<input type="radio"/> 1	<input checked="" type="radio"/> 2

26

Miguel wants to start quarter III strong, so he decides that he will check his grades online every week. All of the following are pieces of information Miguel can expect to have reflected in the grades portal on Infinite Campus for his class performance EXCEPT

- his Quarter I grades
- the grade weighting for homework versus classwork versus quizzes and tests for each of his classes
- the assignment-specific grades he has received on every assignment to date in each of his classes
- his current GPA

1.C Access Campus Portal in Infinite Campus to check grades; access Grad Planner in Infinite Campus to a

Directions: Nyana is a 9th grade scholar, who is struggling to master the conventions of formatting and tone for professional emails. Questions 27 through 45 correspond to Nyana's email below. Please read and annotate the email and then answer the questions.

From: Nyana Walker

Sent: Tuesday, September 18, 2012 2:39 PM

To: Alissa Lopez

Subject: My grade in your class is messed up please change it. [27]

Ms.Lopez [28]

[29] I was looking at infinite campus this afternoon and saw that you gave me a C in homework?! [30] Why you gave me a C? I have definitely done way more than enough homework to get a B or better. This is not fair can you please write me back to tell me NOW what I have to do to get a good grade? [21] Also, you give too much homework and it's not reasonable, so maybe that's why homework grades are low. Can you perhaps assign less homework? [32]

Write me back soon please, your student, Nyana [33]

27

The subject line in Nyana's email to Ms. Lopez

- i. is not informative
- ii. includes a run-on sentence
- iii. is too long
- iv. is crafted in professional language
- v. implies an unprofessional tone

- I
- I and II
- I, II, and III
- II, III, and V
- All of the above

4.A Distinguish between professional and unprofessional tone in email

28

The salutation Nyana crafted would best be improved as:

- Dear MS. Lopez
- Dear Ms Lopez
- Dear Ms. Lopez,
- Dear Ms.Lopez,
- Dear Ms. Lopez

4.A Distinguish between professional and unprofessional tone in email

29 Nyana neglects to do all of the following EXCEPT

- include a salutation in her correspondence
- skip a paragraph line between her salutation and the body of her email message
- proof-read her email for spelling and grammar
- check her message for professional tone
- separate her sign-off and her signature by skipping a line

4.A Distinguish between professional and unprofessional tone in email

30 The first sentence of Nyana's email:

- i. includes 2 capitalization errors.
- ii. refers to a topic of discussion that should never be addressed through email.
- iii. ends with unprofessional punctuation.
- iv. implies an unprofessional tone.

- I
- I and II
- I, II, and IV
- I, III, and IV
- All of the above

4.A Distinguish between professional and unprofessional tone in email

31

The typos, misspellings and demanding tone in the third and fourth sentences of the body of the email

- would probably go unnoticed by the recipient and will not influence her decision or response.
- convey a hurried carelessness that may cause the recipient to assume that Nyana's request was not well-considered.
- may compromise this email recipient's empathy for Nyana and may negatively impact their relationship.
- Both B & C are correct.
- A, B and C are correct.

4.A Distinguish between professional and unprofessional tone in email

32

The tone conveyed by the body of Nyana's email can best be described as

- confused and forlorn
- anguished and somber
- genuine and eager
- defiant and uncompromising
- unbecoming and arrogant

4.A Distinguish between professional and unprofessional tone in email

33 The email signature Nyana includes is

- professionally worded and formatted
- professionally worded but unprofessionally formatted
- professionally formatted but unprofessionally worded
- unprofessionally worded and unprofessionally formatted

4.A Distinguish between professional and unprofessional tone in email

34 Imagine you are a friend of Nyana’s and you caught her writing this email to her teacher in the computer lab one afternoon. In the space below, characterize for Nyana how the tone she implies in this email may be perceived using evidence and explaining impact. [5 points; 2 points for stating the impact, 1 point for the quality of response, 2 points for use of evidence]

4.A Distinguish between professional and unprofessional tone in email

Teacher's Scoring Area:					
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5

35

Provide two suggestions for how Nyana could rewrite components of the email to convey a more professional tone. [5 points total; 2 points for each suggestion and 1 point for quality of response.]

4.A Distinguish between professional and unprofessional tone in email

Teacher's Scoring Area:					
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5

STOP
End of Assessment

Teacher Scoring Area--Nyana's Email

- 1 = Email does not meet criteria for success
- 2 = Email meets part of criteria for success
- 3 = Email meets criteria for success
- 4 = Email goes above and beyond the criteria for success

36 Professional email address

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

37 Professional subject line

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

38 Professional salutation

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

39 Professional sign-off & email signature

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

40 Punctuation

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

41 Capitalization & spelling

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

42 Sentence fluency

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

43 Choice of diction

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

44 Clarity at paragraph level

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

45

Purpose conveyed through tone

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's Scoring Area:

0 1 2 3 4

IA #2 – 9th Grade – College Readiness Exam

Part Three: Process-Based Rubrics

(For teacher use only)

Teacher Scoring Section - Professional email: Summer Programs Letter of Recommendation Request to Advisor

Directions: For questions 46-55 score the rubrics on the following pages for an overall process-based off-exam grade for IA2.

- 1 = Email does not meet criteria for success
- 2 = Email meets part of criteria for success
- 3 = Email meets criteria for success
- 4 = Email goes above and beyond the criteria for success

46 Professional email address

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

47 Professional subject line

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

48 Professional salutation

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

49 Professional sign-off & email signature

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

50 Punctuation

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

51 Capitalization & spelling

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

52 Sentence fluency

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

53 Choice of diction

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

54 Clarity at paragraph level

4.B Craft a well-written professional email advocating for a high-stakes opportunity.

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's Scoring Area:

0 1 2 3 4

Teacher Scoring - Professional Resume: Dream Resume for Senior Fall College Applications

Directions: For questions 56-70 score the rubrics on the following pages.

- 1 = Email does not meet criteria for success
- 2 = Email meets part of criteria for success
- 3 = Email meets criteria for success
- 4 = Email goes above and beyond the criteria for success

56 Sections

4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

57 Heading

4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

58 Education

4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

59 Work & Volunteer Experience

4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

60 Leadership & Extracurricular Experience

4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

61 Awards & Accolades

4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

62 Resume Fit

4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

63 Section Heading: Formatting

4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

64 Key Information

4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

65 **Descriptive Detail**

4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

66 **location**

4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

67 **Grammar and punctuation**

4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

68 **Language**

4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

69 **Inclusion discretion**

4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

4.C Develop a polished dream high school resume that employs bold and dynamic verbs

Teacher's Scoring Area:				
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4

