

English

Question Sampler

Human Reader Companion Book



Aspire
ACT

P L U S



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Human Reader Instructions

When to Use the Human Reader Companion Book

This Human Reader Companion Book should be used with students who have been approved for a human reader accommodation. Students approved for this accommodation are those who would benefit from content being read aloud that are not able to access the built-in text-to-speech feature in the online test.

This Human Reader Companion Book provides instructions for the human reader and includes only the assessment content that is appropriate to be read aloud.

This Human Reader Companion Book may **only** be used with students taking the tests in the following formats:

- braille test book (please refer to the comments memo included with the braille test books to identify modifications made for the braille tests)
- large print test book
- standard print test book
- online test form enabled for use with assistive technology other than screen readers

Instructions and some assessment content are presented differently to students depending on whether they are taking a paper or an online assessment. Due to these differences, students taking paper tests and online tests should not be administered the assessment in the same setting when being provided a human reader.

Differences Between the Human Reader Companion Book and the Student’s Online or Paper Test

- Assessment content that is not appropriate to be read aloud does **not** appear in the Human Reader Companion Book.
- The page numbers in the Human Reader Companion Book and the standard print or large print test book will not match.
- Punctuation marks are not to be read aloud to the student.
- Some test questions have been adjusted for online presentation to improve digital accessibility. These adjustments result in the question content that is ready aloud having slight variances from paper to online.

A Guide to Human Reader Companion Book Formatting

The Human Reader Companion Book includes special formatting to guide the human reader through the script.

Understanding What to Read Aloud to Students



Instructions that should be read to **all** students will appear next to the **paper** and **online** icons.



Instructions that should be read **only** to students taking **paper** tests will appear next to the paper icon.



Instructions that should be read **only** to students taking **online** tests will appear next to the online icon.

Notes for the Human Reader

[Notes to the human reader appear in italics and brackets.]

These notes should **not** be read aloud to students.

Human Reader Script for English

Test Directions

This question sampler allows students to experience the types of items presented on the Utah Aspire Plus assessment. Items on the question sampler may not be representative of the level of content knowledge presented in the assessment. The question sampler should not be used to measure students' content knowledge.

This questions sampler asks questions about writing in English. Some questions are based on short passages. Read each passage before you answer the questions.

Multiple-choice Questions:

- Read the question and then choose the best answer from the answer choices given.
- Some questions refer to specific text. In many cases, you will be given alternatives for this text. Choose the best alternative. If you think the original text is best, choose "NO CHANGE."
- Some questions ask about a section of the passage or about the passage as a whole. Sometimes, the paragraphs or the sentences of a paragraph will be numbered and referred to in these questions.
- If you decide to change your answer, erase your first mark completely.
- It is best to mark an answer for every question even if you are not sure which answer is correct.

Text Entry Questions:

- Write your entire answer inside the box that goes with the question.
- Use your best handwriting as your answers will be entered online by a test administrator.

Please note:

- Any writing in your question sampler booklet will NOT be scored. Your answers in the booklet will be entered online by a test administrator.
- Begin working on the question sampler when you are told to do so.



Test Directions

You are now ready to take the **English test**. This test is designed to measure your understanding of the Utah Core Standards for **English**. You may return to these directions from any question by clicking on the Review button, which appears at the top of your screen.

At the top of your screen, you will find buttons for the following tools, from left to right: the forward and back navigation arrows, the Review button, the Bookmark button, the Pointer tool, and the Answer Eliminator tool. The Text Highlight tool is active but not available on the toolbar. To use the Text Highlight tool, move your cursor to the text you wish to highlight and then Click and drag the cursor over the text. The Answer Masking tool allows you to cover the answer choices and focus on one at a time.

On the top right of your screen, you will find a button for the user drop-down menu. From this menu, you may access the following accessibility tools: Contrast Settings, the Magnifier, and the Line Reader Mask. On some items, you will also have the Enable Answer Masking tool available. The Line Reader Mask allows you to focus on one section of information at a time by dragging the window over the text.

If you find that you do not know how to enter your responses, please raise your hand.



[Read the following passage which will be used to answer questions 1 through 6.]

Pottery in Motion

The adobe walls of the pottery workshop emitted a cool stillness that contrasted sharply with the heat of the afternoon's red sun. Handwoven tapestries were displayed prominently throughout the room. Cora greeted me warmly when I arrived for my lesson.

Therefore, she had prepared the clay. Now she threw a slab of it on the potter's wheel. Setting the wheel in motion with her foot, she centered the clay and molded it into the shape of a beehive. After opening up the center of the clay with her thumbs, her fingers formed it into a low, thick-walled bowl. She raised the sides into a cylinder and slimmed them by exerting pressure with her hands from both inside and outside.

Entranced by the whirling motion of the wheel, I watched with awe as the clay was transformed into an earthenware vase by Cora's artistry. When she was finally satisfied with its delicate shape, she used her small knife to trim away the excess clay, and then she removed the vase for drying.

She pointed to a shelf lined with glass jars and told me to choose the glaze. But the glaze also had an almost magical property that would loan the drab clay surface a shimmering quality. I knew that the glaze would waterproof the vase and abbreviate problems with germs and odors. Without hesitation, I chose a cobalt blue shade that reminded me of the color of the evening sky. After the vase was dry, I studied Cora as she applied the glaze with even strokes and then placed it next to other pieces that would be fired in the kiln.

Later, the afternoon dust scattered as the well-worn wheels of an ancient tour bus squeaked to a stop in front of the studio. A small group of tourists entered the workshop, reminding me that it was time to go. Filled with eagerness, anticipating the next lesson, when I would be the one to control the potter's wheel.

Question 1



At this point, the writer wants to emphasize the pleasing effect of the tapestries in Cora's workshop. Which choice best accomplishes that goal?

Locate the underlined text for question 1.

[Pause for students to locate the underlined text.]



In the following excerpt from the passage, the writer wants to emphasize the pleasing effect of the tapestries in Cora's workshop.

"were displayed prominently throughout the room."

Which choice best accomplishes that goal?



and



- A. NO CHANGE
- B. had been hung on the walls as decorations.
- C. adorned the walls with a multicolored elegance.
- D. covered the walls completely.

[Pause for students to answer the question.]

Question 2



Locate the underlined text for question 2.

[Pause for students to locate the underlined text.]



Choose the best option to replace “Therefore,” in the following sentence from the passage.

Therefore, she had prepared the clay.



and



- A.** NO CHANGE
- B.** However,
- C.** Earlier,
- D.** Thus,

[Pause for students to answer the question.]

Question 3



Locate the underlined text for question 3.

[Pause for students to locate the underlined text.]



Choose the best option to replace “it” in the following sentence from the passage.

After the vase was dry, I studied Cora as she applied the glaze with even strokes and then placed it next to the other pieces that would be fired in the kiln.



and



- A. NO CHANGE
- B. the vase
- C. them
- D. each

[Pause for students to answer the question.]

Question 4



Locate the underlined text for question 4.

[Pause for students to locate the underlined text.]



Choose the best option to replace “wheels of an ancient tour bus” in the following sentence from the passage.

Later, the afternoon dust scattered as the well-worn wheels of an ancient tour bus squeaked to a stop in front of the studio.



and



- A. NO CHANGE
- B. wheels, of an ancient tour bus,
- C. wheels of an ancient, tour bus
- D. wheels of an ancient tour bus,

[Pause for students to answer the question.]

Question 5



Locate the underlined text for question 5.

[Pause for students to locate the underlined text.]



Choose the best option to replace “anticipating the next lesson,” in the following sentence from the passage.

Filled with eagerness, anticipating the next lesson, when I would be the one to control the potter’s wheel.



and



- A. NO CHANGE
- B. anticipating my future lessons,
- C. I anticipated the next lesson,
- D. future lessons anticipated,

[Pause for students to answer the question.]



The following passage which will be used to answer questions 6 through 10.

Cycling About

In 1817, Baron von Drais of Germany, tired of walking, tried to come up with an easier way to explore his expansive gardens. He attached two equal-sized wooden wheels to a wooden plank and connected the front wheel to a bar for steering. The baron propelled the device by straddling the plank and running his feet along the ground. While this *Laufmaschine* (running machine), as von Drais called it, was uncomfortable to ride and nearly impossible to steer. Even so, it inspired the public of transportation a new two-wheeled means to imagine—and encouraged inventors to create just that.

By the 1860s, French craftsman Pierre Michaux, had designed a bicycle-like machine that featured a lightweight iron frame and pedals. But it was not perfect. Called the *vélocipède* or fast foot it became popularly known as the “boneshaker.” Its stiff, hardwood wheels made for a jarring ride on bumpy cobblestone roads. Only the strongest men could navigate the boneshaker—and even they had to ride slowly.

Hoping to provide the public a faster, smoother ride, English manufacturers in the 1870s introduced the “high-wheel” bicycle. It included a huge front wheel

paired with a tiny back wheel, both with cushiony rubber tires. The problem, though, was that riders had to sit perched high up on these bicycles, creating a dangerous tipping hazard. Most people—with the exception of daring young men—didn't ride the high-wheel.

Not until the 1890s, after attempts to make high-wheel bicycles safer had failed, were "safety" bicycles introduced in Europe and the United States. These models varied significantly in price. American suffragist Susan B. Anthony called the safety the "freedom machine." Finally, almost everyone could move about with ease on a bicycle—and they did.

Question 6



Locate the underlined text for question 6.

[Pause for students to locate the underlined text.]



Choose the best option to replace "While this" in the following sentence from the essay.

While this *Laufmaschine* (running machine), as von Drais called it, was uncomfortable to ride and nearly impossible to steer.



and



- A.** NO CHANGE
- B.** Regardless of whether this
- C.** Considering that this
- D.** This

[Pause for students to answer the question.]

Question 7



Locate the underlined text for question 7.

[Pause for students to locate the underlined text.]



Choose the best option to replace “craftsman Pierre Michaux,” in the following sentence from the essay.

By the 1860s, French craftsman Pierre Michaux, had designed a bicycle-like machine that featured a lightweight iron frame and pedals.



and



- A. NO CHANGE
- B. craftsman, Pierre Michaux,
- C. craftsman, Pierre Michaux
- D. craftsman Pierre Michaux

[Pause for students to answer the question.]

Question 8



Locate the underlined text for question 8.

[Pause for students to locate the underlined text.]



Choose the best option to replace “known” in the following sentence from the essay.

Called the *vélocipède* or fast foot it became popularly known as the “boneshaker.”



and



- A. NO CHANGE
- B. referred
- C. called
- D. said

[Pause for students to answer the question.]

Question 9



Given that all the choices are accurate, which one provides the most relevant information at this point in the essay?



Read the following excerpt from the essay.

Hoping to provide the public a faster, smoother ride, English manufacturers in the 1870s introduced the “high-wheel” bicycle. It included a huge front wheel paired with a tiny back wheel, both with cushiony rubber tires. The problem, though, was that riders had to sit perched high up on these bicycles, creating a dangerous tipping hazard. Most people—with the exception of daring young men—didn’t ride the high-wheel.

Not until the 1890s, after attempts to make high-wheel bicycles safer had failed, were “safety” bicycles introduced in Europe and the United States. These models varied significantly in price.

Given that all the choices are accurate, which one provides the most relevant information to replace “varied significantly in price.” at this point in the essay?



- A.** NO CHANGE
- B.** had two equal-sized wheels, inflatable rubber tires, reliable brakes, and frames that allowed men, women, and children to ride comfortably.
- C.** led to the formation of groups and clubs such as the League of American Wheelmen (today called the League of American Bicyclists).
- D.** were made and sold even though many roads were still unpaved and difficult to ride on.

[Pause for students to answer the question.]

Question 10



The writer is considering adding the following sentence to the essay:

The incredibly large front wheel allowed riders to travel farther and faster with only one rotation of the pedals.

If the writer were to add this sentence, it would most logically be placed at which of the highlighted points?

- A.** Point A in Paragraph 1
- B.** Point B in Paragraph 2
- C.** Point C in Paragraph 3
- D.** Point D in Paragraph 4

[Pause for students to answer the question.]

Question 11



There are five underlines in the passage to show which word or phrase may be incorrect. For each underline, write the correction in the box that follows it.



There are five underlines in the passage to show which word or phrase may be incorrect. For each underline, type the correction in the box that follows it.



and



Have you ever wondered how a relatively thin sleeping bag, jacket, or

[Pause for students to read the underlined text.]

filled with down can be so warm? Down feathers are the light, soft feathers

[Pause for students to read the underlined text.]

beneath the tougher exterior feathers of birds. Their loose structure allows them to trap air, and this insulation keeps the bird warm. In the same way, humans use down as insulation in many everyday products that keep us warm.

People have been using down feathers in this way

[Pause for students to read the underlined text.]

centuries. Though feathers from a variety of species of birds were used in the

[Pause for students to read the underlined text.]

the most common source today is the domestic goose. Most of the supply comes from China, while the rest mostly originates in Europe and Canada.

How do you know whether your jacket or pillow is actually lined with down? The Federal Trade Commission, which promotes consumer protection, mandates that products labeled "100% Down" must contain nothing but down feathers. If you just see "Down" on the label, this indicates there is a mixture of both fiber and

[Pause for students to read the underlined text.]

a label of "Goose Down" signifies a composition of at least 90% goose feathers.



End of test. If you finish, you may go back and check your work.



End of Section 1

Use the **Review** button above to go back and review your answers. When you are done, use the **Submit Final Answers** button below to submit your answers.



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