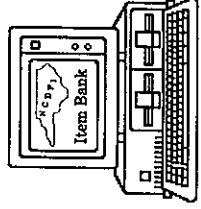


| GOAL/OBJECTIVE   | Number of multiple choice items | Average Number Correct |
|--|---------------------------------|------------------------|
| Goal 1: The learner will use strategies and processes that enhance control of communication skills development.  | 15                              | 8.53                   |
| <i>Sentence Formation</i> , including fragments, run-ons, misplaced or dangling modifiers, incorrect subordination, and non-parallel structure.          | 6                               | 2.65                   |
| <i>Usage</i> , including subject/verb agreement, tense verb inflections, pronoun antecedent agreement, case of pronouns, pronoun reference, apostrophes. | 4                               | 2.85                   |
| <i>Mechanics</i> , including capitalization, end punctuation, internal punctuation, and paragraphs.  | 4                               | 2.40                   |
| <i>Spelling</i>  | 1                               | .63                    |



## English I Item Bank Key Sheet

| <u>Form</u> | <u>Quest.</u> | <u>Obj</u> | <u>T-Skill</u> | <u>Subtopic</u>    | <u>Correct Answer</u> | <u>P-Value</u> |
|-------------|---------------|------------|----------------|--------------------|-----------------------|----------------|
| A-ED-M-2    | 1.            | 1.0        | Analyzing      | Sentence Formation | B                     | 0.49           |
| A-ED-M-2    | 2.            | 1.0        | Analyzing      | Mechanics          | B                     | 0.67           |
| A-ED-M-2    | 3.            | 1.0        | Analyzing      | Usage              | D                     | 0.88           |
| A-ED-M-2    | 4.            | 1.0        | Analyzing      | Sentence Formation | A                     | 0.16           |
| A-ED-M-2    | 5.            | 1.0        | Analyzing      | Sentence Formation | B                     | 0.51           |
| A-ED-M-2    | 6.            | 1.0        | Analyzing      | Sentence Formation | C                     | 0.64           |
| A-ED-M-2    | 7.            | 1.0        | Analyzing      | Usage              | D                     | 0.52           |
| A-ED-M-2    | 8.            | 1.0        | Analyzing      | Spelling           | A                     | 0.63           |
| A-ED-M-2    | 9.            | 1.0        | Analyzing      | Mechanics          | C                     | 0.95           |
| A-ED-M-2    | 10.           | 1.0        | Analyzing      | Usage              | D                     | 0.78           |
| A-ED-M-2    | 11.           | 1.0        | Analyzing      | Usage              | A                     | 0.67           |
| A-ED-M-2    | 12.           | 1.0        | Analyzing      | Sentence Formation | B                     | 0.41           |
| A-ED-M-2    | 13.           | 1.0        | Analyzing      | Mechanics          | C                     | 0.29           |
| A-ED-M-2    | 14.           | 1.0        | Analyzing      | Mechanics          | D                     | 0.49           |
| A-ED-M-2    | 15.           | 1.0        | Analyzing      | Sentence Formation | A                     | 0.44           |

Use this student essay to answer items 1 through 8 on the next page.

In many outstanding works of literature, the central character is on a mission to discover a better way of life. Such a search is vividly prominent in the short story “The Bracelet” by Colette. In which the central character—Madame Auglier—tries to recapture the distant years of her youth.

Madame Auglier, a wealthy, bored, middle aged woman wants to feel alive and excited again, and she realizes her current lifestyle can not help her to accomplish her goal. Searching her mind for a way to regain happiness, her thoughts return to her childhood and to a small, blue glass bracelet that had once held her adoration. She believes that if she can only find a similar bracelet, she can change back to the life of her childhood, there she will indeed find happiness.

Madame Auglier finds such a bracelet, she is sure her life will be as enjoyable as it was when she was young, but it isn’t. It is only at this time that she realizes she cannot have a different life because the way she is living is the life she has chosen. The discovery effects the theme of the story, since it projects the idea that one can’t change one’s life and return to the past because one has already lived that life.

For each underlined item in the essay, choose the correction to be made or "Make no change" if there is no correction.

1. A Colette; in which  
B Colette, in which  
C Colette: in which  
D Make no change.
2. A middle, aged  
B middle-aged  
C middle, aging  
D Make no change.
3. A it  
B she  
C them  
D Make no change.
4. A she returns  
B thought of hers return  
C returning in her thoughts  
D Make no change.
5. A childhood and there  
B childhood, and there  
C childhood: there  
D Make no change.
6. A Madame Auglier does find  
B Madame Auglier's finding  
C When Madame Auglier finds  
D Make no change.
7. A chose  
B choose  
C choosen  
D Make no change.
8. A affects  
B afects  
C efects  
D Make no change.

Use this student essay to answer items 9 through 15 on the next page.

In the short story "The Beggar" by Anton Chekhov, Lushkov, a beggar on the streets of russia, tries to get by in life by begging for food and money until one day  
⑨ when he meets Skvortsov, a fairly wealthy man who tries to help Lushkov find a better way of life.

Bringing the beggar home to provide him with a job, Skvortsov sends Lushkov outside to chop wood. Having no manual labor skills, Lushkov struggles until Olga, one of Skvortsov's cooks, shows him how to chop the wood. Therefore, Lushkov  
⑩ learns an occupation and earns money from Skvortsov.

Returning at the beginning of each month to chop wood at Skvortsovs farm,  
⑪ Lushkov learns responsibility as well as a trade. Seeing this new responsibility, Skvortsov gives Lushkov more jobs. Jobs that help him get back on his feet.

⑫ Years later, while walking down a street, Skvortsov meets Lushkov, but Lushkov is no longer a beggar, he now holds a steady job. Skvortsov speaks of the  
⑬ help he has once given Lushkov back on the farm, and Lushkov thanks Skvortsov  
⑭ for bringing him off the streets and providing him with job skills, a sense of responsibility, and for being happy.

⑮

For each underlined item in the essay, choose the correction to be made or "Make no change" if there is no correction.

9. A russia's  
B russian  
C Russia  
D Make no change.
10. A show  
B are showing  
C have shown  
D Make no change.
11. A Skvortsov's  
B Skvortsovs'  
C Skvortsovs's  
D Make no change.
12. A Jobs that  
B jobs that  
C jobs; that  
D Make no change.
13. A beggar but  
B beggar and  
C beggar; he  
D Make no change.
14. A farm and Lushkov  
B farm and, Lushkov  
C farm; and Lushkov  
D Make no change.
15. A happiness  
B for making him happy  
C for his being happy  
D Make no change.