

# Tennessee Comprehensive Assessment Program TCAP

## English I Practice Test



***Please PRINT all information in the box.***

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

Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_

District: \_\_\_\_\_

**All practice test items represent the appropriate grade level/content standards—however, the practice test may contain item types that no longer appear on the operational assessment.**

**Test Administrator Instructions:**

This practice test has Subpart 1 and Subpart 2. It is recommended that you print one copy of this practice test and pull the answer key before copying and distributing the practice test to your students. The answer key is found at the end of the practice test.

This practice test is representative of the operational test but is shorter than the actual operational test. Subpart 1 of this practice test will take 85 minutes to complete. Subpart 2 will take 60 minutes to complete. To see the details about the operational test, please see the blueprints located on the Tennessee Department of Education website.

## DIRECTIONS

In this subpart of the test, you will read a passage or set of passages, answer some questions, and then write a response to a writing prompt. This prompt gives you an opportunity to demonstrate how well you can organize and express your ideas in written text.

After reading the passage(s) and answering the questions, read the writing prompt. Then take a few minutes to think about the material and to plan what you want to write before you begin to answer. Do your best to write a clear and well-organized response. Be sure to keep in mind your purpose and audience when developing your response.

You may use scratch paper for prewriting or to make notes. However, only the response entered on the lined pages of your answer document will be scored. **Remember that any work that you do on scratch paper will not be scored.** You must write your response on the lined pages of your answer document to receive credit.

You will be given 85 minutes to complete the writing prompt. This includes the time for reading the passage(s), answering the questions, and planning and writing your essay. If you finish before the allotted time ends, review your work.

There is a sample passage with sample questions on the next page. Wait for your teacher to instruct you to continue.



**Do not go on to the next page until told to do so.**

Read the sample passage and answer the sample questions that follow.

## The State Quarters Program

A profile of our first U.S. president, George Washington, has been featured on the quarter since 1932. While Washington graces the “heads” side, or obverse, of the coin, the reverse has had numerous variations, most notably during the State Quarters program launched by the U.S. government from 1999 to 2008. During this span, each of the 50 states was represented on the reverse with a depiction of its cultural legacy or a significant event in its history. The Delaware quarter depicts Caesar Rodney, an instrumental statesman during the American Revolution. The North Carolina quarter shows the Wright brothers’ first airplane flight. The Tennessee quarter portrays the musical heritage of the Volunteer State, illustrated by a fiddle, a trumpet, and a guitar.

### Sample 1: Multiple choice (one correct response)

What is meant by legacy, as mentioned in the passage?

- A. pause
- B. collection
- C. tradition
- D. instrument

**Sample 2: Multiple select (multiple correct responses)**

Which **two** sentences describe unique features of state quarters created during the program?

- M.** A profile of our first U.S. president, George Washington, has been featured on the quarter since 1932.
- P.** While Washington graces the “heads” side, or obverse, of the coin, the reverse has had numerous variations, most notably during the State Quarters program launched by the U.S. government from 1999 to 2008.
- R.** During this span, each of the 50 states was represented on the reverse with a depiction of its cultural legacy or a significant event in its history.
- S.** The North Carolina quarter shows the Wright brothers’ first airplane flight.
- T.** The Tennessee quarter portrays the musical heritage of the Volunteer State, illustrated by a fiddle, a trumpet, and a guitar.



**Do not go on to the next page until told to do so.**

Read the passages and answer Questions 1 through 3. Then write a response to the writing prompt.

## Passage 1

### Excerpt from *Martin Sloane: A Novel*

by Michael Redhill

*In the following excerpt from the novel, the 35-year-old narrator is reflecting on her childhood.*

- 1        Some people believe in a connected world in which every one thing is cognate<sup>1</sup> with every other thing, the bell tolling for you, for me. In this kind of world, orders are revealed within our own order, our beginnings woven with other beginnings, endings with endings. In this way, life is seen to rhyme with itself. . . .
- 2        But now, if I go all the way back to my own birth, I find only disconnected memories. A dusty shag carpet, a writing pad by a phone, an orange wall. I think I can recall an early dream: bedroom curtains opening on a carousel? Later, my mother in gardening gloves, smelling like soil, . . . A banana-seat bicycle, a bumpy road between two towns, jackdaws<sup>2</sup> creaking in the air over gravestones. Some time later, a piano brought down from Syracuse, the one my mother played as a girl.
- 3        But this childhood narration doesn't rhyme with anything, not even with itself, for what could a dusty carpet have to do with gardening gloves, or a piano with gravestones? So many times in thirty-five years, I've known the feeling of that little girl I once was being erased. The girl followed by the young woman who was then given the hook<sup>3</sup> for another, later, woman. I feel only a rough kinship with them, like they are co-conspirators in what has become of me. A lifetime of versions. But the little girl? She's gone. I don't have her. It's only when you're old enough to understand that the past is gone that you begin to store your own life, and like most children, at least as I recall, I thought I would be eight forever. . . . Never anything but eight.
- 4        I probably didn't start keeping track of my own life until I left my childhood home. Then I'd lie awake in my dorm bed testing to see if I could remember how all the doors in the house I no longer lived in opened. Which ones swung easily on

<sup>1</sup>**cognate:** connected

<sup>2</sup>**jackdaws:** a type of bird

<sup>3</sup>**given the hook:** to be taken away

their hinges, which had a sticking point you had to tug it through. Which doorknobs were loose, which stiff. The folding closet door in my bedroom that slid open on a track and then came off the track and swung free. I thought to myself, once I'd forgotten the doors of my childhood home, my childhood would truly be over.

Excerpt from *Martin Sloane: A Novel*, by Michael Redhill, from Back Bay Books, Little, Brown & Company, 2001. Used by permission of the publisher via Copyright Clearance Center.

## Passage 2

### Ode to a Box of Tea

by Pablo Neruda

Box of tea  
from  
elephant country,  
now a worn  
5 sewing box,  
small planetarium of buttons:  
you brought  
into the house  
a sacred,  
10 unplaceable scent,  
as if you had come from another planet.  
With you in my weary young heart  
arrived from far-off places,  
returning  
15 from the islands.  
I had lain sweating  
with fever  
by the ocean shore, while a  
palm frond  
20 waved back and forth above me,  
soothing  
my emotions  
with its green air and song.  
Exquisite

25    tin box,  
      oh  
      how you remind me of  
      the swell of other seas,  
      the roar  
30    of  
      monsoons over Asia  
      when  
      countries  
      rock  
35    like ships  
      at the hands of the wind  
      and Ceylon<sup>1</sup> scatters  
      its scents  
      like a head of  
40    storm-tossed  
      hair.  
      Box of tea,  
      like my  
      own heart  
45    you arrived bearing  
      stories,  
      thrills,  
      eyes  
      that had held  
50    fabulous petals in their gaze  
      and also, yes,  
      that  
      lost scent  
      of tea, of jasmine and of dreams,  
55    that scent of wandering spring.

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<sup>1</sup> **Ceylon**: an island in southeast Asia

“Ode to a Box of Tea” by Pablo Neruda, from Little, Brown & Company, 1993. Used by permission of the publisher via Copyright Clearance Center.



- 1** How do the doors described in paragraph 4 relate to a central idea of passage 1?
- A.** They represent a fading connection to a childhood long past.
  - B.** They reinforce the notion that insignificant objects can trigger powerful memories.
  - C.** They show how vivid images from childhood carry meaning into adult life.
  - D.** They suggest that focused concentration preserves connection to the past.

- 2** What is the speaker describing in lines 37–41 of passage 2?

**Ceylon scatters / its scents / like a head of / storm-tossed / hair**

- M.** how monsoon storms help to irrigate the tea fields on Ceylon
- P.** how the stormy winds help to pollinate the tea plants on Ceylon
- R.** how the monsoon storms sow the seeds of the tea plants on Ceylon
- S.** how the stormy winds spread the fragrance of the tea fields on Ceylon

- 3** Which sentence states a central idea of passage 2?

- A.** A box of tea triggers the speaker's recollection of a special trip.
- B.** A rare box of tea leads to fantastic adventures for the speaker.
- C.** A box of tea stirs the speaker's senses and hopes for the future.
- D.** A once fragrant box of tea is worn and neglected by the speaker.

## Writing Prompt

You have just read two passages that discuss relationships between memory and objects. Write a multi-paragraph informational essay explaining the significance that each author attaches to specific objects in the passages.

Manage your time carefully so that you can

- plan your essay and do some prewriting in the space provided.
- write your essay on the lined pages of your answer document.

Be sure to

- use evidence from **both** passages.
- avoid over-relying on one passage.

Your written response should be in the form of a multi-paragraph informational essay.

**Write your essay on the lined pages of your answer document. Anything you write that is not on the lined pages of your answer document will NOT be scored.**

**Use the prewriting pages to make notes and plan your writing**

- Make sure that you write your response on the lined pages provided in the answer document.
- Writing on this page will **not** be scored.

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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**This is the end of Subpart 1 of the English I Test.  
Do not go on to the next page until told to do so.**

**Directions**

This subpart of the test contains several types of questions. The following samples show the types of test questions used.

**Read the sample passage and answer the sample questions that follow.**

## **Excerpt from *The Call of the Wild***

by Jack London

And over this great demesne Buck ruled. Here he was born, and here he had lived the four years of his life. It was true, there were other dogs. There could not but be other dogs on so vast a place, but they did not count. They came and went, resided in the populous kennels, or lived obscurely in the recesses of the house after the fashion of Toots, the Japanese pug, or Ysabel, the Mexican hairless, strange creatures that rarely put nose out of doors or set foot to ground. On the other hand, there were the fox terriers, a score of them at least, who yelped fearful promises at Toots and Ysabel looking out of the windows at them and protected by a legion of housemaids armed with brooms and mops.

Excerpt from *The Call of the Wild* by Jack London. July 1, 2008 [EBook #215]. Copyright © 2008, Gutenberg.org. In the public domain.

### **Sample 1: Multiple choice (one correct response)**

What does the word populous mean as used in the passage?

- A.** special
- B.** large
- C.** crowded
- D.** nearby

**Sample 2: Multiple select (multiple correct responses)**

Which **two** details from the passage show the other dogs are protected?

- M.** Buck lived in a place with many other dogs.
- P.** Some of the dogs stayed in the house at all times.
- R.** The fox terriers often yelped at the other dogs.
- S.** Several different breeds of dogs lived there.
- T.** The housemaids used brooms to shield the smaller dogs.

**Sample 3: Two-part multiple choice (with evidence responses)**

The following item has two parts. Answer Part A and then answer Part B.

**Read this sentence from the passage.**

**There could not but be other dogs on so vast a place, but they did not count.**

**Part A**

What does the sentence tell about Buck's feelings towards the other dogs?

- A.** Buck feels superior.
- B.** Buck feels jealous.
- C.** Buck feels isolated.
- D.** Buck feels mistreated.

**Part B**

Which detail from the passage supports the correct answer in Part A?

- M.** The other dogs often come and go.
- P.** Buck has always lived in this place.
- R.** Buck rules over everything around him.
- S.** The other dogs rarely go outside.

**Sample 4: Editing Task**

There are one or more underlined parts in the passage. They may contain errors to be corrected, or they may need to be changed for better wording. If a change is needed, select the correct replacement. If no change is needed, select “No change.”

Plastic water bottles and plastic grocery bags have become a major environmental issue in our country. The plastic often used to make many bottles and bags takes hundreds of years to disintegrate, caused unneeded pollution in our waters, parks, and landfills.

Which change, if any, is needed to the underlined text?

**disintegrate, caused**

- A.** disintegrate. Caused
- B.** disintegrate, causing
- C.** disintegrate; causing
- D.** No change



**Do not go on to the next page until told to do so.**

Read the passages and answer Questions 1 through 7.

## Passage 1

### Excerpt from *Jane Eyre*

by Charlotte Brontë

*In this scene, the narrator, Jane Eyre, is taking up a new job as a governess. She has been welcomed by the housekeeper and has spent some time talking with her.*

- 1 My heart really warmed to the worthy lady as I heard her talk; and I drew my chair a little nearer to her, and expressed my sincere wish that she might find my company as agreeable as she anticipated.
- 2 “But I’ll not keep you sitting up late to-night,” said she; “it is on the stroke of twelve now, and you have been travelling all day: you must feel tired. If you have got your feet well warmed, I’ll show you your bedroom. I’ve had the room next to mine prepared for you; it is only a small apartment, but I thought you would like it better than one of the large front chambers: to be sure they have finer furniture, but they are so dreary and solitary, I never sleep in them myself.”
- 3 I thanked her for her considerate choice, and as I really felt fatigued with my long journey, expressed my readiness to retire. She took her candle, and I followed her from the room. First she went to see if the hall-door was fastened; having taken the key from the lock, she led the way upstairs. The steps and banisters were of oak; the staircase window was high and latticed; both it and the long gallery into which the bedroom doors opened looked as if they belonged to a church rather than a house. A very chill and vault-like air pervaded the stairs and gallery, suggesting cheerless ideas of space and solitude; and I was glad, when finally ushered into my chamber, to find it of small dimensions, and furnished in ordinary, modern style.
- 4 When Mrs. Fairfax had bidden me a kind good-night, and I had fastened my door, gazed leisurely round, and in some measure effaced<sup>1</sup> the eerie impression made by that wide hall, that dark and spacious staircase, and that long, cold gallery, by the livelier aspect of my little room, I remembered that, after a day of bodily fatigue and mental anxiety, I was now at last in safe haven. The impulse of gratitude swelled my heart, and I knelt down at the bedside, and offered up thanks where thanks were due; not forgetting, ere I rose, to implore aid on my further path, and the power of meriting the kindness which seemed so frankly offered me before it was earned. My couch had no thorns in it that night; my solitary room no fears. At once weary and content, I slept soon and soundly: when I awoke it was broad day.

<sup>1</sup> **effaced:** erased

- 5 The chamber looked such a bright little place to me as the sun shone in between the gay blue chintz window curtains, showing papered walls and a carpeted floor, so unlike the bare planks and stained plaster of Lowood, that my spirits rose at the view. Externals have a great effect on the young: I thought that a fairer era of life was beginning for me, one that was to have its flowers and pleasures, as well as its thorns and toils.

Excerpt from *Jane Eyre* by Charlotte Brontë. October 2007. [EBook #23077]. Copyright © 2007, Gutenberg.org. In the public domain.

## Passage 2

### Excerpt from “The Fall of the House of Usher”

by Edgar Allan Poe

*In this story, the narrator is visiting Roderick Usher, an old friend he has not seen for many years.*

- 6 During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country, and at length found myself, as the shades of the evening drew on, within view of the melancholy House of Usher. I know not how it was—but, with the first glimpse of the building, a sense of insufferable gloom pervaded my spirit. . . .
- 7 A servant in waiting took my horse, and I entered the Gothic archway of the hall. A valet, of stealthy step, thence conducted me, in silence, through many dark and intricate passages in my progress to the studio of his master. Much that I encountered on the way contributed, I know not how, to heighten the vague sentiments of which I have already spoken. While the objects around me—while the carvings of the ceilings, the sombre tapestries of the walls, the ebon blackness of the floors, and the phantasmagoric<sup>1</sup> armorial trophies which rattled as I strode, were but matters to which, or to such as which, I had been accustomed from my infancy—while I hesitated not to acknowledge how familiar was all this—I still wondered to find how unfamiliar were the fancies which ordinary images were stirring up. On one of the staircases, I met the physician of the family. His countenance, I thought, wore a mingled expression of low cunning and perplexity. He accosted<sup>2</sup> me with trepidation<sup>3</sup> and passed on. The valet now threw open a door and ushered me into the presence of his master.

<sup>1</sup> **phantasmagoric:** strange and dreamlike

<sup>2</sup> **accosted:** spoke to

<sup>3</sup> **trepidation:** nervousness

- 8 The room in which I found myself was very large and lofty. The windows were long, narrow, and pointed, and at so vast a distance from the black oaken floor as to be altogether inaccessible from within. Feeble gleams of encrimsoned light made their way through the trellissed panes, and served to render sufficiently distinct the more prominent objects around; the eye, however, struggled in vain to reach the remoter angles of the chamber, or the recesses of the vaulted and fretted ceiling. Dark draperies hung upon the walls. The general furniture was profuse, comfortless, antique, and tattered. Many books and musical instruments lay scattered about, but failed to give any vitality to the scene. I felt that I breathed an atmosphere of sorrow. An air of stern, deep, and irredeemable gloom hung over and pervaded all.

Excerpt from "The Fall of the House of Usher" by Edgar Allan Poe. December 15, 2010 [EBook #932]. Copyright © 2010, Gutenberg.org. In the public domain.

- 1 The following item has two parts. Answer Part A and then answer Part B.

### Part A

Which sentence **best** states a central idea from passage 1?

- A. The isolated location of the house makes Jane uneasy.
- B. As Jane walks through the house, she finds her feelings affected by its different features.
- C. While observing Mrs. Fairfax, Jane learns how difficult and tiring maintaining a large house can be.
- D. Jane's interaction with the housekeeper makes Jane disappointed with her new position as governess.

### Part B

Select the sentence that **best** supports the correct answer to Part A.

- M. "My heart really warmed to the worthy lady as I heard her talk; and I drew my chair a little nearer to her, and expressed my sincere wish that she might find my company as agreeable as she anticipated." (paragraph 1)
- P. "I thanked her for her considerate choice, and as I really felt fatigued with my long journey, expressed my readiness to retire." (paragraph 3)
- R. "First she went to see if the hall-door was fastened; having taken the key from the lock, she led the way upstairs." (paragraph 3)
- S. "A very chill and vault-like air pervaded the stairs and gallery, suggesting cheerless ideas of space and solitude; and I was glad, when finally ushered into my chamber, to find it of small dimensions, and furnished in ordinary, modern style." (paragraph 3)

- 2** The following item has two parts. Answer Part A and then answer Part B.

**Part A**

How does Poe **mainly** develop suspense in paragraph 7?

- A.** by contrasting the narrator’s familiarity with the setting with his feeling that something is wrong
- B.** by presenting a flashback showing the narrator’s memories of the house in the past
- C.** by contrasting the strange objects in the house with the narrator’s more comfortable home
- D.** by establishing the narrator’s increasing conflict with the family doctor

**Part B**

Select the sentence or phrase that **best** supports the correct answer to Part A.

- M.** “A valet, of stealthy step, thence conducted me, in silence, through many dark and intricate passages in my progress to the studio of his master.”
- P.** “. . . the carvings of the ceilings, the sombre tapestries of the walls, the ebon blackness of the floors, and the phantasmagoric armorial trophies which rattled as I strode . . .”
- R.** “. . . while I hesitated not to acknowledge how familiar was all this—I still wondered to find how unfamiliar were the fancies which ordinary images were stirring up.”
- S.** “. . . wore a mingled expression of low cunning and perplexity.”



- 3 Which statement about passage 2 **best** describes how the author's choice of structure affects the meaning of the story?
- A. By adopting a slow pace with only a few events, the author emphasizes the remoteness of the setting.
  - B. By focusing on the actions of the inhabitants of the house, the author establishes the relationship between characters.
  - C. By having the narrator describe the house as he moves through it, the author establishes the bleak nature of the house.
  - D. By contrasting what the narrator sees inside the house with what he sees outside the house, the author reveals aspects of the narrator's character.
- 4 Which sentence **best** states the central idea of passage 2?
- M. The narrator's visit to his old friend brings back melancholy memories of their shared past.
  - P. The gloom of the House of Usher creates feelings of dismay in the narrator.
  - R. The atmosphere of the House of Usher is very different from the narrator's memories of it in the past.
  - S. The people the narrator encounters make the narrator worry about his friend.
- 5 What does oppressively mean as it is used in paragraph 6?
- A. cruelly
  - B. barely
  - C. depressingly
  - D. alarmingly

- 6** The following item has two parts. Answer Part A and then answer Part B.

**Part A**

What does livelier mean in paragraph 4?

- M.** more crowded
- P.** more active
- R.** more cheerful
- S.** more spacious

**Part B**

How does the word livelier develop the author's ideas?

- A.** It suggests that the narrator is eager for the company of other people.
- B.** It suggests that the narrator has an energetic personality despite her seemingly calm behavior.
- C.** It suggests that the narrator has been given a room that is surprisingly luxurious and grand.
- D.** It suggests that the narrator is relieved to find that her room is not as gloomy as the rest of the house.

- 7** Which theme do **both** passages have in common?

- M.** Setting can have a strong influence on a person's mood.
- P.** Being a guest is made easier by a hospitable welcome.
- R.** People are often nervous when encountering new situations.
- S.** Hope can be revived after a period of despair.

Read the passage and answer Questions 8 through 14.

## To Remember a Lecture Better, Take Notes by Hand

by Robinson Meyer

- 1 Psych 101 was about to start, and Pam Mueller had forgotten her laptop at home. This meant more than lost Facebook time. A psychology grad student at Princeton, Mueller was one of the class teaching assistants. It was important she have good notes on the lecture. Normally she used her laptop to take notes, but, without it, she'd have to rely on a more traditional approach.
- 2 So she put pen to paper—and found something surprising.
- 3 Class just seemed *better*. “I felt like I had gotten so much more out of the lecture that day,” she said. So she shared the story with Daniel Oppenheimer, the professor teaching the class.
- 4 “I had a similar experience in a faculty meeting the other day,” Mueller remembers him saying. “And we both sort of had that intuition that there might be something different about writing stuff down.”
- 5 It turns out there is.
- 6 A new study—conducted by Mueller and Oppenheimer—finds that people remember lectures better when they’ve taken handwritten notes, rather than typed ones.
- 7 What’s more, knowing how and why typed notes can be bad doesn’t seem to improve their quality. Even if you warn laptop-notetakers ahead of time, it doesn’t make a difference. For some tasks, it seems, handwriting’s just better.
- 8 The study comes at a ripe time for questions about laptop use in class. Educators still debate whether to allow students to bring their laptops into the classroom. And while researchers have found that laptop use during class-time tends to be distracting—not only do laptop-using students not perform as well academically, but also they’re less happy with their education—Mueller and Oppenheimer’s research seems to be the first quantitative attempt to compare laptops disconnected from the Internet with plain-old pencil and paper.
- 9 The study was conducted in three parts. At the beginning of each, students watched video of a lecture or a TED<sup>1</sup> talk, and took notes on it either longhand or on laptops.

<sup>1</sup> **TED:** Technology, Entertainment, and Design

- 10 Students watched the video, completed difficult mental tasks for 30 minutes, then took a quiz on the content. In this group, longhand-notetakers outperformed laptop-notetakers on the quiz. Analysis of student notes showed that laptop-notetakers tended to transcribe a lot of the speaker's words verbatim. Mueller and Oppenheimer suspected that this was because those who typed notes were inclined to transcribe lectures, rather than process them. This makes sense: If you can type quickly enough, word-for-word transcription is possible, whereas writing by hand usually rules out capturing every word.
- 11 So students in the second group were given a warning. Before the laptop-users watched the lecture or took any notes on it, the study administrator told some of them:
- 12 People who take class notes on laptops when they expect to be tested on the material later tend to transcribe what they're hearing without thinking about it much. **Please try not to do this as you take notes today.** Take notes in your own words and don't just write down word-for-word what the speaker is saying.
- 13 The warning seemed to have no effect. The quiz showed that longhand-notetakers still remembered lecture content better than laptop-notetakers. And analyzing the notes that laptop-using students took, the two authors admit: "The instruction to not take verbatim notes was completely ineffective at reducing verbatim content."
- 14 The final group of students took the quiz a full week after watching a recorded lecture. Some of these students were allowed to study their notes for 10 minutes before taking the quiz. In this last group, longhand-notetakers who had time to study outperformed everyone else. Longhand-notetakers of any sort, in fact, did better on the quiz than laptop-notetakers.
- 15 What's more, if someone took verbatim notes on their laptop, then studying seemed more likely to hinder their performance on the quiz.
- 16 In other words, taking notes on a laptop seems to lead to verbatim notes, which make it tough to study well. And you can't successfully warn someone to keep them from taking verbatim notes if they're using a laptop.
- 17 "We don't write longhand as fast as we type these days, but people who were typing just tended to transcribe large parts of lecture content verbatim," Mueller told me. "The people who were taking notes on the laptops don't have to be judicious in what they write down."
- 18 She thinks this might be the key to their findings: Take notes by hand, and you have to process information as well as write it down. That initial selectivity leads to long-term comprehension.

- 19 "I don't think we're gonna get more people to go back to notebooks necessarily," Mueller said. "Tablets might be the best of both worlds—you have to choose what to write down, but then you have the electronic copy."
- 20 Incidentally, the two researchers might look at tablet use next. (They didn't include them in this study.) But they have busy scientific dockets outside this work, as neither of them specialize in educational psychology. Mueller researches questions of law and morality, and Oppenheimer tends to focus on decision-making and the psychology of democracy.
- 21 But the two say they've appreciated their foray into note-taking research, which stemmed from a real-life problem. "I think," Mueller said, "that's where the best research comes from, because the questions resonate with other people."

"To Remember a Lecture Better, Take Notes by Hand" by Robinson Meyer, from *The Atlantic*, May 2015. Copyright © Atlantic Media Inc. Used by permission of the publisher via Copyright Clearance Center.

- 8** How does the author use rhetoric in paragraphs 1–2 to advance his purpose?
- A.** He uses a personal story to explain an unexpected discovery.
  - B.** He uses data and facts to support a position about note-taking.
  - C.** He uses an emotional appeal to emphasize an alarming problem.
  - D.** He uses a metaphor to make his ideas easier to understand.

- 9** The following item has two parts. Answer Part A and then answer Part B.

**Part A**

What does intuition mean as it is used in paragraph 4?

- M.** notation
- P.** proof
- R.** insight
- S.** intention

**Part B**

How does the use of the word intuition help develop the author's ideas?

- A.** by explaining how the scientists came to suspect their research would be productive
- B.** by explaining the importance of note-taking to learning in class
- C.** by explaining the plans for the experiment described in the passage
- D.** by explaining the evidence that supports the scientists' theory about note-taking

- 10** How does paragraph 16 develop the ideas described in paragraphs 13–15?

- M.** Paragraph 16 provides background information that may explain the results described in paragraphs 13–15.
- P.** Paragraph 16 presents the results of the experimental setup described in paragraphs 13–15.
- R.** Paragraph 16 presents an alternate perspective on the experiment described in paragraphs 13–15.
- S.** Paragraph 16 summarizes the conclusions that can be drawn from the results described in paragraphs 13–15.

**11** What does foray mean as it is used in paragraph 21?

- A.** search
- B.** excursion
- C.** echo
- D.** collapse

**12** The following item has two parts. Answer Part A and then answer Part B.

**Part A**

What is the **primary** claim in paragraph 18?

- M.** Students who take notes by hand listen more carefully to lectures, while students who use laptops listen only selectively.
- P.** Students who take notes by hand are only able to remember selective information, while students who use laptops can remember much more information.
- R.** Taking notes by hand is more effective than taking notes on a laptop because it requires students to process information as they write it down.
- S.** Taking notes by hand is less efficient than taking notes on a laptop because it requires students to process information rather than simply write it down.

**Part B**

How effectively does the author support this claim?

- A.** The claim is poorly supported and is contradicted by much of the evidence from the study.
- B.** The claim is supported by some evidence from the study, but opposed by other evidence.
- C.** The claim is a believable explanation of the study results, but is not the only possible explanation.
- D.** The claim is an improbable speculation by the author based on little evidence from the study.

- 13** Which statement **best** describes how paragraph 12 functions in the passage?
- M.** By shifting to the test administrator’s point of view, the paragraph demonstrates the methods used in the note-taking study.
  - P.** By including the test administrator’s warning to the students, the paragraph accurately portrays how the note-taking study was flawed.
  - R.** By representing the exact words of the test administrator’s warning, the paragraph strengthens the study’s conclusion about notetaking.
  - S.** By revealing the test administrator’s firm tone, the paragraph emphasizes the important role that language plays in notetaking.

- 14** Select the paragraph from the passage that **best** expresses its central idea.
- A.** “Psych 101 was about to start, and Pam Mueller had forgotten her laptop at home. This meant more than lost Facebook time. A psychology grad student at Princeton, Mueller was one of the class teaching assistants. It was important she have good notes on the lecture. Normally she used her laptop to take notes, but, without it, she’d have to rely on a more traditional approach.” (paragraph 1)
  - B.** “Class just seemed *better*. ‘I felt like I had gotten so much more out of the lecture that day,’ she said. So she shared the story with Daniel Oppenheimer, the professor teaching the class.” (paragraph 3)
  - C.** “‘I had a similar experience in a faculty meeting the other day,’” Mueller remembers him saying. “And we both sort of had that intuition that there might be something different about writing stuff down.” (paragraph 4)
  - D.** “A new study—conducted by Mueller and Oppenheimer—finds that people remember lectures better when they’ve taken handwritten notes, rather than typed ones.” (paragraph 6)



There are seven underlined parts in the passage. They may be errors to be corrected, or they may need to be changed for better wording. If a change is needed, select the correct replacement. If no change is needed, select “No change.”

The poet Samuel Coleridge, in “The Rime of the Ancient Mariner,” poetically describes an ironic situation faced by a sailor “Water, water, everywhere, / Nor any drop to drink.” The quote also serves as a reminder of the more practical truth that humans need water to live. In fact, most people would not be able to survive to make it much longer than two or three days without having water. This makes sense when you consider that the human body is made up of about 60% water. Water plays several key roles in physical health: protecting joints, preventing injury and fatigue during exercise, and it helps keep kidneys healthy.

Human cartilage is composed of about 85 percent water. The tough yet spongy substance keeps joints lubricated and mobile. The vertebrae of the spinal column rely on cartilage to absorb shock caused by an array of everyday activities from walking to running to lifting as well as to sitting. Cartilage is like a suit of armor that coats the bones beneath our skin. When you take most of the water out of the picture, cartilage would dehydrate and result in painful friction.

Hydration is also key to healthy exercise. The fluids sweated out during a workout must be replaced in order to prevent muscle cramping and injury. Water restores the fluid balance to muscles and helps the body transport electrolytes to replace those lost during exercise. Staying well-hydrated before, during, and when you are done with exercise can reduce fatigue.

Finally, water is essential to the proper function of kidneys. Those vital organs remove waste from the body, they also help regulate blood pressure and some bodily fluid levels. Without adequate hydration, kidneys are unable to perform their critical functions. Water’s valuable role in ensuring human health is difficult to overestimate.

**15** Which change, if any, is needed to the underlined text?

sailor “Water,

- M.** sailor: “Water,
- P.** sailor; “Water,
- R.** sailor . . . “Water
- S.** No change

- 16** Which change, if any, shows the **best** way to revise the underlined text?

**In fact, most people would not be able to survive to make it much longer than two or three days without having water.**

- A.** In fact, most would not survive to make it two or three days without having it.
- B.** In fact, most would not be able to survive any longer than two or three days without any water.
- C.** In fact, most people would not survive longer than two or three days without it.
- D.** No change

- 17** Which change, if any, shows the **best** way to revise the underlined text?

**and it helps keep kidneys healthy.**

- M.** and keeping kidneys healthy.
- P.** and it keeps your kidneys healthy.
- R.** and also your kidneys will be healthier.
- S.** No change

- 18** Which change, if any, shows the **best** way to revise the underlined text?

**caused by an array**

- A.** fired up by a whole host
- B.** made possible by a wealth
- C.** brought to pass by an immensity
- D.** No change

- 19** Which change, if any, shows the **best** way to revise the underlined text?

When you take most of the water out of the picture

- M.** If there isn't a whole lot of water
- P.** With decreased levels of water
- R.** Running on low amounts of water
- S.** No change

- 20** Which change, if any, shows the **best** way to revise the underlined text?

when you are done with

- A.** when finished with
- B.** being done with
- C.** after
- D.** No change

- 21** Which change, if any, is needed to the underlined text?

**body, they**

- M.** body: they
- P.** body; they
- R.** body they
- S.** No change



**This is the end of the test.**

## Subpart 1 Practice Test Questions

1. ● (B) (C) (D)
2. (M) (P) (R) ●
3. ● (B) (C) (D)

## Subpart 2 Practice Test Questions

1. **Part A:** (A) ● (C) (D)  
**Part B:** (M) (P) (R) ●
2. **Part A:** ● (B) (C) (D)  
**Part B:** (M) (P) ● (S)
3. (A) (B) ● (D)
4. (M) ● (R) (S)
5. (A) (B) ● (D)
6. **Part A:** (M) (P) ● (S)  
**Part B:** (A) (B) (C) ●
7. ● (P) (R) (S)
8. ● (B) (C) (D)
9. **Part A:** (M) (P) ● (S)  
**Part B:** ● (B) (C) (D)
10. (M) (P) (R) ●
11. (A) ● (C) (D)
12. **Part A:** (M) (P) ● (S)  
**Part B:** (A) (B) ● (D)
13. (M) (P) ● (S)

14.   Ⓐ   Ⓑ   Ⓒ   ●
15.   ●   Ⓟ   Ⓡ   Ⓢ
16.   Ⓐ   Ⓑ   ●   Ⓓ
17.   ●   Ⓟ   Ⓡ   Ⓢ
18.   Ⓐ   Ⓑ   Ⓒ   ●
19.   Ⓜ   ●   Ⓡ   Ⓢ
20.   Ⓐ   Ⓑ   ●   Ⓓ
21.   Ⓜ   ●   Ⓡ   Ⓢ



### TCAP Practice Test Standards Alignment and Key—English I (2019–2020)

<b>Subpart 1</b>		
1	A	9-10.RL.KID.3
2	S	9-10.RL.CS.4
3	A	9-10.RL.KID.2
WP		9-10.W.TTP.2
<b>Subpart 2</b>		
1	B   S	9-10.RL.KID.2
2	A   R	9-10.RL.CS.5
3	C	9-10.RL.CS.5
4	P	9-10.RL.KID.2
5	C	9-10.RL.CS.4
6	R   D	9-10.RL.CS.4
7	M	9-10.RL.KID.2
8	A	9-10.RI.CS.6
9	R   A	9-10.RI.CS.4
10	S	9-10.RI.CS.5
11	B	9-10.RI.CS.4
12	R   C	9-10.RI.IKI.8
13	R	9-10.RI.CS.5
14	D	9-10.RI.KID.2
15	M	9-10.L.CSE.2
16	C	9-10.L.KL.3
17	M	9-10.L.CSE.1
18	D	9-10.L.KL.3
19	P	9-10.L.KL.3
20	C	9-10.L.CSE.1
21	P	9-10.L.CSE.2