Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block: \_\_\_\_\_\_\_\_

FSA Practice Test – Part 1 & 2

**DUE BY Friday, 4/7/17**

***Instructions*: You will take this practice test in two parts. While it is practice, this is a grade. Therefore, you need to take it seriously and do your very best. In Part 1, you will complete a series of tasks on the computer and record the answers to your questions in the answer boxes on this sheet. The purpose of this is to familiarize yourself with the testing tools available to help you during the test. This will eliminate the need to learn this on the day of the test as every minute counts! In Part 2, you will actually take the practice test on the computer *and* record your answers on this sheet. Both Part 1 and Part 2 will be graded for accuracy. Remember, taking this seriously will help you be more prepared, less anxious, and better able to focus on the big day! Help me to help you. ☺**

***How to get in to the test*:**

1. Open Mozilla Firefox and enter the following web address in the browser bar:

www.fsassessments.org/training-tests

1. Click on “Take the training test.”
2. Make sure Guest User and Guest Session is checked and click “Sign In.”
3. Select 9th grade and click yes.
4. Click the “Start Grades 9-11 ELA **Reading** Training Test.”
5. Put in your ear buds.
6. Follow the prompts.

**PART 1: Testing Tools**

1. Experiment with the background color choices and print size. Decide which choices are best for you.

Which choices are best for you? Color = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Print size = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why?

*(Click select. Verify that your choices were selected and click “Yes, Start My Test.” Click on the sound icon. Once you hear the sound, click yes.)*

1. Read over ALL of the test instructions.

Write the basic test rules in your own words.

Questions I have at this time?

*(Click “Begin Test Now.”)*

1. Click the question mark button in the top right hand corner of the webpage.

What appears?

1. Under the question mark icons, practice using the Zoom In and Zoom button.

How many times can you click to make the text smaller than its original size?

How many times can you click to make the text larger?

1. Click on the line reader button next to the Zoom Out button.

How might this tool help you when taking the actual test?

1. Click the gray message button (to the left of the flag under the Zoom buttons). Type something in the notepad. Click the green next arrow and reopen the notepad.

Do you see your notes?

How does this affect your planning for answering the questions? Explain.

1. On question 2, use the mouse to highlight a section of text. Right click and select Highlight Selection. Practice undoing the highlighting by right clicking on the highlighting and selecting Reset Highlighting.

Does the highlighting remain if you go to question three and then go back to question 2?

1. On question 3, you are unsure of the answer and need to go back later to answer it. You will need to mark it for review. Do this by clicking the gray flag in the upper right hand corner above the question.

What does the flag look like after you click it?

1. Go to question 4. Click “yes.” Click on the phrase and practice typing in the correct answer.
2. On question 5, you would like to eliminate answers that you know are incorrect so that you may focus the remaining answer choices. To do this you need to right click on the answer you want to eliminate and click “strikethrough.”

When would you find the strike through tool beneficial?

1. Go to question 9. You have never seen this graphic organizer before and are totally confused as to what to do! (LOL) Right click anywhere on the question screen and click “tutorial.”

Describe what happens.

What did you learn?

1. Go to question 12. Listen to approximately one minute of the recording and review question 12.

What challenges do you anticipate with this section of the test?

Create some strategies that will help you with these challenges.

1. Now go to question 18. Click “yes.” Click on the highlighted portion and practice clicking the answer options.

How does number 10 differ from number 13?

Which one do you find more challenging and why?

1. Go to question 21. Notice that you are given no choices and must come up with the correct grammar on your own.

What challenges do you anticipate with this section of the test?

Create some strategies that will help you with these challenges.

*(You are now finished with Part 1. Go back to the beginning of the test to start Part 2.)*

**PART 2: Take the Test (and take it seriously). This goes in the gradebook.**

1A.

1B. Fill in the circle **BEFORE** the detail from the Sirens’ song in Passage 1 that contradicts what Circe tells the men.

“Come here,’ they sang, ‘renowned Ulysses, honour to the Achaean name, and listen to our two voices.

No one ever sailed past us without staying to hear the enchanting sweetness of our song

-- and he who listens will go on his way not only charmed, but wiser

For we know all the ills that the gods laid upon the Argives and Trojans before Troy, and can tell you everything that is going to happen over the whole world.’

2.

3. Complete the chart to show how the characters advance the plot in Passage 1.

|  |  |
| --- | --- |
| Character | How character advances the plot |
| Circe |  |
| Ulysses |  |
| Sailors |  |
| Sirens |  |

Answer Choices

|  |
| --- |
| Safely moves the ship past the island |
| Listens to the singing coming from the island |
| Encourages those on the boat to change course |
| Introduces the method for getting past the island |

4. Read lines 20-23 from Passage 1. How does the personification in the lines affect the message of the Sirens?

Write your answer in the space provided.

5.

6. How do Passage 1 and Passage 2 represent the Sirens’ story differently? Write the appropriate statement next to their matching passage.

Passage 1

|  |
| --- |
|  |
|  |

Passage 2

|  |
| --- |
|  |
|  |

**Statement**

|  |
| --- |
| The author uses rhythm and rhyme to show the appeal of the Sirens. |
| The author dramatizes the danger of the Sirens through vivid description. |
| The author uses repetitive imagery that emphasizes comfort and rest. |
| The author depicts a wise guardian who guides the characters. |

7. Complete the chart to show what each passage emphasizes in portraying the myth of the Sirens.

|  |  |  |
| --- | --- | --- |
| Passage 1 | Passage 2 | Passage 3 |
|  |  |  |
|  |  |  |

Answer Choices

|  |
| --- |
| A physical description of the Sirens |
| The perspective of the Sirens |
| The Sirens’ effect on Ulysses |
| The close and immediate danger posed by the Sirens |

8.

9. How did the government and the public respond to the energy crisis? Place the details mentioned in Passage 2 in the appropriate sections in the Venn diagram.

You do not need to use all the details.

* Continuing embargo
* Driving less
* Converting utilities
* Lowering temperatures
* Daylight savings time
* Reducing energy use

Government Response

Public Response

Both

10. Fill in the circle **BEFORE** the **two** ideas that show how President Nixon develops the idea of responsibility in Passage 2.

By highlighting areas for continued improvement

By outlining roles for different parts of society

By minimizing the influence of outside factors

By summarizing government successes

By using the opinions of experts

11.

12.

13.

14A.

14B.

15. Which **TWO** arguments in Passage 1 are supported by evidence?

Reducing the temperature in homes and offices will keep people warm through the winter.

The American people’s cooperation will be key to the overall success of the plan.

President Nixon is taking the necessary steps to move his plans forward.

Operating cars at certain speeds will save gasoline.

Closing gas stations will result in less driving.

16. Select TWO sentences from Passage 2 that provide evidence that government action lessens the burdens of the crisis for Americans.

A fuel allocation program has been set up so that no area of the Nation is being subjected to undue hardship.

We have begun the process of converting oil-burning utilities to the use of coal wherever possible, freeing some 20,000 barrels of oil a day for use in other areas.

At my request, laws governing energy conservation, such as year-round daylight savings time, have been enacted by the Congress and are not in effect.

Teams of Federal inspectors have been sent to investigate fuel prices at gasoline stations and truck stops.

Where price gouging is discovered, it is being stopped.

Within the Government, where we have a special obligation to set an example, I first directed that energy consumption be cut by at least 7 percent.

That goal has now been met, and it has been exceeded.

Consumption of energy by the Federal Government has been cut by more than 20 percent under anticipated demands.

17.

**18-20. Directions: There are four highlights in the passage to show which word or phrase may be incorrect. For each highlight, write in the correction.**

Food was always important to my family, although no one could ever agree about what good food really meant. To my mother, good food meant fresh ingredients; to my father, good food meant that there was a lot of it; and my grandmother thought (18) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ good food meant that you had taken the time to do all of the little details yourself. I never argued with my parents about it, but secretly I thought that my grandmother was right, and that’s why I always enjoyed helping her make bread.

My grandmother was of French ancestry therefore, (19) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her bread reflected that heritage. It was neither the light, fluffy, supermarket sandwich bread, nor the puffed rolls so common at dinner, nor the thin, crusty baguettes that people call French bread. This was pain de campagne (French for “country bread”), a giant, round loaf of chewy, crunchy sourdough.

In the evening, my grandmother would make a sticky, shaggy mess out of the most basic mix of ingredients: (20a)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ water, salt, flour, and starter. The starter was a glob taken from a bowl of fermenting dough that my grandmother always had ready. There was nothing glamorus (20b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about the work, but the transformation of those simple ingredients seemed like magic.

**21. Directions: There is one highlight in the paragraph below to show which word or phrase may be incorrect. For this highlight, type in the correction.**

We would take turns after that, we (21) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_each turned the dough as it rose. After an hour, I would turn the dough over and then split it into two oiled bowls. My grandmother would turn the dough balls next. We would repeat that process until my grandmother would turn them one last time. I was proud that my grandmother let me help her with this important task. In the morning, I knew that she would be up before the sun, filling the house with the smell of fresh baked bread.

*(This concludes the FSA Practice Test, Part 2.) See next steps….*

***If you should somehow finish both sections before the due date (4/7/17*)**, please go on the Extra Learning and Resources tab on our class website to work on weak skill areas: mchone1617.weebly.com/extra-learning--resources.html

I STRONGLY encourage that you look at the following areas and in this order:

- Grammar (also view www.chompchomp.com)

- Testing Vocabulary video

- Figurative Language and Elements of a Story videos

- Vocabulary

(**IF YOU NEED MORE TIME than the computer rotation in class,** you may work on any of this at home and/or you may also stay after school any day until 2:30/3:00 to work in my room. If I have a conference, please ask if you may borrow a computer in room 116 or another classroom on the hall. Most teachers are very accommodating.)