



Department of Education

English Program



English Pre-Post Test

Student's Edition
12th Grade

PREPARED AND ADAPTED BY

Name:

Date:

Pre- Post Test

Grade: Twelfth

Part I. Listening /Speaking

A. Instructions: Listen to the following dialogue carefully, paying special attention to details. Choose the correct answer to each question.

1. Hellen is _____

- A. a secretary.
- B. a student.
- C. a teacher.
- D. a parent.

2. Hellen is going to study _____

- A. French.
- B. Italian.
- C. English.
- D. Spanish.

3. She is staying at _____

- A.** her brother's house.
- B. her parent's house.
- C. her cousin's house.
- D. her own house.

4. On the form, Hellen wrote _____

- A. her address in Miami.
- B. her office number.
- C. her brother's address
- D. her parent's address

5. The number the secretary gave Hellen to write down was _____

- A. her social security.
- B. her student I.D. number.
- C. the bus number.
- D. the office number.

L/S. 12.2 Open ended questions

B. Instructions: In this section teacher will evaluate the student with a speaking rubric. Answer the following question orally.

1. In your opinion, what is best way to get the news: from television, a newspaper, or the Internet? Why?

SHORT-ANSWER ORAL OR NON-VERBAL PRODUCTION RUBRIC

Responses can be non-verbal or verbal in English. Spanish responses are not considered when assigning a score to a short-answer oral or non-verbal production item measuring.

SCORE	CRITERIA
2	Full Oral or Non-verbal Production – A thorough oral or non-verbal production of the concept has been demonstrated. The student’s response is correct and complete and provides evidence related to the question/task. Details in the response are clear accurate.
1	Partial Oral or Non-verbal Productions – Partial oral or non-verbal production of the concept has been demonstrated. The student’s response provides some information that is accurate. However, the response is not complete and may not provide clear evidence related to the questions/task.
0	No Oral or Non-verbal Production – The student’s response demonstrates no oral or non-verbal production, no understanding of the concept being assessed. The response is inaccurate or unrelated to the question/task.

Part II.

Reading: Expectations 12.1, 12.4 &12.5

A. Instructions: Read the following selections and choose the correct answer for each question below.

Ready for Anything!

by Jean Lawler

Justin was always prepared. His motto was "Never throw anything out, you never know when it might come in handy." His bedroom was so full of flat bicycle tires, bent tennis rackets, deflated basketballs, and games with missing pieces that you could barely get in the door. His parents pleaded with him to clean out his room.

"What use is a fish tank with a hole in the bottom?" his father asked. But Justin simply smiled and repeated his motto, "Never throw anything out, you never know when it might come in handy."

When Justin was away from home, he always carried his blue backpack. He liked to think of it as a smaller version of his bedroom—a place to store the many objects that he collected. It was so worn and stretched that it hardly resembled a backpack anymore. It was full of the kind of things that seemed unimportant, but when used with a little imagination, might come in handy.

Justin had earned a reputation for figuring things out and getting people out of otherwise hopeless situations. Many of his classmates and neighbors sought him out when they needed help with a problem. On the first day of school, his friend Kenny, came looking for Justin.

"Do you think you have something in your bag that could help me remember my locker combination?" he asked. "I lost the scrap of paper it was written on. I have science class in two minutes and if I'm late on the first day it'll make me look bad for the rest of the year." Kenny looked genuinely worried.

"Relax," Justin said, taking his backpack off and unzipping the top. "Remember how you borrowed my notebook in homeroom to write the combination down? Well, I know how we can recover what you wrote."

He took the notebook and a soft lead pencil out of his bag. The page that Kenny had written on had left faint indentations on another page in the notebook. Justin held the

pencil on its side and rubbed it lightly over the indentations. Slowly but surely the numbers of the locker combination appeared in white, set off by the gray pencil rubbings.

"That's amazing!" Kenny said. "I owe you one." And he dashed off to open his locker.

During science class, Mr. Tran was lecturing on the structure of the solar system using a model. He made a sudden gesture and the model fell apart. Planets and rings and connector rods went everywhere, rolling and clattering and disappearing under desks. The students scrambled around on the floor for ten minutes and were finally able to recover every piece except one—a connector rod that was lodged in a crack between two lab stations.

"If we had a magnet," said Mr. Tran, "we could easily coax it out that way. But I loaned all of the magnet kits to the elementary school yesterday."

Justin was already searching through his backpack. "I have some materials that will work just as well, I think," he told Mr. Tran. He pulled out a battery, an iron nail, and some electrical wire and tape, while Mr. Tran and the other students looked on in amazement.

"Why do you have all of that stuff?" Louise Baxter asked. Justin just smiled and repeated his motto. "Never throw anything out, you never know when it might come in handy."

By wrapping the wire around the nail and taping each end to a battery terminal, he was able to make a magnet strong enough to lift the rod out of the crack.

"Bravo!" said Mr. Tran.

"No problem," said Justin.

After school, Justin rode the bus to the mall where he worked at a music store. His boss, Gail, was taking inventory of all of the CDs and tapes in the classical music section. As he helped a customer at the register, Justin heard her exclaim, "Oh, no! I forgot my glasses! There's no way I can read this list without them." Justin sighed, picked up his backpack, and walked over to Gail.

"I think I can help you out," he said, unzipping the bag. While Gail watched in surprise, he pulled out a jar of petroleum jelly, a washer, a glass slide, and a small bottle of water. He put the jelly on the bottom of the washer, placed it securely, jelly-side down, on the glass slide, and then put a drop of water in the center of the washer.

He put the contraption on top of the inventory list and said to his boss, "See what

happens when you look through the water droplet." Gail looked and her eyes widened with delight.

"Wow!" she cried. "It enlarges the print that I'm looking at, just like a magnifying glass!" She patted Justin on the back. "I'm all set now," she said. "Thanks."

Justin smiled. "No problem," he said, returning to the register.

It was just another day in the life of the boy whose motto was "Never throw anything out, you never know when it might come in handy."

Questions:

1. Why is Justin's room such a mess?
 - a. He always forgets to clean.
 - b. He never throws anything away.
 - c. He has no time to clean.
 - d. He likes it that way.

2. Read the following sentence from the story.

Justin had earned a reputation for figuring things out and getting people out of otherwise hopeless situations.

What does the word **reputation** mean ?

- a. one's personality
 - b. an award
 - c. how one is thought of by others.
 - d. to be liked by others
3. In what way is Justin's backpack a smaller version of his own bedroom?
 - a. He uses it as a place to store objects.
 - b. He uses it to carry his books and sports equipment.
 - c. His parents tell him to clean it all the time.

d. He's had it for a long time.

4. Read the sentence from the story...

His parents **pleaded** with him to clean his room.

Which word a synonym is for pleaded?

a. ignored

b. asked

c. pushed

d. begged

5. How does Justin help his friends?

a. He offers them advised.

b. He loans them his backpack.

c. He listens to their problems.

d. He uses the objects in his backpack.

6. How do most of the characters in the story feel toward Justin?

a. annoyed

b. grateful

c. disinterested

d. angry

7. Is the author’s purpose in writing this story to inform, to entertain, or both?

How does the author achieve this purpose? Use details and examples from the story to support your answer.

SHORT-ANSWER READING COMPREHENSION RUBRIC

RESPONSES CAN BE WRITTEN IN SPANISH , ENGLISH OR A COMBINATION OF LANGUAGES. **LANGUAGE AND WRITING CONVENTIONS ARE NOT CONSIDERED WHEN ASSIGNING A SCORE TO A SHORT-ANSWER ITEM MEASURING ENGLISH READING COMPREHENSION.**

SCORE	CRITERIA
2	Full Reading Comprehension – A thorough understanding of the reading concept has been demonstrated. The student’s response is correct and complete and provides evidence of higher-order thinking related to the question/task. Details in the response are clear accurate and text based.
1	Partial Reading Comprehension – Partial understanding of the reading concept has been demonstrated. The student’s response provides some information that is text-based and accurate. However, the response is not complete and may not provide clear evidence of higher-order thinking related to the

	questions/task.
0	No Reading Comprehension – The student’s response demonstrates no understanding of the reading concept being assessed. The response is inaccurate or unrelated to the question/task.

Jane Goodall
from What a Life!
by Milada Broukal

Much of the information we have today about chimpanzees comes from the groundbreaking, long-term research of the great conservationist, Jane Goodall.

Jane Goodall was born in London, England, on April 3, 1934. On her second birthday, her father gave her a toy chimpanzee named Jubilee. Jubilee was named after a baby chimp in the London Zoo, and seemed to foretell the course Jane’s life would take. To this day, Jubilee sits in a chair in Jane’s London home. From an early age, Jane was fascinated by animals and animal stories. By the age of 10, she was talking about going to Africa to live among the animals there. At the time, in the early 1940s, this was a radical idea because women did not go to Africa by themselves.

As a young woman, Jane finished school in London, attended secretarial school, and then worked for a documentary filmmaker for a while. When a school friend invited her to visit Kenya, she worked as a waitress until she had earned the fare to travel there by boat. She was 23 years old.

Once in Kenya, she met Dr. Louis Leakey, a famous paleontologist and anthropologist. He was impressed with her thorough knowledge of Africa and its wildlife, and hired her to assist him and his wife on a fossil-hunting expedition to Olduvai Gorge. Dr. Leakey soon realized that Jane was the perfect person to complete a study he had been planning for some time. She expressed her interest in the idea of studying animals by living in the wild with them, rather than studying dead animals through paleontology.

Dr. Leakey and Jane began planning a study of a group of chimpanzees who were living on the shores of Lake Tanganyika in Kenya. At first, the British authorities would not approve their plan. At the time, they thought it was too dangerous for a woman to live in the wilds of Africa alone. But Jane’s mother, Vanne, agreed to join her so that she would not be alone. Finally, the authorities gave Jane the clearance she needed in order to go to Africa and begin her study

In July of 1960, Jane and her mother arrived at Gombe National Park in what was then called Tanganyika and is now called Tanzania. Jane faced many challenges as she began her work. The chimpanzees did not accept her right away, and it took months for them to get used to her presence in their territory. But she was very patient and remained focused on her goal. Little by little, she was able to enter their world.

At first, she was able to watch the chimpanzees only from a great distance, using binoculars. As time passed, she was able to move her observation point closer to them while still using camouflage. Eventually, she was able to sit among them, touching, patting, and even feeding them. It was an amazing accomplishment for Jane, and a breakthrough in the study of animals in the wild. Jane named all of the chimpanzees that she studied; stating in her journals that she felt they each had a unique personality.

One of the first significant observations that Jane made during the study was that chimpanzees make and use tools, much like humans do, to help them get food. It was previously thought that humans alone used tools. Also thanks to Jane's research, we now know that chimps eat meat as well as plants and fruits. In many ways, she has helped us to see how chimpanzees and humans are similar. In doing so, she has made us more sympathetic toward these creatures, while helping us to better understand ourselves.

The study started by Jane Goodall in 1960 is now the longest field study of any animal species in their natural habitat. Research continues to this day in Gombe and is conducted by a team of trained Tanzanians.

Jane's life has included much more than just her study of the chimps in Tanzania. She pursued a graduate degree while still conducting her study, receiving her Ph.D. from Cambridge University in 1965. In 1984, she received the J. Paul Getty Wildlife Conservation Prize for "helping millions of people understand the importance of wildlife conservation to life on this planet." She has been married twice: first to a photographer and then to the director of National Parks. She has one son.

Dr. Jane Goodall is now the world's most renowned authority on chimpanzees, having studied their behavior for nearly 40 years. She has published many scientific articles, has written two books, and has won numerous awards for her groundbreaking work. The Jane Goodall Institute for Wildlife Research, Education, and Conservation was founded in 1977 in California but moved to the Washington, D.C., area in 1998. Its goal is to take the actions necessary to improve the environment for all living things.

Dr. Goodall now travels extensively, giving lectures, visiting zoos and chimp sanctuaries, and talking to young people involved in environmental education. She is truly a great conservationist and an amazing human being.

"Jane Goodall" by Milada Broukal, from *What A Life! Stories of Amazing People*. Copyright© 2000 by Addison Wesley Longman, Inc. A Pearson Company.

B. Instructions: Read the following questions and choose the best answer to each one.

8. But she was very patient and remained focused on her goal.

What is the antonym for the word **focused**?

- a. bothered

- b. tired
 - c. involved
 - d. uninterested
9. What is the author's purpose in writing this article?
- a. to entertain the reader with stories about chimpanzees.
 - b. To inform the reader of the importance of wildlife conservation.
 - c. To warn the reader about the challenges of working in Africa.
 - d. To describe the life of Jane Goodall.
10. Which of the following is **NOT** one of the reasons Dr. Leakey chose Jane to work with him?
- a. She knew a lot about Africa
 - b. She knew a lot about African wildlife.
 - c. She earned the money to travel to Africa on her own.
 - d. She was interested in studying animals in the wild.
11. Which of the following, regarding chimpanzees, is **NOT** true?
- a. Chimpanzees are often comfortable with strangers right away.
 - b. Chimpanzees eat meat as well as plants and fruits.
 - c. Chimpanzees use tools to help them get food.
 - d. Different chimpanzees have different personalities.
12. Read the following sentence from the article.
- Jane Goodall is now the world's most renowned authority on chimpanzees, having studied their behavior for nearly forty years.
- What does the word authority mean?
- a. an intelligent person
 - b. one who studies animals

- c. a scientist
- d. an expert

13. Goodall’s work helped us to better understand chimpanzees. Use examples from the article to support your answer to the following question.

What might happen to chimpanzees in the future?

SHORT-ANSWER READING COMPREHENSION RUBRIC

RESPONSES CAN BE WRITTEN IN SPANISH , ENGLISH OR A COMBINATION OF LANGUAGES. **LANGUAGE AND WRITING CONVENTIONS ARE NOT CONSIDERED WHEN ASSIGNING A SCORE TO A SHORT-ANSWER ITEM MEASURING ENGLISH READING COMPREHENSION.**

SCORE	CRITERIA
2	Full Reading Comprehension – A thorough understanding of the reading concept has been demonstrated. The student’s response is correct and complete and provides evidence of higher-order thinking related to the question/task. Details in the response are clear accurate and text based.
1	Partial Reading Comprehension – Partial understanding of the reading concept has been demonstrated. The student’s response provides some information that is text-based and accurate. However, the response is not complete and may not provide clear evidence of higher-order thinking

	related to the questions/task.
0	Little or No Reading Comprehension – The student’s response demonstrates very little or no understanding of the reading concept being assessed. The response is inaccurate or unrelated to the question/task.

R/12.5 Identifies imagery and elements of poetry

C. Instructions: Select the correct answer for the following poetical device illustrated.

14. “Arabia will not sweeten this little hand” is an example of ____.

- A. personification
- B. assonance
- C. hyperbole
- D. alliteration

15. “ they were **bright bubbles bursting** from the trees” is an example of ____.

- A. assonance
- B. alliteration
- C. personification
- D. metaphor

16. A verbal expression of a sensory detail (visual, auditory, tactile, gustatory, or olfactory) is an expression of ____.

- A. Imagery
- B. metaphor
- C. personification
- D. simile

17. Words that sound like their meaning. For example, buzz, moo, pow.

These are: ____.

- A. onomatopoeia

- B. repetitions
- C. rhythm
- D. rhyme

18. The message, point of view and idea of the poem is the _____.

- A. story
- B. stanza
- C. theme
- D. climax

Part III. Writing Content Standard / Expectation 12.2/12.3

The student effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age-appropriate expressive vocabulary.

A. Instructions: In this writing task you will be assessed on how well you:

- express yourself clearly using the conventions and structure appropriate for a speech
- write using appropriate language for audience and purpose
- organize, develop and sustain your ideas effectively

You will present a formal speech to an adult audience. The purpose of your speech is to persuade the audience to agree with your point of view by presenting a well- supported argument, for or against the statement. The topic for this speech is;

“The Youth of Today Fail to Meet Society’s Expectations”.

SHORT-ANSWER FOR WRITTEN PRODUCTION RUBRIC

RESPONSES SHOULD BE WRITTEN IN ENGLISH. SPANISH RESPONSES ARE NOT CONSIDERED WHEN ASSIGNING A SCORE TO A SHORT-ANSWER WRITTEN PRODUCTION ITEM MEASURING.
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SCORE	CRITERIA
2	Full Written Production – A thorough written production of the concept has been demonstrated. The student’s response is correct and complete and provides evidence related to the question/task. Details in the response are clear accurate.
1	Partial Written Productions – Partial written production of the concept has been demonstrated. The student’s response provides some information that is accurate. However, the response is not complete and may not provide clear evidence related to the questions/task.
0	No Written Production – The student’s response demonstrates no written production or no understanding of the concept being assessed. The response is inaccurate or unrelated to the question/task.