

English 2

Sample Items

Introduction

The South Carolina State Department of Education provides districts and schools with tools to assist in delivering focused instruction aligned with the *2024 South Carolina College- and Career-Ready English Language Arts Standards*. This document contains a set of twenty End-of-Course Examination Program (EOCEP) English 2 test items that have been written to align with the *2024 South Carolina College- and Career-Ready English Language Arts Standards*. These items were reviewed for content and bias prior to being field tested and approved for release to the public.

Purpose

This document is intended to be a resource for educators; it is not designed to be a practice test for students. The sample items are examples of college- and career-ready assessment items. The EOCEP assesses content standards in a variety of ways. This document does not include all item types. To see the full functionality of Technology Enhanced item types, access the Online Tools Training. <https://portal.te.drctdirect.com/SC>

Item Information Format

EOCEP English 2 Sample Item (#)	
Indicator Alignment	2024 South Carolina College- and Career-Ready English Language Arts Indicator
Indicator Description	text from the South Carolina College- and Career-Ready English Language Arts Indicator
Item Type	Selected Response, Evidence-Based Selected Response, Drag and Drop
Answer Key	correct answer
Depth of Knowledge	cognitive demand
Estimated Difficulty	estimated based on student responses

Links

Assessment Quick Links for Teachers

<https://ed.sc.gov/tests/assessment-information/quick-links-for-teachers/>

South Carolina College- and Career-Ready English Language Arts Standards

<https://www.ed.sc.gov/instruction/standards/english-language-arts/standards/>

Norman Webb's Depth-of-Knowledge for the Four Content Areas

<https://www.webbalign.org/dok-summary-tables>

The essay below needs revisions or edits. Read the essay and answer the questions.

Interesting Facts

(1) The human body is really neat. (2) Some facts about the human body may seem very strange, but they are entertaining enough to share with friends. (3) For example, ears and noses tend to continue growing throughout people's lives. (4) Amazingly, once people reach three months of age, their eyes remained about the same size for the rest of their lives. (5) Another interesting fact about eyes is how fast people blink. (6) It only takes between 100 and 150 milliseconds for a blink to happen from start to finish.

(7) Another interesting fact about the human body is that red blood cells are constantly dying new cells are being made at the same time. (8) The body can produce millions of red blood cells every minute. (9) The human body can accommodate that many blood cells because an average adult contains over 50,000 miles of blood vessels. (10) The actual numbers of cells, _____, will vary from person to person depending on several factors such as age, health, and the environment.

1. Which transition should be placed on the blank line in sentence 10?
- A. in actuality
 - B. by the way
 - C. however
 - D. eventually

EOCEP English 2 Sample Item 1	
Indicator Alignment	C.2.1c
Indicator Description	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: c. use varied transitions to link major sections of the text and clarify the relationships between idea and concepts.
Item Type	Selected Response
Answer Key	C
Depth of Knowledge	2
Estimated Difficulty	Medium

2. Which sentence would **best** conclude the essay?
- A. There are many other things to learn about the human body as well.
 - B. The human body is truly remarkable.
 - C. We may never know all the mysteries of the human body.
 - D. We should all learn as much as we can about the human body.

EOCEP English 2 Sample Item 2	
Indicator Alignment	C.2.1f
Indicator Description	Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: f. provide a concluding statement or section that supports the information presented.
Item Type	Selected Response
Answer Key	B
Depth of Knowledge	2
Estimated Difficulty	High

3. Which revision corrects the run-on in sentence 7?

(7) Another interesting fact about the human body is that red blood cells are constantly dying new cells are being made at the same time.

- A. Another interesting fact about the human body is that red blood cells are—constantly dying—new cells are being made at the same time.
- B. Another interesting fact about the human body is that red blood cells are constantly dying, “new cells” are being made at the same time.
- C. Another interesting fact about the human body is that red blood cells are constantly dying; new cells are being made at the same time.
- D. Another interesting fact about the human body is that red blood cells are constantly dying . . . new cells are being made at the same time.

EOCEP English 2 Sample Item 3	
Indicator Alignment	C.4.1d
Indicator Description	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: d. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.
Item Type	Selected Response
Answer Key	C
Depth of Knowledge	1
Estimated Difficulty	Medium

4. Read the sentences from a student's report on modern health care.

Telemedicine has greatly helped people in rural areas see doctors more easily. Communicating with doctors online reduces travel needs.

Under which heading in the student's report would these sentences **best** fit?

- A. Historical Overview of Health Care
- B. Challenges in Modern Health Care
- C. Conveniences of Modern Health Care
- D. Future Trends in Health Care

EOCEP English 2 Sample Item 4	
Indicator Alignment	R.1.4
Indicator Description	Logically organize findings as relevant to the purpose and audience.
Item Type	Selected Response
Answer Key	C
Depth of Knowledge	2
Estimated Difficulty	Low

5. A student is writing a report about jobs within the fashion industry.

Which source would be the most credible for the student to use for research?

- A. a social media post showing popular products from a fashion company
- B. an article from a career guide explaining different career opportunities in fashion
- C. an online journal showing fashion sketches from successful fashion designers
- D. a podcast episode from fashion designers discussing why they began working in fashion

EOCEP English 2 Sample Item 5	
Indicator Alignment	R.1.2
Indicator Description	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
Item Type	Selected Response
Answer Key	B
Depth of Knowledge	2
Estimated Difficulty	Low

6. Read the narrative paragraph a student wrote.

Lee felt nervous as he waited to audition for the role of the main character in his school play. His friend Mateo was auditioning for the same character. He really wanted the role, but he knew he was also very talented and that he had more experience acting than he did. Either way, Lee wanted to make sure that his friendship with Mateo remained intact no matter who got the role.

Which revision of the underlined sentence **best** clarifies the student's writing?

- A. Lee really wanted the part, but he knew Mateo was also very talented and had more experience acting than he did.
- B. He really wanted the part, but Lee knew that he was also very talented, and Mateo had more experience acting than he did.
- C. Lee really wanted the part, but knew he, Mateo, was also very talented and besides he had more experience acting than he did.
- D. He really wanted the part, but he knew he was also very talented, and that Mateo had more experience acting than Lee did.

EOCEP English 2 Sample Item 6	
Indicator Alignment	C.5.1
Indicator Description	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.
Item Type	Selected Response
Answer Key	A
Depth of Knowledge	2
Estimated Difficulty	Low

7. Read the narrative paragraph a student wrote.

Casey loved visiting his mom, a zookeeper, at work. Today, he and his dad were going to the zoo to watch Casey's mom lead a new educational presentation about the zoo's dolphins. So far, the presentation seemed like a success. People surrounded Casey's mom, and they listened to her talk. Casey watched the crowd smile as the dolphins happily swam in the tank behind his mom and played with a toy that she explained was given to them for their enrichment.

Which revision of the underlined sentence most improves the student's writing?

- A. A lot of people watched Casey's mom as she spoke about the dolphins and what was involved with taking care of them.
- B. Many people were around Casey's mom, and they listened to what she had to say.
- C. Tons of people stood around Casey's mom as she explained what the dolphins were like.
- D. A large crowd gathered around Casey's mom, listening intently to her as she explained the dolphins' behaviors and habits.

EOCEP English 2 Sample Item 7	
Indicator Alignment	C.5.1
Indicator Description	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.
Item Type	Selected Response
Answer Key	D
Depth of Knowledge	3
Estimated Difficulty	Low

8. A student created a presentation about why the student's high school should have a later start time. Read the transcript from the presentation.

¹ Our high school should have a later start time for students. ² School records show that with the current start time, many students are arriving late. ³ Students of high school age often stay up late to spend time with friends or do homework. ⁴ This means that many of them have a hard time waking up in the morning. ⁵ Also, studies show that teenagers experience biological changes that make it hard for them to fall asleep until later at night. ⁶ They need a later school start time to ensure they are getting enough sleep.

Which sentence contains the most valid evidence to support the student's argument?

- A. sentence 2
- B. sentence 3
- C. sentence 4
- D. sentence 5

EOCEP English 2 Sample Item 8	
Indicator Alignment	C.9.1b
Indicator Description	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation. When writing: b. analyze the effectiveness and validity of the information and supporting evidence being presented.
Item Type	Selected Response
Answer Key	D
Depth of Knowledge	2
Estimated Difficulty	Low

Read the passage below and then answer the questions.

The Glass Alley Garden

Brittany's family was known throughout the community for various gardening skills, but Brittany leaned more toward the arts, thinking creatively about how to design and display things in a unique way. Her father spent hours in the greenhouse, painstakingly fertilizing, pruning, and cross-pollinating his miniature rose collection. Her mother spent weekends in the vegetable plots, fortifying the fencing against the invading hordes of deer and rabbits or an occasional ambitious gopher. However, Brittany considered her older brother, Aidan, to be the most obsessed gardener of them all. Every year, he entered ever larger pumpkins and gourds into the county fair contest in his zeal to bring home a trophy for gigantic produce. He was usually too busy measuring the height of his squash vines that were growing on a trellis to even notice that he had a younger sister.

Unfortunately, Brittany didn't inherit the powers of the green thumb in her family, and she rarely kept a potted succulent alive for more than a week. Of course, it didn't help that she detested surprise bugs, the tedious maintenance of weeding and watering, and dirt under her fingernails! In all honesty, the pine-cone tree she created in second grade with glue and a generous dusting of green glitter might have been her only successful seedling. Brittany couldn't help feeling a little lonely at the dinner table when other family members were extolling the virtues of their latest marvelous plant project while she rolled a harvest of boiled peas across her plate in silence.

But Brittany felt the tiniest whisper of a wish stirring inside her when her cousin Ellen came to visit. Ellen had been on vacation to the states of Oregon and Washington. Ellen opened her mind to the idea of a different kind of garden altogether. As they sat swaying on the double swing on the front porch, Ellen presented Brittany with a rumpled gift bag that had clearly been squished inside her luggage.

"Most tourists might buy little statues of the Space Needle because it's obviously iconic, but you're my favorite cousin, so I got you something far more amazing," Ellen said.

Intrigued, Brittany reached her hand into the bag and was mildly disappointed to pull out only a heavy book, but she gasped after noticing the orange glass tentacles of a squiggly sculpture that bloomed like a glowing plant across the cover. The book was emblazoned with the mysterious title *Chihuly Garden and Glass*. She flipped through the pages, her excitement growing as each new turn revealed fantastical, jewel-tone gardens with towering, cactus-like glass plants and graceful blue spike sculptures that blended into botanical landscapes.

"Is this truly a real place and not just a make-believe dream?" Brittany asked in wonder.

"Yes, all forty-five thousand square feet of the exhibit is located in the Seattle Center right next to the Space Needle," Ellen whispered as if sharing the best-kept secret ever. "There is a massive glass house with giant amber and scarlet flowers suspended overhead, and both inside galleries and outside gardens are filled with the gorgeous glasswork of the artist Dale Chihuly. A visit there is almost like a trip to another world."

The phrase "another world" echoed in Brittany's head the rest of the day, no matter how she tried to forget it. Suddenly, she realized why she couldn't stop thinking of the mixture of vivid glass plant

sculptures and natural landscapes in the book. Brittany wanted to create her own miniature glass garden at home. Maybe then she could finally impress her family with a vision of nature completely unlike any of their prize-winning plants.

However, her bold dream had little space for development, as the front yard was already her father's flower domain, while the backyard was a tilled maze of vegetable plots. There was just one area on their property that nobody had claimed yet, and that was the gravelly side yard next to the kitchen. Brittany tentatively staked her claim to this stretch of land over a rutabaga casserole at dinner.

"I want to make a small garden with art sculptures in the side yard," Brittany said. "But I'm not asking for anyone's help; I'll do it completely by myself so I can surprise you all with something special at the end of summer." Her parents both seemed pleasantly surprised by her newfound enthusiasm for gardening.

The next morning, she donned a pair of garden gloves and gathered several bags of crabgrass and rubbish from the narrow side yard. By midday, her back was sore and her willpower critically low, but her determination grew as she imagined planting a patch of the otherworldly beauty of a Chihuly garden in her tiny lot.

Brittany spent weeks gathering boxes of unused vintage glass to create garden borders and saving up bags of glass bottles to make the centerpieces for her art installation. The tricky part was binding all the multicolored glass bottles, garden stakes, and twine together to create whimsical dandelion heads. She'd barely planted her first dandelion sculpture when she caught Aidan surveying her work from the kitchen porch.

"OK, I'm officially intrigued now, but will your garden actually have any living plants?" he asked.

Brittany's shoulders fell as she faced up to her ultimate weakness. "I wanted something dainty to surround my giant dandelion heads, but I doubt any flowers will survive unless I learn how to properly care for them."

Aidan scratched his chin. "Hmm . . . hostas would work well in this partial shade. We'll just need to add some well-drained soil and spray for aphids this time of year."

Brittany grinned as she realized that her brother's world and her own had morphed into a brand-new space. Her confidence slowly grew as Aidan helped her plant the seeds that blossomed into pink, lavender, blue, and purple hosta flowers. By summer's end, she was finally ready for the grand opening of Brittany and Aidan's Glass Garden. Pride filled her as they installed the last solar lights around their alley garden to reflect the jewel tones off the glass dandelion sculptures.

"I'd say the combined harvest of our imagination isn't half bad after all," Brittany said.

"Not bad at all," Aidan said. "In fact, maybe you can help with my pumpkins next season."

Brittany grinned. "I might have a design or two in mind."

9. Read the sentences from the passage.

But Brittany felt the tiniest whisper of a wish stirring inside her when her cousin Ellen came to visit. Ellen had been on vacation to the states of Oregon and Washington. Ellen opened her mind to the idea of a different kind of garden altogether.

Which idea is the author most likely trying to convey with the phrase “tiniest whisper of a wish stirring inside her”?

- A. the peace Brittany feels when she is around her cousin
- B. the loneliness Brittany feels when her cousin is gone
- C. the inspiration Brittany feels during her cousin’s visit
- D. the relief Brittany feels by her cousin’s return from her travels

EOCEP English 2 Sample Item 9	
Indicator Alignment	AOR.1.2
Indicator Description	Analyze an author’s use of figurative language in a text(s); explain an author’s use of allegory.
Item Type	Selected Response
Answer Key	C
Depth of Knowledge	2
Estimated Difficulty	Low

10. Read the sentence from the passage.

Brittany's shoulders fell as she faced up to her ultimate weakness.

What does the figurative language in the sentence reveal about Brittany?

- A. She is unsure about sharing her art garden idea with others.
- B. She doubts her ability to add real plants to her art garden.
- C. She is worried that her brother will laugh at her art garden idea.
- D. She is concerned that her art garden will not be successful.

EOCEP English 2 Sample Item 10	
Indicator Alignment	AOR.8.1c
Indicator Description	Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts: When writing: c. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).
Item Type	Selected Response
Answer Key	B
Depth of Knowledge	2
Estimated Difficulty	Medium

11. Which sentence from the passage **best** demonstrates how the author uses sarcasm to reveal Brittany’s perspective about gardening?
- A. Brittany’s family was known throughout the community for various gardening skills, but Brittany leaned more toward the arts, thinking creatively about how to design and display things in a unique way.
 - B. However, Brittany considered her older brother, Aidan, to be the most obsessed gardener of them all.
 - C. He was usually too busy measuring the height of his squash vines that were growing on a trellis to even notice that he had a younger sister.
 - D. As they sat swaying on the double swing on the front porch, Ellen presented Brittany with a rumped gift bag that had clearly been squished inside her luggage.

EOCEP English 2 Sample Item 11	
Indicator Alignment	AOR.3.1
Indicator Description	Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).
Item Type	Selected Response
Answer Key	C
Depth of Knowledge	3
Estimated Difficulty	Medium

12. This question has two parts. First, answer part A. Then, answer part B.

Part A

Which theme is **best** developed in the passage?

- A. It is important to respect other people's different interests.
- B. Working with others can help boost one's self-assurance.
- C. It can be fun to surprise others with one's hidden talents.
- D. Working hard can be difficult yet satisfying.

Part B

Which detail from the passage **best** supports the answer in part A?

- A. Maybe then she could finally impress her family with a vision of nature completely unlike any of their prize-winning plants.
- B. Her parents both seemed pleasantly surprised by her newfound enthusiasm for gardening.
- C. By midday, her back was sore and her willpower critically low, but her determination grew as she imagined planting a patch of the otherworldly beauty of a Chihuly garden in her tiny lot.
- D. Her confidence slowly grew as Aidan helped her plant the seeds that blossomed into pink, lavender, blue, and purple hosta flowers.

EOCEP English 2 Sample Item 12	
Indicator Alignment	AOR.2.1
Indicator Description	Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures.
Item Type	Evidence-Based Selected Response
Answer Key	B / D
Depth of Knowledge	3
Estimated Difficulty	High

Read the passage below and then answer the questions.

High-Speed Travel

Imagine boarding a train in New York City, New York, and arriving all the way across the country in Los Angeles, California—close to 3,000 miles away—in just seven hours. Today, the train trip across those miles would take days. But that could change in the future, thanks to magnets and tubes.

Getting There Faster

People have always been obsessed with getting places quickly. In the mid-1800s, a trip across the United States was a grueling, monthslong journey by horseback or wagon. Then in 1869, the transcontinental railroad was completed, which united the eastern and western United States. Travelers could cross the country in less than a week, a revolutionary speed at the time.

As time passed, technology grew quickly. Faster trains were created that allowed for quicker trips. By 1876, a person could travel from New York City, New York, to San Francisco, California, in about three-and-a-half days. That remarkable speed, however, was still not fast enough, so engineers who built trains began looking at different technologies to cut travel days into hours.

The Magic of Magnets

The idea for magnetically levitating trains first struck imaginations in the early 1900s. However, it was not until the 1960s that the idea became a reality. One day, James Powell was stuck in a traffic jam. As he sat in his car, he began daydreaming about a speedier and more efficient way to travel than the cars and trains of that time. He believed the solution was superconducting magnets.

Magnets attract metal objects and can therefore move the objects across a given distance, provided the magnet is strong enough. A magnet that could move a train would have to be extremely powerful. Superconductor magnets are electromagnets that do not resist electrical current and can use electricity without energy loss. These magnets have a magnetic field and strength many times more powerful than that of ordinary magnets. Powell knew that a superconductor would be able to move very large objects.

Powell worked at Brookhaven National Laboratory in Upton, New York. He and colleague Gordon Danby began working on the superconductor idea, and by the late 1960s, they had invented the first electromagnetically levitating train. The name of this technology was shortened to maglev.

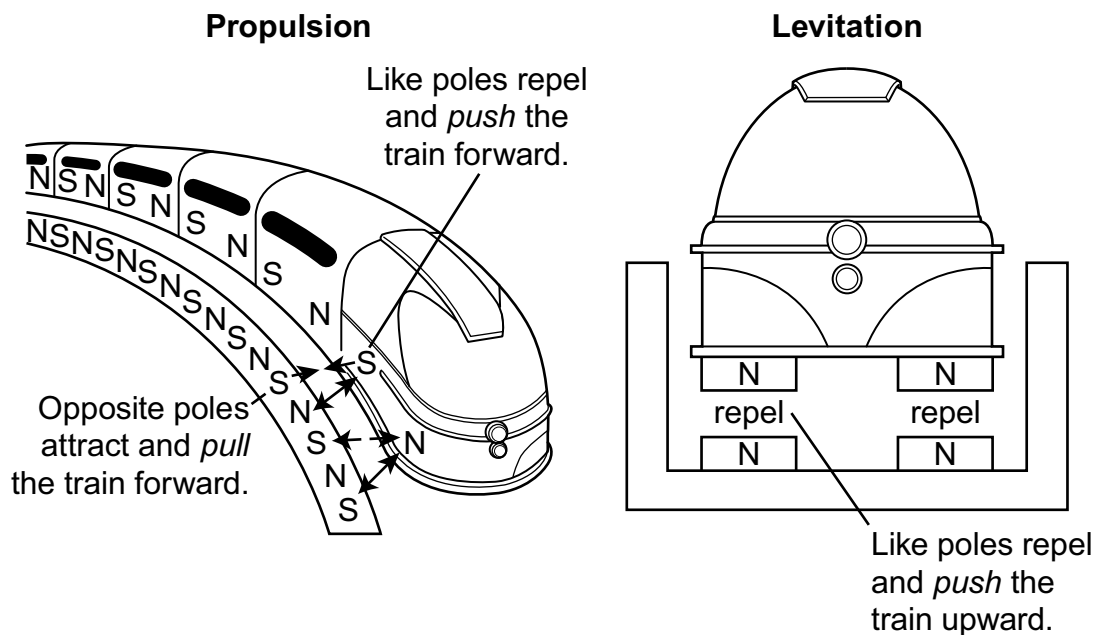
Levitation is an important reason why maglev trains can travel so fast. Traditional trains run on metal tracks, which creates friction between the tracks and the wheels of the train. Friction creates heat and also pushes in a different direction from the train's motion. The more friction a train has, the more energy it will need to keep moving. However, if the train is levitating, or traveling above the tracks, the train never touches the tracks while it is moving and no friction is created.

Powell's son, Jesse, is also a scientist and has worked with his father on maglev technology. Jesse Powell explains that a maglev train is "just a box with magnets on the four corners." These magnets generate a powerful magnetic field that interacts with metal loops placed along a concrete pathway. The magnetic attraction moves the train, which is suspended above the pathway.

Those metal loops are a vital part of the maglev system, performing three important tasks. The first task is to keep the train suspended about five inches in the air, while the second task is to keep the train stable horizontally. Meanwhile, the third task is to use an electrical current to attract and repel the magnets on the train. The action of attracting and repelling the magnets is what moves the train. This technology creates a smooth ride with no noise or vibration, even as the train zooms along at up to 375 miles an hour—more than double the speed of the fastest trains operating in the United States today.

Maglev trains are also safer than traditional trains because they all move along the track at the same speed, which may mean there is less congestion on the track at any time. In addition, there is less potential for human error because maglev trains do not need a conductor to operate; instead, technology, including computers and magnets, does all the guidance.

The first maglev train began operating in Shanghai, China, in 2004. Japan and South Korea also have maglev trains. The United States is exploring this option along highly traveled routes; despite this, progress in the United States and nations in Europe has been slow, mainly because of the immense cost of building a maglev system.



Totally Tubular

Some engineers are working on another technology called hyperloop. Hyperloop would use levitation, but instead of suspending a train above the tracks, it would use pods inside a tube to whisk cargo from point A to point B. Currently, there are no hyperloop systems in the world.

Similar to maglev trains, hyperloop technology would use magnetic levitation to create a smooth, fast ride. However, instead of running above a track or pathway, hyperloop systems would install magnets at the bottom of pods and run these pods through a tube. Gabriele Semino is a project leader at TUM Hyperloop. He admits that it will take years for this technology to advance to the point where it is practical. He stated, “Obviously, for this kind of a completely new system, you need to . . . develop it.”

Hyperloop has the possibility to be even faster than maglev trains because there would be less air resistance. Moving objects, such as trains and cars, encounter air resistance as they travel across land. However, hyperloop pods would run inside a sealed tube, which means there would be limited air for the pods to push against. Air pumps in the tube would draw out the air, which could mean hyperloop pods could achieve speeds almost 500 miles an hour faster than a traditional train.

Many questions still surround hyperloop technology. Hyperloop technology may not work out, as many businesses that were experimenting with that technology are no longer trying to develop it. These businesses are not certain that hyperloop has a positive future. While it is unclear what the future holds for travel, it is almost certain that it is going to be fast.

13. Which statement describes the author's purpose in the passage?
- A. to explain to the reader how incorporating magnets and tubes into train systems has changed trains
 - B. to provide a brief history of train travel and its effects in the United States and parts of Asia
 - C. to determine whether maglev technology or hyperloop technology holds more potential for future travel
 - D. to persuade the reader that the United States would benefit from building a maglev train system

EOCEP English 2 Sample Item 13	
Indicator Alignment	AOR.4.1
Indicator Description	Analyze an author's perspective or purpose, and evaluate the effectiveness of the author's rhetoric used to advance that perspective or purpose.
Item Type	Selected Response
Answer Key	A
Depth of Knowledge	3
Estimated Difficulty	Medium

14. Read the sentence from the passage.

Levitation is an important reason why maglev trains can travel so fast.

How does the author support this claim?

- A. by mentioning that traditional trains run on metal tracks
- B. by revealing that maglev trains can go up to 375 miles per hour
- C. by describing how a scientist views the maglev trains he works on
- D. by explaining what causes friction and how it affects vehicle speed

EOCEP English 2 Sample Item 14	
Indicator Alignment	AOR.2.2
Indicator Description	Analyze how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text.
Item Type	Selected Response
Answer Key	D
Depth of Knowledge	2
Estimated Difficulty	Low

15. Read the sentences from the passage in the chart. Then, move the text structure each sentence **best** reflects into the correct box.

Sentence from Passage	Text Structure Reflected by Sentence
He and colleague Gordon Danby began working on the superconductor idea, and by the late 1960s, they had invented the first electromagnetically levitating train.	
Hyperloop would use levitation, but instead of suspending a train above the tracks, it would use pods inside a tube to whisk cargo from point A to point B.	

problem and solution

sequence

compare and contrast

chronological order

Key:

Sentence from Passage	Text Structure Reflected by Sentence
He and colleague Gordon Danby began working on the superconductor idea, and by the late 1960s, they had invented the first electromagnetically levitating train.	chronological order
Hyperloop would use levitation, but instead of suspending a train above the tracks, it would use pods inside a tube to whisk cargo from point A to point B.	compare and contrast

problem and solution

sequence

Item information on following page 

EOCEP English 2 Sample Item 15	
Indicator Alignment	AOR.5.2
Indicator Description	Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.
Item Type	Drag and drop
Answer Key	Chronological; compare/contrast
Depth of Knowledge	3
Estimated Difficulty	High

16. This question has two parts. First, answer part A. Then, answer part B.

Part A

Which sentence describes a central idea of the passage?

- A. Scientific advances make it possible for the trains of today to travel at increasingly high velocities.
- B. The trains being built today are different in every way from the trains that were built in the 1800s.
- C. The technology that powers the world's fastest trains is about to be replaced by new technology.
- D. A scientist accidentally discovered that using magnets could cause trains to move much faster.

Part B

Which sentence from the passage **best** supports the answer in part A?

- A. Imagine boarding a train in New York City, New York and arriving all the way across the country in Los Angeles, California—close to 3,000 miles away—in just seven hours.
- B. As he sat in his car, he began daydreaming about a speedier and more efficient way to travel than the cars and trains of that time.
- C. This technology creates a smooth ride with no noise or vibration, even as the train zooms along at up to 375 miles an hour—more than double the speed of the fastest trains operating in the United States today.
- D. Hyperloop has the possibility to be even faster than maglev trains because there would be less air resistance.

Item information on following page 

EOCEP English 2 Sample Item 16	
Indicator Alignment	AOR.2.2
Indicator Description	Analyze how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text.
Item Type	Evidence-Based Selected Response
Answer Key	A / C
Depth of Knowledge	3
Estimated Difficulty	Medium

17. Which set of sentences provides the **best** summary of the “Totally Tubular” section of the passage?
- A. Hyperloop technology is both similar to and different from maglev technology. Many scientists and businesses were trying to develop hyperloop technology, but some have given up.
 - B. Hyperloop technology involves using magnets to quickly move pods inside a tube. While it could be even faster than maglev technology, it is still being developed and may not be possible.
 - C. It may take years for hyperloop technology to be developed, but it is coming. This technology involves placing magnets at the bottom of pods to move them through a sealed tube.
 - D. Like maglev technology, hyperloop technology uses magnetic levitation to ensure fast movement. It could be even faster than maglev technology because there will be less air resistance.

EOCEP English 2 Sample Item 17	
Indicator Alignment	AOR.6.1
Indicator Description	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
Item Type	Selected Response
Answer Key	B
Depth of Knowledge	2
Estimated Difficulty	Medium

Read the speech below and then answer the questions.

Unconscious Plagiarism

by Mark Twain

Mark Twain, the author of Tom Sawyer, Huckleberry Finn, and many other stories, was also famous for his humorous speaking abilities. The following speech was delivered at the dinner given by the publishers of The Atlantic Monthly to Oliver Wendell Holmes, a famous physician and scholar, in honor of his seventieth birthday, August 29, 1879.

I would have travelled a much greater distance than I have come to witness the paying of honors to Doctor Holmes; for my feeling toward him has always been one of peculiar warmth. When one receives a letter from a great man for the first time in his life, it is a large event to him, as all of you know by your own experience. You never can receive letters enough from famous men afterward to obliterate that one, or dim the memory of the pleasant surprise it was, and the gratification it gave you. Lapse of time cannot make it commonplace or cheap.

Well, the first great man who ever wrote me a letter was our guest—Oliver Wendell Holmes. He was also the first great literary man I ever stole anything from—and that is how I came to write to him and he to me. When my first book was new, a friend of mine said to me, “The dedication is very neat.” Yes, I said, I thought it was. My friend said, “I always admired it, even before I saw it in *The Innocents Abroad*.” I naturally said: “What do you mean? Where did you ever see it before?” “Well, I saw it first some years ago as Doctor Holmes’s dedication to his *Songs in Many Keys*.” Of course, my first impulse was to prepare this man’s remains for burial, but upon reflection I said I would reprieve him for a moment or two and give him a chance to prove his assertion if he could: We stepped into a bookstore, and he did prove it. I had really stolen that dedication, almost word for word. I could not imagine how this curious thing had happened; for I knew one thing—that a certain amount of pride always goes along with a teaspoonful of brains, and that this pride protects a man from deliberately stealing other people’s ideas. That is what a teaspoonful of brains will do for a man—and admirers had often told me I had nearly a basketful—though they were rather reserved as to the size of the basket.

However, I thought the thing out, and solved the mystery. Two years before, I had been laid up a couple of weeks in the Sandwich Islands, and had read and re-read Doctor Holmes’s poems till my mental reservoir was filled up with them to the brim. The dedication lay on the top, and handy, so, by-and-by, I unconsciously stole it. Perhaps I unconsciously stole the rest of the volume, too, for many people have told me that my book was pretty poetical, in one way or another. Well, of course, I wrote Doctor Holmes and told him I hadn’t meant to steal, and he wrote back and said in the kindest way that it was all right and no harm done; and added that he believed we all unconsciously worked over ideas gathered in reading and hearing, imagining they were original with ourselves. He stated a truth, and did it in such a pleasant way, and salved over my sore spot so gently and so healingly, that I was rather glad I had committed the crime for the sake of the letter. I afterward called on him and told him to make perfectly free with any ideas of mine that struck him as being good protoplasm for poetry. He could see by that that there wasn’t anything mean about me; so we got along right from the start. I have not met Doctor Holmes many times since; and lately he said—However, I am wandering wildly away from the one thing which I got on my feet to do; that is, to make my compliments to you, my fellow teachers of the great public, and likewise to say that I am right glad to see that Doctor Holmes is still in his prime and full of generous life.

18. This question has two parts. First, answer part A. Then, answer part B.

Part A

Based on the speech, which quality does Twain most admire in Oliver Wendell Holmes?

- A. that Holmes has an outgoing nature
- B. that Holmes is gracious
- C. that Holmes is curious
- D. that Holmes takes pride in his work

Part B

Which sentence from the speech **best** supports the answer in part A?

- A. When one receives a letter from a great man for the first time in his life, it is a large event to him, as all of you know by your own experience.
- B. Two years before, I had been laid up a couple of weeks in the Sandwich Islands, and had read and re-read Doctor Holmes's poems till my mental reservoir was filled up with them to the brim.
- C. He stated a truth, and did it in such a pleasant way, and salved over my sore spot so gently and so healingly, that I was rather glad I had committed the crime for the sake of the letter.
- D. He could see by that that there wasn't anything mean about me; so we got along right from the start.

EOCEP English 2 Sample Item 18	
Indicator Alignment	AOR.2.2
Indicator Description	Analyze how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text.
Item Type	Evidence-Based Selected Response
Answer Key	B / C
Depth of Knowledge	3
Estimated Difficulty	High

19. Which sentence is most important to include in a summary of the speech?
- A. Holmes was the first famous man to ever send Twain a letter.
 - B. Twain went into a bookstore to see the dedication to one of Holmes's books.
 - C. People who read Twain's first book considered it to be poetical.
 - D. Holmes did not get angry when Twain confessed to accidentally stealing his dedication.

EOCEP English 2 Sample Item 19	
Indicator Alignment	AOR.6.1
Indicator Description	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
Item Type	Selected Response
Answer Key	D
Depth of Knowledge	2
Estimated Difficulty	Medium

20. Read the excerpts from the speech.

When one receives a letter from a great man . . .

Well, the first great man who ever wrote me a letter . . .

He was also the first great literary man . . .

What is the effect of Twain's repetition in the excerpts?

- A. It signals that Twain plans to define what makes a person great.
- B. It highlights the idea that Twain is a devoted admirer of Holmes.
- C. It demonstrates that Twain hopes to one day be as famous as Holmes.
- D. It indicates that Twain is using the phrase for humorous effect.

EOCEP English 2 Sample Item 20	
Indicator Alignment	AOR.4.1
Indicator Description	Analyze an author's perspective or purpose, and evaluate the effectiveness of the author's rhetoric used to advance that perspective or purpose.
Item Type	Selected Response
Answer Key	B
Depth of Knowledge	3
Estimated Difficulty	Medium