

**LEAP TEST  
PREPARATION AND PRACTICE WORKBOOK**



Aligned with the Louisiana  
Grade Level Expectations

**GLENCOE LANGUAGE ARTS  
GRADE 8**

**This helpful workbook provides**

- Test-taking strategies for the iLEAP English Language Arts Test
- A full-length practice English Language Arts test

TEACHER ANNOTATED EDITION

**LEAP TEST**

**PREPARATION AND PRACTICE WORKBOOK**



**GLENCOE LANGUAGE ARTS**  
**GRADE 8**



**Glencoe**

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Send all inquiries to:  
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# Teacher Introduction

The **Teacher’s Annotated Edition** and the **Student Edition** of the **LEAP Preparation and Practice Workbook** were developed to help students prepare for the **Louisiana Educational Assessment Program (LEAP) Grade 8 English Language Arts Test**. These workbooks offer test-taking strategies and a Practice Test that simulates the test-taking experience. The Practice Test items have been correlated to the Louisiana Standards, Benchmarks, and Grade-Level Expectations (GLEs).

In addition, the Teacher’s Annotated Edition provides scoring charts to help you identify your students’ strengths and weaknesses in language arts skills. By helping students become familiar with the LEAP Test, the Student Edition can boost students’ confidence, put them at ease on testing days, and—ultimately—enhance their performance on the LEAP and other standardized tests.

## About the Student Edition

The **Student Edition** of this workbook reviews the skills students will need to successfully complete the LEAP English Language Arts Test.

The Student Edition contains the following three sections:

- The **Introduction** familiarizes students with the structure and purpose of the LEAP Test.
- The **Test-Taking Tips and Techniques** section gives advice on how to prepare for standardized tests and outlines general test-taking strategies.
- The **LEAP Grade 8 English Language Arts Practice Test** provides a low-risk test-taking experience so that students can apply what they have learned.

## About the Teacher’s Annotated Edition

The **Teacher’s Annotated Edition** of this workbook includes the **Student Edition** and the following features:

- A **Teacher Introduction** that provides information on the Louisiana Standards, Benchmarks, and GLEs tested on the LEAP, and guidance on how to administer the Practice Test and analyze the test results.
- **Scoring Rubrics** that show how open-ended questions are evaluated. The rubrics do not appear in the Student Edition, so you may want to review the guidelines with students before administering the test.
- An **Answer Key** that presents correct answers to the multiple-choice questions.

# About the LEAP Tests

The LEAP Tests measure, in the spring of the year, how well students have met the Louisiana Standards, Benchmarks, and GLEs in four content areas: English Language Arts, Mathematics, Science, and Social Studies.

The tests serve two purposes: (1) to diagnose students' strengths and weaknesses in relation to the Louisiana Standards, Benchmarks, and GLEs, and (2) to measure the quality of education at the class, school system, and state levels.

This workbook will help students prepare for the LEAP English Language Arts Test.

## The LEAP English Language Arts Test

### Part 1: Writing

This section consists of one narrative or expository writing prompt that students respond to with a written composition. The composition is scored with a 12-point rubric that covers composing, style/audience awareness, and conventions of writing.

### Part 2: Reading and Responding

This section contains multiple-choice and short-answer questions that assess reading comprehension (each short-answer question is worth 2 points). It contains four passages (one each from fiction, nonfiction, poetry, and another category) for students to analyze. In addition, students are asked to write an essay (worth 4 points) comparing and contrasting elements of two of the passages.

### Part 3: Using Information Resources

In this section, students are provided with four to six reference sources related to a particular topic. These sources may be articles, parts of books, visual aids, other types of text, and/or electronic resources. Students use the resources to answer five multiple-choice and two short-answer questions (each short-answer question is worth 2 points). The questions assess students' understanding of and ability to use the sources.

### Part 4: Proofreading

This section requires students to read a 100- to 250-word passage and answer eight multiple-choice questions, identifying errors in spelling, punctuation, and usage.

# Administering the Practice Test

Encourage students to take the LEAP English Language Arts Practice Test seriously. Explain that taking the test will give them experience that will help them when they take the actual LEAP English Language Arts Test. The day after students have completed the Practice Test, take time to gather feedback. Ask them what they found challenging about the test and discuss which test tips in this workbook were most useful to them.

## Timing Guidelines

Each part of the Practice Test is untimed and student paced. Make arrangements to allow additional time during the same continuous session for students who require more time to complete these assessments. The estimated times for each section of the LEAP English Language Arts Test are as follows: Part 1: 90 minutes; Part 2: 90 minutes; Part 3: 40 minutes; Part 4: 20 minutes.

## Materials

There are **Practice Test Answer Sheets** on pages T13 to T17 of the Teacher's Annotated Edition. Copy these sheets and give each student one copy of the multiple-choice answer sheet and at least two copies of the open-ended answer sheets at the beginning of the Practice Test. Make additional copies of the open-ended answer sheets available to students who require more than two sheets. Remind students that their answers must appear on the answer sheets, not on the pages of the Practice Test.



# Scoring Rubrics for Writing

While the scoring of multiple-choice questions on the practice test is straightforward—1 point for a correct answer, 0 points for an incorrect answer—the scoring of open-ended questions requires you to use your judgment. The rubrics listed below are published by the Louisiana Department of Education in its *LEAP Assessment Guide*, which is available from the Louisiana Department of Education Web site. These rubrics are used in scoring open-ended questions in the LEAP English Language Arts Test. You can use them as guides in assessing your students' responses to the open-ended questions in this workbook.

## Scoring Rubric for Short-Answer Items

Use the following rubric to evaluate your students' performance on short-answer questions.

- 2 points** The student's response provides a complete and correct answer.
- 1 points** The student's response is partially correct. It demonstrates limited awareness or contains errors.
- 0 points** The student's response is totally incorrect, irrelevant, too minimal to evaluate, or blank.

## Scoring Rubric for the Essay

Use the following rubric to evaluate your students' performance on the essay item (question 30).

- 4 points** The student's response demonstrates in-depth understanding of the relevant content and/or procedures. The student completes all important components of the task accurately and communicates ideas effectively. Where appropriate, the student offers insightful interpretations and/or extensions. Where appropriate, the student uses more sophisticated reasoning and/or efficient procedures.
- 3 points** The student completes most important aspects of the task accurately and communicates clearly. The response demonstrates an understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood. The student's logic and reasoning may contain minor flaws.

- 2 points** The student completes some parts of the task successfully. The response demonstrates gaps in conceptual understanding.
- 1 point** The student completes only a small portion of the tasks and/or shows minimal understanding of the concepts and/or processes.
- 0 points** The student's response is totally incorrect, irrelevant, too minimal to evaluate, or blank.

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# Scoring Rubric for the Composition

A 12-point rubric is used to score the composition in the Writing section of the test (question 1). The dimensions, and point values for each, follow:

- **Composing:** 4 points (1- to 4-point scale)
- **Style/Audience Awareness:** 4 points (1- to 4-point scale)
- **Sentence Formation:** 1 point (0- to 1-point scale)
- **Usage:** 1 point (0- to 1-point scale)
- **Mechanics:** 1 point (0- to 1-point scale)
- **Spelling:** 1 point (0- to 1-point scale)

When evaluating your students' compositions, give them separate scores for **Composing** and **Style/Audience Awareness** using the 4-point rubrics shown below:

## Composing Dimension Rubric

Score	Central Idea	Elaboration	Organization and Unity
<b>4</b> <b>Consistent Control</b>	<ul style="list-style-type: none"> <li>• sharp focus</li> <li>• clarity of purpose</li> <li>• strategy (preplanning and foreshadowing)</li> </ul>	<ul style="list-style-type: none"> <li>• selected information</li> <li>• thorough elaboration</li> <li>• ideas are developed (examples)</li> <li>• necessary information</li> <li>• specific details</li> </ul>	<ul style="list-style-type: none"> <li>• wholeness throughout</li> <li>• ideas related to central idea</li> <li>• beginning, middle, end</li> <li>• logical order</li> <li>• transitions</li> <li>• sense of completion</li> </ul>
<b>3</b> <b>Reasonable Control</b>	<ul style="list-style-type: none"> <li>• clear central idea</li> <li>• clear focus</li> </ul>	<ul style="list-style-type: none"> <li>• ideas are developed</li> <li>• necessary information</li> <li>• relevant</li> <li>• may have uneven development</li> </ul>	<ul style="list-style-type: none"> <li>• beginning, middle, end</li> <li>• logical order</li> <li>• simple transitions</li> <li>• wholeness (may have a weak ending)</li> </ul>
<b>2</b> <b>Inconsistent Control</b>	<ul style="list-style-type: none"> <li>• vague central idea</li> <li>• shifts in focus</li> <li>• digressions</li> </ul>	<ul style="list-style-type: none"> <li>• listing</li> <li>• information may be superficial, incomplete, and/or irrelevant</li> <li>• idea clusters</li> <li>• little or uneven development</li> </ul>	<ul style="list-style-type: none"> <li>• weak beginning, middle, end</li> <li>• retreats and/or repetitions</li> <li>• gaps</li> <li>• random order</li> <li>• no ending</li> </ul>
<b>1</b> <b>Little or No Control</b>	<ul style="list-style-type: none"> <li>• unclear central idea</li> <li>• confusion</li> </ul>	<ul style="list-style-type: none"> <li>• automatic writing without selection</li> <li>• relevant information missed</li> <li>• little or no development</li> <li>• minimal information</li> </ul>	<ul style="list-style-type: none"> <li>• no beginning or end</li> <li>• severe gaps</li> <li>• random order</li> <li>• too little to demonstrate</li> </ul>

from the *LEAP Assessment Guide*, Grade 8, Louisiana Department of Education, September 2006

## Style/Audience Awareness Dimension Rubric

Score	Selected Vocabulary	Selected Information	Sentence Diversity	Tone and Voice
<b>4 Consistent Control</b>	<ul style="list-style-type: none"> <li>word choice is appropriate, relevant</li> <li>vivid, power verbs</li> <li>stylistic techniques (imagery, similes)</li> </ul>	<ul style="list-style-type: none"> <li>selected for relevance and/or impact</li> <li>vivid examples or anecdotes</li> <li>appropriate to audience</li> <li>manipulates audience (humor)</li> </ul>	<ul style="list-style-type: none"> <li>some variety in structure (beginnings, endings), complexity, length</li> </ul>	<ul style="list-style-type: none"> <li>consistent, clear, vibrant tone and voice</li> <li>individual personality</li> <li>engages and/or manipulates audience</li> </ul>
<b>3 Reasonable Control</b>	<ul style="list-style-type: none"> <li>clear</li> <li>appropriate</li> <li>relevant</li> <li>some variety</li> </ul>	<ul style="list-style-type: none"> <li>some selected information</li> <li>some examples</li> <li>appropriate to audience</li> </ul>	<ul style="list-style-type: none"> <li>some variety in structure and/or complexity and/or length</li> <li>And, But beginnings</li> </ul>	<ul style="list-style-type: none"> <li>consistent tone</li> <li>aware of audience</li> <li>clear voice</li> </ul>
<b>2 Inconsistent Control</b>	<ul style="list-style-type: none"> <li>generic</li> <li>overused</li> <li>some may be inappropriate</li> <li>wrong word</li> </ul>	<ul style="list-style-type: none"> <li>contradictions</li> <li>bare bones</li> <li>lists information</li> <li>irrelevant</li> <li>superficial</li> </ul>	<ul style="list-style-type: none"> <li>sentence patterns</li> <li>simple sentences</li> <li>overextended sentences</li> <li>And, But beginnings</li> </ul>	<ul style="list-style-type: none"> <li>vague</li> <li>weak awareness of audience</li> <li>inappropriate</li> <li>monotonous</li> <li>inconsistent tone</li> </ul>
<b>1 Little or No Control</b>	<ul style="list-style-type: none"> <li>functional</li> <li>inappropriate</li> <li>wrong word</li> <li>omission errors</li> </ul>	<ul style="list-style-type: none"> <li>automatic writing</li> <li>too little information</li> <li>inappropriate abrupt change from central idea</li> </ul>	<ul style="list-style-type: none"> <li>simple</li> <li>patterns</li> <li>on and on</li> </ul>	<ul style="list-style-type: none"> <li>confusing</li> <li>absent</li> <li>no awareness of audience</li> <li>unengaged</li> </ul>

from the *LEAP Assessment Guide*, Grade 8, Louisiana Department of Education, September 2006

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## Sentence Formation, Usage, Mechanics, and Spelling

Use the following guidelines from the Louisiana Department of Education *LEAP Assessment Guide* to evaluate your students' performance in the dimensions of **Sentence Formation, Usage, Mechanics, and Spelling**. These parts of their writing are scored with either a + (receiving a score of 1) or – (receiving a score of 0).

**Sentence Formation:** Desirable features are completeness and construction of a variety of patterns.

+	The response exhibits <b>acceptable</b> control of sentence formation. Most sentences are correct; there are few, if any, run-on sentences or fragments. Additionally, there is a variety of sentence patterns, indicating that the writer can construct more than one type of sentence competently.
–	The response exhibits <b>unacceptable</b> control of sentence formation. There are run-on sentences, fragments, and/or poorly constructed sentences that indicate that the writer does not have adequate skill in sentence formation. There may be evidence of control of only one type of sentence pattern (usually simple).

**Usage:** Features are agreement, standard inflections, and word meaning.

+	The response exhibits <b>acceptable</b> control of usage. Subject-verb agreement, verb tenses, forms of adjectives and adverbs, and word meaning are generally correct. If errors are present, they do not appear to be part of a pattern of usage errors.
–	The response exhibits <b>unacceptable</b> control of usage. There are errors in subject-verb agreement, verb tenses, forms of adjectives and adverbs, and/or word meaning. The pattern of errors is evidence of a lack of control of the features of usage.

**Mechanics:** Features are punctuation and capitalization.

+	The response exhibits <b>acceptable</b> control of mechanics. Punctuation and capitalization are generally correct. If errors are present, they do not appear to be part of a pattern of mechanics errors.
–	The response exhibits <b>unacceptable</b> control of mechanics. There are errors in punctuation and capitalization. The pattern of errors is evidence of a lack of control of the features of mechanics.

**Spelling:**

+	The response exhibits <b>acceptable</b> control of spelling. The majority of grade-appropriate words are spelled correctly. There is no pattern of spelling errors.
–	The response exhibits <b>unacceptable</b> control of spelling. There is a pattern of spelling errors. There are errors in spelling grade-appropriate words.

In some cases, a paper may not be scorable. For example, if a paper is illegible, it will not be scored in any dimension and will receive a score of 0. A paper may be off-topic and cannot be scored for Composing or Style/Audience Awareness dimensions, but it may be scored for Sentence Formation, Usage, Mechanics, and Spelling. Such a paper could receive a maximum of 4 of 12 points.

# The Scoring Charts

You will find scoring charts on the following pages. These charts will assist you in reviewing the Practice Test with your class. They will also help you assess your students' competency in the Louisiana Standards, Benchmarks, and GLEs.

## Using the Student Scoring Chart

To analyze the results of individual Practice Tests, use the Student Scoring Chart on pages T10 and T11. Grade each student's test, using the answers provided in the "Answer" column of the Student Scoring Chart. In the "Student Score" box to the right of each answer, record the scores in the following manner. For multiple-choice questions, mark "1" when a question was answered correctly and "0" when a question was answered incorrectly. For open-ended questions, record the score that the student earned. (See "Scoring Rubrics for Writing," p. T4.) Then use the "Total" row to tally the scores. To translate tallies into percent scores, divide the tallies by the highest raw score possible (shown as a denominator in the chart) and multiply by 100. Record the percent scores in the bottom row.

Photocopy and distribute the completed Student Scoring Charts to your students and review each question. The scores for each question allow you and your students to determine which Standards, Benchmarks, and GLEs are challenging for them. You can then guide your students to further review.

## Using the Class Scoring Chart

To assess your class as a whole, use the Class Scoring Chart on page T12. Write each student's name in the column marked "Student Name." Record the percent score each student received on the test. To obtain class averages, add the percent scores for all the students and divide the sum by the number of students in the class. Record the class average in the bottom row.

# Student Scoring Chart for the LEAP Practice Test

Name \_\_\_\_\_

Date \_\_\_\_\_

Part 1: Writing (Standards 2, 3)			
Question	Answer	Student Score/Max pts	GLE
1	na	/12	15, 16, 17, 24
Part 2: Reading and Responding (Standards 1, 6, 7)			
2	C	/1	1a
3	B	/1	14c
4	D	/1	9a
5	A	/1	14c
6	C	/1	2b
7	B	/1	14a
8	na	/2	2a
9	na	/2	14a
10	D	/1	9b
11	A	/1	14a
12	D	/1	9c
13	C	/1	1b
14	C	/1	2d
15	A	/1	9e
16	na	/2	12
17	na	/2	9b
18	D	/1	3
19	B	/1	3e
20	A	/1	8c
21	C	/1	9e
22	na	/2	3c
23	na	/2	10
24	na	/4	7
25	C	/1	2b
26	A	/1	2b
27	A	/1	14c
28	C	/1	3
29	na	/2	2b
30	na	/2	14c

<b>Part 3: Using Information Resources (Standard 5)</b>			
31	B	/1	39a
32	B	/1	46
33	D	/1	41
34	A	/1	39a
35	A	/1	42c
36	na	/2	40
37	na	/2	41
<b>Part 4: Proofreading (Standard 3)</b>			
38	A	/1	23
39	C	/1	25
40	D	/1	26
41	C	/1	23
42	B	/1	26
43	A	/1	24
44	C	/1	23
45	D	/1	24b
<b>Total</b>		/69	
<b>Percent Score</b>			



# Class Scoring Chart for the LEAP Practice Test

Student Name	Percent Score
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
<b>Total</b>	
<b>Class Average (total/number of students)</b>	

# Practice Test Answer Sheet: Multiple Choice

Name \_\_\_\_\_

Date \_\_\_\_\_

**Test:** LEAP English Language Arts Practice Test—Grade 8

**Fill in the circles completely for the answer choice you think is best.**

**2**     A    B    C    D

**3**     A    B    C    D

**4**     A    B    C    D

**5**     A    B    C    D

**6**     A    B    C    D

**7**     A    B    C    D

**8**

**9**

**10**    A    B    C    D

**11**    A    B    C    D

**12**    A    B    C    D

**13**    A    B    C    D

**14**    A    B    C    D

**15**    A    B    C    D

**16**

**17**

**18**    A    B    C    D

**19**    A    B    C    D

**20**    A    B    C    D

**21**    A    B    C    D

**22**

**23**

**24**

**25**    A    B    C    D

**26**    A    B    C    D

**27**    A    B    C    D

**28**    A    B    C    D

**29**

**30**

**31**    A    B    C    D

**32**    A    B    C    D

**33**    A    B    C    D

**34**    A    B    C    D

**35**    A    B    C    D

**36**

**37**

**38**    A    B    C    D

**39**    A    B    C    D

**40**    A    B    C    D

**41**    A    B    C    D

**42**    A    B    C    D

**43**    A    B    C    D

**44**    A    B    C    D

**45**    A    B    C    D



# Practice Test Answer Sheet: Open-Ended Questions (Short-Answer and Essay)

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# Answer Key for Grade 8 Practice Test

## Answers for Multiple-Choice Questions

<b>2</b>	C	<b>15</b>	A	<b>33</b>	D
<b>3</b>	B	<b>18</b>	D	<b>34</b>	A
<b>4</b>	D	<b>19</b>	B	<b>35</b>	A
<b>5</b>	A	<b>20</b>	A	<b>38</b>	A
<b>6</b>	C	<b>21</b>	C	<b>39</b>	C
<b>7</b>	B	<b>25</b>	C	<b>40</b>	D
<b>10</b>	D	<b>26</b>	A	<b>41</b>	C
<b>11</b>	A	<b>27</b>	A	<b>42</b>	B
<b>12</b>	D	<b>28</b>	C	<b>43</b>	A
<b>13</b>	C	<b>31</b>	B	<b>44</b>	C
<b>14</b>	C	<b>32</b>	B	<b>45</b>	D

# Answers for Open-Ended Questions

1 Use the following rubric to evaluate your students' performance on question 1.

**12 points** This response focuses on the idea of what makes a winner with a solid example that relates to the response. Details make both the definition and the example of a winner clear and consistent. Organization is well executed, with each idea flowing into the next. The response has a clear beginning, middle, and end. There are no grammatical or spelling errors in the response.

**8 points** This response discusses the qualities of a winner and provides a clear example relating to the stated ideas, though ideas are not explained in enough detail. The example used relates to the main idea, but could use more description and detail to make it relate to the topic. Ideas are well organized but do not flow smoothly from one idea to the next. Few grammatical and spelling errors are present.

**4 points** This response attempts to address the question but may not be clear. Organization of ideas is present but not executed in an efficient manner. An example that relates to the prompt is used, but the ideas that make it appropriate are not shared. Grammatical and spelling errors are present, but not in great number.

**2 points** This response may not address the question, but rather tells an unrelated story or cites an example without connecting it to the prompt. The writing is confusing with no clear organizational pattern or structure. Numerous grammatical and spelling errors are present.

8 Use the following rubric to evaluate your students' performance on question 8.

**2 points** This response offers concrete ideas about the role of silence in the story. The answer should also tell why Lisa's mother and/or grandmother keep the secret and how their silence affects Lisa. It might, alternatively, explain why Lisa keeps silent and how her silence affects her mother and grandmother.

**1 point** This response may allude to the role of silence in the story, but it does not answer the question fully. It may address why Lisa's mother and grandmother are silent or tell the effects of their silence on Lisa.

**0 points** This response is incomplete, left blank, illegible, or fails to address the question.

9 Use the following rubric to assess your students' answer on question 9.

**2 points** This response includes a well-thought-out inference about why Lisa's mother sent her to her grandmother's house, including insight into the mother's feelings.



**1 point** This response includes an inference about why Lisa’s mother sent her to her grandmother’s house but may be incomplete in thought or reasoning.

**0 points** This response is incomplete, left blank, illegible, or fails to address the question.

**16** Use the following rubric to evaluate your students’ performance on question 16.

**2 points** This response includes an understanding of both the purpose of an informative selection as well as a selection written to entertain the reader. It should also indicate the ways in which this selection works to inform the reader and how it is different from a selection written to entertain.

**1 point** This response demonstrates an understanding of the purpose of an informative selection or a passage written to entertain, but may not include information that supports both writing forms. It also indicates the ways this selection succeeds in its purpose to inform without direct reference to a selection written to entertain.

**0 points** This response is incomplete, left blank, illegible, or fails to address the question.

**17** Use the following rubric to evaluate your students’ performance on question 17.

**2 points** This response demonstrates the ability to distinguish the difference between a main idea and a supporting detail. The answer highlights three to five main events of Dr. Goldberger’s fight against pellagra.

**1 point** This response demonstrates the ability to distinguish the difference between a main idea and a supporting detail. The answer may highlight one or two occurrences in Dr. Goldberger’s fight against pellagra.

**0 points** This response is incomplete, left blank, illegible, or fails to address the question.

**22** Use the following rubric to evaluate your students’ performance on question 22.

**2 points** This response demonstrates understanding of Dunbar’s use of the caged bird in the poem, as well as what it is meant to represent. The response identifies an animal that is similar to the caged bird in Dunbar’s poem and makes comparisons between the animal chosen and the caged bird.

**1 point** The response attempts to communicate the significance and meaning of Dunbar’s use of the caged bird in the poem. It may not clearly present a complete thought or connection. The response identifies an animal but fails to completely compare the animal with the caged bird.

**0 points** This response is incomplete, left blank, illegible, or fails to address the question.

**23** Use the following rubric to evaluate your students' performance on question 23.

**2 points** This response describes a moment from life when the student felt imprisoned, isolated, or afraid. It uses descriptive words to describe the student's feelings and makes a direct connection between the student's situation and the situation alluded to in the poem.

**1 point** This response describes a moment from life when the student felt imprisoned, isolated, and afraid. It may not include enough details to make the direct connection between the student's situation and the situation alluded to in the poem. This connection may also be unclear in the response.

**0 points** This response is incomplete, left blank, illegible, or fails to address the question.

**24** Use the following rubric to evaluate your students' performance on question 24.

**4 points** This response recognizes the feelings common to both Lisa in "Breaking the Silence" and the caged bird in Paul Dunbar's poem. The response cites specific examples of feelings the characters share and how these feelings change.

**3 points** This response recognizes some of the feelings shared by Lisa and the caged bird. It is supported with examples but fails to adequately connect the feelings to the examples or tell how the characters' feelings change.

**2 points** This response cites some of the feelings shared between Lisa and the caged bird and how these feelings change, but the response is not complete enough to thoroughly answer the question. The response has some problems in construction and/or thought.

**1 point** This response cites a feeling common to Lisa and the caged bird, but does not use it to answer the question in enough detail. There are numerous problems in construction and thought.

**0 points** This response is incomplete, left blank, illegible, or fails to address the question.

**29** Use the following rubric to evaluate your students' performance on question 28.

**2 points** This response discusses how Julie wants Carol to talk to their mother about Julie's getting a new outfit. It notes that Julie believes that Carol would be more effective in making a plea for the outfit.

**1 point** This response identifies either why Julie wants Carol to talk to their mother (the new outfit) or why Julie wants Carol to be her advocate (“She listens to you”) but does not include both.

**0 points** This response is incomplete, left blank, illegible, or fails to address the question.

**30** Use the following rubric to evaluate your students’ performance on question 29.

**2 points** This response uses characterization and context clues to explain the meaning of the word *discontented* and how it relates to Julie. The response suggests specific reasons why Julie may be discontented.

**1 point** This response uses characterization and context clues to partly explain the meaning of the word *discontented* and how it relates to Julie.

**0 points** This response is incomplete, left blank, illegible, or fails to address the question.

**36** Use the following rubric to evaluate your students’ performance on question 36.

**2 points** This response lists three specific reasons the student would want to visit the Great Barrier Reef based on the resources. It also lists three specific activities that the student would want to take part in that relate to the resources.

**1 point** This response lists fewer than five of the items asked for in the question. The response also may not be directly linked to the resources.

**0 points** This response lists fewer than three items asked for in the question. The response also may not be directly linked to the resources.

**37** Use the following rubric to evaluate your students’ performance on question 37.

**2 points** This response differentiates between the purpose of the listed resources and accurately identifies those that would be helpful in a research paper versus those needed for planning a vacation.

**1 point** This response differentiates between the purpose of the listed resources and identifies, with minimal errors, those that would provide information for a research paper versus those helpful for planning a vacation.

**0 points** This response does not differentiate between the purpose of the listed resources and fails to identify those that would be helpful in providing information for a research paper versus those appropriate for planning a vacation.

# Louisiana Standards, Benchmarks, and GLEs Assessed on the LEAP

The Louisiana Standards, Benchmarks, and GLEs for English Language Arts outline the knowledge and skills the State of Louisiana expects students to learn each school year. Although you are required to teach all of the standards, the LEAP English Language Arts Test assesses only a subset of these standards. The GLEs assessed for Grade 8 are listed below.

## Reading and Responding

- 01a.** Develop vocabulary using a variety of strategies, including use of connotative and denotative meanings (ELA-1-M1)
- 01b.** Develop vocabulary using a variety of strategies, including use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA-1-M1)
- 02a.** Interpret story elements, including stated and implied themes (ELA-1-M2)
- 02b.** Interpret story elements, including the development of character types (e.g., flat, round, dynamic, static) (ELA-1-M2)
- 02c.** Interpret story elements, including effectiveness of plot sequence and/or subplots (ELA-1-M2)
- 02d.** Interpret story elements, including the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot (ELA-1-M2)
- 02e.** Interpret story elements, including difference in third-person limited and omniscient points of view (ELA-1-M2)
- 02f.** Interpret story elements, including how a theme is developed (ELA-1-M2)
- 03a.** Interpret literary devices, including allusions (ELA-1-M2)
- 03b.** Interpret literary devices, including understatement (meiosis) (ELA-1-M2)
- 03c.** Interpret literary devices, including how word choice and images appeal to the senses and suggest mood and tone (ELA-1-M2)
- 03d.** Interpret literary devices, including the use of foreshadowing and flashback to direct plot development (ELA-1-M2)
- 03e.** Interpret literary devices, including the effects of hyperbole and symbolism (ELA-1-M2)

- 04a.** Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including epics (ELA-1-M3)
- 04b.** Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including consumer materials (ELA-1-M3)
- 04c.** Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including public documents (ELA-1-M3)
- 05.** Interpret ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos) and make connections to real-life situations and other texts (ELA-1-M4)
- 06.** Analyze universal themes found in a variety of world and multicultural texts in oral and written responses (ELA-6-M1)
- 07.** Compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres (ELA-6-M2)
- 08a.** Use knowledge of the distinctive characteristics to classify and explain the significance of various genres, including fiction (e.g., mystery, novel) (ELA-6-M3)
- 08b.** Use knowledge of the distinctive characteristics to classify and explain the significance of various genres, including nonfiction (e.g., workplace documents, editorials) (ELA-6-M3)
- 08c.** Use knowledge of the distinctive characteristics to classify the significance of various genres, including poetry (e.g., lyric, narrative) (ELA-6-M3)
- 08d.** Use knowledge of the distinctive characteristics to classify and explain the significance of various genres, including drama (e.g., plays) (ELA-6-M3)
- 09a.** Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including sequencing events to examine and evaluate information (ELA-7-M1)
- 09b.** Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing to examine and evaluate information (ELA-7-M1)
- 09c.** Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including interpreting stated or implied main ideas (ELA-7-M1)
- 09d.** Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including comparing and contrasting literary elements and ideas within and across texts (ELA-7-M1)
- 09e.** Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making inferences and drawing conclusions (ELA-7-M1)

- 09f. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including predicting the outcome of a story or situation (ELA-7-M1)
- 09g. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying literary devices (ELA-7-M1)
- 010. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)
- 011. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)
- 012. Evaluate the effectiveness of an author's purpose (ELA-7-M3)
- 013. Analyze an author's viewpoint by assessing appropriateness of evidence and persuasive techniques (e.g., appeal to authority, social disapproval) (ELA-7-M3)
- 14a. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including identifying cause-effect relationships (ELA-7-M4)
- 14b. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including raising questions (ELA-7-M4)
- 14c. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including reasoning inductively and deductively (ELA-7-M4)
- 14d. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including generating a theory or hypothesis (ELA-7-M4)
- 14e. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including skimming/scanning (ELA-7-M4)
- 14f. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including distinguishing facts from opinions and probability (ELA-7-M4)

## Writing

- 15a. Write complex, multiparagraph compositions on student- or teacher-selected topics organized with a clearly stated focus or central idea (ELA-2-M1)
- 15b. Write complex, multiparagraph compositions on student- or teacher-selected topics organized with important ideas or events stated in a selected order (ELA-2-M1)
- 15c. Write complex, multiparagraph compositions on student- or teacher-selected topics organized with organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic (ELA-2-M1)
- 15d. Write complex, multiparagraph compositions on student- or teacher-selected topics organized with elaboration (anecdotes, relevant facts, examples, and/or specific details) (ELA-2-M1)

- 15e.** Write complex, multiparagraph compositions on student- or teacher-selected topics organized with transitional words and phrases that unify ideas and points (ELA-2-M1)
- 15f.** Write complex, multiparagraph compositions on student- or teacher-selected topics organized with an overall structure (e.g., introduction, body/middle, and concluding paragraph that summarizes important ideas and details) (ELA-2-M1)
- 16.** Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)
- 17a.** Develop grade-appropriate compositions on student- or teacher-selected topics that include word choices (diction) appropriate to the identified audience and/or purpose (ELA-2-M2)
- 17b.** Develop grade-appropriate compositions on student- or teacher-selected topics that include vocabulary selected to clarify meaning, create images, and set a tone (ELA-2-M2)
- 17c.** Develop grade-appropriate compositions on student- or teacher-selected topics that include information/ideas selected to engage the interest of the reader (ELA-2-M2)
- 17d.** Develop grade-appropriate compositions on student- or teacher-selected topics that include clear voice (individual personality) (ELA-2-M2)
- 17e.** Develop grade-appropriate compositions on student- or teacher-selected topics that include variety in sentence structure (ELA-2-M2)
- 18a.** Develop grade-appropriate compositions by identifying and applying writing processes such as selecting topic and form (ELA-2-M3)
- 18b.** Develop grade-appropriate compositions by identifying and applying writing processes such as prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) (ELA-2-M3)
- 18c.** Develop grade-appropriate compositions by identifying and applying writing processes such as drafting (ELA-2-M3)
- 18d.** Develop grade-appropriate compositions by identifying and applying writing processes such as conferencing (e.g., peer and teacher) (ELA-2-M3)
- 18e.** Develop grade-appropriate compositions by identifying and applying writing processes such as revising based on feedback and use of various tools (e.g., LEAP 21 Writer's Checklist, rubrics) (ELA-2-M3)
- 18f.** Develop grade-appropriate compositions by identifying and applying writing processes such as proofreading/editing (ELA-2-M3)
- 18g.** Develop grade-appropriate compositions by identifying and applying writing processes such as publishing using technology (ELA-2-M3)

19. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4)
- 20a. Use the various modes to write compositions, including short stories developed with literary devices (ELA-2-M4)
- 20b. Use the various modes to write compositions, including problem/solution essays (ELA-2-M6)
- 20c. Use the various modes to write compositions, including essays defending a stated position (ELA-2-M4)
21. Develop writing using a variety of literary devices, including understatements and allusions (ELA-2-M5)
- 22a. Write for a wide variety of purposes, including persuasive letters that include appropriate wording and tone and that state an opinion (ELA-2-M6)
- 22b. Write for a wide variety of purposes, including evaluations of advertisements, political cartoons, and speeches (ELA-M6)
- 22c. Write for a wide variety of purposes, including text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels (ELA-2-M6)

## Writing/Proofreading

23. Use standard English capitalization and punctuation consistently (ELA-3-M2)
- 24a. Write paragraphs and compositions following standard English structure and usage, including varied sentence structures and patterns, including complex sentences (ELA-3-M3)
- 24b. Write paragraphs and compositions following standard English structure and usage, including phrases and clauses used correctly as modifiers (ELA-3-M3)
- 25a. Apply knowledge of parts of speech in writing, including infinitives, participles, and gerunds (ELA-3-M3)
- 25b. Apply knowledge of parts of speech in writing, including superlative and comparative degrees of adjectives (ELA-3-M3)
- 25c. Apply knowledge of parts of speech in writing, including adverbs (ELA-3-M3)
26. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5)
27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)



# Information Resources

- 39a.** Locate and select information using organizational features of grade-appropriate resources, including complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) (ELA-5-M1)
- 39b.** Locate and select information using organizational features of grade-appropriate resources, including electronic storage devices (e.g., CD-ROMS, diskettes, software, drives) (ELA-5-M1)
- 39c.** Locate and select information using organizational features of grade-appropriate resources, including frequently accessed and bookmarked Web addresses (ELA-5-M1)
- 39d.** Locate and select information using organizational features of grade-appropriate resources, including organizational features of electronic information (e.g., Web resources including online sources and remote sites) (ELA-5-M1)
- 40a.** Locate and integrate information from a variety of grade-appropriate resources, including multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) (ELA-5-M2)
- 40b.** Locate and integrate information from a variety of grade-appropriate resources, including electronic sources (e.g., Web sites, databases) (ELA-5-M2)
- 40c.** Locate and integrate information from a variety of grade-appropriate resources, including other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2)
- 41.** Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2)
- 42a.** Gather and select information using data-gathering strategies/tools, including surveying (ELA-5-M3)
- 42b.** Gather and select information using data-gathering strategies/tools, including interviewing (ELA-5-M3)
- 42c.** Gather and select information using data-gathering strategies/tools, including paraphrasing (ELA-5-M3)
- 43a.** Generate grade-appropriate research reports that include information presented in a variety of forms, including visual representations of data/information (ELA-5-M3)
- 43b.** Generate grade-appropriate research reports that include information presented in a variety of forms, including graphic organizers (e.g., outlines, timelines, charts, webs) (ELA-5-M3)
- 43c.** Generate grade-appropriate research reports that include information presented in a variety of forms, including works cited lists and/or bibliographies (ELA-5-M3)

- 44.** Use word processing and/or other technology to draft, revise, and publish a variety of works, including documented research reports with bibliographies (ELA-5-M4)
- 45a.** Give credit for borrowed information following acceptable use policy, including integrating quotations and citations (ELA-5-M5)
- 45b.** Give credit for borrowed information following acceptable use policy, including using endnotes (ELA-5-M5)
- 45c.** Give credit for borrowed information following acceptable use policy, including creating bibliographies and/or works cited lists (ELA-5-M5)
- 46.** Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)



# Introduction

The purpose of this book is to familiarize you with the Louisiana Educational Assessment Program (LEAP) Grade 8 English Language Arts Test. Students across the state of Louisiana take the LEAP Test to give educators a chance to evaluate students' mastery of the state curriculum. By using this book to prepare for the test, you will acquire useful knowledge that should improve your test scores. You will learn techniques for answering multiple-choice and open-ended questions, and you will gain experience in answering various types of questions that you can apply to the LEAP Test and to other standardized tests.

## The LEAP Test

The LEAP Test measures your skills in English language arts. There are four sections in this test.

- Part 1: Writing
- Part 2: Reading and Responding
- Part 3: Using Information Resources
- Part 4: Proofreading

The Writing section requires you to write a narrative or an expository composition in response to a prompt. The Reading and Responding section includes several reading passages and multiple-choice questions about each passage. It also has several short-answer questions (worth up to 2 points each) and a 4-point essay question that will require you to compare and contrast elements of two different passages. In Using Information Resources, you will answer multiple-choice and short-answer questions after examining several resources on the same topic. The Proofreading section includes multiple-choice questions that test your knowledge of spelling, punctuation, and usage.

Understanding the test-taking tips and techniques in this book and completing the Practice Test will help you do better on the LEAP Test in two ways:

1. They will help you become familiar with the types of questions found on the test.
2. They will help you learn and practice the skills necessary for smart test taking.

# Test-Taking Tips and Techniques

## General Tips for Test Taking

Here are some general tips for taking standardized tests:

- Stay positive. Thinking positively will help you achieve better results!
- Read every question carefully. Some questions are tricky; make sure you know what you are being asked.
- Fill in answer bubbles completely on the answer sheet.

## Read the Questions First

On the LEAP Test, you will read a variety of passages from stories, essays, articles, and poems, and you might need to examine maps, charts, and other graphics. You will then answer questions that test your understanding of these passages.

You might think the best approach is to first read each passage slowly to absorb every detail and then read the questions. But that is usually not the best way to take a test. You will make better use of your time by reading the questions first to find out what to look for and then reading the passage.

Read each question carefully and scan the answer choices. Then read the passage. Knowing what the questions ask and how the answers are worded will free you from trying to remember every detail of the passage, and allow you to focus on its main idea and on what the questions require.

# Use the Process of Elimination

When you are not sure of the answer on a multiple-choice question, the best thing to do is to use the *process of elimination* to select an answer. Most multiple-choice questions on tests give you four answer choices, but only one of the choices is the right answer. Figuring out which three answer choices are incorrect is just as good as figuring out which one answer choice is correct. This is where the process of elimination can help. Here is an easy example:

Imagine that you are a contestant on a game show. The host asks you the following question: “What is the capital of the country of Nepal?” If you answer correctly, you will win one million dollars.

You are given the following four possible answers:

- Tokyo
- Cairo
- Beijing
- Kathmandu

Do you know the capital of Nepal? Even if you don’t, you can still win the money! Use the process of elimination by completing the following two steps:

## Step 1

Eliminate the answer choices that you THINK are probably wrong.

## Step 2

Choose from the remaining answer choices. The fewer answer choices you have to pick from, the better chance you have of choosing the correct answer.

Let’s see how it works with this question. Which cities above do you know are NOT the capital of Nepal? You may know that Tokyo is the capital of Japan, so it’s probably not also the capital of Nepal. Cairo is the capital of Egypt, and Beijing is the capital of China, so neither of those is likely to be the correct answer. That leaves you with only Kathmandu. Kathmandu is probably the capital of Nepal. Even if you don’t know the capital of Nepal, the *process of elimination* makes you a millionaire!

Now let's see how the process of elimination can help on a question you might see on a test like the LEAP Test. Use the example and the steps below to learn how to apply this test-taking technique.

Laura stormed up the stairs and through the front door. She slammed the door behind her and threw her backpack onto the living room sofa. Her mother put down her newspaper and looked up in surprise. "That Roberta is so irksome!" Laura proclaimed in a loud voice.

1 In the passage, the word *irksome* means

- A kind.
- B bright.
- C annoying.
- D friendly.

- Read the question and answer choices. This will help you know what to look for as you read the passage. The question asks you to look for the word *irksome* in the passage.
- Read the passage carefully. In the passage, Laura is obviously upset. You read that she "stormed up the stairs" and "slammed the door." Obviously Roberta has done something that Laura doesn't like.

**Step 1** Review the answer choices. You know that Laura would probably not describe Roberta as *kind* or *friendly*. Answer choices A and D must be wrong. Eliminate them.

**Step 2** The process of elimination has helped, because you now have only two answer choices instead of four. Even if you don't know what *irksome* means, you have a much better chance of picking the correct answer. Of the remaining answer choices, which one seems like the best answer, B or C? Reread the passage and think about what Laura is feeling. Because she seems upset with Roberta, answer choice C, *annoying*, is probably the best answer.

Remember to use the process of elimination on every multiple-choice question that you can't answer right away. Even if you can eliminate only one answer choice, you have increased your chances of choosing the correct answer.

# Find the Main Idea

Whenever you read a passage in a standardized test, make sure you focus on understanding the *main idea* of the passage. The main idea is the most important idea or opinion that the author expresses in the passage. Understanding the main idea can help you answer questions about the passage as a whole, and about the meaning and importance of specific details.

When determining the main idea of a passage, pay close attention to titles, headings (if there are any), and the first and last sentences of paragraphs.

Let's see how finding the main idea can help on a question you might see on the LEAP Test. Look at the following example and the steps below to learn how to apply this test-taking strategy.

Although most people think of an “ice age” as a period thousands of years ago when glaciers covered much of North America, some scientists think of “ice ages” in a different way. To them, a major ice age is a period in which there are large ice sheets near Earth’s poles and on mountains. As a matter of fact, we’re still living in a major ice age that started millions of years ago.

Scientists still debate about the causes of ice ages. One popular theory points to the stars. Our solar system consists of the sun, several planets, and millions of smaller objects. Our sun is one of about 400 billion stars in the Milky Way galaxy, all of which rotate around the center of the galaxy. Our sun makes one complete orbit around the galaxy in about 240 million years. As it does so, it passes through four great “arms” of the galaxy— areas that are especially crowded with stars. Some scientists believe that the periods when our sun’s path moves through these galactic arms correspond to the periods of the great ice ages on Earth.

- 1 What is one possible cause of ice ages?
  - A a change in the number of objects in the solar system
  - B a change in Earth’s rotation
  - C the sun’s path through the arms of the Milky Way
  - D a change in the distance between Earth and the Milky Way



**Step  
1**

Read the question first. From reading the question, you can determine that the passage will discuss causes of ice ages and refer to at least one possible cause. From reading the answer choices, you can reasonably guess that either “change” or “arms” will be an important word in the answer to the question.

**Step  
2**

Identify the main ideas of the passage. A look at the first sentence of each paragraph tells you that the second paragraph probably contains the information you need to answer a question about the causes of ice ages.

The first sentence of that paragraph presents the main idea that there is a debate over the causes of ice ages. Looking more closely at the paragraph, you will notice that the last sentence contains the key word “arms.” You’ll also notice that the last sentence refers to the ice ages on Earth. So choice C—the sun’s path through the arms of the Milky Way—is most likely the best answer.

## Answering Open-Ended Questions

On the LEAP Test, you will encounter a number of open-ended questions. These kinds of questions are sometimes called constructed-response questions because you need to “construct,” or build, your own responses to the questions using your own words. You may be asked to respond to a writing prompt by completing a chart, writing a few words, writing a sentence or two of explanation, or writing an essay.

Unlike multiple-choice questions, a constructed-response question usually has no single correct answer. You will need to read the instructions carefully and then respond to the question using your own words. Usually, you will be instructed to use evidence from the passage to support your response.

Answers to constructed-response questions can receive full or partial credit. You should try to answer the questions even if you are not sure of the correct answer. If you answer a portion of the question correctly, you will receive a portion of the points.

On the LEAP Test, you will be asked to write both an essay and a composition. The essay is evaluated with a 4-point rubric; the composition is evaluated with a 12-point rubric. You can earn the most points with a response that is correct, complete, logical, and appropriate. Midrange points are awarded for a response that is only partially correct, complete, and appropriate or is somehow flawed in its reasoning. No response, or a response that fails to deal with the question, earns 0 points.

# Using Information Resources

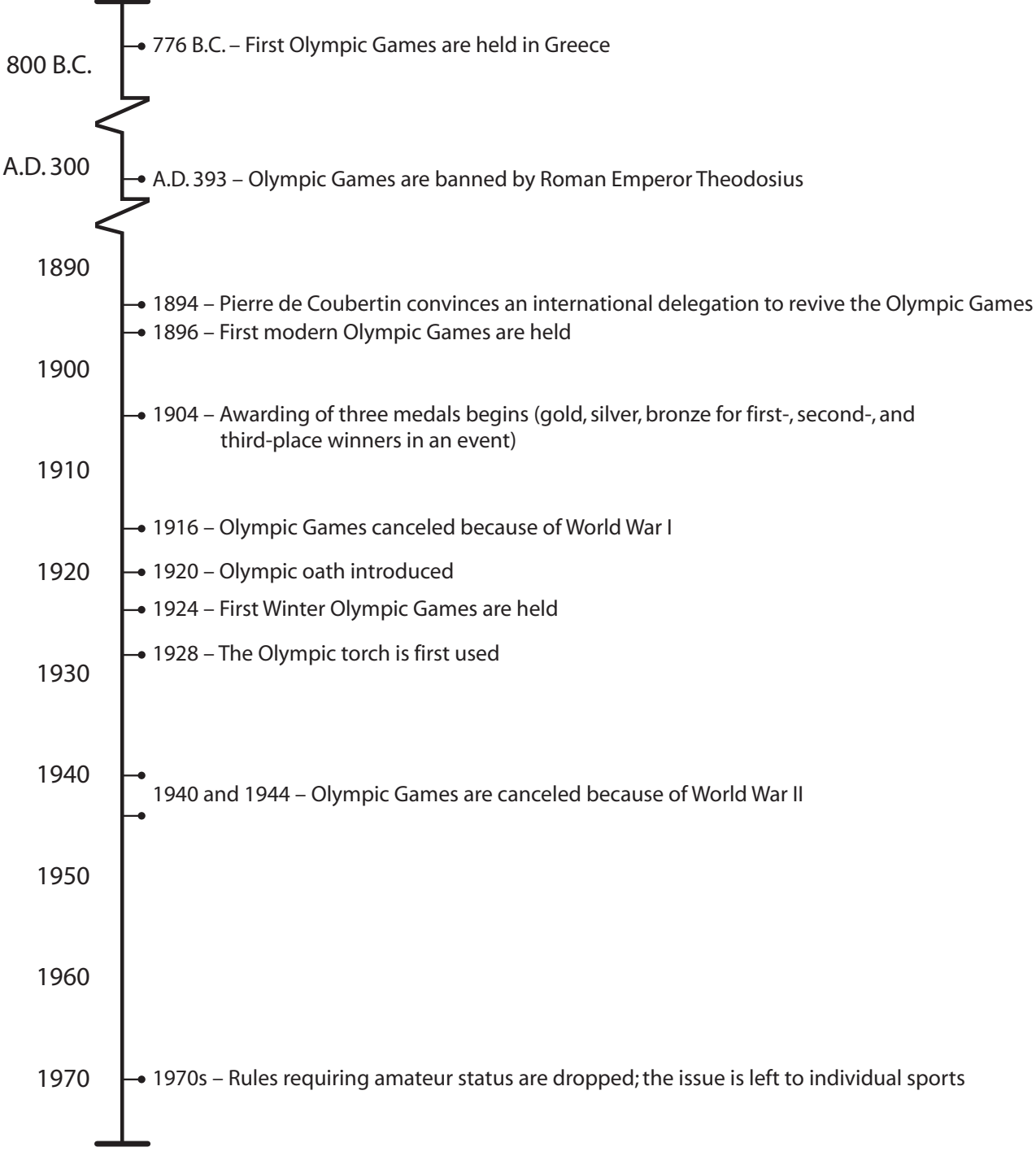
One section of the LEAP Language Arts English Test is called **Using Information Resources**. This section will provide four or more information sources on the same topic. These sources might be Web sites, tables of contents, charts, graphs, or texts from various sources. Multiple-choice questions in this section may ask you to locate information, interpret the sources, or put together information from more than one source.

When you take this part of the test, first skim the information resources. Pay attention to the contents and organization of each source, but don't try to memorize details. For example, you might notice that a time line contains historical facts and is organized chronologically. You might also find that a piece of fiction or biography covers several different time periods and even includes a flashback—a jump to a previous period of time.

After skimming the sources, approach each multiple-choice question by reading it carefully and scanning the answer choices. Choose or predict the correct response, and then refer back to the information sources to check your prediction. If you have difficulty with a question, use the process of elimination to find the best answer.

Look at the following four resources about the Olympic Games to learn how to answer these types of questions.

### Olympic Games Time Line



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## **OLYMPIC GAMES SOURCES FROM COLOSSALSEARCH.COM**

### **Olympics.org**

This official site has information on the history of the Olympic Games. Olympic records are listed for all sports. The site also features news of Olympic sporting events.

### **USolympics.com**

This site of the U.S. Olympic team includes information about U.S. Olympic athletes. It has facts on teams, records, and sports. See video of recent Olympic events.

### **Olympians.org**

Biographies of Olympic medalists from all over the globe and all periods of history are featured. Find photos, interviews with athletes, and background information.

### **Olympichistory.com**

This site has an overview of the history of the Olympic movement. It describes the ancient Olympic Games.

### **MyOlympics.com**

Read interviews with current Olympic team members. MyOlympics.com features news stories about current sports events and chat rooms with Olympians.

### **OlympicsToday.com**

This site has coverage of the Olympic Games. It provides scores and play-by-play accounts. Sports journalists write comments on the current Olympic Games.

### **OG.com**

See outstanding moments from the Olympic Games. This site links to other sites about the Olympics.

### **Olympics2008.com**

Read an update on the Olympic Games in Beijing, China. See photos of facilities.

### **Olympics2012.com**

Learn about the Olympic Games in London, England. This site shows schedules and event locations.

## Excerpt from a travel brochure

### Enjoy a Visit to the U.S. Olympic Training Centers

*Three U.S. Olympic Training Centers welcome visitors. See where athletes train for the Olympic Games. Marvel at the beautiful surroundings. Free tours are held year-round.*

#### **Colorado Springs, Colorado**

Tour the state-of-the-art facilities in the magnificent Rocky Mountains, where the high altitude provides an extra challenge for training.

- Two sports centers for gymnastics, weightlifting, boxing, basketball, volleyball, wrestling, and more
- Olympic-size pool with viewing areas for filming athletes
- Cycling track
- Indoor shooting center, the third largest in the world
- Sports medicine center
- Visitor center with Hall of Fame, restaurants, and shops

#### **Chula Vista, California**

This is the only warm-weather U.S. Olympic Training Center. It features year-round outdoor training. Located on 150 acres, the center offers facilities for soccer, track and field, tennis, canoeing, cycling, archery, field hockey, rowing, and softball.

- Softball facility and field hockey facility
- Outdoor archery range with 50 lanes—the largest in North America
- Soccer complex, tennis complex, and track and field complex
- Boathouse and rowing course
- Cycling course
- Visitor center and shop

#### **Lake Placid, New York**

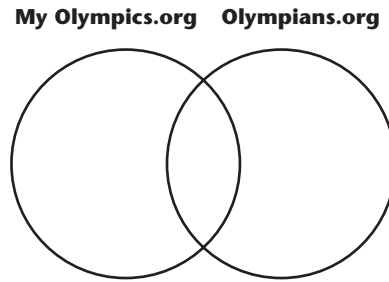
Discover state-of-the-art facilities at the site of the 1980 Winter Games.

- Sports medicine center
- Sports science center, with equipment for analyzing performance
- Speed skating and figure skating rinks
- Ski area and Olympic jumping complex
- Shop with Olympic items

The Lake Placid Olympic Center mainly assists athletes in eight sports: figure skating, ice hockey, luge, skeleton, skiing, speed skating, biathlon, and bobsled. The center is also used for synchronized swimming, water polo, canoeing, rowing, handball, wrestling, boxing, and tae kwon do.

## Sample Questions

- 1 Look at the following Venn diagram based on ColossalSearch.com search results. Which information should be placed in the overlapping area of the two circles?
- A** History of the Olympic movement  
**B** Chat room with Olympic athletes  
**C** Interviews with athletes  
**D** Videos of Olympians
- 2 What can be determined using the Olympic Games Time Line?
- A** How the Olympic Games are organized  
**B** Where the Olympic Games started  
**C** Who won medals in past Olympic Games  
**D** When upcoming Olympic events take place
- 3 Which Web site would probably be most useful to find information about Olympic records?
- A** OlympicsToday.com  
**B** Olympics2008.com  
**C** Olympics.org  
**D** USolympics.com
- 4 Use the Olympic Games Time Line to determine which of the following occurred before athletes began taking the Olympic oath.
- A** An Olympic torch was carried around the world.  
**B** First-, second-, and third-place medals were awarded.  
**C** Rules requiring athletes to be amateurs were changed.  
**D** The Winter Olympics began.
- 5 According to the travel guide, which is the best place to train for the U.S. Olympic bobsledding team?
- A** Chula Vista  
**B** Lake Placid  
**C** Colorado Springs  
**D** Chula Vista or Colorado Springs



# Tips for Using Information Resources

## Step 1

Read over the question, scan the answer choices, and predict the correct answer. In question 2, for example, by reading the answer choices you might be able to predict that the correct response is B. In question 4, you may remember the chronology and be able to predict that the correct response is B, but most likely you will need to refer to the timeline.

## Step 2

Review the passage that relates to the question to verify your prediction and answer the question correctly. For example, in question 5, you may be able to predict that bobsledding training is offered only at Lake Placid, but comparing the information about the three training centers will verify that B is the correct response.

## Step 3

Gather information from more than one source if the question asks about a comparison of a number of sources. For example, for question 1 you must find a topic that two sources have in common. Looking over the Web site contents, you'll find interviews with athletes in both Olympians.org and MyOlympics.com, so C is the correct response.

## Step 4

Decide on the best response after you eliminate the ones that are obviously incorrect. For example, in question 1, you would eliminate any answers that appear on only one Web site, leaving you with C as the correct response. In question 3, you would eliminate the Web sites that don't mention Olympic records, leaving you with C as the correct response.

These are the correct responses for the practice questions on page 12: 1 C, 2 B, 3 C, 4 B, 5 B.



# Tips for Testing Time

Knowing the format of the LEAP Test and being familiar with the types of questions you will likely find on this test will help you do better on the test. There are several other things you can do before and during the test that will help improve your results.

## Before the Test

Here are a few things you can do *before* taking the LEAP Test to help you prepare for the test and avoid anxiety:

- Know the test dates. Ask your teacher to provide you with test dates for the LEAP Test. Record the dates in a personal calendar.
- Know why you are taking the test. Ask your teacher to explain the purpose of the LEAP Test.
- Get a good rest the night before the test. Being tired on test days will slow you down and make it harder for you to concentrate.
- Eat a normal breakfast and lunch on test day. Eating too little or too much may make you feel sluggish during the test.

## During the Test

Here are a few things you can do *during* the LEAP Test to help you improve your performance:

- Focus on the test. You will be taking the LEAP Test in a room full of other students. Try not to be distracted by them.
- Read the test instructions carefully. Look at the sample questions provided in the instructions. They will inform you what the questions will be like and how to mark your answers.
- Use all the time you have. If you finish a section of the test early, reread the last items in that section and check your answers.

# Practice Test for the Louisiana LEAP Grade 8 Test

**Directions:** Today you will be taking a practice test for the LEAP Grade 8 English Language Arts test. Like the real test, this practice test contains composition, essay, short-answer, and multiple-choice questions.

While you're taking this practice test, remember several important things:

1. Read each question carefully. Make sure you understand what is being asked.
2. Write your answers neatly and clearly on the practice test answer sheets. Answers you write in the test booklet will not be scored.
3. For some questions, you will have to compose a written response. The composition in the Writing section is worth 12 points. The essay in the Reading and Responding section is worth 4 points. Short-answer questions in the Reading and Responding and the Using Information Resources sections are worth 2 points. After you have written an answer, check it over to make sure it says what you want it to say.
4. For multiple-choice questions, mark only one answer choice for each question. Be sure you fill in the circle next to your choice on the practice test answer sheets. If you change an answer, make sure that you erase your old answer completely.

# Writing

Below is a writing prompt that is similar to one you might see on the LEAP English Language Arts Test. This question is worth 12 points.

Use paper provided by your teacher for notes, brainstorming, writing an outline, and writing a rough draft of your answer. Write your **final draft** on the answer sheet provided by your teacher.

## Writing Topic

Read the topic in the box below and write a well-organized multiparagraph composition of about 150 to 200 words. Follow the suggestions listed under the box.

GLE 15, 16, 17, 24

1. Winners are all around us. Every day we see or hear about them. Every evening the news tells of winning sports teams or athletes. Game shows offer us a front-row seat to watch people succeed. Then there are the simple stories of winning: a firefighter who rescues a cat from a tree, a mother who collects money for the sick, or a student who receives a good grade on a test.

In your composition, answer the following question: What makes a winner? Write about someone whom you would consider a winner.

Before you write, think about the idea of winning. Is winning just a matter of luck, or does it take work and skill? Why do we like to hear about and celebrate someone winning? Does a winner have to do something great for all to see? Or are there winners who go unnoticed everyday?

**Now write a multiparagraph composition about the idea of winners.**

- Include supporting details and examples to explain your ideas. Write clearly and check your work for proper spelling, grammar, and punctuation

## Reading and Responding

In this part of the LEAP English Language Arts practice test, you will read four passages and answer multiple-choice, short-answer, and essay questions. Short-answer questions are worth 2 points. The essay question is worth 4 points. Answer the short-answer and essay questions on the lines provided on your answer sheets.

**Read the following passage. Then answer questions 2–9 on your answer sheet.**

### Breaking the Silence

- 1 Lisa dumped her overnight bag on the floor of her grandmother’s guest room and gazed out the window. The trip, all three hours of it, had been largely a silent one. Lisa had pretended to nap to forestall conversation, and she had been successful. Now she would pretend to unpack until her mother’s car turned onto the country road and disappeared.
- 2 The problem had begun a week ago when Lisa’s mother had informed her that they would not be going to the beach on their summer vacation. There would be no long walks with her cousin Mara during which they would share their real feelings about everything. There would be no swimming races, bike rides, or luxurious hours of sun and sand. And why not? Because they needed the money for “other things.” Other things! What other things could possibly be important enough to eliminate the only thing Lisa really cared about?
- 3 She responded with a cold “Bye!” when her mother called, “I’ll see you Sunday night.” If she could enlist her grandmother’s help, maybe it would still be possible to change her mother’s mind. And so her first remark when she walked into the kitchen was “You know how much Mara and I like seeing each other every summer? Well, this year, Mom canceled our vacation plans.”
- 4 Her grandmother looked at her with a strange expression on her face. “Yes ... I know,” she replied. “That’s too bad.”
- 5 “But, why?” said Lisa. “Why isn’t this trip important to her? It is to me!”
- 6 Her grandmother sighed. “I’m sure your mother knows what she’s doing,” she said. And then, making it clear that she was not going to discuss the issue, Grandmother said, “If you pick a quart of strawberries, I’ll make shortcake for dessert.”
- 7 So Lisa crawled along the rows of low-growing plants, feeling the sun on her back and searching for berries that had reached their most perfect ripeness. It was not hard to find a quart, and when the basket was full, she carried it into the house and put it on the kitchen counter.

- 8 Lisa wandered into the study to find a book. She spotted the glow of the computer. She decided to send an e-mail to Mara. Mara understood. Mara was on her side, even if no one else was.
- 9 When Lisa tapped the mouse to get rid of the screen saver, her grandmother’s e-mail inbox listings appeared. Lisa saw her own recent messages and several messages from her mother. The latest message from her mother was identified with the subject “Surgery date.” Surgery date? What surgery? Reading other people’s mail was not something Lisa would ordinarily do, but this was different. Surgery date! She double-clicked on the words, and a message appeared.
- 10 *Hey, Mom, the surgery is on for the 16th. Now that it’s definite, I’ll have to tell Lisa—maybe after this weekend. She’s still furious that we’re not going to the beach this summer. I still haven’t gathered the courage to tell her what I need to use the vacation money for. What a coward I am! I’d rather have her be angry than scared.*
- 11 *I’ll drop her off on Friday morning and pick her up Sunday night. Have a good weekend, OK? Make her some of your strawberry shortcake. That always cheered me up!*
- 12 Lisa’s heart thudded painfully. She closed her eyes and was, quite suddenly, four years old again and lost at the amusement park. She could hear the jangling, jarring music and the sounds of children shrieking. A hollow feeling clutched at her stomach—nothing would ever be right again. She had to find her mother, had to, had to! And she ran, searching, searching . . .
- 13 Lisa shook herself. She was not four years old; she was fourteen. The cell phone would be on the front seat of the car. Lisa could reach her mother, could hear her mother’s voice. She blinked the tears out of her eyes and dialed. When her mother answered, Lisa forced calm into her voice and said, “Mom, you have to tell me about the surgery. Pull over, stop the car, and tell me now.”
- 14 Her mother told her. It was all going to be hard, and it would change everything for a while, but she was not going to die. She promised, and Lisa believed her. When Lisa thought about it, missing a vacation at the beach was a matter of no importance at all.
- 15 Lisa walked out into the sunlight of the yard. “Mom’s coming back,” she said. “She’s going to spend the weekend with us.”
- 16 Her grandmother looked up in surprise. “She is? That’s wonderful! But . . . why?”
- 17 “Oh,” said Lisa, leaning over and yanking out a weed, “I asked her to. I . . . I suddenly missed her. And, besides, she really likes your strawberry shortcake.”

GLE 1a

2. What does the word forestall mean in paragraph 1?
- A. attempt
  - B. change the subject
  - C. prevent
  - D. overtake

GLE 14c

3. What does Lisa's response in paragraph 3 tell us about her feelings?
- A. She is excited.
  - B. She is angry.
  - C. She is happy.
  - D. She is hungry.

GLE 9a

4. When does Lisa decide to forgive her mother?
- A. when she talks with her grandmother
  - B. when she goes to pick strawberries
  - C. when she hears a conversation between her mother and grandmother
  - D. when she finds out her mother is having surgery

GLE 14c

5. At one point in the story, Lisa sees the words "surgery date" on the subject line of an e-mail from her mother to her grandmother. What does the reader learn from this information?
- A. Lisa's mother was having surgery.
  - B. Lisa was going to her grandmother's house before having surgery.
  - C. Lisa's grandmother was a doctor.
  - D. Lisa would be happy about her mother's having surgery.

GLE 2b

6. How do Lisa's emotions change throughout the story?
- A. She changes from sad to angry.
  - B. She changes from happy to sad.
  - C. She changes from angry to sorry.
  - D. She changes from angry to sad.

GLE 14a

7. Why does Lisa's grandmother send her to pick strawberries?
- A. She is hungry for strawberry shortcake.
  - B. She wants to keep Lisa's mind occupied.
  - C. She is frustrated with Lisa.
  - D. She wants to clean out the refrigerator.

**Write the answers to questions 8 and 9 on the answer sheet. Each question is worth 2 points.**

GLE 2a

8. The story is titled "Breaking the Silence." Who remains silent, and what effect does this silence have on other characters?

GLE 14a

9. Why did Lisa's mother send her to her grandmother's house?

Read the following passage. Then answer questions 10–17 on your answer sheet.

## Searching for a Cure

- 1 In the early years of the twentieth century, a terrible disease called pellagra struck thousands of people in the United States, especially in the South. The disease had caused suffering for many years, but by 1914 it had become so serious that the government was deeply concerned. Everyone knew the symptoms of the disease—mouth sores, horrible skin rashes, weakness, mental problems, and possible death—but no one knew the cause. All of the scientific wisdom of the time pointed to a virus or bacteria, what we often call a “germ.” But how did it work? Were people infected with pellagra through something they ate, such as spoiled corn? This seemed possible, since the disease was particularly common in places where people raised and ate corn. Or was it, like yellow fever, spread by insects?
- 2 The U.S. government sent Dr. Joseph Goldberger, a public health expert who had battled infectious diseases in the United States and the Caribbean, to the South to investigate pellagra. His job was to find out what caused it, how to cure it, and how to keep it from spreading.
- 3 Some diseases are more likely to strike people who are weakened by ill health, exhaustion, or old age or who have some other preexisting condition. Was pellagra such a disease? Or could it strike anyone at any time? Goldberger did not know, but he was determined to find out.
- 4 Goldberger knew that a disease had to be studied where it was found, so he went to orphanages and prisons where there were large numbers of victims of pellagra. At a Mississippi orphanage, he noticed that most of the sick were between the ages of 6 and 12. Very few of the youngest and oldest children had pellagra, and no one on the staff had it. At a prison he visited, many prisoners were sick, but employees of the prison were not, even though they (like the orphanage staff) were in close contact with the disease’s victims.
- 5 If spoiled corn was the cause, why did only some of the people who ate corn become sick? If an insect spread the disease, why did that insect bite children who were 9 years old but not those who were 4 or 15? Above all, how did the employees of an institution avoid catching the disease from those who had it?
- 6 As Goldberger looked at both the victims and the healthy more closely, he noticed that there was only one distinct difference between them. The victims had diets that consisted mainly of corn, cornmeal mush, and cornbread. The healthy also ate corn, but it was only one part of their diet. In a moment of inspiration, Goldberger realized



that there was one thing, and one thing only, that could explain the situation. The cause was not the *presence* of something; it was the *lack* of something. This realization was of huge importance; it affected everything he did afterward in terms of understanding and fighting the disease.

- 7 The more Goldberger investigated, the more convinced he became that he was right. The youngest children in the orphanage drank milk, but there was not enough milk for all of the residents. The older children worked on farms and often ate farm products, such as vegetables, during work hours. In addition, they were able to buy certain foods with their small earnings. The staff members ate at the orphanage, but their diet was more varied than that of the residents. Goldberger was convinced that something in a well-rounded diet prevented pellagra. To prove his theory, he arranged for all of the children to receive a diet that included eggs, milk, vegetables, and meat. Within days, all of the victims began to improve dramatically.
- 8 At a prison farm, Goldberger worked with volunteer prisoners who agreed to eat only the kinds of foods the poorest Southerners ate. The rest of the prisoners ate the varied foods produced by the farm. Within a short time, the volunteers had become sick with pellagra. Restoring their regular diet of fresh vegetables, milk, and meat cured them.
- 9 The idea that a poor diet could create disease should not have shocked anyone. It had already been proved that a terrible disease called scurvy resulted from a lack of vitamin C. On long voyages in days gone by, sailors who had no access to foods containing vitamin C suffered from spongy gums, loose teeth, and bleeding into their skin. Ships now carried limes or other citrus fruits to provide a source of this vitamin. Still, when Goldberger published the results of his experiments, he faced widespread ridicule. It was not only uneducated people who laughed at his claims; many doctors and scientists did also. They insisted that a *We* “caught.” They did everything imaginable to expose themselves to pellagra, but they did not get the disease. Even when they injected themselves with blood from pellagra victims, they remained perfectly healthy. Goldberger proved that he was right and that his critics were wrong.
- 10 Goldberger did not live long enough to succeed in his efforts to discover exactly what nutrient prevents pellagra. Other scientists found that it is niacin, an acid of the vitamin B complex. It is found in fish, green vegetables, meat, and whole-grain bread. Milk and eggs do not contain it, but they do contain an amino acid called tryptophan that the body changes to niacin.

GLE 9b

10. Why did Goldberger conclude that pellagra was caused by something besides eating corn?
- A. He ate corn and did not become sick.
  - B. He noticed that sick people did not eat corn.
  - C. He inspected the corn and found no problems.
  - D. He noticed that both sick people and healthy people ate corn.

GLE 14a

11. What kept the oldest orphans safe from pellagra?
- A. Their diets included farm products that contained a necessary vitamin.
  - B. They spent many hours working outside in the fresh air.
  - C. Their immune systems were stronger than those of younger children.
  - D. Having had the disease earlier, they had become immune to it.

GLE 9c

12. What is the main idea of paragraph 9?
- A. Goldberger tried to get pellagra.
  - B. Goldberger demonstrated a cure for pellagra.
  - C. Goldberger developed immunity to pellagra.
  - D. Goldberger proved that pellagra is not infectious.

GLE 1b

13. In paragraph 3, what kind of condition is described by the word preexisting?
- A. one that is unusual
  - B. one that is likely to occur
  - C. one that is already present
  - D. one that is not yet developed

GLE 2d

14. This passage describes a major conflict between Goldberger and what other group of people?
- A. his assistants
  - B. victims of pellagra
  - C. people who doubted his claim
  - D. the staff at the Mississippi orphanage

**GLE 5**

15. What conclusion can you reach by reading this passage?
- A. Corn does not contain niacin.
  - B. Eating corn can make people sick.
  - C. People should get shots to protect them from pellagra.
  - D. In 1914, people in the South got sick often.

**Write the answers to questions 16 and 17 on the answer sheet. Each question is worth 2 points.**

**GLE 12**

16. How might this passage be different from one that is meant to entertain the reader with a humorous story about eating habits?

**GLE 9b**

17. Describe the most important parts of Dr. Goldberger's fight against pellagra to a friend who has not read this passage.

Read the following passage. Then answer questions 18–24 on your answer sheet.

## Sympathy by Paul Dunbar

I know what the caged bird feels, alas!  
    When the sun is bright on the upland slopes;  
When the wind stirs soft through the springing grass,  
And the river flows like a stream of glass;  
    When the first bird sings and the first bud opes,  
And the faint perfume from its chalice steals—  
I know what the caged bird feels!

I know why the caged bird beats his wing  
    Till its blood is red on the cruel bars;  
For he must fly back to his perch and cling  
When he fain would be on the bough a-swing;  
    And a pain still throbs in the old, old scars  
And they pulse again with a keener sting—  
I know why he beats his wing!

I know why the caged bird sings, ah me,  
    When his wing is bruised and his bosom sore,—  
When he beats his bars and he would be free;  
It is not a carol of joy or glee,  
    But a prayer that he sends from his heart's deep core,  
But a plea, that upward to Heaven he flings—  
I know why the caged bird sings!

### GLE 3

18. Which line from the poem contains a simile?
- A. “And they pulse again with a keener sting—”
  - B. “It is not a carol of joy or glee, ”
  - C. “I know what the caged bird feels! ”
  - D. “And the river flows like a stream of glass; ”

GLE 3e

19. In this poem, what does the caged bird symbolize?
- A. a creature that is free to fly and roam the skies
  - B. an imprisoned animal that longs to be free
  - C. the fight for animal rights
  - D. a creature that hunts and preys on others

GLE 8c

20. What is the rhyme pattern of the second stanza?
- A. ABAABAA
  - B. ABABABC
  - C. AABAACC
  - D. ABABACC

GLE 9e

21. Why did Dunbar **most likely** use exclamation points at the end of four lines?
- A. He wanted to leave the reader with a question in his or her mind.
  - B. He wanted these lines to be read more softly than the others.
  - C. He wanted to express the emotions in these lines more strongly.
  - D. He didn't like to use periods.

**Write the answers to questions 22 and 23 on the answer sheet. Each question is worth 2 points.**

GLE 3c

22. What other animal might Dunbar have used to express the same emotions that he does with the caged bird? How is that animal similar to a caged bird?

GLE 10

23. Describe a time when you felt like a caged bird. How did it make you feel? How does Dunbar's poem relate to your situation?

**Write the answer to question 24 on the answer sheet. This question is worth 4 points.**

GLE 7

24. Lisa in "Breaking the Silence" and the caged bird in "Sympathy" have some similar feelings. How are Lisa and the bird alike? Compare their feelings at the beginning and ends of the passages. How do their feelings change?

Read the following passage. Then answer questions 25–30 on your answer sheets.

## Some People!

[CAROL, a teenage girl, is typing on the keyboard of a computer. JULIE, her sister who is a year or two older, enters.]

- JULIE.** [Plopping down into a chair next to the computer.] Carol, I need to talk to you about something.
- CAROL.** [Without enthusiasm.] Oh. Okay. Let me finish typing this sent—
- JULIE.** Hey! Your homework is more important than I am? Me? Your own sister?
- CAROL.** No, of course not. It's just that, well, it seems we spend a lot of time talking when I've got work to do. And this is a really important paper. I really, truly—
- JULIE.** Oh, please! It's not my fault you're not better organized! I finished my homework a half hour ago.
- CAROL.** [Getting irritated.] Yes, well, did you have a five-page report to do?
- JULIE.** [Scornfully.] If I had, would I be sitting here? And, listen, the way you stay online so long is just so selfish. With you tying up the phone line, I can't get any calls. Can't you do your stupid research when it doesn't inconvenience other people?
- CAROL.** I'm sorry, really, but this Web site I found is an absolute treasure chest, and—
- JULIE.** Yeah, well, whatever. Listen, stop wasting time. I need your help. Mom says I can't get a new outfit for Jeff's party. So you've got to explain to her how much I need it.
- CAROL.** [Sneaking a look at her computer screen.] Why don't you explain it to her?
- JULIE.** I tried to, but she didn't pay any attention to me! She listens to you, so I need you to talk to her. You're an expert at getting her to listen. And you know how much I need a new outfit.
- CAROL.** [Sighing.] Oh, yes, you're right. I sure do. So what should I say? "Hey, Mom, Julie doesn't want to wear any of the sixty-two thousand outfits she already has. Please, won't you buy her another one for Jeff's party?" Look, Sis, I'm sorry if you're discontented, but I—
- JULIE.** "Discontented?" You think that's all this is? Discontentment? Oh, no, it's much more—
- CAROL.** I don't want to discuss this now, Julie.

**JULIE.** Hey! I was talking! [*Rising and walking toward the door.*] Some people are so rude!  
And so concerned with their own little problems!

[*JULIE exits, slamming the door. CAROL returns her attention to the computer. The door opens, and JULIE peeks in.*]

**JULIE.** One more thing. Would you also ask Mom about getting me my own phone line?  
Thanks. Bye.

[*The door closes again. CAROL grasps her hair, tugs on it, and opens her mouth in a silent scream.*]

**GLE 2b**

**25.** What does this scene reveal about Julie?

- A. She is shy.
- B. She is hardworking.
- C. She is wrapped up in herself.
- D. She is better organized than Carol.

**GLE 2b**

**26.** What does Carol's reaction to Julie's request suggest about Carol?

- A. that she agrees with their mother's refusal
- B. that she is eager to help Julie get a new outfit
- C. that she feels guilty for not helping Julie right away
- D. that she doesn't understand what Julie wants her to do

**GLE 14c**

**27.** Why does Carol mimic a scream at the end of the scene?

- A. She is annoyed.
- B. She is frightened.
- C. She is trying not to laugh.
- D. She is making fun of her sister.

**GLE 3**

**28.** Which of the following lines uses a metaphor?

- A. "Your homework is more important than I am?"
- B. "And this is a really important paper."
- C. "But this Web site I found is an absolute treasure chest."
- D. "You're an expert at getting her to listen."



**Write the answers to questions 29 and 30 on the answer sheet. Each question is worth 2 points.**

**GLE 2b**

**29.** Why might Julie be asking Carol to talk to their mother? Why doesn't she talk to their mother on her own?

**GLE 14c**

**30.** Why does Carol call Julie "discontented"? What might Julie be unhappy about?

## Using Information Resources

In this portion of the LEAP English Language Arts practice test, you will look at reference materials and then use the materials to answer questions on pages 36 and 37.

### Research Topic: Great Barrier Reef

Suppose you want to find out more about the Great Barrier Reef for a report you are writing. Several different sources of information about the Great Barrier Reef are contained in this test. The information sources and the page numbers where you can find them are listed below.

1. Brochure for an ecological tour (page 32)

2. Excerpt from the biography *Fabien Cousteau: Continuing an Underwater Legacy* (page 33)

3. Advertisement for scuba lessons (page 34)

4. Article: "The Great Barrier Reef" (page 35)

**Directions:** Skim pages 32 through 35 to understand the information in each source. You do not have to read every word on the pages because these are reference sources. Once you have skimmed through the pages, read the questions on pages 36 and 37. Use the information sources to answer the questions. You can look back at the sources as you work through the questions.

1. Brochure for an ecological tour

## **Ecological Tour of Cairns: Gateway to the Great Barrier Reef**

### Schedule

- 7:00 a.m.—Meet at Palm Cove jetty
- 7:15 a.m.—Orientation, including details on wildlife, environment, and instructions for scuba diving excursion
- 7:45 a.m.—Leave Palm Cove jetty for Green Island and Outer Barrier Reef
- 8:15 a.m.—Arrive at Green Island, walking tour of island
- 10:00 a.m.—Tour of Marineland Melanesia marine garden
- 11:30 a.m.—Lunch on your own
- 1:00 p.m.—Meet at Underwater Observatory
- 2:30 p.m.—Depart for Outer Barrier Reef
- 3:00 p.m.—Scuba diving excursion
- 5:00 p.m.—Return to Palm Cove jetty
- 6:00 p.m.—Arrive at Palm Cove jetty
- 8:00 p.m.—Optional evening walking tour of Palm Cove beach

### Overview

Your day will begin early in the morning at the Palm Cove jetty. All tourists must arrive in time for the orientation session. You will learn about the day's activities, as well as local plants and wildlife to watch out for and enjoy. An overview of scuba diving instructions will provide helpful information for later in the day.

The first stop of the day is Green Island. Located 27 kilometers northeast of Cairns, Green Island is one of the true coral islands that can be visited in the area. We will go on a walking tour in the morning. We will also visit two of the most popular stops in the area. Marineland Melanesia will allow you to get up close and personal with crocodiles, turtles, and a variety of sea creatures. The Underwater Observatory offers another perspective of the underwater life in the area.

In the late afternoon, we will depart Green Island and head to the Outer Barrier Reef. Trained professionals will assist you in a scuba diving adventure. You will learn about and explore some of the beautiful and hidden treasures of the Great Barrier Reef.

2. Excerpt from the biography *Fabien Cousteau: Continuing an Underwater Legacy*

### Swimming with the Sharks

- 1 When he wasn't involved in underwater adventures with his famous father, Jean-Michel, or grandfather Jacques, Fabien Cousteau liked to read about them in comic books. One of his favorites was *Red Rackham's Treasure*. It was in these pages that he was inspired to create an invention that allowed him to get up close and personal with great white sharks.
- 2 Cousteau set out to create Troy, a shark-shaped submarine. He based his idea on Tintin, the main character in the comic books that Fabien loved. In order to begin the process, he contacted Eddie Paul, a Hollywood designer. Paul had previously designed a robotic shark for Fabien's father and grandfather.
- 3 The biggest obstacle in designing Troy was to get him to move and act like a great white shark without engine noise or bubbles. A closed-circuit system was designed that allowed the shark sub to mimic the movement of real sharks. When finished, it was 14 feet long and had 2-inch-thick stainless steel ribs. This frame was covered by Skin Flex, a skinlike substance, which was mixed with materials to help it feel like a real shark.
- 4 Fabien found a way to include his love for filmmaking with his pet project. He installed three small cameras that allowed him to monitor activity inside and outside the shark. So far Fabien has taken Troy and his crew, which monitors his behavior from a boat above, on excursions off the coast of Baja California, Mexico. He plans to turn his recordings into a documentary film for television.

3. Advertisement for scuba lessons

## Scuba Diving Classes

Monday evenings in July and August  
Community Swimming Pool

Come learn the basics of underwater scuba diving. Course registration includes the following:

- Rental of all scuba diving gear
- Scuba Diving Basics book
- Instruction in the proper diving techniques
- Tips on how to keep scuba gear working properly
- Guidelines for dealing with underwater creatures
- Practice dives with trained instructors
- Diving expedition to Blue's Beach
- Discounts at Under the Sea diving store



Call 555-4783 to register

#### 4. Article: “The Great Barrier Reef”

### **The Great Barrier Reef**

The Great Barrier Reef is one of the Seven Natural Wonders of the World. It is a coral reef, which is a limestone formation that lies just above or below the surface of the sea. Located off the northeast coast of Australia, the Great Barrier Reef is famous for its stunning natural beauty, varied and exotic marine life, and brilliant underwater colors.

#### **Colossal Coral**

The Great Barrier Reef is actually a group of coral reefs, the largest in the world. It extends for about 1,200 miles—a distance equal to more than one-third of the way across the continental United States. Some parts of the Great Barrier Reef lie as far as 150 miles from the coast, whereas others are only 10 miles away.

Scientists believe that the Great Barrier Reef began forming about a half-million years ago. The hardened skeletons of dead water animals known as polyps are the foundation for the reef’s coral. Billions of living coral polyps have attached themselves to these skeletons. Some polyps are less than an inch in diameter, while others can reach a foot in length. Polyps may appear in an array of colors: purple, blue, green, yellow, and red. These fragile organisms give the reef its extraordinary appearance.

#### **Who Lives There?**

The Great Barrier Reef is home to diverse forms of life. In addition to 300 species of polyps, about 1,500 kinds of tropical fish live in the reef. Many of these fish can easily be viewed by people snorkeling around the reef.

The Great Barrier Reef is also home to many species of birds. These birds feed off the fish and live and nest on the small islands found on or near the reef. To protect the nesting sites, the Queensland Parks and Wildlife Service has designated certain islands as off-limits to the public during the nesting seasons. Park management hopes that such protective practices will help preserve the birds’ natural habitats.

#### **The People Problem**

Each year, thousands of tourists flock to the reef to experience its beauty and greatness. Their arrival on sightseeing boats, diving boats, and fishing boats that anchor on or near the reef can damage the fragile ecosystem that lies beneath the surface. In addition, petroleum companies, eager to drill in the area for oil, can bring complete ruin to a reef in the event of a spill. Human presence, unless carefully controlled, will lead to disaster for the reef.

#### **Saving the Reef**

In an effort to protect the reef, the Australian government has made most of it a national park. The law prohibits people from collecting any of the reef’s coral, and park management makes a concerted effort to educate visitors about how to use the park in an environmentally friendly way. Conservationists, meanwhile, continue to work to prevent petroleum companies from drilling on or near the reef.

In spite of these challenges, the Great Barrier Reef remains one of the most breathtaking spots in the world. Its varied sea life makes it a true natural wonder.

GLE 39a

31. Which section of the Great Barrier Reef article contains information on the kinds of fish you'll find in the Reef?
- A. Colossal Coral
  - B. Who Lives There?
  - C. The People Problem
  - D. Saving the Reef

GLE 46

32. Place these events from the ecological tour in their proper order.
- A. scuba diving excursion, walking tour of Palm Cove beach, lunch, orientation
  - B. orientation, lunch, scuba diving excursion, walking tour of Palm Cove beach
  - C. walking tour of Palm Cove beach, orientation, lunch, scuba diving excursion
  - D. lunch, orientation, scuba diving excursion, walking tour of Palm Cove beach

GLE 41

33. Which of these resources would be most helpful to you if you wanted to know how the Great Barrier Reef was formed?
- A. brochure for an ecological tour
  - B. scuba diving class flyer
  - C. excerpt of Fabien Cousteau biography
  - D. Great Barrier Reef article

GLE 39a

34. What do you need to do first in order to participate in the scuba diving class?
- A. register for the class by calling 555-4783
  - B. read the book *Scuba Diving Basics*
  - C. go on a scuba diving expedition to Blue's Beach
  - D. know the proper diving techniques

GLE 42c

35. Who is Fabien Cousteau's grandfather?
- A. Jacques Cousteau
  - B. Jean-Michel Cousteau
  - C. Pierre Cousteau
  - D. Eddie Paul

**Write the answers to questions 36 and 37 on the answer sheet. Each question is worth 2 points.**

**GLE 40**

- 36.** Using the resources, write three reasons why you would want to visit the Great Barrier Reef and three things you would want to do when you arrive.

**GLE 41**

- 37.** Which of the resource materials would be most helpful when writing a research paper on the Great Barrier Reef? Why? Which materials would come in handy when planning a vacation to the Great Barrier Reef? Why?



# Proofreading

Following is a rough draft of a student's report on protecting ourselves from viruses and bacteria. Read it carefully, and then answer questions 38–45 on your answer sheet.

## GermS Are Everywhere

Day after day humans fight a battle they cannot see. Luckily the human body knows

1

how to fight that battle in ways we might not notice. GermS are tiny organisms such as viruses and bacteria that may invade our bodies and cause illness. However, if the right actions are taken, they can be stopped from causing harm.

GermS are often so minuscule that they cannot be seen by the human eye, but they are all around them. Though that notion may make you uncomfortable, it shouldn't scare you too much

2

3

because you can fight off germS. Washing your hands thoroughly and frequently with soap and water creates one of the toughest defenses against harmful germS. Covering your mouth when you cough or sneeze may also prevent germS from spreading. If you are injured with a cut or scrape wash it well, treat it with disinfectant; and keep it covered until a scab forms.

4

5

While there are many things we can do to fight off germS, there are also many ways our body act to fight them off for us. Our bodies have built-in mechanisms to ward off viruses and

6

bacteria. Skin shields the body's internal structures, often stopping harmful organisms from entering the body, if germS do survive the outside world and make it inside the body, a defense

7

called the immune system will kick in and work to fight off any damage caused by germS. The immune system utilizes antibodies, which stick to germS and destroy them. They

8

remain inside the body just in case the same germ tries to return.

GLE 23

38. How should you correct the error in number 1?
- A. change **Luckily the human** to **Luckily, the human**
  - B. change **Luckily the human** to **Luckily, humans**
  - C. change **the human body knows** to **the human body nows**
  - D. There is no error.

GLE 25

39. How should you correct the error in number 2?
- A. change **eye, but they are all around** to **eye but they are all around**
  - B. change **they are all around them.** to **they are all around their.**
  - C. change **they are all around them.** to **they are all around you.**
  - D. There is no error.

GLE 26

40. How should you change the error in number 3?
- A. change **scare you too much** to **scare you to much**
  - B. change **scare you too much** to **scare you two much**
  - C. change **scare you too much** to **scare you 2 much**
  - D. There is no error.

GLE 23

41. How should you change the error in number 4?
- A. change **scrape wash it well,** to **scrape wash it well**
  - B. change **scrape wash it well,** to **scrape, wash it well**
  - C. change **scrape wash it well,** to **scrape, wash it well,**
  - D. There is no error.

GLE 26

42. How should you change the error in number 5?
- A. change **disinfectent; and keep it covered** to **disinfectent and keep it covered**
  - B. change **disinfectent; and keep it covered** to **disinfectant, and keep it covered**
  - C. change **disinfectent; and keep it covered** to **disinfectent and keep, it covered**
  - D. There is no error.

GLE 24

43. How should you change the error in number 6?
- A. change **body act to fight them off** to **bodies act to fight them off**
  - B. change **body act to fight them off** to **body act to fight their off**
  - C. change **off for us. Our** to **off for us, our**
  - D. There is no error.

GLE 23

44. How should you change the error in number 7?
- A. change **the body, if germs do** to **the bodies, if germs do**
  - B. change **the body, if germs do** to **the body, if germ do**
  - C. change **the body, if germs do** to **the body. If germs do**
  - D. There is no error.

GLE 24b

45. How should you change the error in number 8?
- A. change **antibodies, which** to **antibody that**
  - B. change **antibodies, which** to **antibodies which**
  - C. change **antibodies, which** to **anti bodies which**
  - D. There is no error.