

## FCAT Sample Test Materials

These sample test materials are designed to help students prepare to answer FCAT questions. These materials introduce them to the kinds of questions they will answer when they take FCAT and include hints for responding to the different kinds of questions. The FCAT reading sample test materials for Grade 10 are composed of the books described below:

- Sample Test and Answer Book**  
Includes sample reading passages, a sample test, a sample answer book, and instructions for completing the sample test. (Copies are available for all students in the tested grade.)
  - Sample Answer Key**  
Includes answers and explanations for the questions in the sample test. (Copies are available for classroom teachers only.)
- = This book

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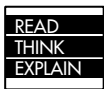
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# Sample Answer Key



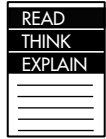
This book contains answers to the sample test questions. Multiple-choice items are scored by awarding one point for each correct answer. Answers to short-response and extended-response “Read, Think, and Explain” questions are scored with two-point and four-point rubrics respectively. There is often more than one acceptable response. Partial credit is given for accurate but incomplete answers. The overall characteristics of top-score and partial-credit responses for each type of question are given in the general rubrics below.

Each “Read, Think, and Explain” item also has a specific rubric containing an example of a top-score response for that item. (See the answers to items 4, 7, 12, and 14 in this book.)



## Rubric for Short-Response Questions

- |          |  |
|----------|--|
| 2 points | The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.                  |
| 1 point  | The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted. |
| 0 points | The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.   |



### Rubric for Extended-Response Questions

- |          |   |
|----------|---|
| 4 points | The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information is clearly text-based.   |
| 3 points | The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete or clearly text-based.   |
| 2 points | The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted. |
| 1 point  | The response indicates that the student has very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws, and may not address all requirements of the task.   |
| 0 points | The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.  |

## Passage: "The Tree"

"The Tree," by Linda Marasco, from *Literary Cavalcade*, Vol. 45, No. 6, March 1993. Copyright © 1993 by Scholastic, Inc. Used by permission.

- 1** The correct answer is D (The children in this family pull together when they feel they should).

Type of Passage: Literary Text

Benchmark: LA.A.2.4.1 The student determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

The correct answer is D. The author shows the children helping the father even though each of them has given a reason for not being able to help.

- 2** The correct answer is I (Her comments about the tree's history help the children understand its importance).

Type of Passage: Literary Text

Benchmark: LA.E.2.4.1 The student analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

The correct answer is I. The mother's comments relate the history of the tree to the history of the children growing up.

- 3** The correct answer is B (to portray how family members relate to each other).

Type of Passage: Literary Text

Benchmark: LA.A.2.4.2 The student determines the author's purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 identifies devices of persuasion and methods of appeal and their effectiveness.)

The correct answer is B. The author's purpose is to give an account of what family members say to each other and then what actions they take.

- 4** Scoring Rubric

Type of Passage: Literary Text

Benchmark: LA.E.2.4.1 The student analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

(Four-point scoring rubric)

### Top-score response

A top-score response will indicate whether the father's voice and actions are authoritative throughout the story AND support the answer with details and information from the story.

Interpretations of the father's voice and actions may vary.

### Example of a top-score response

I think the father's voice and actions are authoritative throughout the story. The way everyone looks at him shows that they consider him the "boss" of the family. Joe is nervous when he explains why he cannot help move the tree. When the father responds to Mickey, he points out that Saturday is his day off, too, even though he says "all right." After he listens to all the children's reasons (or excuses), rather than trying to find a time when they could do it together, he says, "All right, I'll do it myself." At the end of the story he smiles, but it is not clear if he is smiling because he is happy they want to help him, or if he is smiling because he got what he wanted.

*Some of the main points may include:*

Father remains authoritative.

- When Diane speaks, Father does not acknowledge her, but turns to the narrator to ask, "What about you?"
- When Mickey talks about fairness, that it is Mickey's day off, Father says that it is his day off also.
- When the narrator has an excuse, Father says, "All right, I'll do it myself."
- After everyone speaks, he says, "Saturday I'll move the tree."
- Father insists at the beginning that the children help, and when they do, he doesn't look up or say anything.

OR

Father becomes less authoritative.

- When Joe says that he will not be available on Saturday, Father nods.
- When Mickey talks about fairness, that it is Mickey's day off, Father says that it is his day off also, "but all right."
- Father backs down by saying "All right."
- Father is silent.
- Father smiles at the end.

**5 The correct answer is H (Family interactions are motivated by complex feelings).**

Type of Passage: Literary Text

Benchmark: LA.A.2.4.2 The student determines the author’s purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 identifies devices of persuasion and methods of appeal and their effectiveness.)

The correct answer is H. The story shows each family member reacting in a different way. Some may have been motivated by guilt or sympathy, while others may have been motivated by feelings of obligation or love.

**6 The correct answer is B (She realizes her sister wants to cover up a lie).**

Type of Passage: Literary Text

Benchmark: LA.E.2.2.1 The student recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]

The correct answer is B. Diane has realized that her sister is also trying to get out of helping their father move the tree and has made up a story about Joanne.

**7 Scoring Rubric**

Type of Passage: Literary Text

Benchmark: LA.E.2.4.1 The student analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

(Two-point scoring rubric)

**Top-score response**

A top-score response will give an explanation of the problem and resolution AND support the answer with details and information from the story.

**Example of a top-score response**

The problem is that the father wants to transplant a tree from the back yard and wants his children’s help, but they all say they have plans for Saturday and tell their father that they cannot help. The resolution is that the father decides to do it himself, but on the day of transplanting, the children decide independently to put aside their other desires and obligations and help their father.

## Passages: “No Opportunity Gets Eclipsed!” and “Get Serious! Eclipse Research” and “Measuring the Sun’s Diameter”

“No Opportunity Gets Eclipsed!” by Michael Carroll from *Odyssey’s* September 1996 issue: “Eclipse!”, text copyright © 1996 by Cobblestone Publishing Company, 7 School St., Peterborough, NH 03458, photographs of the sun copyright © 1991 by Dennis di Cicco. Reprinted by permission of the publisher and Mr. di Cicco.

“Get serious! Eclipse Research” by Martin Ratcliffe from *Odyssey’s* September 1996 issue: “Eclipse!”, © 1996 by Cobblestone Publishing Company, 7 School St., Peterborough, NH 03458. Text reprinted by permission of the publisher. Photograph copyright © 1995 by Professor Jay M. Pasachoff, Williams College. Photo reprinted by permission.

“Measuring the Sun’s Diameter” by Martin Ratcliffe from *Odyssey’s* September 1996 issue: “Eclipse!”, © 1996 by Cobblestone Publishing Company, 7 School St., Peterborough, NH 03458. Reprinted by permission of the publisher. Photograph of school children viewing sun during eclipse copyright © 1983 by John H. Parkinson. Reprinted by permission.

### 8 The correct answer is G (Eclipses offer important opportunities for scientific investigation).

Type of Passage: Informational Text

Benchmark: LA.A.2.4.1 The student determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

The correct answer is G. The articles focus on scientific research that is conducted to take advantage of conditions that occur only during eclipses.

### 9 The correct answer is A (Scientists studying eclipses photograph the streamers extending from the corona).

Type of Passage: Informational Text

Benchmark: LA.A.2.4.4 The student locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. (Includes LA.A.2.4.6 selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.)

The correct answer is A because it is the most accurate statement. The streamers are visible only during an eclipse and can only be photographed then. This is stated in the second article and supported by the photograph in the first article.

### 10 The correct answer is H (the brightness of the sun makes such objects hard to see).

Type of Passage: Informational Text

Benchmark: LA.A.1.4.2 The student selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

The correct answer is H. The first article implies that, except during an eclipse, the sun is brighter than the objects researchers want to see and study.

**11** The correct answer is B (the solar wind).

Type of Passage: Informational Text

Benchmark: LA.A.2.4.1 The student determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

The correct answer is B. The second article states that comparisons of Reardon's and Slater's images of the solar plumes will help astronomers understand what drives the solar wind.

**12** Scoring Rubric

Type of Passage: Informational Text

Benchmark: LA.A.2.2.7 The student recognizes the use of comparison and contrast in a text.

(Two-point scoring rubric)

**Top-score response**

A top-score response will use details from the articles to compare John Parkinson's research methods and goals to Kevin Reardon's research methods and goals. A complete and correct response will include some of the following details from the article:

**Reardon**

- helped to further research on solar wind, what drives it
- worked with Soft X-ray Telescope (SXT) aboard a satellite
- asked an amateur astronomer to work with him on the 1995 solar eclipse
- used contemporary data from animation of solar plume images
- used additional data from Slater's black-and-white photographs
- wanted to compare white light and X-ray images of solar plumes

**Parkinson**

- focused research on sun's diameter
- used data from 1715 to 1983
- encouraged school children to participate in gathering data
- wanted to determine whether the sun's diameter is constant

**Example of a top-score response**

- Reardon helped to further research on the solar wind. He compared observations from the SXT telescope with photos taken by an amateur astronomer to see if the same number of solar plumes could be observed. Parkinson researched changes in the sun's diameter using data collected from 1715 to 1983. School children participated in Parkinson's study.

**13** The correct answer is F (The corona appears distorted).

Type of Passage: Informational Text

Benchmark: LA.E.2.2.1 The student recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]

The correct answer is F. The various elements of Earth’s atmosphere distort the appearance of eclipses when the eclipses are viewed from Earth’s surface. This is implied in both the first and second articles.

**14** Scoring Rubric

Type of Passage: Informational Text

Benchmark: LA.A.2.4.8 The student synthesizes information from multiple sources to draw conclusions.

(Four-point scoring rubric)

**Top-score response**

A top-score response will note the preparations needed to observe an eclipse AND support the answer with details and information from the articles. A complete and correct response will include some or all of the following elements:

- deciding what role will be taken, such as amateur observer or scientist
- choosing site of observation along the eclipse path and determining whether to watch from the ground, from an airplane, or via satellite equipment
- choosing equipment, such as telescopes (e.g., SXT, Celestron C90), or other tools, such as special filters, lenses, or spectrographs
- researching what to look for and expect, such as solar flares or prominences
- choosing to work alone or with other people
- determining the types of observations—visual, X-ray, etc.

**Example of a top-score response**

- If the path of the next eclipse falls across the Mauna Kea Observatory in Hawaii, I will be there. I will make sure that astronomers from around the world are there with me to make observations using telescopes, spectrographs, and other instruments. I will be able to observe motion within the sun’s corona and compare my observations with those made in 1991. I expect to be able to observe the motion of gases at several points in the corona. Before the eclipse occurs, I will work with other astronomers to predict changes in the sun’s corona. I will gather data on how the corona gets so hot.









