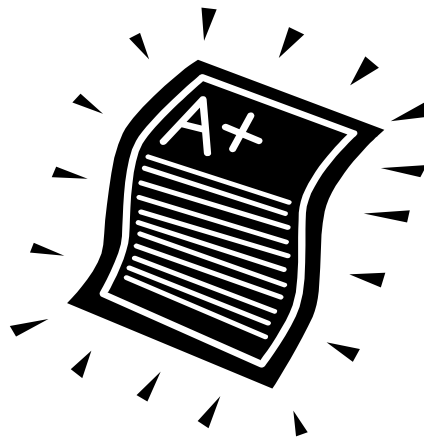


12th Grade Reading/Language Arts Assessment

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
School: \_\_\_\_\_  
District: \_\_\_\_\_



*Increasing Achievement for Schools,  
Teachers, & Students*

*Read the following selection. Then answer questions 1-14.*

## **The Rules of Basketball**

In the game of basketball, which is generally played indoors, the object is for the players on one team to outscore the players on an opposing team during a **prescribed** time period. This object is accomplished by having players throw the ball so that it travels toward and down through an opposing team's basket, while simultaneously preventing the opposing team's players from accomplishing a similar feat at the other end of the court. Any endeavor to score this way, no matter whether it is attempted in an underhand or an overhand manner, is called a shot. Points are awarded for successful shots in the following manner: one point for making a free throw from the foul line, two points for making a shot from inside the three-point line, and three points for making a shot from outside the three-point line.

Actual play in nearly all amateur and professional basketball games lasts from forty to forty-eight minutes. Games are divided into either four parts of play (known as "quarters") or two parts of play (known as "halves"). There is an official game clock that runs *only* when the ball is in play. At all other times during the game, such as during half-time (a rest period lasting fifteen minutes, inserted halfway through the game), the game clock does *not* run. Due to the fact that the game clock stops often, basketball games can take much longer to complete than the official game time during which the ball is in play. A shot clock is also utilized in the game of basketball. This clock prevents one team from stalling and tying up the ball (keeping their opponents from shooting and scoring) by placing a restriction on the amount of time allowed for a shot attempt. When time runs out for a shot attempt, according to the shot clock, a buzzer sounds, and the team holding the ball must give it to the opposing team.

Once the game begins, players may advance the ball in a number of different ways, including passing, throwing, dribbling, or taking shots with the ball. Unlike in soccer, a player may not advance the ball by kicking it, striking it with a closed fist, or utilizing his head to make contact with it. A player who is dribbling the ball (bouncing it from the floor to his hand while advancing it) may not move without bouncing the ball, or he or she will be penalized for "traveling." Likewise, bouncing the ball with two hands, or "double-dribbling," is a rules violation. Each period has a preset limit of team fouls, after which the opposing team is awarded free throws on all fouls committed in that period. Additionally, each player is allowed to commit five to six fouls during an entire game, and if he or she commits another foul, the player is prevented from playing during the rest of that game.

Fouls by a player generally occur during attempts to defend his or her basket from the shot of an opposing player. One such foul is "goal tending," an attempt by a defensive player to interfere with the downward flight of the ball toward the basket. Offensive players can also commit fouls when driving to the opponents' basket in an attempt to score. Arguing with a referee or fighting with another player can bring a technical foul, two of which will get a coach or a player tossed from a game. A foul consisting of excess contact is called a "flagrant" or "unsportsmanlike conduct" foul, both of which can incur harsh penalties, ranging from being removed from a game to being banned from play for the remainder of the season and, in professional basketball, being fined.

*The Rules of Basketball*

1. This passage is about:
  - A. general sports rules and regulations
  - B. pro basketball rules and regulations
  - C. amateur basketball rules and regulations
  - D. none of the above
  
2. Which detail tells you about half-time?
  - A. It's a fifteen-minute rest period halfway through the game.
  - B. It's a ten-minute rest period after the first quarter.
  - C. It's a twenty-minute rest period after the game.
  - D. none of the above
  
3. According to the passage, what often occurs after a player is fouled?
  - A. He or she gets a free throw.
  - B. He or she is sent to the bench.
  - C. He or she is fined for a flagrant foul.
  - D. none of the above
  
4. What is the difference between a game clock and a shot clock?
  - A. A game clock prevents stalling, but a shot clock does not.
  - B. A shot clock prevents stalling, but a game clock does not.
  - C. There is no difference between them.
  - D. none of the above
  
5. What happens when a player moves with the ball but doesn't bounce it?
  - A. He or she can be called for double-dribbling.
  - B. He or she can be called for a flagrant foul.
  - C. He or she can be called for traveling.
  - D. none of the above
  
6. What can you infer from this passage about the importance of having rules in a game?
  - A. Rules are not always fair to both teams.
  - B. Rules generally help the home team and hurt the opposing team.
  - C. Rules usually ensure that all players are treated fairly.
  - D. all of the above
  
7. What can you conclude about flagrant fouls from this passage?
  - A. They are heavily discouraged.
  - B. They keep the game exciting.
  - C. People who commit them are not penalized.
  - D. none of the above



*The Rules of Basketball*

8. According to the passage, the game of basketball is played “during a **prescribed** time period.” What does **prescribed** mean?
- A. restricted
  - B. varied
  - C. lengthy
  - D. none of the above
9. Why did the author write the second paragraph?
- A. to explain shooting opportunities
  - B. to explain the difference in quarters and half-dollars
  - C. to explain the importance of rest in a game
  - D. none of the above
10. Which is the best summary of this passage?
- A. Defense wins more games than offense.
  - B. Some players play dirty, and some don't.
  - C. There are many rules in basketball.
  - D. none of the above
11. Where would be the best place to find out more about basketball rules?
- A. in the sports section of a high school or college yearbook
  - B. in a sporting guide to outdoor games
  - C. in a newspaper article about sportsmanship
  - D. on the Internet
12. What is another good title for this passage?
- A. Basketball Players Come from Varied Backgrounds
  - B. Why Players and Coaches Should Not Argue with Referees
  - C. Basketball: A Sport Played by the Best Athletes
  - D. none of the above
13. Which detail tells you about a free throw?
- A. It is attempted from the foul line.
  - B. A successful free throw adds two points to the score.
  - C. It is attempted from outside the key.
  - D. none of the above
14. What happens after the game begins?
- A. Players may kick the ball.
  - B. Players may bounce the ball off their heads.
  - C. Players may throw the ball underhand or overhand.
  - D. all of the above



*Read the following selection. Then answer questions 15 through 28.*

## **Lighthouses**

Lighthouses have a proud place in the history of sailing, and over hundreds of years, they have likely saved many thousands of ships from being wrecked. Lighthouses accomplished this by warning ships to stay away from dangerous places, some of them rocky coastlines and some of them areas of shallow water. Many of these dangerous places can cause any ship, from the smallest rowboat to the largest and most powerful warship, to wreck and sink.

One of the first lighthouses, and to this day still one of the most famous, was constructed in Ancient Egypt to warn sailing vessels. In those early times, there were no actual lights in lighthouses because there was no electricity, so men actually built fires on beaches along the shallow coastlines or in areas of rocky shoals to warn ships to stay away. As time passed, men built raised platforms constructed of stones upon which they set fires made from wood or coal. Being raised above ground level, these fires were immediately more visually accessible to ships and therefore better able to deter them away from dangerous areas.

After a while, walls with openings were added to enclose these platforms and shelter the fires against the wind. Later, these structures, which came to be called “lighthouses,” replaced the fires with oil lamps and utilized reflective metal sheets to make the oil lights appear brighter. Then, after the invention of electricity, lighthouses were constructed with an intricate system of flashing, blinking, and rotating lights, as well as with roofs and glassed-in windows to keep rain and ocean spray off the wiring, lenses, and lights. In modern, unmanned lighthouses, the system of rotating lights and lenses is often replaced by one very bright light, emitting brief, **omni-directional** flashes, similar to the beacons used on towers and tall buildings to warn away aircraft.

Currently, there are basically two types of lighthouses in use, one of which is a building constructed like a tower, built from brick, block, or stone because wood does not last by the sea. A long time ago, men began living in these lighthouses to keep up with routine maintenance. These men, known as lighthouse “keepers” or “tenders,” often had their families living in or near the lighthouses with them. The other type of lighthouse is made from steel and resembles the bare frame of an unfinished building. Some of these metal lighthouses were built in the water at the mouths of bays and rivers. Because metal lighthouses have no sheltered living areas, keepers could not live inside them, so they instead took boats out to attend to their maintenance.

Today, most ships have modern navigational aids, and as a result, the number of active lighthouses has declined to fewer than 1,500 worldwide. In fact, many of the older, live-in type lighthouses in this country have become popular tourist destinations operated by the U.S. Park Service. In some generally inaccessible locations, the more functional and less picturesque steel lighthouses are solar-powered and have a single, flashing, non-rotating light, making them require far less maintenance than their predecessors. These lighthouses, many of which are built on rocky shoals far out at sea and which do not function as tourist destinations, are maintained by the U.S. Coast Guard.

*Lighthouses*

15. What is the first paragraph primarily about?
  - A. the purpose of lighthouses
  - B. different types of ships
  - C. flat beaches and rocky coastlines
  - D. none of the above
16. Which detail best tells why fires and lights above the ground were better?
  - A. No one could fall into them.
  - B. There were too many people on the beaches.
  - C. They were more easily seen by men on ships.
  - D. none of the above
17. What happened right after electricity was invented?
  - A. Lighthouse keepers were no longer needed.
  - B. Lighthouses got flashing lights.
  - C. Lighthouses were run by the U.S. Park Service.
  - D. none of the above
18. How are solar-powered lighthouses like electric-powered lighthouses?
  - A. They are both serviced by the U.S. Coast Guard.
  - B. They are both serviced by live-in lighthouse keepers.
  - C. They both render light to warn ships.
  - D. none of the above
19. What caused the use of lighthouses to decline?
  - A. modern navigational aids on ships
  - B. Lighthouse keepers were no longer needed.
  - C. More people today travel by plane than by ship.
  - D. none of the above
20. What can you infer from this passage about the dangers faced by ships?
  - A. Nothing bad happens to ships with modern navigational aids.
  - B. Many of the same dangers are still present today.
  - C. Traveling by ship is less dangerous than traveling by plane.
  - D. none of the above
21. What can you conclude about solar-powered lighthouses?
  - A. They probably are cheaper to maintain than their predecessors.
  - B. They probably cost more to maintain than their predecessors.
  - C. They require no maintenance at all to keep them operating.
  - D. none of the above



*Lighthouses*

22. Based on its use in this passage, what is the meaning of the word **omni-directional**?
- A. transmits signals to the east
  - B. capable of transmitting signals in all directions
  - C. transmits powerful signals
  - D. none of the above
23. Which is more important to the author of this passage?
- A. entertaining the reader
  - B. scaring the reader
  - C. educating the reader
  - D. none of the above
24. What is the BEST summary of this passage?
- A. Lighthouses have an interesting history and serve a useful purpose.
  - B. Lighthouses have become totally useless in today's modern world.
  - C. Lighthouses are excellent tourist destinations.
  - D. none of the above
25. Where would you look for a map of Chesapeake Bay?
- A. in an index
  - B. in an atlas
  - C. in a tourist guide book for Massachusetts
  - D. none of the above
26. How is a warning fire on a beach like a solar-powered lighthouse?
- A. They are not alike.
  - B. They perform the same function.
  - C. Both of them require sunlight.
  - D. none of the above
27. Why were walls built on warning-fire platforms?
- A. to keep out the rain
  - B. to reflect the light from the fire
  - C. to shelter the fires against the wind
  - D. none of the above
28. What can you infer about rocky coastlines and shoals from this passage?
- A. They present a danger to ships.
  - B. They make beautiful scenery.
  - C. They are easily accessible tourist destinations.
  - D. none of the above

*Read the following selection. Then answer questions 29 through 43.*

## **The Dog Ate My Homework**

Unlikely as it might seem, the dog actually ate my homework, which was an amazingly complicated art project requiring seemingly interminable labor on my part. Even more mind-boggling, I discovered this disaster today, approximately two hours before the project was due. The manner in which this occurred was that I finally put the finishing touches on this magnificent piece of work at approximately two a.m. this morning, and I fell gratefully into my bed. Then, just as it seemed I had barely closed my eyes, I heard Mom pounding on my bedroom door yelling about breakfast, along with the other school-day information I long ago trained my mind to blow off. Finally, I dragged myself from under the covers, wandered numbly down the hall, and I all but fell into the shower, exceedingly grateful for the water pounding me into something like wakefulness.

After recovering from my oblivion, I stared blearily into my closet, dragged on a tee-shirt and some jeans, and stumbled down the stairs to our blinding, sunlit kitchen to eat. After ingesting whatever my mom lovingly placed in front of me, I began trying to recall exactly where I had left my magnificent project. It finally occurred to me that I'd placed it carefully on a chair in the dining room, so I left the kitchen and hurried confidently in there, only to discover that the chair was empty. Naturally, my first inclination was that either my mom or my dad had moved the project for some reason, so I searched the house for one or both of them. As it happened, Dad had left for work, but my mom informed me that neither she nor my dad had seen my finished project and suggested I question my younger brother and sister as to its whereabouts.

I discovered my sister blow-drying her hair, naturally, and was forced to shout in order to make myself heard over the noise from her infernal machine. When she finally comprehended my question, my sister rolled her eyes and replied that she had no earthly idea about the location of my project. Next in line for interrogation was my little brother, who usually reacts unsympathetically when I need information or assistance. Needless to say, I was not looking forward to speaking with him; however, when I questioned my brother as to whether he was aware of the location of my missing project, he appeared concerned and shook his head. Usually, requesting his assistance gives me genuine cause for **trepidation**, but from his totally concerned expression it was obvious that I had no need to harbor any suspicions about his involvement in this case. After that incident, I began a thorough exploration of the entire house, including the garage where I first began work on my project and to which, in my late-night stupor, I might have returned it.

This particular project was the major portion of our grade for the six-week period, assigned well over a month ago, along with an essay explaining how we planned to build the project. On my essay, which **constituted** half of the project grade, I received an A, encouraging me to achieve the same success on the second half of the project. My project was a scale model of the dog training facility my uncle owns, complete with miniature doghouses, kennels, runs, and an obstacle course. My teacher, who is a dog fancier, was eagerly awaiting its presentation.

When I returned to the kitchen this morning after my fruitless search, I saw our dog, Jake, and it occurred to me that he was wearing an odd expression. When I

mentioned this to Mom, she said he seemed to have a stomachache, and she asked me if I'd found my project and whether I'd noticed the crumbs on the dining room floor. When I answered affirmatively to seeing the crumbs, she said she was pretty sure Jake had eaten my project, which really upset me! Before I could begin my litany of complaints on the subject, she also said I should not have left a project constructed of dog treats on a chair in the home of an active Australian Shepherd with the appetite of a wolf!

29. What is the author's main point in this passage?
- A. Never make a school project from dog treats.
  - B. Sometimes things don't work out as we plan.
  - C. Too many treats can give dogs a stomachache.
  - D. none of the above
30. Which detail tells you why the narrator believes his brother?
- A. His brother didn't have any use for a project made of dog treats.
  - B. His brother laughed when he was asked about the project.
  - C. His brother's expression showed his lack of interest.
  - D. none of the above
31. What happened after the narrator went into the dining room?
- A. He tripped over Jake.
  - B. He saw that the chair was empty.
  - C. He asked his father about the missing project.
  - D. none of the above
32. Compare the way the narrator's brother usually behaves when asked for assistance with the way he behaved this time:
- A. His brother is usually sympathetic; this time he was not.
  - B. His brother had already left for school.
  - C. His brother is usually unsympathetic; this time he was not.
  - D. none of the above
33. What caused the narrator to notice Jake?
- A. Jake had the project in his mouth.
  - B. Jake was chasing a Frisbee.
  - C. Jake had an odd expression.
  - D. none of the above

*The Dog Ate My Homework*

34. What can you infer about the narrator's attitude toward school?
- A. He enjoys English.
  - B. He's probably in the honor society.
  - C. He doesn't like school.
  - D. none of the above
35. What can you conclude about whether the narrator will miss his project deadline?
- A. The teacher likes dogs, so he'll get another chance.
  - B. The teacher will most certainly not give him another chance.
  - C. There is not enough information to come to a conclusion.
  - D. none of the above
36. The narrator says the essay "**constituted** half of the project grade." What does **constituted** mean?
- A. subtracted from
  - B. made-up
  - C. added to
  - D. none of the above
37. Why did the author write this passage?
- A. to inform
  - B. to educate
  - C. to amuse
  - D. none of the above
38. Which is the best summary of this passage?
- A. Another dog outsmarts a human being.
  - B. A student fails to use common sense.
  - C. A little brother gets revenge.
  - D. none of the above
39. Where might you find information about good nutrition for dogs?
- A. a glossary
  - B. a thesaurus
  - C. a cookbook
  - D. none of the above

40. What conclusion can you draw about the narrator's interest in his project?
- A. He worked hard on the essay part of it.
  - B. He worked hard on all of it.
  - C. He worked hard on the hands-on part of it.
  - D. none of the above
41. The narrator says asking his brother for help usually gives him "genuine cause for **trepidation**." What does **trepidation** mean?
- A. sadness
  - B. glee
  - C. concern
  - D. none of the above
42. What is a narrator?
- A. Someone who tells a story from his own viewpoint.
  - B. Someone who tells a story from her own viewpoint.
  - C. Someone who tells a story from any viewpoint.
  - D. none of the above
43. What is the best summary of the second paragraph?
- A. Someone eats breakfast and discovers something is missing.
  - B. Someone eats breakfast and talks to all of his family members.
  - C. Someone skips breakfast and leaves for school.
  - D. none of the above
44. Where would be the BEST place to look for information about art classes available at your school?
- A. the 'A' encyclopedia
  - B. a school catalog of classes
  - C. a book about Impressionist painters
  - D. none of the above