Diagnostic & Summative Assessments

Holt Assessment: Literature, Reading, and Vocabulary
Entry-Level Test: This test is a diagnostic tool that will help you determine how well students have mastered essential prerequisite skills for the year and to what degree students understand the concepts that will be taught during the current year. The test uses multiple tasks to assess mastery of literary, reading, and vocabulary skills.

Collection Diagnostic Tests: These multiple-choice tests cover literary terms and devices as well as reading and vocabulary skills. These tests will enable you to assess students’ prior knowledge of the skills taught in each collection.

Collection Summative Tests: On these tests, students are asked to read a brief selection and then respond to multiple-choice questions and constructed-response prompts that assess their comprehension of the selection and vocabulary, reading, and literary skills.

End-of-Year Test: This test will help you determine how well students have mastered the skills and concepts taught during the year. This test mirrors the format of the Entry-Level Test.

Holt Reading Solutions
Diagnostic Assessment for Reading Intervention: This multiple-choice assessment diagnoses overall reading proficiency and performance on specific literary and informational comprehension skills.

Note on the Test Generator and Diagnostic and Summative Tests
Since these are comprehensive diagnostic and summative assessments, editing or altering the selections or questions with the edit functions of the Test Generator can, in some cases, make the diagnostic tests less predictive and the summative assessments less accurate.

To open the test in ExamView® Pro, click the link below.

➢ Test Generator

Using the Bookmarks
To jump to a location in a book
• Click a bookmark on the left.

To print a part of the book
• Click the Print button.
• When the Print window opens, type in a range of pages to print.

The page numbers are displayed in the bar at the bottom of the document. In the example below, “1 of 64” means that the current page is page 1 in a file of 64 pages.
Reading and Literary Analysis

**DIRECTIONS** Read the passage below, and answer the following questions.

SAMPLE

Land mines hurt or kill more than 26,000 people a year. These underground weapons explode when someone steps on them or a vehicle rolls over them. Most of the victims are civilians, not soldiers. About 85 percent of all land-mine accidents have happened in just three countries—Afghanistan, Angola, and Cambodia. In Angola approximately 8,000 children have lost arms or legs. It is estimated that more than 100 million land mines are still buried in the soil of sixty countries.

In 1997, the Nobel Peace Prize was awarded to a person who is trying to rid the world of these deadly weapons. Jody Williams, from Putney, Vermont, received the award one day after her forty-seventh birthday. She shares the peace award with her organization, the International Campaign to Ban Land Mines.

**A** All of the following could be research questions based on this passage except —

- **A** Where are land mines manufactured?
- **B** Who else has won the Nobel Peace Prize?
- **C** Where are the best ski lifts in Vermont?
- **D** What is being done to get rid of land mines?

**B** The best way to research the Nobel Peace Prize would be to —

- **F** read a history of Vermont
- **G** look in *Who’s Who in America*
- **H** type “Nobel Peace Prize” into a search engine
- **J** take a tour of conditions in Angola
The trouble started when my friend Katy found Grandma’s false teeth floating in a glass on the bathroom sink. I guess I was so used to seeing them that I didn’t even notice them anymore. But Katy noticed. She shouted, “Yuuuck! Gross!” and started laughing hysterically, and pretending to talk to them and making them talk back. I had to get down on my knees and beg her to shut up so my grandmother wouldn’t hear and get her feelings hurt.

After that happened, I started to realize there were a million things about Grandma that were embarrassing. Like the way she grabs my face in her palms and murmurs “Shaine maidl” which means “beautiful girl” in Yiddish. What would Katy say if she saw that!

Or how Grandma always says her B’rachas before she eats. B’rachas are Hebrew blessings that thank God for things. All I can say is my Grandma must really be hungry because what she eats isn’t exactly worth a thank-you note. Chopped herring is gross enough but white bread soaking in warm milk could make a regular person throw up.

And that’s just the problem. My friends are regular people. So when Katy or Jill or Angie are around, I have to worry about what Grandma’s going to do next.

Once she took me and Jill out to Burger King, even though she doesn’t eat there herself because they don’t have kosher meat. Instead of ordering our hamburgers well done, she told the person behind the counter, “They’ll have two Whoppers well-to-do.” Jill burst out laughing, but I almost died.

After a while, I started wishing I could hide my Grandma in a closet. It got so bad I even complained to my parents. My parents said they understood how I felt, but I had to be careful not to make Grandma feel unwelcome in our house.

“She’s had a very tough life,” said my Dad.

“Try to make the best of it,” said my Mom.

I was trying, believe me, I was trying.
Then, on Wednesday, something happened that changed everything. My teacher made an announcement that our school was going to be a part of a big Oral History Project. We were supposed to help find interesting old people and interview them about their lives so kids in the future will understand how things used to be.

I was trying to think if I knew anyone interesting when Angie nudged me from across the aisle.

“Volunteer your grandmother!” she whispered. “She’s interesting!”

So that’s how I ended up here. The whole school is in the auditorium for a big assembly and I’m up here on stage interviewing my own Grandma.

We have microphones clipped to our shirts and TV cameras pointed at us and a bunch of professors are standing off to the side in case I need help asking questions.

Which I don’t.

After all this time, nobody knows my Grandma’s stories better than I do. I just say the right thing to get her started.

Like when I say “Grandma, why did you leave the Old Country?” she goes right into how the Nazis took over her town.

I’ve heard all that before. But then she starts telling this incredible story that is brand new to me:

“My parents, they sold all their furniture to buy passage to America. In the meantime, they hid me in a broken-down barn under a pile of straw.

“Can you believe it?” Grandma says, looking right at me. “When I was only a little older than you are now, I was running from the Nazis. Me and my parents and my grandparents got into a big old ship, and people were getting sick during the trip and some of them even died. But we had a happy ending when we saw the Statue of Liberty.”

While my Grandma talks, I see all my friends and teachers are listening to her as if she’s a great hero. And suddenly I feel so proud of my Grandma, I could burst.

I can hardly wait to ask her the next question.

“How did it feel when you saw the Statue of Liberty, Grandma?”

“Very nice,” she says. “When that lady she held up her lamp for us to come in nice and safe, I knew everything would be okay. I knew it.”

Next she talks about her life in America and I hear her saying something else that she never put in any of her stories before. She’s telling us that she loved her family very much, but she has to admit one thing: that she used to be ashamed of her grandmother.
“For twenty years that woman was in this country, but she wouldn’t learn English, never,” says my Grandma about her Grandma. “Such a shame she was to me in front of my American girlfriends.”

I can’t believe my ears. I feel a little stabbing pain in my heart. And right there on the stage I make a Б’рэхах to thank God for never letting my Grandma know I was ashamed of her, too.

1. The narrator’s internal conflict regarding her grandmother is that she —
   A. secretly wants to be more like her grandmother
   B. wants her grandmother to love her but fears rejection
   C. is embarrassed by her grandmother’s words and actions
   D. worries that she isn’t living up to her grandmother’s expectations

2. The first half of the story serves mostly to —
   F. explain events leading up to the time of the assembly
   G. tell about Grandma’s experiences in the Old Country
   H. explain why the school is part of an Oral History Project
   J. predict how the narrator’s life will change after the assembly

3. Read this sentence from the story.
   “I had to get down on my knees and beg her to shut up so my grandmother wouldn’t hear and get her feelings hurt.”

What character trait does this reveal in the narrator?
   A. Bravery
   B. Compassion
   C. Bossiness
   D. Curiosity

4. What experience of the narrator’s parallels an experience of her grandmother’s?
   F. They both hid from the Nazis.
   G. They both have false teeth.
   H. They were both ashamed of their grandmothers.
   J. They both crossed the ocean in a ship.

5. What effect does the use of the first-person point of view have on the story?
   A. Readers see things only through Grandma’s eyes.
   B. Readers do not know the feelings of the characters.
   C. Readers see things only as the narrator’s friends see them.
   D. Readers learn the narrator’s private thoughts and feelings.

6. What effect does Katy’s making fun of Grandma’s teeth have on the narrator?
   F. It makes her laugh at Katy.
   G. It makes her complain to her parents.
   H. It makes her ashamed of her grandmother.
   J. It makes her interview her grandmother.

Holt Assessment: Literature, Reading, and Vocabulary
**Entry-Level Test continued**

**READING AND LITERARY ANALYSIS**

The following questions are not about the selection. Read and answer the questions.

7. What did the Statue of Liberty symbolize to Grandma when she first saw it?
   A. Safety  
   B. Honor  
   C. Courage  
   D. Pride

8. What universal theme is revealed by this story?
   F. Honesty is the best policy.  
   G. Volunteering to help offers many rewards.  
   H. Family relationships are important.  
   J. Good friends are very special.

9. The author, Letty Cottin Pogrebin, was born in 1939 to a Jewish family in New York City. Which of the following statements about the story reflects her heritage?
   A. The narrator is ashamed of her grandmother.  
   B. The grandmother has had a hard life.  
   C. The grandmother tells stories about the Nazis invading her hometown.  
   D. The narrator’s friends think her grandmother is interesting.

10. The literal meaning of the word *million* is a specific number: 1,000,000. What is the figurative meaning of the word in “there were a million things about Grandma that were embarrassing”?
    F. Many  
    G. Some  
    H. A few  
    J. None

11. A word’s connotation, unlike its denotation, is based on —
    A. facts  
    B. feelings  
    C. research  
    D. its root word

12. Chronological order is —
    F. the order in which objects are arranged in space  
    G. the logical order in which ideas are presented  
    H. a sequence that goes from question to answer  
    J. the time order in which events happen

13. Irony occurs when there is —
    A. a comparison and contrast of viewpoints  
    B. a complicated series of events  
    C. a contrast between expectation and reality  
    D. an unsatisfactory resolution

14. A flashback interrupts a story to —
    F. tell about something in the past  
    G. hint about what will happen later  
    H. explain who the characters are  
    J. describe the time and place
Reading and Literary Analysis (continued)

Directions: Read the selection below, and answer the following questions.

Grandma Ling
Amy Ling

If you dig that hole deep enough,
you’ll reach China, they used to tell me,
a child in a back yard in Pennsylvania.
Not strong enough to dig that hole,

5
I waited twenty years,
then sailed back, half way around the world.

In Taiwan I first met Grandma.
Before she came to view, I heard
her slippered feet softly measure

10
the tatami° floor with even step;
the aqua paper-covered door slid open
and there I faced
my five foot height, sturdy legs and feet,
square forehead, high cheeks and wide-set eyes;

15
my image stood before me,
acted on by fifty years.

She smiled, stretched her arms
to take to heart the eldest daughter
of her youngest son a quarter century away.

20
She spoke a tongue I knew no word of,
and I was sad I could not understand,
but I could hug her.

10. tatami (tä•tä’mē) n. used as adj.: floor mat woven of rice straw.
15. The short story and the poem —
   A. have similar themes
   B. explicitly state their main ideas
   C. give facts and examples to support their statements
   D. contain the same elements as a news story

16. The narrator of “My Grandma” and the speaker in “Grandma Ling” both —
   F. are embarrassed by their grandmothers
   G. complain about their grandmothers
   H. finally appreciate their grandmothers
   J. don’t know their grandmothers

17. What does the speaker in “Grandma Ling” mean when she says “my image stood before me”?
   A. She stood in front of a mirror.
   B. Her grandmother looks like her.
   C. She imagined she was in two places.
   D. She cast a shadow on the wall.

18. What do the two settings in the poem “Grandma Ling” tell you about the speaker’s heritage?
   F. She is an American with a Chinese background.
   G. She originally came from China.
   H. She has learned to speak Chinese.
   J. She wants to move to Taiwan.

19. In what way is the tone of the story different from that of the poem?
   A. The story is serious; the poem is funny.
   B. The story is humorous; the poem is sentimental.
   C. The story is sorrowful; the poem is joyous.
   D. The story is joyous; the poem is tragic.

20. What recurring theme do the story and poem share?
   F. Family members can be so embarrassing.
   G. Grandparents have a lot to teach us.
   H. Love can overcome great distances.
   J. It is good to come from a large family.

21. The ending of “My Grandma” is mixed with the sadness of the grandmother and granddaughter both remembering their feelings of shame. What sadness touches the ending of “Grandma Ling”?
   A. The great distance between the relatives
   B. The inability to communicate
   C. The grandmother and granddaughter’s age difference
   D. The grandmother’s illness
Exploring the Night Sky

Stargazing can be a fascinating hobby. The wonders of our universe are waiting to be observed in the night sky, but our eyes are not powerful enough to capture the light necessary to see these objects fully. Telescopes are designed to collect an amount of light many times greater than the amount the naked eye can gather. A variety of telescopes are available for use, but choosing the right type is essential.

Before choosing any telescope, keep in mind that the aperture, the diameter of the main lens or mirror, is the most important characteristic to consider. The larger the aperture, the more light it collects, and the brighter and sharper the images you see will be.

People can choose from three basic types of telescopes: the refractor, the reflector, and the catadioptric. The oldest and most common telescope available is a refractor telescope. The refractor uses a big lens at the front to bend, or refract, light to a focus. First-time stargazers frequently purchase refractors because they provide crisp images and are ideal for viewing the moon and other planetary objects. These amateurs are also attracted by the fact that refractors require little maintenance and have tight seals to keep dust off of the lenses.

However, refractor telescopes have disadvantages as well. Because refractors often have smaller apertures than other types, they fail to collect enough light to allow viewing of deep-space objects outside our solar system. Also, slight imperfections in the refractor’s lenses can cause chromatic aberration, a faint-colored halo or prismlike color error. Good-quality refractors can also cost more per inch of aperture than other kinds of telescopes.

Another popular type of telescope available is commonly called a reflector. A reflector telescope uses a large curved mirror instead of a lens to gather and focus light. Reflectors are often purchased because they provide the most features in relation to cost. These simple yet high-quality telescopes deliver bright images and are ideal for viewing deep-sky objects such as
galaxies, nebulae, and star clusters. Reflectors have some drawbacks, however; they are somewhat fragile, and they require regular maintenance for the best possible images.

The most recently developed telescope available is the *catadioptric*, or compound, telescope. The catadioptric telescope uses both lenses and mirrors to gather and focus light in a compact tube. People usually purchase catadioptric telescopes because they are compact and less difficult to use than other telescopes—not because of improved visual performance. Some have special options such as advanced tracking and electronics that allow users to locate sky targets reliably. However, a catadioptric costs more than a reflector of the same aperture, its focusing mechanism can be imprecise, and its scope can be taken apart only by the manufacturer.

If none of these telescopes is a possibility, no need to worry: Backyard astronomers still have tools available to assist in exploring the night sky. You might already own a piece of equipment that many astronomers insist on using to begin their nightly sightseeing tours. A simple pair of binoculars can open up a universe of unseen images to you, such as the craters of the moon and some of the satellites of Jupiter. The viewing possibilities are truly astronomical.

22 Any of the following questions could lead to further research on the topic discussed in this article except —

F Who invented the telescope?
G What is the farthest object seen by a telescope?
H How much does each type of telescope cost?
J How often are telescopes used in fighting crime?

23 Which of the following would be the best source of information about the cost of the telescopes described in the article?

A A book on various constellations
B A magazine article on large telescopes
C A catalog from a store selling telescopes
D An online site about astronomy
24 From the information given on each type of telescope, you can conclude that telescope purchases should be based **mainly** on —
F clarity of images
G cost of the telescope
H the user’s priorities
J maintenance requirements

25 Which statement is the **most** accurate evaluation of the information in the article?
A The author presents a balanced view of the features of the three types of telescopes.
B The author presents biased information that favors one type of telescope over the others.
C The author offers facts, but they cannot be verified by checking in other sources.
D The author offers information that is not relevant to choosing a good telescope.

26 In the first sentence the author uses the word **stargazing** instead of **astronomy** probably because it has —
F a more serious connotation
G a more friendly connotation
H the opposite meaning
J the same denotation

27 The ideas in paragraphs 3, 4, and 5 are arranged **mainly** to show —
A steps in a process
B problems and solutions
C advantages and disadvantages
D opposing sides of an argument

28 The planet Jupiter is named after —
F a Roman god
G a candy bar
H a sports car
J an astronomer

29 The text defines **catadioptric** as —
A refractor
B reflector
C aperture
D compound

30 The last word of the article, **astronomical**, is used in two ways: in both its literal sense, meaning “having to do with astronomy,” and a figurative sense, meaning —
F “full of stars”
G “extremely large”
H “very small”
J “astounding”
Vocabulary

Directions: Choose the word or group of words that means the same, or about the same, as the underlined word. Then, mark the answer you have chosen.

Sample A
To prolong something is to—
A erase it
B extend it
C desire it
D replace it

31 Someone who is imprudent is—
A modest
B unwise
C dignified
D mischievous

32 An obstruction is a kind of—
F confession
G reward
H examination
J barrier

33 To condone something is to—
A overlook it
B punish it
C admire it
D regret it

34 Someone who is impartial is—
F noble
G friendly
H unbiased
J fearless

35 Retribution is another word for—
A respect
B loyalty
C protection
D punishment

36 Something that is diverting is—
F entertaining
G reassuring
H appropriate
J infuriating
ENTRY-LEVEL TEST

DIRECTIONS Read the sentence in each box. Then, choose the answer in which the underlined word is used in the same way. Mark the answer you have chosen.

SAMPLE B

He moved his lips, but he did not make a sound.

A My doctor says I am in sound health.
B The soldier will sound the alarm if he sees the enemy.
C We could hear the sound of the distant bells.
D Our plan is based on sound reasoning.

37 It will take courage to tackle that problem.

A Let’s grab our fishing tackle and go to the lake.
B It’s a difficult job, but someone must tackle it.
C The movers used a tackle to lift the heavy piano.
D The tackle positioned himself between the guard and the end.

38 A thicket of snarled vines kept us from going forward.

F His matted and snarled hair was difficult to comb.
G “Get out of my way!” the rude salesclerk snarled.
H The threatening dog snarled at me and bared his teeth.
J I’m afraid I’ve snarled a once simple plan.

39 We tried to peer through the dense fog.

A The British peer took his seat in the House of Lords.
B That woman is a peer of mine from medical school.
C Members of my peer group will review my essay.
D As I peer into the microscope, I see the minute organisms.

40 Through the thick clouds a small patch of blue sky could be seen.

F I stitched a patch onto my torn jacket.
G A patch of snow remained on the grass.
H The telephone operator will patch your call through to me.
J The patient absorbed antibiotics through a patch on his skin.

STOP
The Most Dangerous Game
by Richard Connell

Selection Test, page 15

Comprehension
1. C 6. H
2. F 7. B
3. D 8. J
4. F 9. A
5. D 10. G

Literary Focus
11. A
12. J
13. B
14. F

Vocabulary Development
15. a 20. i
16. g 21. f
17. b 22. h
18. c 23. j
19. e 24. d

Constructed Response
25. Students’ responses will vary. A sample response follows:

Aboard a yacht on a tropical night, a man named Rainsford accidentally falls into the sea. He swims until he reaches a strange island he has been warned about. On the island he finds a splendid château, where he is greeted by General Zaroff, the owner of the place. Zaroff greets Rainsford warmly as a fellow hunter. He tells Rainsford that he has invented a new kind of game, the most dangerous of all—hunting human beings. Zaroff had bought the island in order to have a place where he could hunt human captives such as sailors. If the “prey” can elude Zaroff for three days, he is freed; but no one has ever successfully done so. Soon Zaroff reveals that Rainsford is to be his next prey. Rainsford is let loose on the island with some food and equipment and uses his immense hunting knowledge...
Reading and Literary Analysis

DIRECTIONS  Read the passage below, and answer the following questions.

SAMPLE

Flying a kite like an expert takes more than having paper, glue, string, wood, and wind. There’s patience, practice, and proficiency. Patience is needed to wait for just the right amount of wind. If there’s too little, the kite cannot take off; if the wind’s too strong, the lines might snap. Practice is required to launch a kite and get it to a good height. After waiting for the wind, you must judge whether or not to run before letting it go. Once the kite is up in the air, proficiency is needed to make kite flying exciting and challenging. Performing stunts with names like jump stall, helicopter, broken yo-yo, and the turtle requires the flyer to manipulate the kite’s lines in complex ways. Kite flying with the best certainly isn’t easy, but with patience, practice, and proficiency, it can provide competitive fun and personal satisfaction.

A  The repetition of the /p/ sound in patience, practice, and proficiency is called —
   A  onomatopoeia
   B  assonance
   C  alliteration
   D  rhythm

B  The best way to become an expert at kite flying is to —
   F  read instruction manuals
   G  interview master kite flyers
   H  research the history of kites
   J  spend a lot of time flying your kite
Damon and Pythias

Damon and Pythias had been the best of friends since childhood. Each trusted the other like a brother, and each knew in his heart there was nothing he would not do for his friend. Eventually the time came for them to prove the depth of their devotion. It happened this way.

Dionysius, the ruler of Syracuse, grew annoyed when he heard about the kind of speeches Pythias was giving. The young scholar was telling the public that no man should have unlimited power over another, and that absolute tyrants were unjust kings. In a fit of rage, Dionysius summoned Pythias and his friend.

“Who do you think you are, spreading unrest among the people?” he demanded.

“I spread only the truth,” Pythias answered. “There can be nothing wrong with that.”

“And does your truth hold that kings have too much power and that their laws are not good for their subjects?”

“If a king has seized power without permission of the people, then that is what I say.”

“This kind of talk is treason,” Dionysius shouted. “You are conspiring to overthrow me. Retract what you’ve said, or face the consequences.”

“I will retract nothing,” Pythias answered.

“Then you will die. Do you have any last requests?”

“Yes. Let me go home just long enough to say goodbye to my wife and children and to put my household in order.”

“I see you not only think I’m unjust, you think I’m stupid as well,” Dionysius laughed scornfully. “If I let you leave Syracuse, I have no doubt I will never see you again.”

“I will give you a pledge,” Pythias said.

“What kind of pledge could you possibly give to make me think you will ever return?” Dionysius demanded.
At that instant Damon, who had stood quietly beside his friend, stepped forward.

“I will be his pledge,” he said. “Keep me here in Syracuse, as your prisoner, until Pythias returns. Our friendship is well known to you. You can be sure Pythias will return so long as you hold me.”

Dionysius studied the two friends silently. “Very well,” he said at last. “But if you are willing to take the place of your friend, you must be willing to accept his sentence if he breaks his promise. If Pythias does not return to Syracuse, you will die in his place.”

“He will keep his word,” Damon replied. “I have no doubt of that.”

Pythias was allowed to go free for a time, and Damon was thrown into prison. After several days, when Pythias failed to reappear, Dionysius’s curiosity got the better of him, and he went to the prison to see if Damon was yet sorry he had made such a bargain.

“Our time is almost up,” the ruler of Syracuse sneered. “It will be useless to beg for mercy. You were a fool to rely on your friend’s promise. Did you really think he would sacrifice his life for you or anyone else?”

“He has merely been delayed,” Damon answered steadily. “The winds have kept him from sailing, or perhaps he has met with some accident on the road. But if it is humanly possible, he will be here on time. I am as confident of his virtue as I am of my own existence.”

Dionysius was startled at the prisoner’s confidence. “We shall soon see,” he said, and left Damon in his cell.

The fatal day arrived. Damon was brought from prison and led before the executioner. Dionysius greeted him with a smug smile.

“It seems your friend has not turned up,” he laughed. “What do you think of him now?”

“He is my friend,” Damon answered. “I trust him.”

Even as he spoke, the doors flew open, and Pythias staggered into the room. He was pale and bruised and half speechless from exhaustion. He rushed to the arms of his friend.

“You are safe, praise the gods,” he gasped. “It seemed as though the fates were conspiring against us. My ship was wrecked in a storm, and then bandits attacked me on the road. But I refused to give up hope, and at last I’ve made it back in time. I am ready to receive my sentence of death.”
Dionysius heard his words with astonishment. His eyes and his heart were opened. It was impossible for him to resist the power of such constancy.

“The sentence is revoked,” he declared. “I never believed that such faith and loyalty could exist in friendship. You have shown me how wrong I was, and it is only right that you be rewarded with your freedom. But I ask that in return you do me one great service.”

“What service do you mean?” the friends asked.

“Teach me how to be part of so worthy a friendship.”

1. The first paragraph of this story mostly provides —
   A the crisis or turning point in the story
   B the specific obstacles the characters will face
   C complications that contribute to the rising action
   D information to establish characters and background

2. Read this sentence from the selection.

“Eventually the time came for them to prove the depth of their devotion.”

The underlined phrase mainly serves to foreshadow —

F Damon’s pledge to be held in place of Pythias
G Pythias’s request to go home to put his household in order
H Dionysius’s demand that Pythias retract his statements
J Dionysius’s question about why Pythias is spreading unrest

3. Read the following statement by Damon from the selection.

“I am as confident of his virtue as I am of my own existence.”

Which of the following is the best paraphrase of the statement?

A I care little for my own existence.
B I trust my friend as completely as I trust myself.
C My friend has high morals that are worthy of respect.
D I am not suspicious of my friend’s motives.

4. If “Damon and Pythias” was rewritten as a play, it might best be described as a —

F tragedy
G drama
H comedy
J romance
5. The play and story of “Damon and Pythias” would share each of the following elements except —
   A. stage directions
   B. conflicts
   C. obstacles
   D. climax

6. Read this sentence from the story.
   “It was impossible for him to resist the power of such constancy.”

   The word constancy means about the same thing as —
   F. deceit
   G. ambition
   H. loyalty
   J. stubbornness

7. In the structure of the story, the struggle between the loyal friends and the merciless king creates —
   A. relationships
   B. conflict
   C. motivation
   D. foreshadowing

8. Read these sentences from the selection.
   “'He is my friend,' Damon answered. 'I trust him.'
   'Even as he spoke, the doors flew open, and Pythias staggered into the room.'

   If these sentences were rewritten in a play script, they might best appear as —
   F. Damon says: He is my friend. I trust him.
   [Doors open. Here is PYTHIAS.]
   G. Damon answered, ‘He is my friend and I trust him.’
   [Doors fly open. PYTHIAS comes in.]
   H. ‘He is my friend. I trust him,’ Damon says.
   [Just then, PYTHIAS comes through the doors.]
   J. Damon. He is my friend. I trust him.
   [Doors fly open. PYTHIAS staggers in.]

9. In this story, Damon and Pythias can best be described as —
   A. corrupt and devious
   B. devoted and principled
   C. ruthless and callous
   D. careless and naive
10 If the myth is viewed as an allegory, Damon and Pythias would represent faithfulness, and Dionysius would most likely represent —
   F  fear
   G  anger
   H  cynicism
   J  contempt

11 From the story’s themes a reader today can tell that the ancient Greeks were probably concerned mostly about —
   A  dangers while traveling
   B  cruel and unjust political leaders
   C  uncaring and fickle gods
   D  betrayal by fair-weather friends

12 In the resolution of the story —
   F  Dionysius revokes the sentence and asks Damon and Pythias to teach him about friendship
   G  Pythias retracts his treasonous statements to save his friend
   H  Damon submits to his friend’s sentence and dies nobly
   J  Pythias explains that he was delayed when his ship was wrecked at sea
Sophomore Javier Ruiz saved his money after working all summer at his uncle’s car wash, and now he’s ready to buy a video game system. He sees this flier posted at his neighborhood video rental store.

Great Offer! Attention Game Artists!

Awesome Graphics

Easy Access to Online Games

For Sale

ProFun

Video Game System

Brand-new

Factory-sealed Box

Includes

• ProFun Game Console with 733 MHz Processor
• Four Built-in Controller Ports
• Front-loading DVD Tray

Must sell—going away to college

Only $125 or best offer

call J. J. Ahmed 213-555-1892

FULFILL YOUR CREATIVE VISION!
Before contacting J. J., Javier went online and checked out some reviews of the ProFun Video Game System and compared what others were paying for the system. Here’s one of the reviews he found.

Customer review

Rating: ★★★★ ½

Number of Reviews: 142
Reviewer: Shawna Davis

1 I bought the ProFun on the day it was released, which luckily was my birthday. (Technically I didn’t buy it; it was a present.) I think the ProFun is much better than any other system I’ve ever played on, and that’s been a lot.

2 What makes ProFun stand out for me from the rest is its built-in features. Mine has four controller ports that come in handy when my brother and sisters play. It connects online easily and it has the best graphics I’ve ever seen. The DVD player also works very well.

3 My brother and his friends complain that there aren’t enough games to play, but ProFun is a new kid on the block, and games for it will be developed very soon, I’m sure. (My mom wishes it wasn’t so heavy; it’s too difficult to move, so it has to live in the den.)

4 I like games that let me decide how the plots will develop and how the characters will change, and the ProFun system makes this quick, easy, and fun. Isn’t that what everyone wants in a video game system?
13. What information did Javier want to check from the flier that is not mentioned in this review?
   A. What is the quality of the graphics?
   B. Do the multiple controller ports work well?
   C. Does it play online games?
   D. How much does the video game system usually cost?

14. A graphic element included in the online review is the —
   F. number of reviews
   G. rating stars
   H. reviewer’s name
   J. product name

15. The statements made in the review about ProFun are —
   A. scientific facts
   B. product specifications
   C. personal opinions
   D. false claims

16. Which paragraph of the review supports the flier’s claim to “fulfill your creative vision”?
   F. Paragraph 1
   G. Paragraph 2
   H. Paragraph 3
   J. Paragraph 4

17. The function of the flier’s bulleted list is to —
   A. explain why the system is expensive
   B. focus on important technical information
   C. elaborate on the system’s popularity
   D. distract the buyer from the price at the right

18. The line that states the purpose of the flier is —
   F. “Video Game System”
   G. “FULFILL YOUR CREATIVE VISION”
   H. “going away to college”
   J. “For Sale”

19. What negative aspect of the ProFun system mentioned in the review is not mentioned in the flier?
   A. It takes a long time to download online games.
   B. It weighs a lot.
   C. Its graphics are poorly done.
   D. Its games are boring.

20. What is the audience for the flier and the review?
   F. parents interested in buying gifts for their children
   G. video game players
   H. teachers
   J. video game creators

21. The flier and the review are both examples of —
   A. primary sources
   B. secondary sources
   C. unbiased opinions
   D. reference materials
Javier called J. J., they agreed on a price, and Javier returned home the proud owner of a video game system. He was now ready to install it on the television.

ProFun Video Game System
Television Installation Directions

1. Find the Audio/Video (A/V) input jacks, usually located on the back of your TV.
2. Insert the yellow end of the A/V cable into the yellow Video IN jack of the TV.
3. Insert the red end of the A/V cable into the red Audio IN jack of the TV.
4. Insert the white end of the A/V cable into the white Audio IN jack of the TV.

Note: Use a slight twisting motion while pushing the plugs into the input jacks.

5. Insert the black rectangular plug of the A/V cable into the Multi A/V Out connection on the back of the ProFun game system.
6. Plug the ProFun game system AC adaptor into an electrical wall outlet.

After the game system is connected to the TV,
7. Insert a game cartridge completely into the game system.
8. Plug the controllers into the front of the ProFun game system. The far left outlet is for Player 1’s controller.
9. Slide the power switch to the “ON” position.
10. Turn on the TV and locate the Input Select control. It may be called Input Select, AUX, Line, Line In, Input, Source, Select, In, or External. When the game is displayed on the screen, begin playing.
Although the flier doesn’t specify that they’re included, what phrase might assure Javier that the A/V cable and the AC adaptor are included?

F  “Great Offer!”
G  “Factory-sealed Box”
H  “ProFun Video Game System”
J  “Attention Game Artists”

To explain how to install this system, ProFun relies on—
A  personal descriptions of the process
B  detailed explanations of the parts
C  point-by-point sequence
D  a sequence of specific steps

Why does ProFun provide several terms for the Input Select control?
F  The term may vary from television to television.
G  The term is not identified on the television.
H  ProFun is endorsing certain television brands.
J  ProFun wants to satisfy speakers of different languages.

Besides hooking up the video game system to the TV, these steps describe how to —
A  connect the TV to the Internet
B  download a game from the Internet
C  set up a game to play
D  play a DVD on the system

The video feed from the A/V cable provides what is seen on the TV, and the audio feed provides what is —
F  inserted
G  accessed
H  touched
J  heard

According to the installation directions, the video game system is first turned on in —
A  Step 10
B  Step 9
C  Step 8
D  Step 6

The following questions are not about a selection. Read and answer each question.

What is a Works Cited list?
F  A list of recommended books
G  The books available in a branch of a library
H  A list of the sources used in a report
J  A list of all the works written by an author

The most important information in an Internet citation is the —
A  URL
B  author of the site
C  date the site was created
D  title of the site

Which of the following items is not a consumer document?
F  Warranty
G  Product information
H  Instruction manual
J  Memo
Vocabulary

DIRECTIONS Choose the word or group of words that means the same, or about the same, as the underlined word. Then, mark the answer you have chosen.

SAMPLE A
To lob something is to —
A lift it
B remove it
C admire it
D throw it

31 Someone who is serene is —
A intelligent
B confused
C peaceful
D happy

32 An admonition is a —
F warning
G request
H calamity
J hypothesis

33 If you mar something, you —
A forget it
B damage it
C desire it
D reject it

34 Something that is meager is —
F apportioned
G stubborn
H impartial
J inadequate

35 Conform is another word for —
A investigate
B contradict
C comply
D gather

36 Something that is iridescent is —
F rainbow-colored
G highly original
H irritating
J decomposed

GO ON
37. A formidable opponent is —
   A. commonly accepted
   B. increasingly uninterested
   C. strikingly impressive
   D. completely helpless

38. Loathing is similar to —
   F. relief
   G. innocence
   H. solemn feeling
   J. bitter hate

39. If it is reiterated, it is —
   A. deleted
   B. repeated
   C. criticized
   D. reviewed

40. A vortex is a —
   F. whirlpool
   G. vapor
   H. storm
   J. selection
Collection 12 Summative Test, page 294

Vocabulary Skills
1. C
2. H
3. D
4. J
5. B

Comprehension
6. J
7. C
8. H
9. B
10. H

Reading Functional Documents
Following Technical Directions
11. D
12. 4—1. Pull the pin. 2. Aim low. 3. Squeeze the handle. 4. Sweep the nozzle from side to side at the base of the fire until the flames appear to be out.

Analyzing the Logic of Functional Documents
13. The types of extinguishers are listed alphabetically and from the kind used for the most-common type of fire to the sort used for the least-common type of fire.

End-of-Year Test, page 299

Reading and Literary Analysis
Sample A
Sample B

Vocabulary
1. D
2. F
3. B
4. G
5. A
6. H
7. B
8. J
9. B
10. H
11. B
12. F
13. D
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28. H
29. A
30. J
31. C
32. F
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## Answer Sheet

### Reading and Literary Analysis/Vocabulary

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#### Reading and Literary Analysis/Vocabulary

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END-OF-YEAR TEST
Overview of the Assessment Program

What is the Diagnostic Assessment for Reading Intervention?

The Diagnostic Assessment for Reading Intervention is an informal, criterion-referenced assessment designed to identify a student’s reading level and to diagnose the specific reading comprehension skills that need instructional attention.

The Diagnostic Assessment for Reading Intervention assesses a student’s ability to read literary texts and informational texts. For ease of use, the assessment is limited to multiple-choice items.

A separate Diagnostic Assessment for Reading Intervention is available for each grade from Grade 6 through 12.

Who should take the Diagnostic Assessment for Reading Intervention?

Administer this diagnostic to students whom you have identified as reading below grade level and/or to students who score poorly on the Entry-Level Test found in *Holt Assessment: Literature, Reading, and Vocabulary*.

What types of passages are found on the Diagnostic Assessment for Reading Intervention?

Each Diagnostic Assessment for Reading Intervention consists of four reading passages—two literary passages and two informational passages.

Literary passages are primarily narrative. They may be short stories, literary essays (personal narratives), excerpts from longer works, historical fiction, or fables and folk tales.

Informational passages are subject-matter centered, wherein language is used to provide information, present new ideas, solve problems, and raise questions. They may be subject-matter texts, magazine or newspaper articles, editorials, informational essays, biographies, and consumer materials.

Because the Diagnostic Assessment for Reading Intervention is designed for students who are experiencing some difficulties reading grade-level material, the passages are written below grade level as determined by readability formulas such as the Dale-Chall and the Fry Readability Graph.
What comprehension skills does the Diagnostic Assessment for Reading Intervention measure?

The Diagnostic Assessment for Reading Intervention assesses the following ten important reading comprehension skills.

**Literary Comprehension Skills**

- **Make predictions:** Determine the most likely outcomes; predict ideas or events that may take place; give a rationale for predictions.
- **Understand characters:** Recognize and understand characters’ traits; determine characters’ motivations and feelings based on clues in the text; understand character relationships; analyze interactions between main and subordinate characters; make inferences based on characters’ words, actions, and reactions to other characters.
- **Recognize theme and form interpretations:** Identify ideas and insights about life and human nature expressed in literature; form interpretations of narrative text by making inferences, generalizing, drawing conclusions, and analyzing.
- **Understand figurative language:** Recognize similes, metaphors, and personification as used in literature.
- **Compare and contrast:** Compare and contrast aspects of narrative texts such as characters, settings, plot elements (for example, conflict), and themes.

**Informational Comprehension Skills**

- **Understand text structure:** Recognize structural patterns such as comparison-contrast, cause-effect, chronological order, and problem-solution that are used to organize ideas in informational text; analyze and connect the essential ideas, arguments, and perspectives of the text by using knowledge of text structures.
- **Identify main idea and important details:** Determine central ideas in informational text, and identify important details that support the central ideas.
- **Make inferences:** Make informed judgments based on evidence from the text, and use personal observations and prior experience to make and confirm inferences.
- **Summarize information:** Compare original text to a summary to determine whether the summary accurately captures the ideas, includes critical details, and conveys the underlying meaning; synthesize content to demonstrate comprehension.
- **Distinguish between facts and opinions and evaluate supporting evidence:** Evaluate whether the writer presents objective facts or subjective opinions; assess the adequacy, accuracy, and appropriateness of the writer’s evidence to support claims and assertions; distinguish between logical and illogical statements in a piece of text; identify biases, stereotypes, and persuasive techniques in texts.
How long does it take to administer the Diagnostic Assessment for Reading Intervention?

The Diagnostic Assessment for Reading Intervention is not a timed test. Most students should be able to complete the entire test in one class period, or twenty to forty minutes. Students should be given ample time to complete the assessment, even if more than one class period is necessary.

What materials do I need to administer the Diagnostic Assessment for Reading Intervention?

**Student materials**
Each student will need a test booklet and an answer sheet. Blackline masters for these can be found near the front of this tabbed section. Once the test booklets are photocopied and assembled, they can be reused because students mark their answers on the consumable answer sheet.

**Teacher materials**
The only materials the teacher needs to administer the Diagnostic Assessment for Reading Intervention are the Directions for Administering. These can be found later in this section.

How do I score the Diagnostic Assessment for Reading Intervention?

The Diagnostic Assessment for Reading Intervention can be scored in one of the following two ways.

**Using the Annotated Answer Sheet**
One method of scoring is to use the Annotated Answer Sheet. This is a facsimile of the student’s Answer Sheet with the correct answer bubbles filled in. Simply place the Annotated Answer Sheet alongside a student’s completed answer sheet, compare the two, and mark the items answered incorrectly.

**Using the List of Correct Answers and Skills**
Also included in this tabbed section is a List of Correct Answers and Skills. This list identifies the correct answer as well as the reading skill assessed by each item. To score a student’s assessment, simply compare the list to a student’s completed answer sheet and mark the answers that were not answered correctly.

What kind of scores will I receive from the Diagnostic Assessment for Reading Intervention?

The Diagnostic Assessment for Reading Intervention yields three scores—a Total Reading Score that can be converted to a Reading Proficiency Level, a Literary Comprehension Score, and an Informational Comprehension Score.

In addition, you can create a diagnostic profile of a student’s strengths and weaknesses by noting how well the student performed on each skill. Each skill is tested with four items. If a student answers three or more of the four items correctly, he or she demonstrates proficiency in that skill. If a student answers fewer than three of the four items correctly, additional instruction is needed on that skill.
How can I summarize and report a student’s performance on the Diagnostic Assessment for Reading Intervention?

Included in this tabbed section is a Performance Profile. This one-page blackline master summarizes a student’s performance on the Diagnostic Assessment for Reading Intervention and provides a convenient place to record scores.

To use the Performance Profile, follow these steps:

1. Make a copy of the Performance Profile for each student taking the assessment.
2. Place a blank copy of the Performance Profile alongside a student’s answer sheet that has been scored.
3. Use the item numbers on the Performance Profile to determine a student’s performance for each skill. Turn to the student’s answer sheet to see how the student answered these items. Mark each item that was answered incorrectly.
4. Tally the number of items answered correctly in the “Score” column. Record the number correct beside the number possible (for example, 3/4).
5. Sum the number of items answered correctly for Literary Comprehension, and place that number in the space provided for Total Literary Comprehension (for example, 15/20).
6. Follow the same procedure to obtain the scores for each Informational Comprehension skill, Total Informational Comprehension, and Total Reading Comprehension.
7. Use the Total Reading Comprehension score (that is, the number of items answered correctly on the entire test) to determine a student’s Reading Proficiency Level. Circle the level that applies.

What do the Reading Proficiency Levels mean?

The Reading Proficiency Levels are intended to give you a general sense of a student’s overall reading ability. At the middle school and high school levels, various reading tests may yield contradictory results because of the variability of the texts that students are asked to read and because of the variability in prior knowledge about and interest in specific topics. Therefore, more general Reading Proficiency Levels like those described in the following paragraphs are recommended.

Proficient Level
A student who scores at the Proficient Level should be able to read and comprehend grade-level assignments. The student may experience some difficulty depending on his or her knowledge about the topic, familiarity with the vocabulary and language of the text, and personal interest in the topic. Some assistance may be needed in those situations.
Basic Level

A student who scores at the Basic Level is reading one to two years below his or her grade placement. The student will almost surely experience difficulty reading grade-level assignments. However, when a student at the Basic Level is provided with assistance for handling such texts, he or she can often rise to the occasion and process the text in a meaningful way. Such students need an ample introduction to a text before reading it independently, shorter portions of text to process at a time, scaffolding aids such as the interactive questions in *The Holt Reader* to use while reading, and opportunities to interact and discuss a text after reading it. If the student’s first language is not English, the “Especially for ELL” teaching suggestions in the Lesson Plan section of this book will be helpful.

Below Basic Level

A student who scores at the Below Basic Level is reading more than two years below his or her grade placement. The student will experience great difficulty reading and comprehending grade-level assignments. Because of their inability to process many of the assignments given to them, such students frequently become frustrated, demonstrate avoidance strategies, and stop trying. If such students are expected to respond to grade-level assignments, considerable support must be given to them. Selection previews, such as the Adapted Readings contained in this book, will help below-basic level readers. Students may listen to selections on audio CDs while following along with the original text. Students may need to be paired with a student partner who can offer assistance during the reading process. Students at the Below Basic Level could profit from basic reading instruction in an individual or small-group setting. Finally, the “Especially for ELL” teaching suggestions in the Lesson Plan section of this book provide scaffolding for non-native speakers.

What diagnostic information can I obtain from the Diagnostic Assessment for Reading Intervention?

The Performance Profile is also intended to give you some insights into a student’s strengths and weaknesses in reading comprehension.

Literary Versus Informational Comprehension

One of the first aspects of student performance to consider is text type. Did the student comprehend one type of text better than another? The Performance Profile provides a Literary Comprehension score and an Informational Comprehension score. By comparing the two, you can get a sense of whether the student is experiencing more difficulty with one type of text or the other.

The scores may suggest, for example, that the student needs more assistance when reading informational passages. Perhaps key vocabulary or a simplified adaptation of the text needs to be introduced before the student reads independently. Identifying what the student knows about the topic before reading also allows you to fill in some knowledge gaps in order to make the reading more meaningful.

If, on the other hand, the student shows more difficulty reading literary passages, assistance can be provided for those reading assignments. Introducing characters and discussing how they are related before reading a narrative selection can be helpful. Providing a skeletal plot summary or an adaptation to guide the student before or during reading can also be beneficial. Relating the “big ideas” in a literary selection to those in familiar stories, TV programs, or movies can also aid comprehension.
**Reading Skills Analysis**

Each Diagnostic Assessment for Reading Intervention measures ten reading comprehension skills—five in Literary Comprehension and five in Informational Comprehension. Four items assess each skill. Using the conventional standard of 75 percent or more correct, “mastery” is defined as 3 out of 4 correct. By going down the Score column on the Performance Profile, you can identify which skills a student has mastered and which skills need further instruction.

This information can be used to plan instruction and prescribe remediation. For example, you may want to use the lessons from the Reading Skills and Strategies section of this book that address a student’s specific weaknesses. Lessons and assignments in the Student Edition could also be modified or augmented to focus on the specific weaknesses the student has demonstrated. Suggestions for skills-related modifications appear in the Lesson Plan section of this book.

Keep in mind that the assessment is limited to four items for each skill. Therefore, any conclusions that are drawn about a student’s specific strengths and weaknesses should be confirmed or rejected by observing that student’s performance on daily work in the classroom.
Distribute Testing Materials

- Each student should have a test booklet that contains four reading passages and forty test items.
- Each student should have a blank Answer Sheet.

Directions

Read to students the following directions, or phrase them in your own words.

*Today you are going to take a reading assessment. The purpose of this assessment is to determine how well you comprehend what you read. This assessment is not timed, so there is no need to rush.*

*The assessment contains four reading passages followed by multiple-choice questions. Read each passage. Then, read the questions that follow the passage. Use the Answer Sheet I have given you to fill in your answer choices. It is best to use a pencil. That way, if you wish to change your answer, you can erase your first choice and mark your new choice.*

*Some of the passages and questions may be easy to read; others may be more difficult. Try to do your best on all of the passages and questions. Since I want to see how well you read independently, I cannot help you while you are taking the assessment.*

*When you finish answering all of the questions, go back and check your work if there is time to do so.*

*Go ahead, and begin the assessment.*

When all students have completed the assessment, collect the test booklets and answer sheets.
Built for Speed

Cheetahs are the fastest animals on land. A typical cheetah runs faster than a car moving at average speed. In fact, cheetahs can move from a standstill to 45 miles per hour in two seconds. Their top speed has been clocked at 70 miles per hour, as fast as many highway speed limits—although they can maintain this speed for only about 300 yards. Cheetahs can sprint so well because their bodies are adapted for speed. They have small heads, short ears, and long, sleek bodies. Unlike other cats, they have claws that do not retract. Cheetahs use their incredible speed to hunt prey and to outrun predators. These cats are surely the ultimate hunters among the big cats.

1. Which of these statements is an opinion found in this passage?
   A. “Cheetahs are the fastest animals on land.”
   B. “Their top speed has been clocked at 70 miles per hour. . . .”
   C. “. . . they also have claws that do not retract.”
   D. “These cats are surely the ultimate hunters. . . .”

2. Which is the best detail to add to the passage?
   A. Cheetahs’ wide paw pads provide traction when they run.
   B. Female cheetahs hide their young the first month after birth.
   C. Contented cheetahs purr like domestic cats.
   D. Cheetahs live mostly in Africa, although some live in Asia.
How Did the Thief Escape with the Gold?

A My friend, Chief Inspector McClure, and I were discussing a case over lunch. “But how could you have possibly known,” I asked him, “who the thief was and how the gold was smuggled out of the building?”

B “Actually,” he answered cautiously, “I did not have a clue who the thief was until I discovered how the gold was removed from the building. After that, I had a short list of suspects.”

C “All right then,” I continued in genuine curiosity, “how was the gold removed from the building when every exit was guarded and every inch of the building was carefully searched? Why, the place was sealed as tight as a drum!”

D “Well, you see,” McClure began in his thoughtful way, “the other day I was watching some children playing hide-and-seek in the schoolyard—”

E “My dear McClure,” I interrupted, “please tell me about the Hanover gold heist, and spare me the details about children playing hide-and-seek in a schoolyard.”

F “Ah, my impatient friend,” he replied, “please listen, and you will see how all of this hangs together—the children, the game, the gold, the thief—they all are intertwined.

G “As I was saying, the children played hide-and-seek. You know the rules. Well, there was one young man who was almost never found when he was hiding. I studied his stratagem carefully. Let me tell you what he would do. Did he go farther out afield than the other children? No. Did he select more creative or inaccessible hiding places than the others? No. Then what did he do?

H “He would ignore the first simple, obvious hiding place he came to, but he would find a place not far away and just a little out of sight of the child who was ‘it’ and out of sight of the first obvious hideout that he had rejected. Then, when the child who was ‘it’ came searching, he would always take a quick peak in the first, obvious hiding place, and seeing nothing there, he would move on. This is when my young man would make his move. As the searcher looked elsewhere, my young man would streak like lightning to the first, obvious place that had now been ‘cleared’ by the child who was ‘it.’ Since the searcher had looked there himself and seen nothing, he never dreamed there was a need to check the same spot again.”

GO ON
“Yes, yes,” I interrupted again, my patience running thin, “but what of the gold? It is the case of the gold about which I wish to hear,” I pleaded.

“My dear Smythe,” he soothed me, “I am coming to the point right now. As you know, as soon as the gold was discovered missing from the vault, the exits were sealed, every package leaving the building was searched for the rest of the day, and every inch of the inside of the building was searched. But imagine this. Suppose the gold was never moved very far at all. Suppose, for example, it was moved only from the vault to a trash basket a few feet from the door of the vault. Suppose it sat there, with just a piece or two of scrap paper covering it, until the gold was discovered missing and the search was begun. Suppose that just after the main coat closet right inside the front door was searched, the gold was moved like lightning from the trash basket to the coat closet. It could have stayed there in a plain-looking container, perhaps a brown paper shopping bag, until the thief was ready to take it out of the building, whenever we stopped searching packages. As it turned out, the next morning was when the gold was actually removed from the building.”

“But how did you know all this and catch the thief?” I asked.

“At first it was merely a theory,” he replied. “However, it seemed like a good theory. It fit all the facts. So I asked who could have moved the contents of a trash basket as quick as lightning without being noticed? I investigated the secretaries at first, but that was a waste of time. Then the answer struck me in a flash. The building custodian seemed a likely suspect. As soon as I began investigating, I discovered that he had suddenly come into an incredible fortune, which he could not explain, and I had my man.”

1. In this story, McClure is best described as—
   A clever and thorough
   B brave and daring
   C rude and restless
   D foolish and awkward

2. Compared with McClure, the narrator of this story seems more—
   A thoughtful
   B impatient
   C sentimental
   D unfeeling
3. Why does the narrator keep asking McClure to explain how he caught the thief?
   A. He is planning to commit a similar crime.
   B. He doubts McClure’s abilities as a crime solver.
   C. He is considering recommending McClure for another case.
   D. He is extremely curious and wants to know how the crime was solved.

4. Which group of words from the story is a figure of speech?
   A. “. . . a short list of suspects.”
   B. “. . . hide-and-seek in a schoolyard.”
   C. “. . . the same spot again.”
   D. “. . . as tight as a drum.”

5. McClure figured out who the thief was by comparing the thief’s actions to—
   A. a player in a children’s game
   B. another thief in a similar case
   C. the Chief Inspector himself
   D. his friend, the narrator

6. Which group of words from the story includes a figure of speech?
   A. . . . the first simple, obvious hiding place he came to . . .
   B. . . . had looked there himself and seen nothing . . .
   C. . . . my young man would streak like lightning . . .
   D. . . . never dreamed there was a need to check . . .

7. Which of the following best describes a theme of the story?
   A. Even children can solve a crime.
   B. Adults can learn from watching children.
   C. Children should be seen but not heard.
   D. All of us are children at heart.

8. What probably happened to the custodian?
   A. He returned the gold and kept his job.
   B. He started working with McClure.
   C. He was arrested and put in jail.
   D. He switched to a secretarial position.

9. Based on his words and actions in this story, McClure is most likely to solve crimes in the future by—
   A. relying on tips from witnesses
   B. catching criminals in the act
   C. hiring extra detectives to help
   D. observing carefully and reasoning

10. Which of the following best expresses an important idea in this story?
    A. It is better to be safe than sorry.
    B. Solutions are often close at hand.
    C. You may be judged by the company you keep.
    D. There is no use in crying over spilled milk.
Reading Comprehension

Following the Sun

A  People living in England hate winter because it can be long and dreary. The weather is cold and wet for weeks and months at a time, and the gray sky makes people dream of vacations in sunny locations. It’s difficult to reach some of these destinations because England is an island. Some lucky families get to travel to Italy during the winter. Though the trip is a long one by car, English families have been driving it for many decades. Today, thanks to two important tunnels, their trip to the sun is much faster and safer than it used to be.

B  Two major natural obstacles lie between England and Italy. One is the English Channel, a narrow body of water between England and France. The other is the Swiss Alps, a mountain range in Switzerland, between France and Italy. The Alps are the most beautiful mountains in the world, and they are amazingly high.

C  Obviously, no one can drive on water. So there have long been ferryboats to carry cars and passengers across the English Channel. The problem, however, is that ferry travel is slow and unpleasant. In winter, storms can cause further delays or, at the least, seasickness. And, as anyone who has ever traveled through mountains knows, roads are winding and long, and driving is slow. It is a stressful, nerve-racking experience. The main highway between France and Italy used to go over Mont Blanc, the highest mountain in the Alps. At times, winter snow completely blocked the highway and caused even longer delays. In 1949, therefore, the first step was taken to provide a shortcut through Mont Blanc.

D  In that year, the French and Italian governments agreed to construct the seven-mile tunnel. Digging started from both sides of the mountain ten years later, in 1959. Rock slides, floods, and even an avalanche caused problems for the engineers and workers. However, in just three years, in 1962, the two digging teams met under the mountain, and in 1965, the tunnel was opened. It has shortened the driving distance for English families by 120 miles and saves them many hours of their vacation time. Millions of people drive through the tunnel every year, and of course, not all of them are English!
About ten years after the Mont Blanc Tunnel was completed, France and England decided to build a different kind of tunnel—under the English Channel. This was not a new idea. A channel tunnel had first been proposed in 1802, and at least three different attempts were made, but all had eventually been abandoned. Finally, in 1987, new construction began on a 32-mile underwater tunnel. In three years, the two digging teams met, and the Channel Tunnel, or “Chunnel,” as it became known, was completed. Now, instead of spending hours on a ferryboat in rough weather, English families in search of sun load their cars onto trains that speed through the Chunnel in only 20 minutes.

The Chunnel and the Mont Blanc Tunnel are only two of the many important tunnels in the world. As long as people want faster and safer ways to travel, someone, somewhere, will be digging.

11. Which of the following is a more accurate title for the passage?
   A  A Cold English Family
   B  Two Important Tunnels
   C  Dangerous Road Travel
   D  Winter Vacation Time

12. Which sentence best summarizes the ideas in paragraph D?
   A  Despite difficulties, the seven-mile Mont Blanc tunnel between France and Italy opened in 1965 and has saved time for millions of drivers.
   B  The Mont Blanc tunnel did not open until sixteen years after the governments of France and Italy agreed to construct it.
   C  Before the Mont Blanc tunnel was built, engineers and workers met under the mountain to discuss the problems.
   D  People who drive through the Mont Blanc tunnel are not only English people.

13. The writer organizes paragraphs D and E mostly by—
   A  telling the sequence of events involved in building two tunnels
   B  comparing and contrasting the features of two famous tunnels
   C  listing details about two tunnels, from least to most important
   D  telling the causes and effects of problems involved in digging two tunnels

14. Which words best signal the main structural pattern used in paragraphs D and E?
   A  “In that year, the French . . .”
   B  “Digging started from both sides . . .”
   C  “ Millions of people drive . . .”
   D  “About ten years after . . .”
15. There is enough information in the passage to show that both the Mont Blanc tunnel and the Chunnel—
   A. are near mountains
   B. were started in 1959
   C. took three years to dig
   D. had to go under water

16. Which is the best detail to add to paragraph E?
   A. The surface temperatures of the English Channel range from 45ºF to 61ºF in September.
   B. The Chunnel was built at a cost of more than $21 billion dollars, more than 700 times the cost of the Golden Gate Bridge!
   C. It takes a little more than ten minutes to go through the Mont Blanc tunnel.
   D. England and France were once part of the same land mass during the Mesozoic Era.

17. It was possible to dig a tunnel under the English Channel because the Channel is—
   A. cold
   B. deep
   C. narrow
   D. stormy

18. Which sentence from the passage contains the writer’s opinion?
   A. “Two major natural obstacles lie between England and Italy.”
   B. “One is the English Channel, a narrow body of water between England and France.”
   C. “The other is the Swiss Alps, a mountain range in Switzerland, between France and Italy.”
   D. “The Alps are the most beautiful mountains in the world, and they are amazingly high.”

19. Which of these is a fact in this passage?
   A. “People living in England hate winter because it can be long and dreary.”
   B. “A channel tunnel had first been proposed in 1802 . . .”
   C. “It is a stressful, nerve-racking experience.”
   D. “. . . ferry travel is slow and unpleasant.”

20. Which is the best summary of this passage?
   A. The Mont Blanc Tunnel and the Chunnel have made travel safer and quicker for people traveling from England to Italy.
   B. Tunnels can shorten the driving distances between destinations, but their construction can take years.
   C. Tourists can now speed through the Chunnel in only twenty minutes instead of spending hours on a ferryboat.
   D. There are many important tunnels in the world to help people cross water and mountains.
Red Willow

A This story occurred in the days when Native American Indians roamed freely over the plains, followed great herds of bison, and lived in harmony with the land. Even as a little girl, Red Willow stood out among the other Cheyenne children of her clan because she was the swiftest runner in every game, and her spirit rejoiced in performing feats of skill and daring. She excelled in everything, including the duties routinely assigned to Cheyenne girls, such as gathering firewood and creating the exquisite porcupine quillwork that made her family famous. But Red Willow’s spirit longed for more.

B As Red Willow grew into young womanhood, her spirit became even more restless. Although all duties were regarded with equal respect among the Cheyenne, Red Willow did not share the same interests as the other young women of her tribe. While they spoke eagerly of joining one of the women’s societies, each according to her own tastes and abilities, Red Willow sought something different. Ringing Shield, the powerful leader of the prestigious Quilling Society, had her eye on Red Willow. Ringing Shield had long ago noticed Red Willow’s strong sense of design and color as she prepared quills for a baby cradle or a pair of moccasins. Red Willow was proud of the attention her work received, yet the thought of devoting her life to the Quilling Society failed to make her spirit soar like an eagle.

C In Red Willow’s seventeenth summer, during the month known as “The Moon When the Cherries Turn Black,” the time came to make her decision. It seemed as though she would follow Ringing Shield’s plan and join the Quilling Society. However, in her free time, Red Willow perfected her skills as a hunter by bringing much small game back to her village. One day she even chased an antelope on foot and got close enough to bring it down with arrows from her bow. Not even the best warrior could boast of this feat. As a result, Red Willow was invited along on the annual bison hunt, where she distinguished herself by fearlessly charging after the herd on one of her uncle’s horses and bringing down a large bull.

D Later, as she walked along the crest of a hill, Red Willow contemplated her future. Her heart leapt with joy as she recalled the hunt. She recalled standing over the bull and whispering a prayer of thanks for the sacrifice so that her people could eat and have warm hides for blankets. Suddenly her thoughts were
interrupted by the sound of shrill cries coming from the camp. Racing down the hill, she saw a cloud of dust in the distance. She ran to her uncle’s lodge and flung herself on the back of the pony she had ridden in the bison hunt.

As she galloped toward the commotion, she realized that a band of Arapaho warriors was attempting to steal the Cheyenne’s ponies. As she drew nearer to the noise and swirling dust, she saw with horror that her own brother, Little Thunder, who had been guarding the ponies, was wounded and had fallen from his horse. Instinctively, Red Willow rode boldly into the middle of the battle. Reaching her brother’s side, she slowed just enough to help Little Thunder onto the pony’s back behind her. Then she raced at the would-be horse thieves, who were so surprised by her actions that they bolted like frightened rabbits and fled without a single pony.

Later that night, as the feasting and dancing retold the story of Red Willow’s bravery and celebrated Little Thunder’s rescue, the Tribal Council made an amazing announcement. Instead of joining the Quilling Society, Red Willow was to be the first woman of her tribe to become a bison hunter and a warrior. The skirmish that day was thereafter known as “The Day Red Willow Saved Little Thunder.”

21. Which term best describes Red Willow?
   A sweet  
   B ill-tempered  
   C high-spirited  
   D fussy

22. As a little girl, Red Willow was different from other Cheyenne children because she—
   A was given the hardest chores  
   B was both an outstanding athlete and artist  
   C was allowed to hunt bison and other game  
   D disliked and mistrusted Ringing Shield

23. Why did Red Willow have doubts about joining the Quilling Society?
   A She didn’t like making things.  
   B She had a poor sense of color.  
   C She wanted to form her own society.  
   D She wanted greater excitement.

24. Which group of words from the passage is a figure of speech?
   A “. . . exquisite porcupine quillwork . . .”  
   B “. . . her spirit soar like an eagle.”  
   C “. . . bringing down a large bull.”  
   D “. . . whispering a prayer of thanks . . .”
25. Red Willow was made a warrior because she was—
   A  fearless
   B  thoughtful
   C  devious
   D  foolhardy

26. When the Arapaho warriors returned to their camp and told their story, their tribe probably reacted with—
   A  joy
   B  scorn
   C  sympathy
   D  indifference

27. Compared to the other young women of her tribe, Red Willow was more—
   A  adventurous
   B  dignified
   C  carefree
   D  secretive

28. Which group of words from the passage is a figure of speech?
   A  “. . . lived in harmony . . .”
   B  “She excelled in everything . . .”
   C  “Her heart leapt with joy . . .”
   D  “. . . would-be horse thieves . . .”

29. If Red Willow’s tribe went to war, then Red Willow would likely—
   A  distinguish herself in battle
   B  decide to join the Quilling Society
   C  be sent to hunt bison
   D  stay behind to protect Little Thunder

30. This story is mainly about—
   A  Red Willow’s family relationships
   B  Native American crafts
   C  techniques of hunting
   D  Red Willow’s role in her tribe
Reading Comprehension

To Freedom on a Whaling Ship

A If you look down on Nantucket, Massachusetts, from an airplane, the island looks like a sliver of the mainland sailing freely into the Atlantic Ocean. It's a good way to think about Nantucket, because the island was the center of America's whaling industry for more than a century. From there, hundreds of ships sailed into the world’s oceans in search of whales.

B More important, Nantucket was also a center of the antislavery movement. Many of the people who lived there were Quakers. The Nantucket “Friends,” as Quakers were called, were among the first religious groups to oppose slavery. Many of the Nantucket Friends owned whaling ships. In some ways, the Nantucket whaling industry and antislavery efforts went hand in hand.

C Nantucket was not always a place of freedom for all people, however. Colonists from England were the earliest white settlers on Nantucket. They arrived in 1659. Some of these settlers, including some Quakers, owned slaves. Even though many Nantucketers opposed slavery, it wasn't until the late 1700s that slavery was made illegal on the island.

D In spite of slavery, many shipowners gave escaped slaves and free black men chances they didn't have on land. Racism was a strong force in the country at this time. It was very difficult for blacks to find work. Some shipowners took unfair advantage of this situation. They were able to hire black workers at very low pay. In addition, black whalers were sometimes treated harshly on board. Still, the Nantucket shipowners provided many black men with jobs. Many of these men found the whaling experience to be a positive one.

E In 1846, an African American journalist worked as a whale hunter. He wrote that on board a whaling ship, “a colored man is only known and looked upon as a MAN, and is promoted in rank according to his ability and skill to perform the same duties as a white man.” This kind of equal treatment attracted many blacks to Nantucket in search of work. Many became highly successful members of the island community. Some became captains of their own whaling ships.
One such man was Paul Cuffee. Cuffee’s father had been a slave on Nantucket, but by doing extra work, he managed to save enough money to buy his freedom. Paul first went to sea at the age of sixteen. When he was twenty, he started a trading business and saved his money. By the time he was twenty-five, he had saved enough to buy his own ship and become its captain. He built an important whaling business, and he worked to help former slaves return to their homes in Africa.

There was another way in which whaling and abolition worked together. Black whalers had a powerful influence on the white men who worked with them on the big ships. Whaling was a difficult and dangerous business. A successful whale hunt depended on the skills and strength of every man on board. After working side by side with black crewmen, many white whalers realized that they had been wrong to discriminate against blacks. For this reason, the antislavery movement found many recruits among these young white whalers.

The whaling industry did not, of course, defeat slavery all by itself. It took a major war, the Civil War, and the continued efforts of thousands of people, both black and white, to end the terrible practice. However, the story of the black whalers is a significant chapter in the history of our country. It was on board whaling ships that many blacks first sailed to freedom.

31. Which sentence best states the main idea of the passage?
   A. From Nantucket, hundreds of ships sailed into the world’s oceans in search of whales.
   B. In some ways, the Nantucket whaling industry and anti-slavery efforts went hand in hand.
   C. Many of the people who lived in Nantucket were Quakers.
   D. Colonists from England were the earliest white settlers on Nantucket.

32. According to the passage, what significant event happened in the late 1700s?
   A. The Quakers became the first religious group to oppose slavery.
   B. The earliest white settlers arrived on Nantucket.
   C. Slavery was made illegal on Nantucket.
   D. An African American journalist worked as a whale hunter.
Reading Comprehension

33. There is enough information in the passage to show that—
   A  Quakers lived only on Nantucket island
   B  most black slaves wanted to return to Africa
   C  whale shipowners didn’t hire white workers
   D  African Americans were treated differently on Nantucket

34. Which sentence below would be most important to include in a summary of paragraph D?
   A  Black whalers were taken advantage of by some shipowners.
   B  Some shipowners paid black workers very poorly.
   C  Shipowners in Nantucket employed many black men.
   D  Black men often found it difficult to find work.

35. Which sentence from the passage expresses an opinion?
   A  “Racism was a strong force in the country at this time.”
   B  “Some shipowners took unfair advantage of this situation.”
   C  “They were able to hire black workers at very low pay.”
   D  “Still, the Nantucket shipowners provided many black men with jobs.”

36. You can tell from the passage that Paul Cuffee was a man who—
   A  worked hard
   B  feared whaling
   C  went to Africa
   D  helped his father

37. Information about Paul Cuffee is good evidence to support the main idea of this passage because he was a successful whaling captain and he—
   A  went to sea at sixteen
   B  loved his father
   C  helped slaves
   D  saved money

38. The writer mostly organizes the passage by—
   A  telling how the Nantucket whaling industry helped cause the defeat of slavery
   B  comparing and contrasting the work of black whalers and white whalers on Nantucket whale boats
   C  listing details about whale hunting, from least to most important
   D  using time order to describe a sequence of whaling events

39. Which words best signal the main structural pattern used in the passage?
   A  “If you look down on . . .”
   B  “In spite of . . .”
   C  “One such man was . . .”
   D  “For this reason . . .”
40. Which of the following is the best summary of the passage?

A Whaling was an exciting industry in Nantucket, Massachusetts. The work was hard and the pay was low. Some shipowners took advantage of the black whalers. The black whalers wanted jobs on the ships so they could get back to Africa.

B Nantucket is an important place in American history. There, the whaling industry and the anti-slavery movement worked together. Black men found jobs on the whaling ships and proved their abilities. White whalers learned that they were wrong to discriminate against blacks.

C Quakers were the most important group in the anti-slavery movement. They never owned slaves, and they were the only people in America who would hire black workers. They fought the Civil War to put an end to slavery.

D Racism was a terrible part of American history. From the earliest times, the English colonists owned slaves. They wanted to control the island of Nantucket and to prevent blacks from working on whaling ships. However, the Quakers fought against the English and defeated slavery.
Reading Comprehension

Answer Sheet

1. ABCD  21. ABCD
2. ABCD  22. ABCD
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### List of Correct Answers and Skills—Grade 9

<table>
<thead>
<tr>
<th>Skill</th>
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<tbody>
<tr>
<td>1 A</td>
<td>Understand characters</td>
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<tr>
<td>2 B</td>
<td>Compare and contrast</td>
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<tr>
<td>3 D</td>
<td>Understand characters</td>
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<tr>
<td>4 D</td>
<td>Understand figurative language</td>
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<tr>
<td>5 A</td>
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<td>6 C</td>
<td>Understand figurative language</td>
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<tr>
<td>7 B</td>
<td>Recognize theme and form interpretations</td>
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<td>8 C</td>
<td>Make predictions</td>
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<td>9 D</td>
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<td>Recognize theme and form interpretations</td>
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<td>11 B</td>
<td>Identify main idea and details</td>
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<tr>
<td>12 A</td>
<td>Summarize information</td>
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<tr>
<td>13 A</td>
<td>Understand text structure</td>
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<td>14 D</td>
<td>Understand text structure</td>
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<td>15 C</td>
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<td>17 C</td>
<td>Make inferences</td>
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<td>18 D</td>
<td>Distinguish between facts and opinions and evaluate supporting evidence</td>
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<tr>
<td>19 B</td>
<td>Distinguish between facts and opinions and evaluate supporting evidence</td>
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<td>20 A</td>
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### Holt Reading Solutions

**Diagnostic Assessment for Reading Intervention**

**Performance Profile—Grade 9**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Literary Comprehension</th>
<th>Informational Comprehension</th>
<th>Total Reading Comprehension</th>
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**Reading Proficiency Level (circle one)**

- **Proficient**: (36–40)
- **Basic**: (24–35)
- **Below Basic**: (Fewer than 24)