



Oklahoma School Testing Program Oklahoma Core Curriculum Tests (OCCT)

End-of-Instruction
ACE English III

PARENT, STUDENT, AND TEACHER GUIDE



Winter/Trimester 2014-15

Oklahoma State Department of Education

Testing Dates

Please reference the Oklahoma State Department of Education Web site for the most current testing dates:

- <http://ok.gov/sde/assessment-administrator-resources-administrators>



**STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA**

Dear Parent/Guardian and Student:

Soon students will be participating in the ACE English III End-of-Instruction Oklahoma Core Curriculum Test. This test is designed to measure knowledge of English III competencies contained in the Oklahoma Academic Standards, the basis of Oklahoma's core curriculum.

You will receive a report about your child's performance on the test. If your student does not attain at least a proficient score on this test, retake opportunities will be available.

This guide provides practice questions, objectives covered in the test, and a list of test-taking tips. Discuss these materials with your child ahead of time to encourage test preparedness. During the test week, it is very important for students to get plenty of sleep, eat a good breakfast, and arrive at school on time.

If you have any questions about the ACE English III End-of-Instruction Test, please contact your local school or the State Department of Education.

Sincerely,
Your State Superintendent of Public Instruction

Table of Contents

TESTING DATES	INSIDE FRONT COVER
THE OKLAHOMA CORE CURRICULUM TESTS	1
TEST-TAKING TIPS	3
THE ACE ENGLISH III TEST	4
Oklahoma Academic Standards	5
End-of-Instruction ACE English III	5
Alignment Blueprint	11
Scoring Criteria for Written Responses	12
Analytic Scores	13
Composite Score	15
ACE ENGLISH III PRACTICE TEST	16
ANSWER KEY	42
ANSWER DOCUMENT	INSIDE BACK COVER

The Oklahoma Core Curriculum Tests

The Governor, state legislators, and other Oklahoma elected officials have committed themselves to ensuring that all Oklahoma students receive the opportunity to learn the skills required to succeed in school and in the workplace. To achieve this goal, schools must prepare every Oklahoma student for colleges, universities, and careers that require new and different skills.

Under the direction of the Legislature, Oklahoma teachers, parents, and community leaders met to agree upon the skills that students are expected to master by the end of each grade. The results of their efforts, the Oklahoma Academic Standards, provide the basis for Oklahoma's core curriculum.

In addition, the Legislature established the criterion-referenced test component of the Oklahoma School Testing Program to measure students' progress in mastering the Oklahoma Academic Standards. Tests have been developed by national test publishers that specifically measure the standards and objectives of the Oklahoma Academic Standards at the end-of-instruction levels. Teachers from throughout Oklahoma have been involved in the review, revision, and approval of the questions that are included in the tests.

In contrast to a norm-referenced testing program, the Oklahoma Core Curriculum Tests compare student performance with performance standards established by the State Board of Education. The performance standards are based upon recommendations from groups of Oklahoma educators who evaluated the test and recommended the performance standards for the different levels of performance for each test. The Oklahoma Performance Index, or OPI, is a scaled score earned by a student that places the student into one of the four performance levels (Advanced, Proficient, Limited Knowledge, Unsatisfactory).

The state statute reads as follows: "Each student who completes the instruction for English II, English III, United States History, Biology I, Algebra I, Geometry, and Algebra II at the secondary level shall complete an end-of-instruction test, to measure for attainment in the appropriate state academic content standards in order to graduate from a public high school with a standard diploma."

All students shall take the tests prior to graduation, unless otherwise exempt by law.

Beginning with students entering the ninth grade in the 2008–2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma: Algebra I, English II, and two of the following five: Algebra II, Biology I, English III, Geometry, and United States History.

To demonstrate mastery, the student shall attain at least a proficient score on the end-of-instruction criteria. Students who do not attain at least a proficient score on any end-of-instruction test shall be provided remediation or intervention and the opportunity to retake the test until at least a proficient score is attained on the tests of Algebra I, English II, and two of the following five: Algebra II, Biology I, English III, Geometry, and United States History or may demonstrate mastery of the state academic content standards by alternative methods as approved by the State Board of Education.

Students who do not meet these requirements may graduate from a public high school with a standard diploma by demonstrating mastery of state academic content standards by alternative methods as approved by the State Board of Education.

Students who score ten percent (10%) above the cut scores approved by the State Board of Education for the ACT, SAT, ACT PLAN, or PSAT alternate tests shall be deemed to have satisfactorily demonstrated mastery of the state academic content standards in the subject areas for which alternative tests have been approved and shall be exempt from taking the EOI tests in the subject areas of Algebra II, English III, Geometry, or U.S. History.

Students who have a score that is equal to or above the cut scores approved by the State Board of Education for the Advanced Placement course exams, ACT Workkeys, College-Level Examination Program (CLEP), or International Baccalaureate (IB) alternate tests shall be deemed to have satisfactorily demonstrated mastery of the state academic content standards in the subject areas for which alternative tests have been approved and shall be exempt from taking the EOI tests in the subject areas of Algebra II, English III, Geometry, or U.S. History. The State Board of Education shall adopt rules providing for implementation of the use of these alternate tests.

This guide provides an opportunity for parents, students, and teachers to become familiar with this test. It presents general test-taking tips, lists the Oklahoma Academic Standards objectives that could be assessed in a statewide testing program, and provides practice multiple-choice questions and a practice writing task.

Test-Taking Tips

The following tips provide effective strategies for taking the Oklahoma Core Curriculum Tests. Test-taking skills cannot replace study based on the standards and objectives of the Oklahoma Academic Standards, which serve as the foundation for the tests.

General Test-Taking Tips

- DO . . .** read this guide carefully and complete the practice test.
- DO . . .** make sure you understand all test directions. If you are uncertain about any of the directions, raise your hand to ask questions before testing has started.
- DO . . .** make notes or work problems on your scratch paper if needed.
- DO . . .** read the reading selections for the ACE English III test carefully.
- DO . . .** be sure that you have seen all four answer choices before making your selection. On an online test, this may require you to use the scroll bar on the right side of the test question.
- DO . . .** check your work if you finish a test session early. Use the extra time to answer any questions that you skipped in that section.
- DO . . .** remember that if you cannot finish the test section within the time allotted, you will be given additional time to complete that test section.
- DO . . .** read each question and every answer choice carefully. Choose the best answer for each question.
- DON'T . . .** wait until the last minute to study for the test. The test covers a lot of material, and you cannot learn it all in a short amount of time.
- DON'T . . .** worry about the test. Students who are calm and sure of themselves do better on tests.
- DON'T . . .** spend too much time on any one question. If a question takes too long to answer, skip it and answer the other questions. You can return to any questions you skipped after you have finished all other questions in the section.
- DON'T . . .** attempt to leave the online testing system by clicking the Stop Test tab. Doing so will result in ending that section of the test.

Tips for Completing the Writing Task

- DO . . .** read the writing task carefully and be sure to write about that topic.
- DO . . .** plan what you want to say before writing. Use the “Planning” page in your answer document to help you plan. This page will not be scored.
- DO . . .** use the “Writer’s Checklist” in your answer document to remind you of what to look for as you revise and edit your paper.

The ACE English III Test

The ACE English III Test is administered in three sections over the course of two to three days. Section 1 of the test consists of one Writing prompt and is administered in a paper/pencil answer document. The Writing tests must be administered on the designated statewide Writing date(s). (See the dates inside the front cover of this manual.) The Writing task takes about 80 minutes to complete, including directions. Sections 2 and 3 consist of Reading passages and multiple-choice questions and are administered online. Each section takes about 60 minutes, with up to an additional 20 minutes for testing directions.

The test is not strictly timed. Testing sessions for students who need more time can be extended. However, some studies have shown that more than one hour of additional time can contribute to a decrease in student scores. This additional time is available as an immediate extension of the testing session; it is not available as a separate session at another time.

Students who finish a test section early should make sure their work is complete and are encouraged to check and verify their answers within that section prior to closing their test booklets or saving and exiting an online test. Once a test section has been completed, students will not be allowed to return to that section.

The following sections of this guide:

- list the Oklahoma Academic Standards that are covered on the ACE English III End-of-Instruction test.
- present the scoring criteria for written responses.
- reproduce the student directions.
- present a sample writing task and practice test questions.
- present a sample of a good writing response.

Oklahoma Academic Standards (2010 Revision)

The Oklahoma Academic Standards measured in the End-of-Instruction ACE English III test are presented below. They represent the portion of the Language Arts, Grade 11 Oklahoma core curriculum that is applicable to English III course study and that can be assessed in a statewide testing program. The Oklahoma Academic Standards for English III are grouped under two major strands by standards, with specific objectives listed under each standard. Student performance on the test will be reported at the standard and objective levels.

End-of-Instruction ACE English III

LANGUAGE ARTS

READING/LITERATURE: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Vocabulary—The student will expand vocabulary through word study, literature, and class discussion.

Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.

1. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.
2. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.
3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
4. Rely on context to determine meaning of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.
5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and position. At Grade 11, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.

1. Literal Understanding
 - a. Identify the structures and formats of various informational documents and explain how authors use the features to achieve their purpose.
 - b. Select and explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
 - c. Use study strategies such as note taking, outlining, and using study guide questions to better understand texts.
 - d. Construct images such as graphic organizers based on test descriptions and text structures.
2. Inferences and Interpretation
 - a. Interpret the possible inferences of the historical context on literary works.
 - b. Describe the development of plot and identify conflict and how it is addressed and resolved.

- d. Make reasonable assertions about author’s arguments by using elements of the text to defend and clarify interpretations.
3. Summary and Generalization
 - a. Determine the main idea; locate and interpret minor subtly stated details in complex passages.
 - b. Use text features and elements to support inferences and generalizations about information.
 - c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.
 4. Analysis and Evaluation
 - a. Compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts.
 - b. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
 - c. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
 - d. Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of British, American, or world literature. Conduct in-depth analysis of the themes, styles, and trends of these works across historical periods.

1. Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.
 - a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and essay.
 - b. Analyze the characteristics of subgenres, including allegory and ballad.
 2. Literary Elements—Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
 - a. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
 - b. Analyze the way in which irony, tone, the author’s style, and the “sound” of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.
 - c. Analyze characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
 - d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
 - e. Evaluate the author’s purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
 3. Figurative Language and Sound Devices—Identify figurative language and sound devices and analyze how they affect the development of a literary work.
 - a. Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.
 - b. Identify and explain sound devices, including alliteration and rhyme.
 - c. Analyze the melodies of literary language, including its use of evocative words, rhythms, and rhymes.
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4. Literary Works—Read and respond to historically and culturally significant works of literature.
 - a. Analyze and evaluate works of literature and the historical context in which they were written.
 - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
 - c. Compare works that express the recurrence of archetypal (universal) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.
 - d. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

Standard 4: Research and Information—The student will conduct research and organize information.

1. Accessing Information—Select the best source for a given purpose.
 - a. Access information from a variety of primary and secondary sources.
 - b. Skim text for an overall impression and scan text for particular information.
 - c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
2. Interpreting Information—Analyze and evaluate information from a variety of sources.
 - a. Summarize, paraphrase, and/or quote relevant information.
 - b. Determine the author’s viewpoint to evaluate source credibility and reliability.
 - c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
 - d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiches, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.
 - e. Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.

WRITING/GRAMMAR/MECHANICS AND USAGE: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates progression through the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.

Standard 1: Writing Process. The student will use the writing process to write coherently.

1. Students are expected to:
 - a. use a variety of prewriting strategies such as brainstorming, free writing, outlining, discussing, clustering, webbing, using graphic organizers, notes logs, or reading to generate ideas, develop voice, gather information, and plan.
 - b. develop main idea/thesis. Evaluate results of prewriting activities and select appropriate topic.
 - c. evaluate audience and purpose:
 - i. consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, make social and/or political statements, or share an experience or emotion).
 - ii. evaluate possible modes/genres and select one, remembering that the choice of the mode/genre will guide the treatment of the topic, the development of a stance toward the audience, and the organizational structure.
 - d. develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.
 - e. revise drafts for organization, content, and style.
 - f. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.

- g. refine selected pieces to publish for general and specific audiences.
2. Use elaboration to develop an idea:
 - a. draft a text with a clear, controlling idea or thesis.
 - b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
 - c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.
 - d. apply a consistent and appropriate point of view, establish a credible voice, and create a suitable tone.
 - e. understand and apply formal and informal diction for a desired effect.
 3. Demonstrate organization, unity, and coherence during revision process:
 - a. read the draft from the intended audience's point of view to evaluate clarity of purpose.
 - b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
 - c. evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.
 - d. evaluate whether ideas are adequately developed.
 - e. apply a consistent and appropriate point of view.
 - f. understand and apply formal and informal diction.
 4. Editing/proofreading and evaluating:
 - a. apply Standard English usage and correct spelling in text.
 - b. employs specified editing/proofreading strategies and consults resources (e.g., handbooks and style manuals, spell checks, personal spelling lists, dictionaries, thesauruses, or style sheets) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.
 - c. use a specified format for in-text citation of source materials for bibliographies and for lists of works cited, and check against original source for accuracy.
 - d. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.
 5. Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.
 6. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
 7. Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

Standard 2: Modes and Forms of Writing. The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

1. Standard English Usage—Demonstrate correct use of Standard English in speaking and writing. Work independently and in self-directed work teams to edit and revise.
 - a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
 - b. Identify and use correct verb forms and tenses.
 - c. Identify and use correct subject-verb agreement.
 - d. Identify and use active and passive voice.
 - e. Identify and use concrete, abstract, and collective nouns.
 - f. Identify and use nominative, objective, and possessive nouns.
 - g. Identify and use correct pronoun/antecedent agreement and clear pronoun reference.
 - h. Identify and use correct forms of positive, comparative, and superlative adjectives.
 - i. Identify and use coordinating, correlating, and subordinating conjunctions.
 - j. Identify and use appositives and verbals.
 2. Mechanics and Spelling—Demonstrate appropriate language mechanics in writing.
 - a. Apply capitalization rules appropriately in writing.
 - b. Punctuate in writing including:
 - i. commas
 - ii. quotation marks
 - iii. apostrophes, colons, and semicolons
 - iv. ellipsis
 - v. hyphens, dashes, parentheses, and brackets
 - c. Demonstrate correct use of punctuation in research writing including:
 - i. formal outline
 - ii. parenthetical documentation
 - iii. works cited/bibliography
 - d. Use correct formation of plurals.
 - e. Use correct spelling including:
 - i. commonly misspelled words and homonyms
 - ii. spell consonant changes correctly (example: recede/recession; transmit/transmission)
 - iii. spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)
 3. Sentence Structure—Demonstrate appropriate sentence structure in writing.
 - a. Maintain parallel structure.
 - b. Correct dangling and misplaced modifiers.
 - c. Correct run-on sentences.
 - d. Correct fragments.
 - e. Correct comma splices.
 - f. Use dependent/independent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information.
 - g. Effectively use a variety of sentence structures and lengths to create a specific effect.
 4. Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.
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Oklahoma School Testing Program
ACE English III– Test Blueprint
School Years 2014-2015, 2015-2016, 2016-2017

The blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard and objective of the Priority Academic Student Skills/ Oklahoma Academic Standards (PASS/OAS).

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
READING /LITERATURE		
1.0 Vocabulary	6 - 8	8% - 11%
2.0 Comprehension	16 - 20	22% - 28%
2.1 Literal Understanding	4 - 5	
2.2 Inferences and Interpretation	4 - 5	
2.3 Summary and Generalizations	4 - 5	
2.4 Analysis and Evaluation	4 - 5	
3.0 Literature	17 - 20	24% - 28%
3.1 Literary Genres	4 - 5	
3.2 Literary Elements	5 - 6	
3.3 Figurative Language	4 - 5	
3.4 Literary Works	4 - 5	
4.0 Research and Information	6 - 7	8% - 10%
WRITING/GRAMMAR/USAGE/MECHANICS		
1.0, 2.0 Writing	1	14%
Writing Prompt	1 (10 points)	
3.0 Grammar/Usage/Mechanics	14	19%
3.1 Standard English Usage	4 - 5	
3.2 Mechanics and Spelling	0 - 2	
3.3 Sentence Structure	4 - 5	
3.4 Manuscript Conventions	4 - 5	
Total Test	63 (72 points)	100%

(Please note this blueprint does not include items that may be field-tested.)

- A minimum of 6 items is required to report a standard, and a minimum of 4 items is required to report results for an objective.

Writing to Modes

Each student taking the English ACE III End-of-Instruction test will write an essay to one of the following modes: narrative, descriptive, expository, persuasive, or reflective. Essays written to each of these modes are assessed using the scoring rubrics and analytic scores included in the following pages.

A **narrative essay** tells about a personal experience or reports on an observed event. In a narrative, events unfold over time. The writer develops the narrative by using specific details and may include personal reactions to the experience or event.

A **descriptive essay** describes a person, place, thing, or experience with enough vivid details that the reader can imagine what the writer is describing. The writer uses precise vocabulary and may use sensory language to evoke images.

An **expository essay** is informative by nature and helps readers understand new information. It may be structured in a variety of ways, including, but not limited to, step-by-step progression, compare and contrast, cause and effect, problem and solution, or extended definition.

A **persuasive essay** tries to convince readers to think or act in a certain way or to accept a particular viewpoint. The writer supports a position with logic, facts, reasons, examples, and/or arguments.

A **reflective essay** presents the writer's personal reflections on or reactions to a quotation or an idea. The writer may choose to write about literature, about a life experience, about a person who has had an impact on the writer's life, or even about an inanimate object—as long as the writer can reflect about it, the subject is appropriate.

Scoring Criteria for Written Responses

Written responses receive two types of scores: (1) a series of analytic scores that focus on specific aspects of writing; these scores are intended to reflect the student's strengths and weaknesses across specific writing skills; and (2) a composite score which reflects how well the student can integrate writing techniques to produce a good overall piece of writing.

Responses that do not meet certain criteria cannot be scored. A zero composite score is given to responses that fall into the following categories:

- No response or just a restatement of the task
- Response in a language other than English
- Response that is illegible or incomprehensible
- Response that is off the topic of the writing task

Analytic Scores

Each piece of student writing is given five analytic scores that focus on specific writing skills. These ratings range from 4 (the highest score) to 1 (the lowest score). Taken together, these scores provide a profile of the specific strengths and weaknesses of the student’s writing. The following are the actual scoring rubrics used to assign the five analytic scores.

Score	Ideas and Development
4	<ul style="list-style-type: none"> • The content is well suited for the audience, purpose, and mode • The main idea or thesis is clear • Ideas are fully developed and elaborated using details, examples, reasons, or evidence • The writer expresses an insightful perspective towards the topic
3	<ul style="list-style-type: none"> • The content is adequate for the audience, purpose, and mode • The main idea is evident but may lack clarity • Ideas are developed using some details, examples, reasons, and/or evidence • The writer sustains his/her perspective toward the topic throughout most of the composition
2	<ul style="list-style-type: none"> • The content is inconsistent with the audience, purpose, and mode • The main idea is not focused and leaves the reader with questions and making inferences to understand the main idea • Ideas are minimally developed with few details • May simply be a list of ideas • The writer has difficulty expressing his/her perspective toward the topic
1	<ul style="list-style-type: none"> • The content is irrelevant to the audience, purpose, and mode • The composition lacks a central idea • Ideas lack development or may be repetitive • The writer has little or no perspective on the topic

Score	Organization, Unity, and Coherence
4	<ul style="list-style-type: none"> • Introduction engages the reader • Sustained or consistent focus on the topic • Logical and appropriate sequencing and balanced with smooth, effective transitions • Order and structure are strong and move the reader through the text • Conclusion is satisfying
3	<ul style="list-style-type: none"> • Evident introduction to the topic • Adequate focus • Adequate sequencing • Stays on topic with little digression • Uses limited but effective transitions • Order and structure are present • Conclusion is appropriate
2	<ul style="list-style-type: none"> • May lack a clear organizational structure • Weak evidence of unity • Little or limited sequencing and/or transitions • Details may be randomly placed
1	<ul style="list-style-type: none"> • Lacks logical direction • No evidence of organizational structure

Analytic Scores (continued)

Score	Word Choice
4	<ul style="list-style-type: none"> • Appropriate word choice that conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way • The writing may be characterized by, but not limited to <ul style="list-style-type: none"> • Lively verbs • Vivid nouns • Imaginative adjectives • Figurative language • Dialogue • No vague, overused, repetitive language is used (a lot, great, very, really) • Words that evoke strong images such as sensory language • Ordinary words used in an unusual way
3	<ul style="list-style-type: none"> • Words generally convey the intended message • The writer uses a variety of words that are appropriate but do not necessarily energize the writing • The writing may be characterized by <ul style="list-style-type: none"> • Attempts at figurative language and dialogue • Some use of lively verbs, vivid nouns, and imaginative adjectives • Few vague, overused, and repetitive words are used
2	<ul style="list-style-type: none"> • Word choice lacks precision and variety or may be inappropriate to the audience and purpose • May be simplistic and/or vague • Relies on overused or vague language (a lot, great, very, really) • Few attempts at figurative language and dialogue • Word choice is unimaginative and colorless with images that are unclear or absent
1	<ul style="list-style-type: none"> • Word choice indicates an extremely limited or inaccurate vocabulary • No attempts at figurative language • General, vague words that fail to communicate meaning • Text may be too short to demonstrate variety

Score	Sentences and Paragraphs
4	<ul style="list-style-type: none"> • Writing clearly demonstrates appropriate sentence structure • Writing has few or no run-on or fragment errors • Writing has a rich variety of sentence structure, types, and lengths • Ideas are organized into paragraphs that blend into larger text • Evidence of appropriate paragraphing
3	<ul style="list-style-type: none"> • Writing adequately demonstrates appropriate sentence structure • Writing may contain a small number of run-on or fragment errors that do not interfere with fluency • Writing has adequate variety of sentence structure • Ideas are organized into paragraphs
2	<ul style="list-style-type: none"> • Writing demonstrates lack of control in sentence structure • Writing contains errors such as run-ons and fragments that interfere with fluency • Writing has limited variety of sentence structure • Writing may show little or no attempt at paragraphing
1	<ul style="list-style-type: none"> • Inappropriate sentence structure • Many errors in structure (run-ons, fragments) • No variety in structure • No attempt at paragraphing

Analytic Scores (continued)

Score	Grammar, Usage, and Mechanics
4	<ul style="list-style-type: none">• The writer demonstrates appropriate use of correct Spelling Punctuation Capitalization Grammar Usage• Errors are minor and do not affect readability
3	<ul style="list-style-type: none">• The writer demonstrates adequate use of correct Spelling Punctuation Capitalization Grammar Usage• Errors may be more noticeable but do not significantly affect readability
2	<ul style="list-style-type: none">• The writer demonstrates minimal use of correct Spelling Punctuation Capitalization Grammar Usage• Errors may be distracting and interfere with readability
1	<ul style="list-style-type: none">• The writer demonstrates very limited use of correct Spelling Punctuation Capitalization Grammar Usage• Errors are numerous and severely impede readability

Composite Score

A composite score is based on the student's analytic trait scores and is determined by assigning various weights to the five analytic traits. The weights are assigned based on the importance of each trait and are supported by empirical evidence. The resulting score is adjusted to a 10-point scale.

ACE English III Practice Test

Note for students:

The practice test in the following section is a shortened version of a test similar to the End-of-Instruction ACE English III test you will take. Follow the instructions below as you take the practice test.

Practice Test Directions

1. Look at Section 1 on the next page. Read about the Writing Task. Plan your response to the practice writing prompt on page 18 of this guide. Write your response on the lines provided on pages 19 through 25. Then check your writing using the Writer's Checklist on page 25.
2. Now turn to Section 2. Read the directions at the top of the page. Look at Sample A in the box. Read it to yourself and think of the answer. Then look at the last page of this guide. The correct answer to Sample A has been filled in. This shows you how to mark your answers.
3. Read Sample B. Mark your answer to Sample B. Now turn the page. Read the selection and answer the questions that follow it. Fill in the circle for each answer completely, as shown in the sample. Continue to read the selections and answer the questions that follow each selection.
4. When you are finished, check your answers against the answer key printed on page 42 of this guide. The standard and objective being measured by each question are also shown. Then read the example of a good writing prompt response on pages 40 and 41 of this guide.

Section 1

Writing Task

Use the lined pages provided on pages 19 through 25 of your answer document to respond to the prompt.

When scorers evaluate your writing, they will look for evidence that you can:

- address the prompt;
- write to the requested mode;
- develop your ideas thoroughly;
- organize your ideas;
- stay focused on your purpose for writing;
- make your writing thoughtful and interesting; and
- use correct spelling, capitalization, punctuation, grammar, usage, and sentence structure.



Your high school has received a large donation from the estate of a former citizen in your area. The money is to be used toward something that will improve student life for the students at your school. Some people have suggested a new library, while others have suggested a new computer lab or a student fitness center.

Which of the ideas would you support for your school? Is there a different idea you would suggest? Write a persuasive paper to convince your school board that your proposal is the best way to spend the money—and why.

Section 1

Writing Task



Planning

Use this page to plan your writing. You might consider using a web, cluster, list, outline, or any other way to help you organize your writing. Then write your essay on the lined pages. Be sure to write neatly. Only your writing on the lined pages in this book will be scored. Using the Writer's Checklist on page 25, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

Directions

Read each selection and the questions that follow it. Choose the best answer for each question. Find the question number in the answer document that matches the question number in the ACE English III Practice Test. Then mark your answer in the answer document.

The correct answer for Sample A has been filled in on the answer document to show you how to mark your answers. Mark your answer for Sample B.

Thunderstorms

W.H. Davies

My mind has thunderstorms,
That brood for heavy hours:
Until they rain me words;
My thoughts are drooping flowers
5 And sulking, silent birds.

Yet come, dark thunderstorms,
And brood your heavy hours;
For when you rain me words,
My thoughts are dancing flowers
10 And joyful singing birds.

W.H. (William Henry) Davies

(1870–1940) Welsh Poet, Author, Vagabond

(Editor's Note: as some of Davies' poems are difficult to date, these are essentially taken from the 1916 edition of *Collected Poems*)

Sample A

The metaphor in line 4 of the poem, “My thoughts are drooping flowers,”

- A** conveys the speaker’s enthusiastic attitude for his work.
- B** shows how inclement weather brings joy to the speaker.
- C** illustrates that the speaker feels uninspired to create.
- D** indicates that the speaker expects more annoyances.

Sample B

The poet most likely wrote this poem in two equal stanzas

- F** to show similarities between a rainy day and a sunny day.
- G** to contrast a negative beginning to a positive result.
- H** to explain that flowers grow better in wet weather.
- J** to emphasize important ideas through repetition.

Directions

Read this passage. Then answer the questions that follow.

The Open Window

by Saki (H. H. Munro) (1870–1916)

- 1 "My aunt will be down presently, Mr. Nuttel," said a very self-possessed young lady of fifteen. "In the meantime you must try and put up with me."
- 2 Framton Nuttel tried to say the correct something as he waited for the aunt, Mrs. Sappleton. Privately he doubted more than ever whether these formal visits to a succession of total strangers would do much toward helping the nerve cure that he was supposed to be undergoing.
- 3 "I know how it will be," his sister had said as he prepared for his visit to the town. "You will go there but not speak to a living soul, and your nerves will be worse than ever from moping. I shall just give you letters of introduction to all the people I know there."
- 4 "Do you know many of the people round here?" asked the niece, when she judged that they had had sufficient silent communion.
- 5 "Hardly a soul," said Framton. "My sister stayed in town four years ago, and she gave me letters of introduction to your aunt and others."
- 6 "Then you know practically nothing about my aunt?" pursued the self-possessed young lady.
- 7 "Only her name and address," admitted the caller.
- 8 "You may wonder why my aunt keeps that window wide open on a late October afternoon," said the niece, indicating a large French window that opened onto a lawn. "Out through that window, three years ago to the day, her husband and her two young brothers went off for their day's shooting. They never came back. In crossing the moor, they were engulfed in a treacherous piece of bog. Their bodies were never recovered. That was the dreadful part of it." Here the child's voice lost its self-possessed note and became falteringly human.
- 9 "Poor aunt always thinks that they will come back someday, they and the little spaniel that was lost with them, and walk in at that window just as they used to do. That is why the window is kept open every evening till it is quite dusk. Poor dear aunt, she has often told me how they went out, her husband with his coat over his arm, and Ronnie, her youngest brother, singing as he always did to tease her. Do you know, sometimes on still, quiet evenings like this, I almost get a creepy feeling that they will all walk in through that window—"
- 10 She broke off with a little shudder. It was a relief to Framton when the aunt

bustled into the room with apologies for being late.

- 11 "I hope Vera has been amusing you?" she said.
- 12 "She has been very interesting," said Framton.
- 13 "I hope you don't mind the open window," said Mrs. Sappleton briskly. "My husband and brothers will be home directly from shooting, and they always come in this way. They've been out in the marshes today."
- 14 She rattled on cheerfully. To Framton it was all purely horrible. He made a desperate but only partially successful effort to turn the talk on to a less ghastly topic. It was certainly an unfortunate coincidence that he should have paid his visit on this tragic anniversary.
- 15 "The doctors agree in ordering me complete rest and an absence of mental excitement," announced Framton, who labored under the tolerably widespread delusion that total strangers and chance acquaintances are hungry for the least detail of one's ailments and infirmities.
- 16 "Oh?" said Mrs. Sappleton, in a voice that only replaced a yawn at the last moment. Then she suddenly brightened into alert attention—but not to what Framton was saying.
- 17 "Here they are at last!" she cried. "Just in time for tea, and don't they look as if they were muddy up to the eyes!"
- 18 Framton shivered and turned toward the niece with a look intended to convey sympathetic comprehension. The child was staring out through the open window with a dazed horror in her eyes. In a chill shock of nameless fear Framton swung round in his seat and looked in the same direction.
- 19 In the deepening twilight three figures were walking across the lawn toward the window. They all carried guns under their arms, and one of them had a coat hung over his shoulders. A tired spaniel kept close at their heels. Noiselessly they neared the house, and then a hoarse young voice started singing.
- 20 Framton grabbed wildly at his stick and hat. The hall door, the gravel drive, and the front gate were dimly noted stages in his headlong retreat. A cyclist coming along the road had to run into the hedge to avoid imminent collision.
- 21 "Here we are, my dear," said the bearer of the coat, coming in through the window. "Fairly muddy, but most of it's dry. Who was that who bolted out as we came up?"
- 22 "A most extraordinary man, a Mr. Nuttel," said Mrs. Sappleton. "He could only talk about his illnesses, and then dashed off without a word of goodbye or apology when you arrived. One would think he had seen a ghost."
- 23 "I expect it was the spaniel," said the niece calmly. "He told me he had a horror of dogs. He was once hunted by a pack of dogs somewhere on the banks of the

Section 2

Ganges in India. He had to spend the night with the creatures snarling and grinning and foaming just above him. Enough to make anyone lose their nerve.”

24 Romance on short notice was her specialty.

1

A cyclist coming along the road had to run into the hedge to avoid imminent collision.

In this sentence from the passage, the word imminent means

- A frightening.
- B head to head.
- C about to happen.
- D dangerous and painful.

2

“Who was that who bolted out as we came up?”

Bolted is to waited as vacation is to

- F break.
- G work.
- H stay.
- J lock.

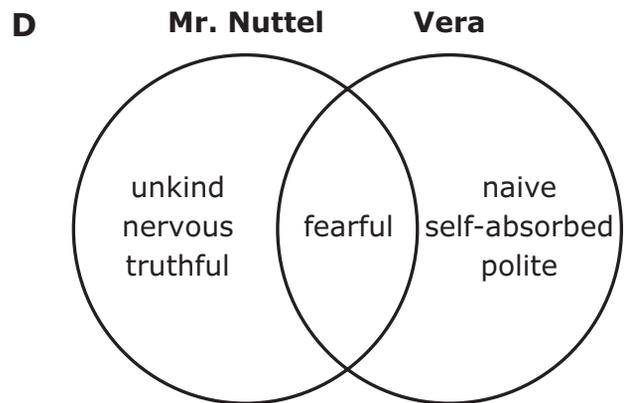
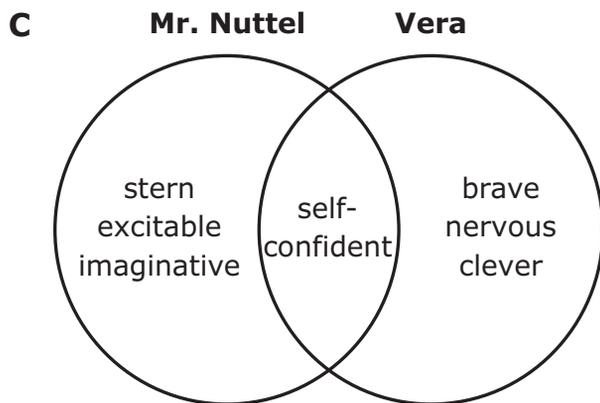
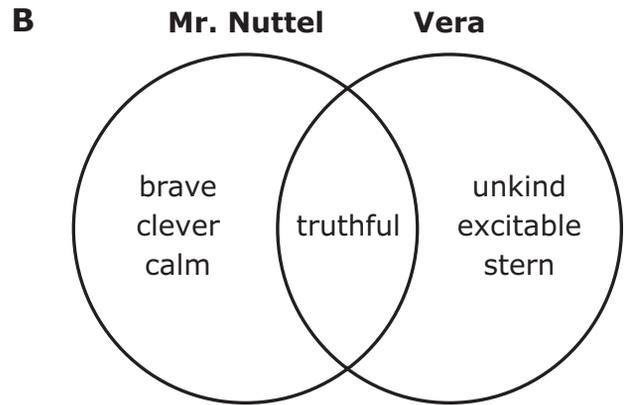
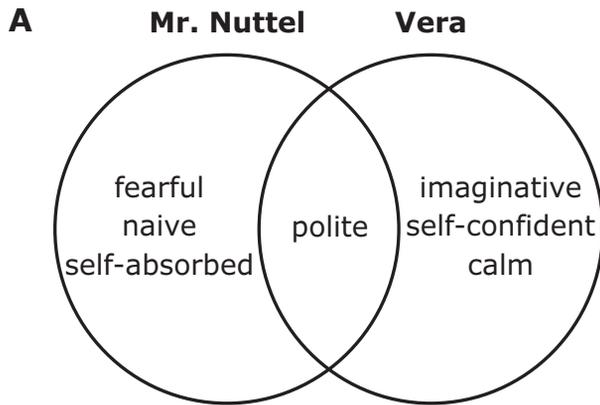
3 Why is it important to the plot that Vera meets with Mr. Nuttel before her aunt comes into the room?

- A Mr. Nuttel needs to learn about his hostess.
- B Vera wants to keep her aunt from being upset.
- C Vera’s aunt knows the truth about the hunters.
- D Being around many people is Mr. Nuttel’s problem.

4 Which is the best way to show on a note card how Vera solves the problem she has caused by telling Mr. Nuttel the story about the hunters?

- F Vera tells story → goes outside to be alone
- G Vera tells story → makes up another story
- H Vera tells story → introduces the hunters
- J Vera tells story → apologizes to her aunt

5 Which graphic organizer best represents the character traits of Mr. Nuttel and Vera?



Directions

Read this poem. Then answer the questions that follow.

The Solitary Reaper

by William Wordsworth

- Behold her, single in the field,
Yon solitary Highland lass!
Reaping and singing by herself;
Stop here, or gently pass!
- 5 Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the vale profound
Is overflowing with the sound.
No nightingale did ever chaunt
- 10 More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands;
A voice so thrilling ne'er was heard
In spring-time from the cuckoo-bird,
- 15 Breaking the silence of the seas
Among the farthest Hebrides.
Will no one tell me what she sings?
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
- 20 And battles long ago;
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?
- 25 Whate'er the theme, the maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending;
I listened, motionless and still;
- 30 And, as I mounted up the hill,
The music in my heart I bore
Long after it was heard no more.

Section 2

6

Alone she cuts and binds the grain,
And sings a melancholy strain;

Which is most likely to be melancholy?

- F** a song celebrating a marriage
- G** a book about the death of a pet
- H** a poem describing the beauty of nature
- J** a picture showing children on a playground

7 **Which line from the poem best shows that the speaker is unsure about the meaning of the words of the song?**

- A** Stop here, or gently pass!
- B** Among Arabian sands;
- C** Will no one tell me what she sings?
- D** I listened, motionless and still;

8 **How does the reader know that the speaker likes the girl's song?**

- F** He begins singing along with the girl.
- G** He brings others to listen to the girl's singing.
- H** He tells the girl how much he enjoys her singing.
- J** He compares the girl's singing to other wonderful music.

9 Which literary technique does Wordsworth use most in this poem?

- A** simile
- B** analogy
- C** imagery
- D** personification

10 This poem can best be described as lyric because it

- F** expresses the thoughts and feelings of the poet.
- G** gives a brief description of nature.
- H** uses humor to make a point.
- J** tells the story of a folk hero.

Directions

A student wrote a report for a class. Read the first part of the report, think about what suggestions you would make, then answer the questions.

Land Up for Grabs

1 In 1889, the federal government decided to open for settlement between
2 two and three million acres of land in Indian Territory (located in present-day
3 Oklahoma). On April 22 at high noon, 50,000 potential landowners would vie
4 for fewer than 12,000 homesteads. U.S. troops had been positioned along
5 various borders of the territory to keep order and to make sure no one
6 entered before the proper time. However, their were far to many people and
7 far to few troops too do this job efficiently. Many people entered the territory
8 early, hiding out among trees and brush to get a head-start in claiming some
9 property. These people came to be known as "sooners."

11 What change, if any, should be made to state the underlined sentence in lines 3 and 4 in active voice?

- A** Fewer than 12,000 homesteads would be competed for by 50,000 potential landowners on April 22 at high noon.
- B** Competing for fewer than 12,000 homesteads on April 22 at high noon would be 50,000 potential landowners.
- C** On April 22 at high noon, fewer homesteads than 12,000 will be competed for by 50,000 potential landowners.
- D** no change

12 What change, if any, should be made to the sentence in lines 6 and 7?

- F** However, there were far to many people and far to few troops too do this job efficiently.
- G** However, their were far too many people and far too few troops to do this job efficiently.
- H** However, there were far too many people and far too few troops to do this job efficiently.
- J** no change

Section 2

Directions

Read the last part of the report, think about what suggestions you would make, and then answer the questions.

10 Many legal disputes arose over the rights to land settled before the official
11 opening time on that day in April. Some of the people who entered the land
12 before the official opening time were legal “sooners.” These people were
13 employed in some capacity, usually as federal marshals. By the government,
14 but they were not supposed to be able to establish homesteads. Many of them
15 ignored this rule, however, and took advantage of their positions to secure the
16 best pieces of property in the newly formed area. This caused many bad
17 feelings among the people who entered at the officially appointed time. Most
18 of the time though nothing was done, and the people appointed as federal
19 marshals misused their power to obtain key sites in Oklahoma. Almost
20 11,000 farms were claimed that day. Ultimately, this settlement led to
21 Oklahoma becoming the 46th state of the Union in 1907.

22 The 100th anniversary of Oklahoma statehood was in 2007. Sculptor Paul
23 Moore have been commissioned to bring this historic event to life by creating
24 an immense bronze sculpture representing the five separate land runs held.
25 The sculpture will be approximately 365 feet long, 36 feet wide, and over 15
26 feet high. A single horse and rider in the sculpture will be 12 feet tall. The
27 entire work will consist of 38 people, 34 horses, 3 wagons, 1 buggy, 1 sulky,
28 1 dog, 1 rabbit, and 1 cannon. Each human figure will represent a different
29 aspect of the variety of persons who came to claim their stake in the area that
30 would go on to become the great state of Oklahoma.

13 What change, if any, should be made to lines 12 through 14?

- A** were employed as federal marshals by the government, but they were not supposed to be able to establish homesteads.
- B** were employed, as federal marshals by the government; but they were not supposed to be able to establish homesteads.
- C** were employed. As federal marshals by the government, but they were not supposed to be able to establish homesteads.
- D** no change

14 What change, if any, should be made to the sentence in lines 17 through 19?

- F** Most of the time, though; nothing was done, and some of the people appointed as federal marshals misused their power to obtain key sites in Oklahoma.
- G** Most of the time, though, nothing was done, and some of the people appointed as federal marshals misused their power to obtain key sites in Oklahoma.
- H** Most of the time, though nothing was done, and some of the people appointed as federal marshals misused their power to obtain key sites in Oklahoma.
- J** no change

15 What change, if any, should be made to have been in line 23?

- A** being
- B** has been
- C** has being
- D** no change

Example of a Good Response



Writing Task

The possibilities are many for how our high school might utilize a substantial cash donation from the estate of a local benefactor. In fact there are probably as many ideas as there are students in the school. I believe we need to determine what suggestion will derive the most benefit for the entire student body and not just a subset of the population. In other words, while a new fine arts wing or improved sports venues are noble and carry benefits for some, the impact is limited. I encourage our administrators and school board members to broaden their vision to consider how the expenditure will potentially touch the lives of all students and not a select few. To this end, I would argue this windfall should be allocated to equip and staff a comprehensive learning laboratory in our high school.

The common denominator for all students at our school is to achieve a high school diploma. While our reasons and methods for achieving this honor vary our collective goal is to walk across the stage on a May evening in our senior year and be handed our certificate of completion. A learning lab contained in our school can assist each and every one of us in that pursuit. The lab will serve the entire spectrum of academic and achievement levels found in our large school. Academic, counseling, and social services will be available for those who find school challenging through the academically gifted. Remedial instruction would be provided as well as opportunities to extend and challenge those who desire to go beyond the normal curriculum.

My vision is for this lab to be accessible to all students during weekday evenings as well as weekends. Much of the endowment would be earmarked for staff costs. I would see there would be an array of qualified adults who would be in a place to assist students in not only completing homework, but also to fully understand the concepts of the curriculum. These

learning lab “teachers” may be instructors from our school who are committed to the idea and desire to supplement their salary. However, I would like to see other community members contribute their time and talents to the lab. Professionals in various careers could make learning more applicable to our students. In addition, I think it is important that we use student volunteers to aid in the cause. For instance, the upper classmen could work with the freshman and sophomores in a peer mentoring capacity. Students who are quite proficient in a certain academic area could offer student to student tutoring and accumulate important volunteer credits.

Besides the staff costs to operate our lab, I would like to see the money donated support the purchase of technology and other materials to enhance the teaching and learning taking place in the lab. Many students in our school do not have personal access to computers or the internet. While we already have computer labs, the number of machines is not adequate to accommodate all. We should all consider a lap top loan program whereby students could have use of a computer away from the school. In addition, there is a tremendous amount of quality software available to support the needs of our students. Beyond new technology we need to consider the thoughtful purchase of resource books of all types as well as good literature. A healthy combination of technology and traditional material will equip our lab very well.

Our school community is obligated to spend this very generous gift wisely. We need to insure all segments of our student population realize the benefit of this contribution. A comprehensive learning lab, targeting every segment of our student body will be of tremendous value to us now and to students who follow in our place. I strongly urge our school board to allocate the money from our benefactor to opening a comprehensive learning lab.

Answer Key

ACE English III			
Item Number	Correct Answer	Strand	Standard/ Objective/Subskill (pp. 4–8)
Sample A	C	Writing/Grammar/ Usage and Mechanics	3.3a
Sample B	G	Writing/Grammar/ Usage and Mechanics	2.4b
1	C	Reading/Literature	1.4
2	G	Reading/Literature	1.3
3	C	Reading/Literature	3.2e
4	G	Reading/Literature	4.1c
5	A	Reading/Literature	2.1d
6	G	Reading/Literature	1.2
7	C	Reading/Literature	3.3a
8	J	Reading/Literature	2.4a
9	C	Reading/Literature	3.2a
10	F	Reading/Literature	3.4b
11	D	Writing/Grammar/ Usage and Mechanics	3.1d
12	H	Writing/Grammar/ Usage and Mechanics	3.1a
13	A	Writing/Grammar/ Usage and Mechanics	3.3d
14	G	Writing/Grammar/ Usage and Mechanics	3.2b
15	B	Writing/Grammar/ Usage and Mechanics	3.1c

ACE English III

SAMPLES

A	(A)	(B)	(●)	(D)
B	(F)	(G)	(H)	(J)

Section 2

1 (A) (B) (C) (D)	11 (A) (B) (C) (D)	21 (A) (B) (C) (D)	31 (A) (B) (C) (D)
2 (F) (G) (H) (J)	12 (F) (G) (H) (J)	22 (F) (G) (H) (J)	32 (F) (G) (H) (J)
3 (A) (B) (C) (D)	13 (A) (B) (C) (D)	23 (A) (B) (C) (D)	33 (A) (B) (C) (D)
4 (F) (G) (H) (J)	14 (F) (G) (H) (J)	24 (F) (G) (H) (J)	34 (F) (G) (H) (J)
5 (A) (B) (C) (D)	15 (A) (B) (C) (D)	25 (A) (B) (C) (D)	35 (A) (B) (C) (D)
6 (F) (G) (H) (J)	16 (F) (G) (H) (J)	26 (F) (G) (H) (J)	36 (F) (G) (H) (J)
7 (A) (B) (C) (D)	17 (A) (B) (C) (D)	27 (A) (B) (C) (D)	37 (A) (B) (C) (D)
8 (F) (G) (H) (J)	18 (F) (G) (H) (J)	28 (F) (G) (H) (J)	38 (F) (G) (H) (J)
9 (A) (B) (C) (D)	19 (A) (B) (C) (D)	29 (A) (B) (C) (D)	39 (A) (B) (C) (D)
10 (F) (G) (H) (J)	20 (F) (G) (H) (J)	30 (F) (G) (H) (J)	

STOP

**Do not go on to Section 3
until you are instructed to do so.**

Section 3

40 (F) (G) (H) (J)	55 (A) (B) (C) (D)	70 (F) (G) (H) (J)
41 (A) (B) (C) (D)	56 (F) (G) (H) (J)	71 (A) (B) (C) (D)
42 (F) (G) (H) (J)	57 (A) (B) (C) (D)	72 (F) (G) (H) (J)
43 (A) (B) (C) (D)	58 (F) (G) (H) (J)	73 (A) (B) (C) (D)
44 (F) (G) (H) (J)	59 (A) (B) (C) (D)	74 (F) (G) (H) (J)
45 (A) (B) (C) (D)	60 (F) (G) (H) (J)	75 (A) (B) (C) (D)
46 (F) (G) (H) (J)	61 (A) (B) (C) (D)	76 (F) (G) (H) (J)
47 (A) (B) (C) (D)	62 (F) (G) (H) (J)	77 (A) (B) (C) (D)
48 (F) (G) (H) (J)	63 (A) (B) (C) (D)	78 (F) (G) (H) (J)
49 (A) (B) (C) (D)	64 (F) (G) (H) (J)	79 (A) (B) (C) (D)
50 (F) (G) (H) (J)	65 (A) (B) (C) (D)	80 (F) (G) (H) (J)
51 (A) (B) (C) (D)	66 (F) (G) (H) (J)	81 (A) (B) (C) (D)
52 (F) (G) (H) (J)	67 (A) (B) (C) (D)	82 (F) (G) (H) (J)
53 (A) (B) (C) (D)	68 (F) (G) (H) (J)	
54 (F) (G) (H) (J)	69 (A) (B) (C) (D)	