

Print Student Name \_\_\_\_\_

2010–2011



Reading

Mathematics

Writing

Science

Social Studies

**PRACTICE  
TEST BOOKLET  
WITH ANSWER  
KEY**

**GRADE**

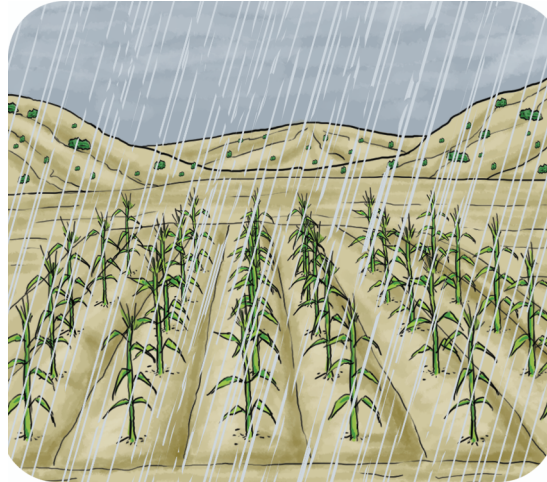
**11**

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**DIRECTIONS**

Read the passage. Then read each question about the passage. This session has 7 multiple-choice questions worth 1 point each, 2 short-answer questions worth 2 points each, and 1 open-ended question worth 4 points. For each multiple-choice question, decide which is the best answer.

## Hopi Rain



Weekends, far from the four walls of the classroom  
And the artificial blue of the computer screen,  
I return to the open azure sky of Old Oraibi,  
To the parched face of my ancestral desert home.

- 5 “Modern ways are a *little* helpful,” Grandfather often intones  
When I come to meet him in the cornfields at dawn.  
“But we Hopi have lived off this land for thousands of years.”  
I watch the rising eastern light creep over deep contours, weathered ridges . . .  
His ancient face becoming fully illuminated, illuminating . . .

- 10 “Corn is our mother,” he tells me, “the central sustenance of our Hopi lives.”  
He opens his hand and sprinkles four small paths of corn meal—  
One for each direction of the world—upon the arid land.  
“We offer a way for the rain to arrive, for rain is what we need most.”

In school I learn how temperature, currents, and moisture coalesce<sup>1</sup> to form precipitation.

- 15 In the fields I listen to Grandfather invoke ancient Hopi prayers for rain.  
He implores me to face the rising sun with a cheerful spirit,  
To free my mind of anxious thoughts,  
To think only of rain.

“Science explains much,” he says, sweeping his arm to denote the endless expanse

<sup>1</sup> **coalesce** (kō'ə-lēs') *intr. v.*: to grow together; fuse

20 Of horizon—"but not *that* much."

We crouch and hollow out rows of six-inch holes.

Into each we place a dozen grains of corn, some blue, some white, some mixed.

We cover them with the sandy earth and tamp down hard to keep out worms and mice.

All day we feel the slow arc of the sun creep across our backs.

25 All day we squint and etch the crow's feet deep into the corners of our eyes.

All day we think only of rain in the bleached desert world.

On our walk back to the village at dusk,

I pause to listen to the rattle of the *desiccated* sagebrush leaves chafing in a gentle breeze.

"I can see those textbooks have made you a bit of a skeptic," Grandfather says.

30 "But that is not the sound of deprivation you hear; it is the sound of anticipation."

When the rain finally arrives a few weeks later, I know what it means to be Hopi.

1 What is the topic of the first stanza?

- A A contrast between modern and ancient surroundings
- B An example of how truth is universal
- C An explanation of the deprivation of a culture
- D A lesson about the benefits of scholarship

2 Which literary device does the author use in line 4 of the poem?

- A Simile
- B Personification
- C Irony
- D Onomatopoeia

3 The imagery in the second stanza of the poem primarily appeals to the sense of —

- A smell
- B hearing
- C sight
- D touch

4 How does the author use dialogue in this poem to help the reader understand the poem's meaning?

5 Grandfather's attitude toward the speaker's kind of knowledge is *best* expressed in which line from the poem?

- A "‘Modern ways are a *little* helpful,’ Grandfather often intones”
- B "‘But we Hopi have lived off this land for thousands of years.’”
- C "‘His ancient face becoming fully illuminated, illuminating . . .’”
- D "‘In the fields I listen to Grandfather invoke ancient Hopi prayers for rain.’”

- 6 The phrase “deep contours, weathered ridges,” found in line 8, connects to —
- A Hopi symbols Grandfather uses in the cornfields
  - B the speaker’s heart and the ancestral desert home
  - C Hopi traditions and the speaker’s weekday activities
  - D the desert landscape and Grandfather’s face

- 7 Identify one example of figurative language from the poem, and explain its function within the poem.

- 8 Which of these most nearly means the same as the word *desiccated*, as it is used in stanza 7?

- A Dehydrated
- B Deafening
- C Fateful
- D Obvious

- 9 What is the *main* source of anticipation in this poem?

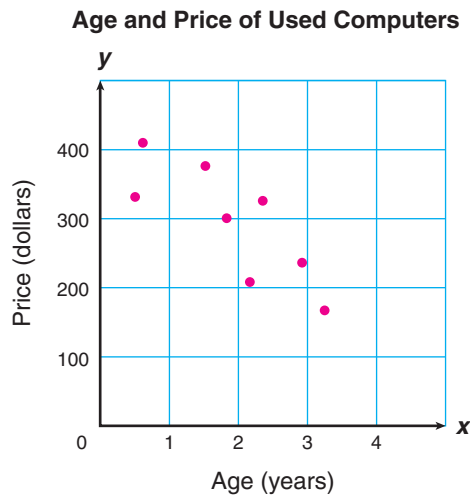
- A Whether the rain will come in response to the Hopi’s prayers
- B Whether the grains of corn will grow or be eaten by worms and mice
- C Whether the speaker will ever return to the desert
- D Whether the speaker and Grandfather will finish the planting in time

- 10 How does the poem establish the difference between the speaker’s world and Grandfather’s world? Use details from the poem to support your response.

## DIRECTIONS

Read each question or problem carefully. Then answer the question or work the problem. This session has 6 multiple-choice questions worth 1 point each and 2 short-answer questions worth 2 points each. For each multiple-choice question, decide which is the best answer. Be sure to mark, write, or draw your answers.

- 1 Collin drew a scatter plot to show the correlation between the price of a used computer and its age.



Which of the following statements is a valid interpretation of the data shown in the scatter plot?

- A There appears to be no correlation between the age and price of computers.
- B There appears to be a positive correlation between the age and price of computers.
- C There appears to be a negative correlation between the age and price of computers.
- D There appears to be a constant correlation between the age and price of computers.

- 2 Mr. Anderson created a true-false history test. The ratio of false answers to true answers is 2:3.

Which of the following is closest to the percent of the number of false answers on Mr. Anderson's true-false history test?

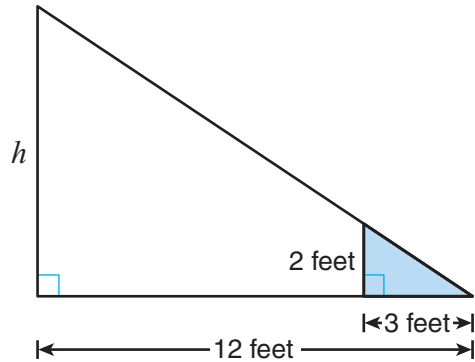
- A 23%
- B 40%
- C 60%
- D 67%

- 3 Brian paid \$2.70 for 8 apples and 1 pear at the same time Martha paid \$9.00 for 8 pears and 1 apple.

What was the cost of 1 pear?

- A \$0.30
- B \$0.65
- C \$1.00
- D \$1.10

- 4 Chris used lumber to build a ramp. A side view of his ramp with its dimensions is shown below.



What is  $h$ , the height of the ramp?

- A 6 feet
- B 8 feet
- C 9 feet
- D 12 feet

- 5 The formula below can be used to determine  $t$ , the approximate number of seconds for one complete swing of a pendulum, where  $l$  represents the length, in feet, of the pendulum.

$$t = 2\pi\sqrt{\frac{l}{32}}$$

Which is closest to the number of seconds it will take for one complete swing of a pendulum that is 4 feet?

- A 0.8 second
- B 1.6 seconds
- C 2.2 seconds
- D 17.7 seconds

- 6 The sales tax that is added to a dress being purchased at a store is  $8\frac{1}{4}\%$ . Next month, the sales tax will increase  $\frac{1}{2}\%$ .

If the price of a dress is \$29.98, which is closest to the price of the dress, including tax, after the sales tax increase?

- A \$32.53
- B \$32.60
- C \$33.58
- D \$34.78

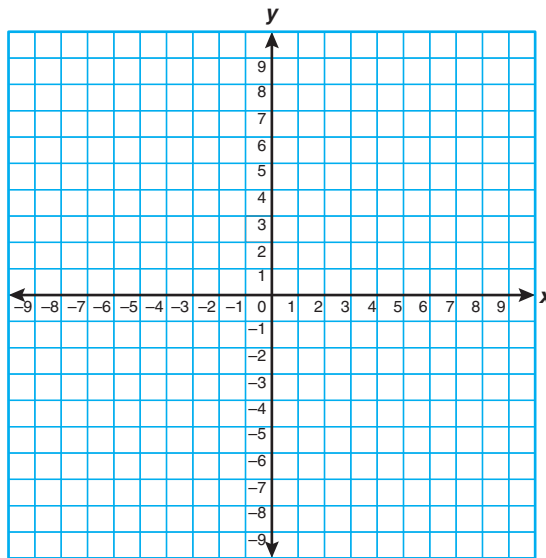
- 7 Ben's family is planning a vacation. While trying to select a destination, Ben becomes curious about the favorite vacation destinations of the people in his town.

- A. Name and describe two methods Ben could use to gather data about the favorite vacation destinations for people in his town.
- B. Which of the two methods you described for Part A would be the best to use? Be sure to justify your answer.



8 Loretta has three equations that can be used to represent the streets Pecan Avenue, Nevada Street, and Rock Creek Road. She plans to graph the three equations on the coordinate grid shown below.

- Pecan Avenue:  $2x - 3y = -15$
- Nevada Street:  $9x + 6y = 12$
- Rock Creek Road:  $4x - 6y = 0$



- A. Which describes the relationship between the graphs of Pecan Avenue and Nevada Street when correctly graphed on a coordinate grid: parallel, perpendicular, or neither? Use words, numbers, or diagrams to justify your answer.
- B. Which describes the relationship between the graphs of Pecan Avenue and Rock Creek Road when correctly graphed on a coordinate grid: parallel, perpendicular, or neither? Use words, numbers, or diagrams to justify your answer.

**DIRECTIONS**

Read each question or problem carefully. Then answer the question or work the problem. This session has 5 multiple-choice questions worth 1 point each, 1 short-answer question worth 2 points, and 1 open-ended question worth 4 points. For each multiple-choice question, decide which is the best answer. Be sure to mark, write, or draw your answers.

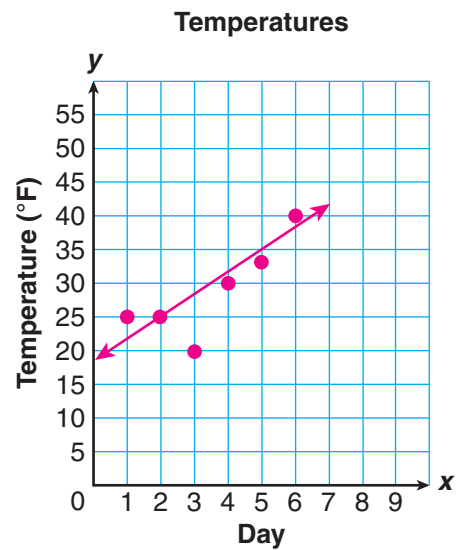
- 9 When a missile is launched, the vertical height from the ground can be approximated by the formula shown below. In the formula,  $v_0$  is the initial velocity in meters per second,  $t$  is the number of seconds, and  $h$  is the height of the missile from the ground.

$$h = -4.9t^2 + v_0t$$

If a missile is launched with an initial velocity of 40 meters per second, which is closest to its height from the ground after 8 seconds?

- A 6 m
- B 24 m
- C 28 m
- D 36 m

- 10 For a science project, Sharon was keeping a graph of the temperature each day. The graph below shows six days of data with a line of best fit.



Based on the graph, what is the expected temperature for Day 8?

- A 53 °F
- B 50 °F
- C 45 °F
- D 42 °F

- 11 Sara has a bag that contains only black and white marbles. The marbles are all the same size. Sara randomly chooses one marble, records its color, and returns it to the bag. She repeats this 250 times. The results are listed in the table below.

Marble Experiment

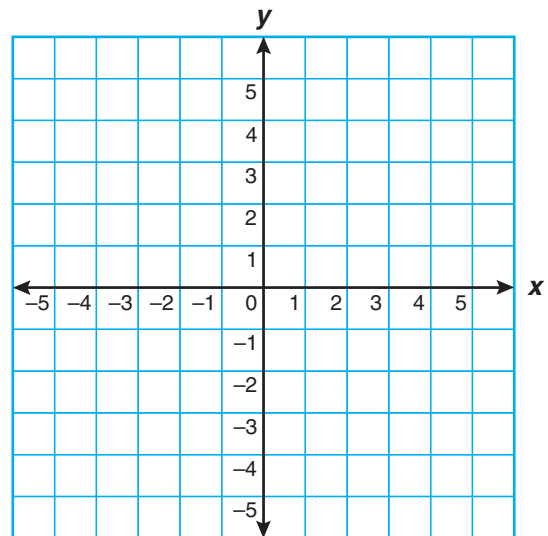
Color	Frequency
Black	175
White	75

Based on the results, what is the experimental probability that the next marble chosen from the bag is a black marble?

- A 70%
- B 60%
- C 40%
- D 30%

- 12 Stacey was given the equation of a parabola, as shown below. She needs to determine the equation for the line of symmetry for the parabola.

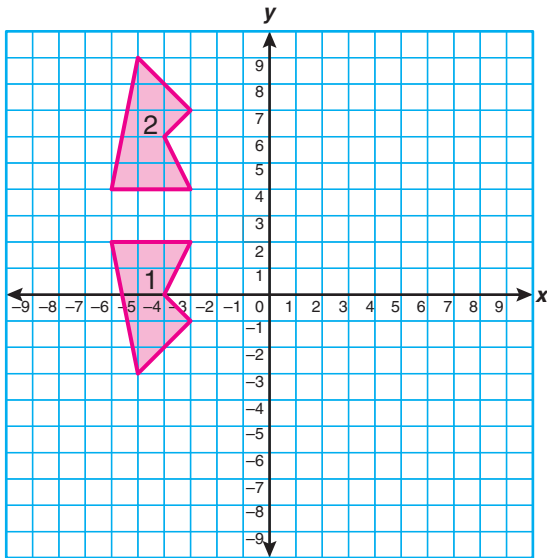
$$f(x) = x^2 - x$$



What is the equation that defines the line of symmetry for the given equation of the parabola?

- A  $x = 1$
- B  $x = \frac{1}{2}$
- C  $x = -\frac{1}{2}$
- D  $x = -1$

- 13 Figure 2 on the coordinate grid below was created by a single transformation of Figure 1.



Which of the following best describes the single transformation used to create Figure 2?

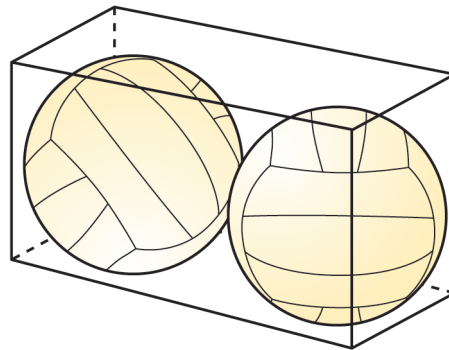
- A Figure 1 was reflected across the line  $x = -3$ .
- B Figure 1 was reflected across the line  $y = 3$ .
- C Figure 1 was translated 2 units up.
- D Figure 1 was translated 12 units up.

- 14 Fred lives in the town of Afton and needs to drive to the town of Colby. On the map, Afton and Colby are 4.25 centimeters apart. The town of Brent is 1.5 centimeters from Afton. Fred knows the actual distance from Afton to Brent is 24 miles.



What is the distance, in miles, from Afton to Colby? Use words, numbers, or diagrams to justify your answer.

- 15 The picture below shows how two identical volleyballs are tightly packaged in a rectangular prism-shaped box. The volleyballs touch the sides of the box as well as each other at one point.



- A. If each volleyball has a radius of 4 inches, what is the volume of each volleyball? Use words, numbers, or diagrams to justify your answer.
- B. What is the volume, in cubic inches, of the rectangular prism-shaped box that is used to package the two volleyballs? Use words, numbers, or diagrams to justify your answer.

A delivery company wants to redesign the box so that four identical volleyballs are tightly packaged and touching the sides of the box as well as each other at one point.

- C. What could be the dimensions of one of the redesigned boxes? Use words, numbers, or diagrams to justify your answer.

**DIRECTIONS**

Read each sentence. The sentence with words that are underlined may have a mistake in punctuation, capitalization, or word usage. If you find a mistake, choose the answer that is the best way to write the underlined section of the sentence. If there is no mistake, choose *Correct as is*. The sentence without underlined words may have a mistake in sentence structure. If you find a mistake, choose the answer that is written most clearly and correctly. Choose *Correct as is* if there is no mistake. Multiple-choice questions are worth 1 point each.

1 I enjoy listening to Aunt Susan, mom,  
and my uncle reminisce about their  
childhoods.

- A Aunt Susan, mom, and my Uncle
- B Aunt Susan, Mom, and my uncle
- C aunt Susan, mom, and my Uncle
- D *Correct as is*

2 Planning her vacation carefully,  
many sites could be seen by Ann in  
a limited amount of time.

- A Ann, planning her vacation carefully while visiting many sites in a limited amount of time.
- B By planning her vacation carefully, Ann was able to visit many sites in a limited amount of time.
- C In a limited amount of time, the vacation which was planned carefully allowing Ann to visit many sites.
- D *Correct as is*

**DIRECTIONS**

A word, phrase, or sentence is underlined because it may contain a mistake in grammar, usage, punctuation, capitalization, or spelling. Look carefully at each underlined word, phrase, or sentence. If there is a mistake, make the correction. If there is no mistake, write the word "OK" over the underlined word, phrase, or sentence.

**Hera and Echo**

Hera, the wife of Zeus, was known far and wide for her jealous rages. One day, in a particularly bad mood, she went in search of her husband. Hera could not find him, and she assumed that he was with another woman. She headed for the forest, the home of the beautiful wood maidens; thinking that she would find him there.

Upon reaching the woods, Hera saw no sign of her wayward husband. She did, however; find several beautiful maidens. She began questioning them sternly.

"Have you seen my husband?" Hera asked each one in turn.

They all replied that they had not and excused themselves. Finally, only one young maiden was left. Her name was Echo. When Hera asked Echo if she had seen Zeus, Echo replied truthful that she had not. Hera did not accept the answer. She was too angry to be reasonable, and she took her anger out on Echo. She decided that the girl would never again speak her own words. Instead, Echo would repeat only what was said to her. Hera thought this punishment fitting because she remembered hearing Echo's happy chatter when she entered the forest.

Echo, whom always approached life with a smile on her face, was not greatly upset by her punishment until a few days later. On that day Narcissus, the man Echo loved, entered the forest.

"Is anyone here?" he called.

"Here, here," she answered, but he could not see her.

"Come here!" he called.

"Come here," she answered.

Narcissus was becoming angry. He was not the type of man who did anyone else's bidding.

I will never give you power over me, he yelled, and he left the forest.

Echo hid herself in shame and despair. After many long years had passed, nothing remained of her but her voice.



# Periodic Table of the Elements

	(I)	(II)	(III)	(IV)	(V)	(VI)	(VII)	(VIII)	(IX)	(X)	(XI)	(XII)	(XIII)	(XIV)	(XV)	(XVI)	(XVII)	(XVIII)									
	1	2	13	14	15	16	17	18	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
Hydrogen	<b>H</b> 1 1.01																								Helium 2 4.00		
Lithium	<b>Li</b> 3 6.94	Beryllium 4 9.01	<b>B</b> 5 10.81	<b>C</b> 6 12.01	<b>N</b> 7 14.01	<b>O</b> 8 16.00	<b>F</b> 9 19.00	Neon 10 20.18																			
Sodium	<b>Na</b> 11 22.99	Magnesium 12 24.31	<b>Al</b> 13 26.98	<b>Si</b> 14 28.09	<b>P</b> 15 30.97	<b>S</b> 16 32.06	<b>Cl</b> 17 35.45	Argon 18 39.95																			
Potassium	<b>K</b> 19 39.10	<b>Ca</b> 20 40.08	<b>Ga</b> 31 69.72	<b>Ge</b> 32 72.59	<b>As</b> 33 74.92	<b>Se</b> 34 78.96	<b>Br</b> 35 79.904	Krypton 36 83.80																			
Rubidium	<b>Rb</b> 37 85.47	<b>Sr</b> 38 87.62	<b>In</b> 49 112.41	<b>Cd</b> 48 112.41	<b>Sb</b> 51 121.75	<b>Te</b> 52 127.60	<b>I</b> 53 126.91	Xenon 54 131.29																			
Cesium	<b>Cs</b> 55 132.91	<b>Ba</b> 56 137.33	<b>Tl</b> 81 204.38	<b>Pb</b> 82 207.20	<b>Bi</b> 83 208.98	<b>Po</b> 84 (209)	<b>At</b> 85 (210)	Radon 86 (222)																			
Francium	<b>Fr</b> 87 (223)	<b>Ra</b> 88 226.03	<b>Ac</b> 89 227.03																								

Key	
Name	Atomic number
Carbon	6
Symbol	Atomic mass
<b>C</b>	12.01

Lanthanide Series	
Cerium	58
<b>Ce</b>	140.12
Praseodymium	59
<b>Pr</b>	140.91
Neodymium	60
<b>Nd</b>	144.24
Promethium	61
<b>Pm</b>	(145)
Europium	63
<b>Eu</b>	151.96
Gadolinium	64
<b>Gd</b>	157.25
Terbium	65
<b>Tb</b>	158.93
Dysprosium	66
<b>Dy</b>	162.50
Ytterbium	70
<b>Yb</b>	173.04
Luethium	71
<b>Lu</b>	174.97

Actinide Series	
Thorium	90
<b>Th</b>	232.04
Protactinium	91
<b>Pa</b>	231.04
Uranium	92
<b>U</b>	238.03
Neptunium	93
<b>Np</b>	237.05
Plutonium	94
<b>Pu</b>	(244)
Americium	95
<b>Am</b>	(243)
Curium	96
<b>Cm</b>	(247)
Berkelium	97
<b>Bk</b>	(247)
Californium	98
<b>Cf</b>	(251)
Einsteinium	99
<b>Es</b>	(252)
Fermium	100
<b>Fm</b>	(257)
Mendelevium	101
<b>Md</b>	(258)
Nobelium	102
<b>No</b>	(259)
Lawrencium	103
<b>Lr</b>	(260)

Mass numbers in parentheses are those of the most stable or most common isotope.

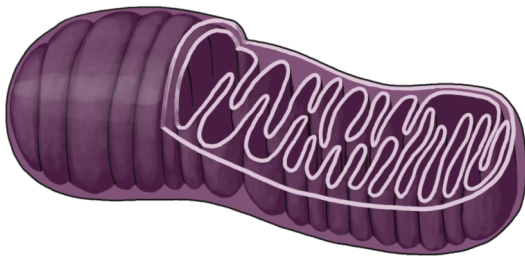
## DIRECTIONS

Read each question carefully. This session has 3 multiple-choice questions worth 1 point each, 2 short-answer questions worth 2 points each, and 1 open-ended question worth 4 points. For each multiple-choice question, decide which is the best answer.

1 Oil flows slower than water when poured from the same container under similar conditions. Which of the following properties *best* explains this behavior?

- A Density
- B Ductility
- C Viscosity
- D Turbidity

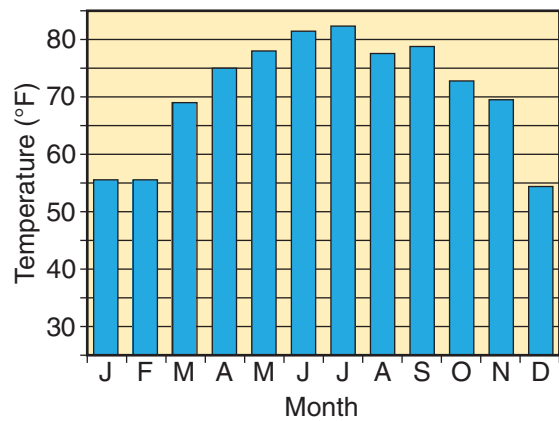
2 The cell organelle shown below produces ATP and is found in most eukaryotic cells that require large amounts of energy.



The highest concentration of such organelles would be found in which type of human cell?

- A Bone
- B Skin
- C Muscle
- D Fat

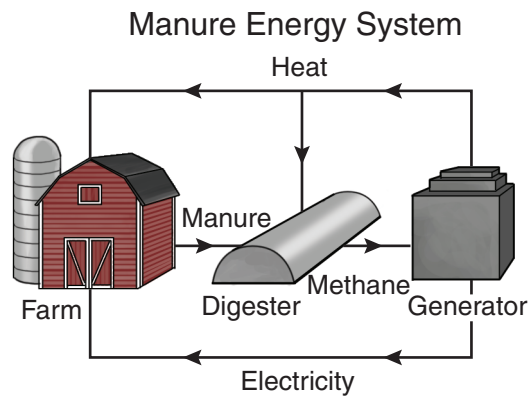
3 The graph below shows the average resting body temperatures of Gila monsters in the southwestern United States by month.



Which of the following conclusions is supported by the graph?

- A Gila monsters are most active when environmental temperatures are highest.
- B Gila monster populations are largest when environmental temperatures are highest.
- C Increases in Gila monster body temperatures directly affect the environmental temperature.
- D Increases in environmental temperatures cause Gila monster body temperatures to increase.

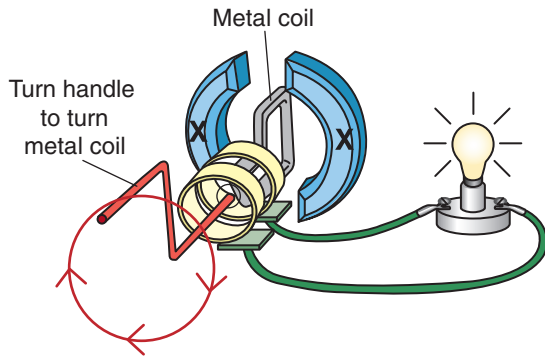
- 4 Some farmers are planning to use hog manure from local farms to produce electrical energy for their farms. The hog manure is usually left on the ground, but in this system, it is placed into a digester, as shown below.



Explain 2 ways this system could impact the local community.

- 5 The diagram below shows a model of a simple electrical generator.

**Model of Simple Electrical Generator**

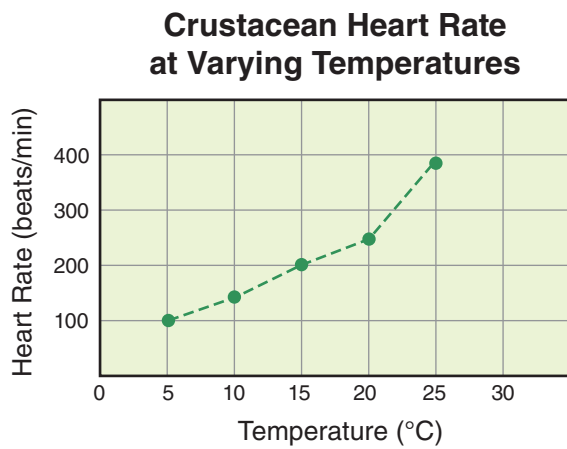


- There are conducting pieces that allow the circuit to remain closed as the handle is turned.
- The bulb can be lit as current electricity is produced in the wires when the handle turns the metal coil.

In your answer document,

- A. State what the pieces labeled "X" represent.
- B. Describe how an electrical current is produced when the coil is turned.

- 6 The graph shows the data from an experiment that tested the effects of temperature on the heart rate of a species of crustacean.



- A. Using the graph, describe how the heart rate changes as the temperature changes.
- B. Predict the heart rate if the temperature reaches 30 °C. Explain your answer.

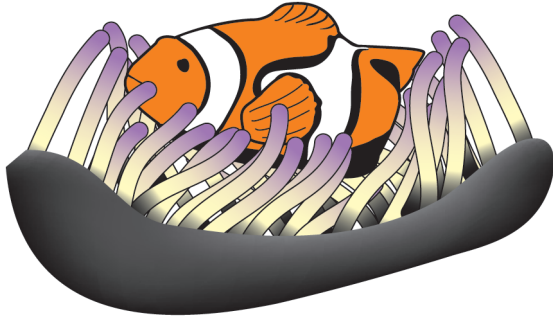
**DIRECTIONS**

Read each question carefully. This session has 2 multiple-choice questions worth 1 point each, 3 short-answer questions worth 2 points each, and 1 open-ended question worth 4 points. For each multiple-choice question, decide which is the best answer.

- 7 Which of the following *best* describes the process producing most of the sun's energy?
- A Hydrogen combusts to produce energy.
  - B Helium atoms split in a fission reaction, forming hydrogen atoms and releasing energy.
  - C Hydrogen atoms fuse to form helium atoms, releasing energy.
  - D Helium atoms decompose in a chemical reaction, producing energy.

- 8 Which question cannot be answered using scientific methods?
- A What is the most nutritious food for cats?
  - B How far is Jupiter from the sun?
  - C Who deserves to be vaccinated in a time of crisis?
  - D Which fuel source is the most economical to replace coal?

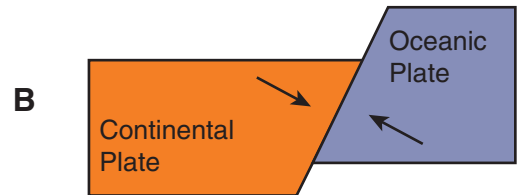
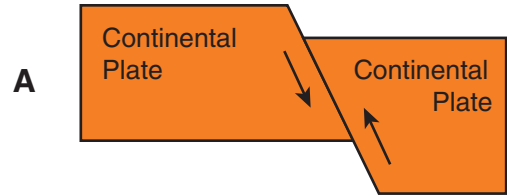
- 9 Clownfish are small, brightly colored fish that live among the tentacles of sea anemones, as shown in the picture.



The clownfish is coated with mucus that protects it from the stinging cells of the anemone. The clownfish cleans the anemone and chases away predators of the sea anemone.

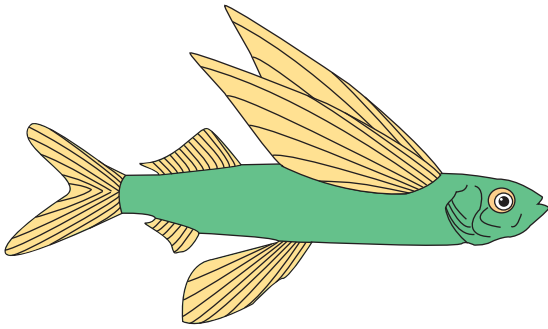
Identify the type of symbiotic relationship between the clownfish and the anemone. Explain your answer.

- 10 The diagram shows overhead views of two different plate boundaries. The arrows indicate the direction of movement for each plate.



Explain which plate boundary would be more likely to result in volcanoes and why.

- 11 Flying fish do not actually fly but jump and glide with specially adapted fins.



Flying Fish

A student hypothesizes that if a food source were introduced several feet above the ocean's surface, flying fish might eventually evolve wings as an adaptation for reaching the food source.

Explain why this hypothesis would be difficult to support with a scientific investigation.



- 12 The object shown in the picture is made of porcelain, a hard, glassy substance.

Porcelain



The manufacture of porcelain begins with clay. After the clay has been shaped, it is exposed to high temperatures. This causes chemical and physical changes, which lead to the hardened final product.

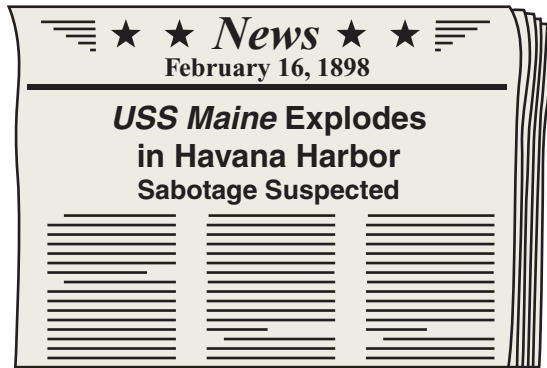
A teacher asked her class to compare and contrast the making of porcelain with the natural formation of rocks.

Name 2 of the three major types of rocks, and for each one describe 1 way its formation is similar to the process of making porcelain.

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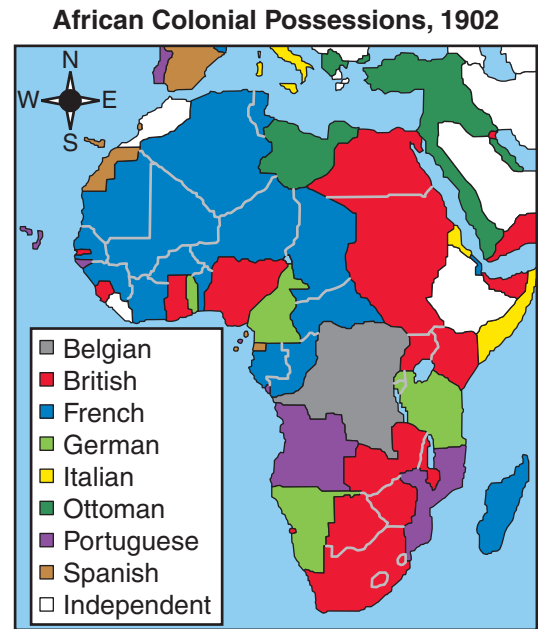
1



What effect did headlines such as this have on public opinion in the United States?

- A The government sought to limit freedom of the press.
- B The government worked to form an alliance with Spain.
- C Citizens were convinced that war with Spain was necessary.
- D Citizens were convinced that trade restrictions were necessary.

2



How did the colonial divisions of Africa affect 20th-century African history?

- A By furthering education systems
- B By developing international alliances
- C By prompting independence struggles
- D By promoting economic advancements

3 Which federal lands in New Mexico were set aside to manage and protect the environment?

- A Air Force bases
- B National forests
- C Indian reservations
- D National testing grounds

4 During the Industrial Revolution, the rise of labor unions was a response to —

- A the threat of global war
- B harsh working conditions
- C socialist economic systems
- D the need for wealthy investors

5

### New Mexico Landscape



Which economic activity is *most* suited to this environment?

- A Forestry
- B Ranching
- C Heavy industry
- D Commercial fishing

- 6 • Explain why an isolated gasoline station in a rural area can sell gasoline at higher prices than a station in an urban area.
- Describe conditions that would lead to a decrease in gasoline prices in the rural area.

7 That whenever any form of government becomes destructive . . . [of the rights of the people], it is the right of the people to alter or to abolish it, and to institute new government . . .

- Why was this principle of government included in the Declaration of Independence?
- Discuss an example of how this principle is represented in the modern United States government.

**DIRECTIONS**

Read each question carefully. This session has 5 multiple-choice questions worth 1 point each, 2 short-answer questions worth 2 points each, and 1 open-ended question worth 4 points. For each multiple-choice question, decide which is the best answer.

8 Which area in Brazil *most* likely has the highest population density?

- A Swamp region in the west
- B Highlands region in the south
- C Rain forest region in the north
- D Coastal plains region in the east

9 The state of New Mexico is an inseparable part of the federal union . . .

—New Mexico Bill of Rights,  
Section 1

What does this section of the New Mexico Constitution express about the relationship between the states and the national government?

- A The national government was created by the states.
- B The states are united by the national government.
- C The states can dissolve the national government.
- D The national government can dismiss the states' complaints.

10 Why does the President of the United States appoint numerous advisors who are not subject to Senate approval?

- A To limit the President's authority
- B To train the President's successor
- C To provide trusted support for the President
- D To minimize public dependence on the President

11 In the United States, what typically occurs when the government increases the amount of money in circulation?

- A Jobs are lost.
- B Exports are reduced.
- C Consumer prices rise.
- D Industrial production falls.

12 U.S. free market practices would support which international trade policy?

- A Low tariff rates
- B Low export levels
- C High surplus levels
- D High exchange rates

- 13
- Explain how the rise of nationalism was a cause of World War I.
  - Give one example to support your explanation.

14 In 1920, the U.S. Census showed for the first time that the majority of people in the United States lived in urban rather than rural areas.

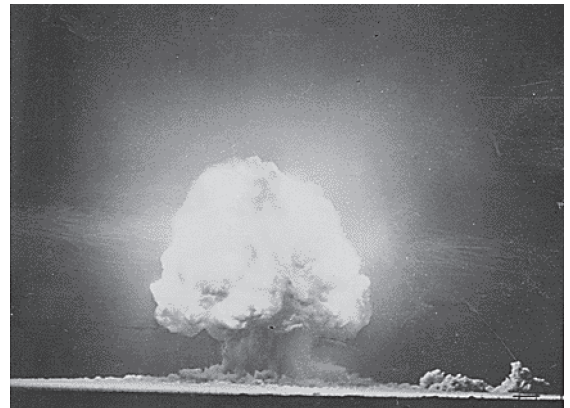
Describe two ways that this population shift affected society in the United States.

15

Navajo Code Talkers



Trinity Test Site



- Analyze the significance of these two photographs.
- Describe how each reveals a role of New Mexicans during World War II.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 READING**

4. How does the author use dialogue in this poem to help the reader understand the poem's meaning?

**Scoring Guide**

<b>Score</b>	<b>Description</b>
<b>2</b>	The student accurately describes the author's use of dialogue in the poem. For example, dialogue is spoken only by Grandfather, who expresses his skepticism about modern technology and explains the hopefulness of tradition.
<b>1</b>	The student partially describes the author's use of dialogue in the poem.
<b>0</b>	The student does not describe the author's use of dialogue in the poem, or the response is incorrect or irrelevant.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 READING**

7. Identify one example of figurative language from the poem, and explain its function within the poem.

**Scoring Guide**

<b>Score</b>	<b>Description</b>
<b>2</b>	The student identifies one example of figurative language from the poem and accurately explains its function within the poem; for example, Grandfather says, "Corn is our mother," which is an instance of personification that indicates the importance of corn in the lives of the Hopi.
<b>1</b>	The student identifies one example of figurative language from the poem and partially explains its function within the poem.
<b>0</b>	The student neither identifies one example of figurative language from the poem nor explains its function within the poem, or the response is incorrect or irrelevant.



**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 READING**

10. How does the poem establish the difference between the speaker's world and Grandfather's world? Use details from the poem to support your response.

**Scoring Guide**

<b>Score</b>	<b>Description</b>
<b>4</b>	<p>The response demonstrates a thorough understanding of how the poem establishes the difference between the speaker's world and Grandfather's world and provides complete details for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• the speaker's computer screen is "artificial blue" (line 2), but the desert has an "open azure sky" (line 3);</li> <li>• the speaker learns about temperature, etc. in school, but in the fields Grandfather says ancient Hopi prayers (lines 14-15);</li> <li>• the speaker usually has "anxious thoughts" (line 17), but Grandfather wants the speaker to "think only of rain" (line 18);</li> <li>• the speaker does not understand the sound made by the sagebrush, but Grandfather knows what it means ("it is the sound of anticipation" [line 30]).</li> </ul>
<b>3</b>	<p>The response demonstrates an adequate understanding of how the poem establishes the difference between the speaker's world and Grandfather's world and provides some detail for support. The response is not as complete or in-depth as a score point 4 response.</p>
<b>2</b>	<p>The response demonstrates a partial understanding of how the poem establishes the difference between the speaker's world and Grandfather's world, but support is skeletal and lacks organization.</p>
<b>1</b>	<p>The response demonstrates a minimal understanding of how the poem establishes the difference between the speaker's world and Grandfather's world and includes little or no detail for support.</p>
<b>0</b>	<p>The response demonstrates no attempt to address the prompt.</p>

**GRADE 11 ENGLISH READING PRACTICE TEST ANSWER KEY**

Question Number	1	2	3	4	5	6	7	8	9	10
<b>Strand<sup>1</sup></b>	III	III	I	III	III	I	III	I	III	III
<b>Benchmark</b>	B	B	C	B	B	C	B	C	B	B
<b>Performance Standard</b>	4M	2	2c	3Ma	3Ma	2c	3Mb	2c	4M	3Ma
<b>Item Type<sup>2</sup></b>	MC	MC	MC	SA	MC	MC	SA	MC	MC	OE
<b>Answer Key</b>	A	B	C		A	D		A	A	
<b>Total Possible Points</b>	1	1	1	2	1	1	2	1	1	4

<sup>1</sup>Strand: I = Comprehension, III = Literature

<sup>2</sup>Item Type: MC = Multiple Choice, SA = Short Answer, OE = Open Ended

\*\*These grade 11 released items are coded to the 2008–2009 Language Arts Assessment Frameworks.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 MATH**

7. Ben’s family is planning a vacation. While trying to select a destination, Ben becomes curious about the favorite vacation destinations of the people in his town.
- A. Name and describe two methods Ben could use to gather data about the favorite vacation destinations for people in his town.
- B. Which of the two methods you described for Part A would be the best to use? Be sure to justify your answer.

**Scoring Guide**

Score	Description
2	<p>The student response</p> <ul style="list-style-type: none"> <li>• offers a correct solution and is well supported by well-developed and accurate explanations.</li> <li>• gives evidence that an appropriate problem-solving strategy was selected and implemented, but may contain minor errors that do not detract from the overall quality of the student response.</li> <li>• is clearly organized and focused, and shows a mathematical understanding of the task or concept.</li> <li>• contains sufficient work to convey thorough understanding of the problem.</li> </ul>
1	<p>The student response</p> <ul style="list-style-type: none"> <li>• offers a correct solution with no supporting evidence or explanation.</li> <li>• offers a partially correct answer to the problem.</li> <li>• may contain flaws indicating an incomplete understanding of the task or concept.</li> <li>• may show faulty reasoning leading to weak answers or conclusions.</li> <li>• may demonstrate unclear communication in writing or diagrams.</li> <li>• may demonstrate a poor understanding of relevant mathematical procedure or concepts.</li> </ul>
0	<p>The student response</p> <ul style="list-style-type: none"> <li>• gives an incorrect response with no work shown.</li> <li>• offers no mathematical understanding of the problem.</li> <li>• does not address the problem.</li> </ul>

**Sample responses**

A)

Descriptions of any two methods of gathering vacation destination data from people in the town or different ways of surveying people.

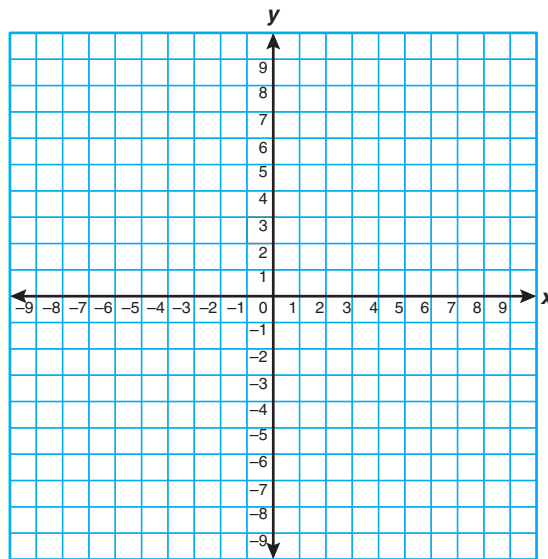
B)

Correct choice of the better one of the two methods specified with justification.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 MATH**

8. Loretta has three equations that can be used to represent the streets Pecan Avenue, Nevada Street, and Rock Creek Road. She plans to graph the three equations on the coordinate grid shown below.

- Pecan Avenue:  $2x - 3y = -15$
- Nevada Street:  $9x + 6y = 12$
- Rock Creek Road:  $4x - 6y = 0$



- A. Which describes the relationship between the graphs of Pecan Avenue and Nevada Street when correctly graphed on a coordinate grid: parallel, perpendicular, or neither? Use words, numbers, or diagrams to justify your answer.
- B. Which describes the relationship between the graphs of Pecan Avenue and Rock Creek Road when correctly graphed on a coordinate grid: parallel, perpendicular, or neither? Use words, numbers, or diagrams to justify your answer.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 MATH**

**Scoring Guide**

<b>Score</b>	<b>Description</b>
<b>2</b>	<p>The student response</p> <ul style="list-style-type: none"><li>• offers a correct solution and is well supported by well-developed and accurate explanations.</li><li>• gives evidence that an appropriate problem-solving strategy was selected and implemented, but may contain minor errors that do not detract from the overall quality of the student response.</li><li>• is clearly organized and focused, and shows a mathematical understanding of the task or concept.</li><li>• contains sufficient work to convey thorough understanding of the problem.</li></ul>
<b>1</b>	<p>The student response</p> <ul style="list-style-type: none"><li>• offers a correct solution with no supporting evidence or explanation.</li><li>• offers a partially correct answer to the problem.</li><li>• may contain flaws indicating an incomplete understanding of the task or concept.</li><li>• may show faulty reasoning leading to weak answers or conclusions.</li><li>• may demonstrate unclear communication in writing or diagrams.</li><li>• may demonstrate a poor understanding of relevant mathematical procedure or concepts.</li></ul>
<b>0</b>	<p>The student response</p> <ul style="list-style-type: none"><li>• gives an incorrect response with no work shown.</li><li>• offers no mathematical understanding of the problem.</li><li>• does not address the problem.</li></ul>

NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 MATH

**Sample responses**

A)

Pecan Avenue:

$$2x - 3y = -15$$

$$-3y = -2x - 15$$

$$y = \frac{2}{3}x + 5, \text{ so Pecan Avenue has a slope of } \frac{2}{3}$$

Nevada Street:

$$9x + 6y = 12$$

$$6y = -9x + 12$$

$$y = \frac{-3}{2}x + 2, \text{ so Nevada Street has a slope of } \frac{-3}{2}$$

If the slopes of two lines are negative reciprocals, as are those of Pecan Avenue and Nevada Street, then the lines are perpendicular.

B)

Rock Creek Road:

$$4x - 6y = 0$$

$$-6y = -4x + 0$$

$$y = \frac{2}{3}x + 0, \text{ so Rock Creek Road has a slope of } \frac{2}{3}, \text{ as did Pecan Avenue.}$$

If two or more different nonvertical lines have the same slope, as do Pecan Avenue and Rock Creek Road, then the lines are parallel.

NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 MATH

14. Fred lives in the town of Afton and needs to drive to the town of Colby. On the map, Afton and Colby are 4.25 centimeters apart. The town of Brent is 1.5 centimeters from Afton. Fred knows the actual distance from Afton to Brent is 24 miles.



What is the distance, in miles, from Afton to Colby? Use words, numbers, or diagrams to justify your answer.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 MATH**

**Scoring Guide**

<b>Score</b>	<b>Description</b>
<b>2</b>	The student response <ul style="list-style-type: none"><li>• offers a correct solution and is well supported by well-developed and accurate explanations.</li><li>• gives evidence that an appropriate problem-solving strategy was selected and implemented, but may contain minor errors that do not detract from the overall quality of the student response.</li><li>• is clearly organized and focused, and shows a mathematical understanding of the task or concept.</li><li>• contains sufficient work to convey thorough understanding of the problem.</li></ul>
<b>1</b>	The student response <ul style="list-style-type: none"><li>• offers a correct solution with no supporting evidence or explanation.</li><li>• offers a partially correct answer to the problem.</li><li>• may contain flaws indicating an incomplete understanding of the task or concept.</li><li>• may show faulty reasoning leading to weak answers or conclusions.</li><li>• may demonstrate unclear communication in writing or diagrams.</li><li>• may demonstrate a poor understanding of relevant mathematical procedure or concepts.</li></ul>
<b>0</b>	The student response <ul style="list-style-type: none"><li>• gives an incorrect response with no work shown.</li><li>• offers no mathematical understanding of the problem.</li><li>• does not address the problem.</li></ul>

**Sample responses**

Colby to Afton = 1.5 cm

1.5 cm = 24 miles

24 miles/1.5 cm = 16 miles per cm

Afton to Colby = 4.25 cm

(4.25 cm)(16 miles per cm) = **68 miles**

**OR**

$$\frac{1.5 \text{ cm}}{24 \text{ miles}} = \frac{4.25 \text{ cm}}{X}$$

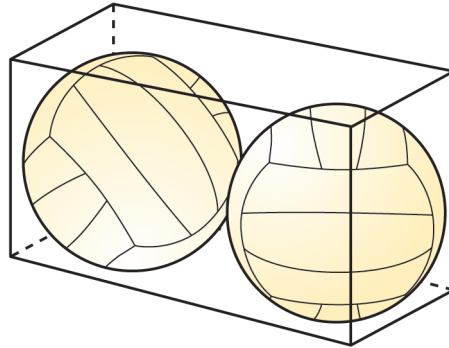
$$1.5x = 102$$

$$X = \mathbf{68 \text{ miles}}$$



NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 MATH

15. The picture below shows how two identical volleyballs are tightly packaged in a rectangular prism-shaped box. The volleyballs touch the sides of the box as well as each other at one point.



- A. If each volleyball has a radius of 4 inches, what is the volume of each volleyball? Use words, numbers, or diagrams to justify your answer.
- B. What is the volume, in cubic inches, of the rectangular prism-shaped box that is used to package the two volleyballs? Use words, numbers, or diagrams to justify your answer.

A delivery company wants to redesign the box so that four identical volleyballs are tightly packaged and touching the sides of the box as well as each other at one point.

- C. What could be the dimensions of one of the redesigned boxes? Use words, numbers, or diagrams to justify your answer.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 MATH**

**Scoring Guide**

Score	Description
4	<p>The student response</p> <ul style="list-style-type: none"> <li>• offers a correct solution and is well supported by well-developed and accurate explanations.</li> <li>• gives evidence that an appropriate problem-solving strategy was selected and implemented, but may contain minor errors that do not detract from the overall quality of the student response.</li> <li>• is clearly organized and focused, and shows a mathematical understanding of the task or concept.</li> <li>• contains sufficient work to convey thorough understanding of the problem.</li> </ul>
3	<p>The student response</p> <ul style="list-style-type: none"> <li>• offers a generally correct solution, but contains minor flaws in reasoning or computation.</li> <li>• gives evidence that an appropriate problem-solving strategy was selected and implemented, but may contain minor arithmetic or algebraic errors that do detract from the overall quality of the student response.</li> <li>• is clearly focused and well organized, but neglects some aspect of the complete solution to the problem.</li> <li>• lacks significant detail to convey thorough understanding of the task or concept to warrant a 4.</li> </ul>
2	<p>The student response</p> <ul style="list-style-type: none"> <li>• offers a partially correct answer to the problem.</li> <li>• may contain flaws indicating an incomplete understanding of the task or concept.</li> <li>• may show faulty reasoning leading to weak answers or conclusions.</li> <li>• may demonstrate unclear communication in writing or diagrams.</li> <li>• may demonstrate a poor understanding of relevant mathematical procedure or concepts.</li> </ul>
1	<p>The student response</p> <ul style="list-style-type: none"> <li>• offers a correct solution with no supporting evidence or explanation.</li> <li>• offers little or no supporting detail, conveying limited understanding.</li> <li>• contains numerous errors in computation and reasoning that detract from the overall quality of the response.</li> <li>• provides vague interpretation to the solution/explanation, indicating little or no mathematical understanding of the task or concept.</li> </ul>
0	<p>The student response</p> <ul style="list-style-type: none"> <li>• gives an incorrect response with no work shown.</li> <li>• offers no mathematical understanding of the problem.</li> <li>• does not address the problem.</li> </ul>

NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 MATH

**Sample responses**

A)

$$V = \frac{4}{3} \pi (4)^3 = \frac{4}{3} 64 \pi = \frac{256}{3} \pi \approx 268 \text{ [in.}^3\text{]}$$

B)

Radius of volleyball = 4 in.

Diameter of volleyball =  $2(4 \text{ in.}) = 8 \text{ in.}$

$$V = lwh = [(2)(8)](8)(8) = 2(8)^3 = 1,024 \text{ [in.}^3\text{]}$$

C)

Diameter of volleyball =  $2(4 \text{ in.}) = 8 \text{ in.}$

Four-in-a-row Solution:

Width = 1 diameter of a volleyball or 8 in.

Length = 4 diameters of a volleyball or 32 in.

Height = 1 diameter of a volleyball or 8 in.

or

Square Solution:

Width = 2 diameters of a volleyball or 16 in.

Length = 2 diameters of a volleyball or 16 in.

Height = 1 diameter of a volleyball or 8 in.

**GRADE 11 MATHEMATICS PRACTICE TEST ANSWER KEY**

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Strand<sup>1</sup></b>	D	A	A	G	A	A	D	G	A	D	D	A	G	A	G
<b>Benchmark</b>	D2	A4	A3	G4	A1	A4	D1	G2	A1	D3	D4	A2	G3	A4	G1
<b>Performance Standard</b>	4b	2f	4c	1	3c	2f	1	3	13a	2a	2	9	1a	2e	4
<b>Depth of Knowledge</b>	1	2	2	1	1	2	2	2	1	1	1	2	1	2	3
<b>Item Type<sup>2</sup></b>	MC	MC	MC	MC	MC	MC	SA	SA	MC	MC	MC	MC	MC	SA	OE
<b>Answer Key</b>	C	B	D	B	C	B			A	C	A	B	B		
<b>Total Possible Points</b>	1	1	1	1	1	1	2	2	1	1	1	1	1	2	4

<sup>1</sup>Strand: N = Numbers and Operations, D = Data Analysis and Probability, G = Geometry, M = Measurement, A = Algebra

<sup>2</sup>Item Type: MC = Multiple Choice, SA = Short Answer, OE = Open Ended

NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 WRITING

1. I enjoy listening to Aunt Susan, mom, and my uncle reminisce about their childhoods.
- A** Aunt Susan, mom, and my Uncle
  - B** Aunt Susan, Mom, and my uncle
  - C** aunt Susan, mom, and my Uncle
  - D** *Correct as is*

*The item tests a student's knowledge of capitalization. The stem does not capitalize "Mom" when it's used as a person's name.*

- A** *Choice A fails to capitalize "mom" and incorrectly capitalizes "uncle."*
- B** *Choice B is the correct answer.*
- C** *Choice C fails to capitalize "aunt" and "mom."*
- D** *Choice D allows the student to choose the original sentence as correct.*

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 WRITING**

2. Planning her vacation carefully, many sites could be seen by Ann in a limited amount of time.
- A** Ann, planning her vacation carefully while visiting many sites in a limited amount of time.
  - B** By planning her vacation carefully, Ann was able to visit many sites in a limited amount of time.
  - C** In a limited amount of time, the vacation which was planned carefully allowing Ann to visit many sites.
  - D** *Correct as is*

*The item tests a student's knowledge of sentence structure. The stem has a misplaced modifier at the beginning of the sentence and uses a passive verb phrase "could be seen."*

- A** *Choice A corrects the modifier but is a long fragment.*
- B** *Choice B is the correct answer with the beginning phrase correctly modifying Ann and using a shortened verb "was."*
- C** *Choice C still has the misplaced modifier and is a long fragment.*
- D** *Choice D allows the student to choose the original sentence as correct.*

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE**  
**GRADE 11 WRITING**

**Hera and Echo**

Hera, the wife of Zeus, was known far and wide for her jealous rages. One day, in a particularly bad mood, she went in search of her husband. Hera could not find him, and she assumed that he was with another woman. She headed for the forest, the home of the beautiful wood maidens; thinking that she would find him there.

Upon reaching the woods, Hera saw no sign of her wayward husband. She did, however; find several beautiful maidens. She began questioning them sternly.

“Have you seen my husband?” Hera asked each one in turn.

They all replied that they had not and excused themselves. Finally, only one young maiden was left. Her name was Echo. When Hera asked Echo if she had seen Zeus, Echo replied truthful that she had not. Hera did not accept the answer. She was too angry to be reasonable, and she took her anger out on Echo. She decided that the girl would never again speak her own words. Instead, Echo would repeat only what was said to her. Hera thought this punishment fitting because she remembered hearing Echo’s happy chatter when she entered the forest.

Echo, whom always approached life with a smile on her face, was not greatly upset by her punishment until a few days later. On that day Narcissus, the man Echo loved, entered the forest.

“Is anyone here?” he called.

“Here, here,” she answered, but he could not see her.

“Come here!” he called.

“Come here,” she answered.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 WRITING**

Narcissus was becoming angry. He was not the type of man who did anyone else's bidding.

I will never give you power over me, he yelled, and he left the forest.

Echo hid herself in shame and despair. After many long years had passed, nothing remained of her but her voice.

*The editing task requires students to recognize and correct various grade-appropriate errors in sentence structure and mechanics (spelling, punctuation, grammar, and capitalization). Phrases containing possible errors are underlined.*

*Underline 1 Sentence Structure—The sentence contains a fragment at the end after the semi-colon. The fragment needs to be corrected.*

*Underline 2 Punctuation—Change the semi-colon after “however” to a comma.*

*Underline 3 Grammar—Change “truthful” to “truthfully” because it is used as an adverb.*

*Underline 4 Grammar—Change “whom” to “who” to use the correct pronoun case.*

*Underline 5 Punctuation—Change “elses” to “else’s” to show possession.*

*Underline 6 Punctuation—Insert quotation marks around the phrase “I will never give you power over me,” to show it was spoken.*



**GRADE 11 ENGLISH WRITING PRACTICE TEST ANSWER KEY**

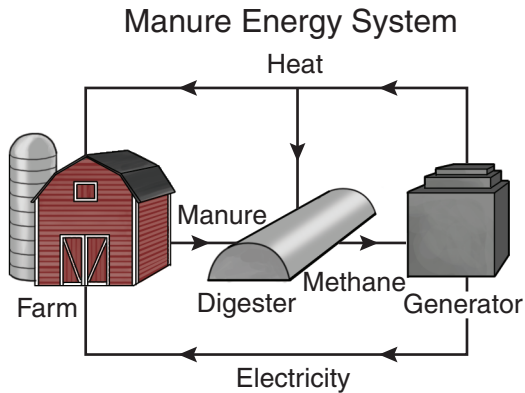
<b>Question Number</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Standard<sup>1</sup></b>	II	II	II
<b>Benchmark</b>	B	B	B
<b>Item Type<sup>2</sup></b>	MC	MC	ET
<b>Answer Key</b>	B	B	
<b>Total Possible Points</b>	1	1	6

<sup>1</sup>Standard: II = Writing for Expression

<sup>2</sup>Item Type: MC = Multiple Choice, ET = Editing Task

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 SCIENCE**

4. Some farmers are planning to use hog manure from local farms to produce electrical energy for their farms. The hog manure is usually left on the ground, but in this system, it is placed into a digester, as shown below.



Explain 2 ways this system could impact the local community.

**Scoring Guide**

Score	Description
2	The student demonstrates a thorough understanding of how societies can change ecosystems and how these changes can be reversible or irreversible. The student correctly describes two ways that the system affects the local community.
1	The student demonstrates a partial understanding of how societies can change ecosystems and how these changes can be reversible or irreversible. The student correctly describes one way that the system affects the local community.
0	The response is incorrect or irrelevant.
<b>Blank</b>	No response.

**Scoring Information:**

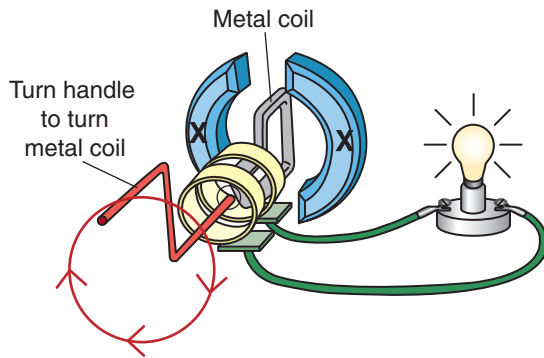
Correct responses may include:

- Less fossil fuel is consumed to produce electricity.
- Odors may escape the facility.
- Fuel costs may increase to pay for the new facility.
- Emissions from electricity production will decrease.
- Possible unforeseen effects from chemicals needed in the digester.
- Any other effects that accurately describe a possible outcome of using the new system.

NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 SCIENCE

5. The diagram below shows a model of a simple electrical generator.

**Model of Simple Electrical Generator**



- There are conducting pieces that allow the circuit to remain closed as the handle is turned.
- The bulb can be lit as current electricity is produced in the wires when the handle turns the metal coil.

In your answer document,

- A. State what the pieces labeled "X" represent.
- B. Describe how an electrical current is produced when the coil is turned.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 SCIENCE**

**Scoring Guide**

<b>Score</b>	<b>Description</b>
<b>2</b>	The student demonstrates a thorough understanding that there are four fundamental forces in nature: gravitation, electromagnetism, weak nuclear force, and strong nuclear force. The student correctly identifies what “X” represents and correctly describes how an electric current is produced by the generator.
<b>1</b>	The student demonstrates a partial understanding that there are four fundamental forces in nature: gravitation, electromagnetism, weak nuclear force, and strong nuclear force. The student correctly identifies what “X” represents and describes how an electric current is produced by the generator with minor errors.
<b>0</b>	The response is incorrect or irrelevant.
<b>Blank</b>	No response.

**Scoring Information:**

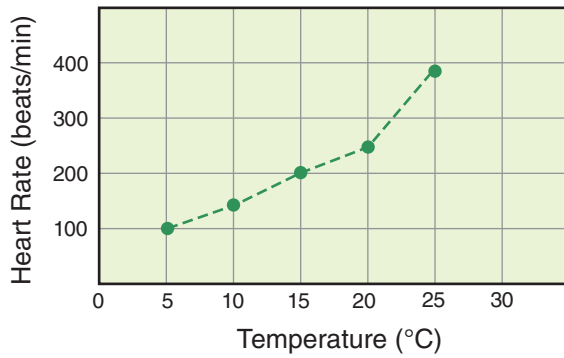
(A) “X” represents a magnet.

(B) When the coil is turned, the magnets cause movement in the electrons within the coil. The movement of electrons causes an electric current.

NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 SCIENCE

6. The graph shows the data from an experiment that tested the effects of temperature on the heart rate of a species of crustacean.

**Crustacean Heart Rate  
at Varying Temperatures**



- A. Using the graph, describe how the heart rate changes as the temperature changes.
- B. Predict the heart rate if the temperature reaches 30 °C. Explain your answer.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 SCIENCE**

**Scoring Guide**

Score	Description
4	The student demonstrates a thorough understanding of designing and conducting scientific investigations that include: methods to collect, analyze, and interpret data. The student correctly describes how the heart rate changes with water temperature, predicts a plausible heart rate at 30 °C, and sufficiently explains the prediction.
3	The student demonstrates an understanding of designing and conducting scientific investigations that include: methods to collect, analyze, and interpret data. The student describes how the heart rate changes with water temperature, predicts a plausible heart rate at 30 °C, and sufficiently explains the prediction. There are minor errors.
2	The student demonstrates a partial understanding of designing and conducting scientific investigations that include: methods to collect, analyze, and interpret data. The student correctly performs two of these tasks: describes how the heart rate changes with water temperature, predicts a plausible heart rate at 30 °C, or sufficiently explains the prediction.
1	The student demonstrates a minimal understanding of designing and conducting scientific investigations that include: methods to collect, analyze, and interpret data. The student correctly performs one of these tasks: describes how the heart rate changes with water temperature, predicts a plausible heart rate at 30 °C, or sufficiently explains the prediction.
0	The response is incorrect or irrelevant.
<b>Blank</b>	No response.

**Scoring Information:**

(A) The heart rate increases as temperature increases.

OR

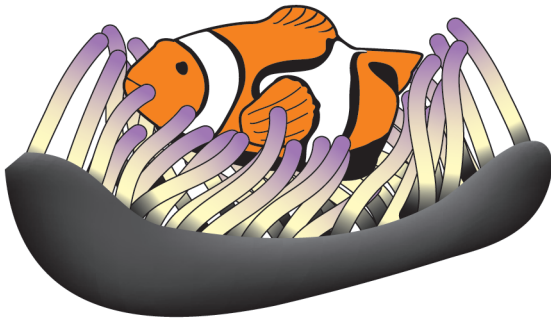
Heart rate increases about 50 beats/min as temperature increases 10 °C between 5 °C to 20 °C, then increases 100 beats/min between 20 °C and 25 °C.

(B) Plausible responses include:

- 0 beats/min because the isopod is unable to tolerate temperatures that are that high.
- 400 beats/min because heart rate has reached its highest range at 25 °C.
- Between 475–500 beats/min because the increase matches the increase in the previous 10 °C range.
- Any other responses that are plausible based on the data on the graph.

NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 SCIENCE

9. Clownfish are small, brightly colored fish that live among the tentacles of sea anemones, as shown in the picture.



The clownfish is coated with mucus that protects it from the stinging cells of the anemone. The clownfish cleans the anemone and chases away predators of the sea anemone.

Identify the type of symbiotic relationship between the clownfish and the anemone. Explain your answer.

**Scoring Guide**

Score	Description
2	The student demonstrates a thorough understanding of how organisms cooperate and compete in ecosystems. The student correctly identifies the relationship as mutualistic and correctly explains the response.
1	The student demonstrates a partial understanding of how organisms cooperate and compete in ecosystems. The student correctly identifies the relationship as mutualistic OR correctly explains the response.
0	The response is incorrect or irrelevant.
Blank	No response.

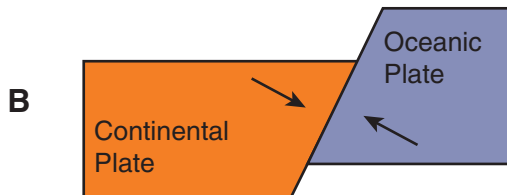
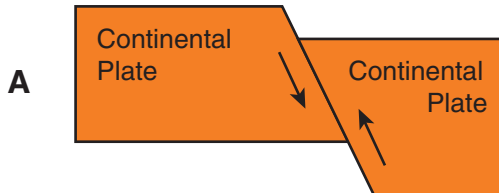
**Scoring Information:**

The relationship is a mutualism.

Both organisms benefit from the relationship.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 SCIENCE**

10. The diagram shows overhead views of two different plate boundaries. The arrows indicate the direction of movement for each plate.



Explain which plate boundary would be more likely to result in volcanoes and why.

**Scoring Guide**

Score	Description
2	The student demonstrates a thorough understanding of convection as the mechanism for moving heat energy from deep within Earth to the surface and how this process results in plate tectonics, including: geological manifestations. The student accurately identifies the diagram that will most likely form a volcano and correctly explains the reasoning for their response.
1	The student demonstrates a partial understanding of convection as the mechanism for moving heat energy from deep within Earth to the surface and how this process results in plate tectonics, including: geological manifestations. The student accurately identifies the diagram that will most likely form a volcano OR correctly explains the reasoning for their response.
0	The response is incorrect or irrelevant.
<b>Blank</b>	No response.

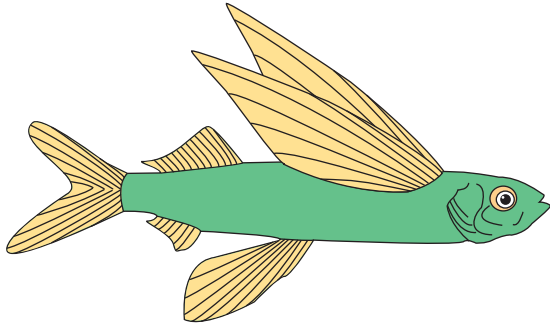
**Scoring Information:**

Diagram B shows the more likely cause of a volcano. When a continental plate and an oceanic plate collide, the oceanic plate is subducted (pushed down). The material that is subducted heats up, becomes less dense, and moves toward the surface. When this molten material reaches the surface, a volcano is formed.



NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 SCIENCE

11. Flying fish do not actually fly but jump and glide with specially adapted fins.



Flying Fish

A student hypothesizes that if a food source were introduced several feet above the ocean's surface, flying fish might eventually evolve wings as an adaptation for reaching the food source.

Explain why this hypothesis would be difficult to support with a scientific investigation.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 SCIENCE**

**Scoring Guide**

<b>Score</b>	<b>Description</b>
<b>2</b>	The student demonstrates a thorough understanding of how scientific processes produce valid, reliable results, including: testability of hypotheses. The student correctly identifies and describes one reason why the hypothesis is difficult to test.
<b>1</b>	The student demonstrates a partial understanding of how scientific processes produce valid, reliable results, including: testability of hypotheses. The student identifies and describes one reason why the hypothesis is difficult to test. There are minor errors.
<b>0</b>	The response is incorrect or irrelevant.
<b>Blank</b>	No response.

**Scoring Information:**

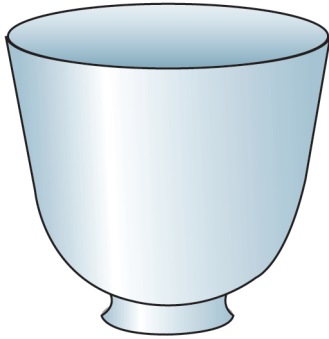
Possible correct responses include:

- The hypothesis does not allow an investigation with a manipulated variable.
- It is impossible to make a food source appear.
- Evolution requires many generations.
- There are many variables and factors that affect each ecosystem and adaptive pressures.
- Evolution is impossible to predict.
- Any other responses that accurately describe why the hypothesis is difficult to test and support.

NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 SCIENCE

12. The object shown in the picture is made of porcelain, a hard, glassy substance.

Porcelain



The manufacture of porcelain begins with clay. After the clay has been shaped, it is exposed to high temperatures. This causes chemical and physical changes, which lead to the hardened final product.

A teacher asked her class to compare and contrast the making of porcelain with the natural formation of rocks.

Name 2 of the three major types of rocks, and for each one describe 1 way its formation is similar to the process of making porcelain.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 SCIENCE**

**Scoring Guide**

<b>Score</b>	<b>Description</b>
<b>4</b>	The student demonstrates thorough understanding of the relevant scientific concepts and/or procedures. The student completes the task correctly, using scientifically sound procedures and provides clear and complete explanations and interpretations. The response may contain minor flaws that do not detract from the demonstration of thorough understanding.
<b>3</b>	The student demonstrates an understanding of the relevant scientific concepts and/or procedures. The student completes most of the task correctly, but the scientific procedures, explanations and/or interpretations are incomplete or only partially supported. The response may contain minor flaws that indicate some misunderstanding of the scientific concepts and/or procedures.
<b>2</b>	The student demonstrates partial understanding of the relevant scientific concepts and/or procedures. The response includes some correct information, but indicates a lack of essential understanding of the scientific concepts and/or procedures. Explanations and/or interpretations are incomplete or only partially supported. The response may contain flaws that indicate misunderstanding of the task or of the scientific concepts and/or procedures.
<b>1</b>	The student demonstrates a minimal understanding of the relevant scientific concepts and/or procedures. The student has reached an inadequate conclusion and/or provided reasoning that is faulty or incomplete. The response is incomplete and exhibits many flaws, but does contain some correct work that addresses the task.
<b>0</b>	The student demonstrates no understanding of the relevant scientific concepts and/or procedures. The response is incorrect or irrelevant to the skill or concept being measured.
<b>Blank</b>	No response.

**GRADE 11 SCIENCE PRACTICE TEST ANSWER KEY**

Question Number	1	2	3	4	5	6	7	8	9	10	11	12
<b>Strand<sup>1</sup></b>	II	II	I	III	II	I	II	III	II	II	I	II
<b>Benchmark</b>	I	III	II	I	III	I	I	I	I	II	II	II
<b>Performance Standard</b>	2	2	1a	12	5	2c	6	17	2	7a	1d	10a
<b>Depth of Knowledge</b>	1	3	2	3	2	2	3	3	2	2	3	3
<b>Item Type<sup>2</sup></b>	MC	MC	MC	SA	SA	OE	MC	MC	SA	SA	SA	OE
<b>Answer Key</b>	C	C	D				C	C				
<b>Total Possible Points</b>	1	1	1	2	2	4	1	1	2	2	2	4

<sup>1</sup>Strand: I = Scientific Thinking and Practice; II = Content of Science; III = Science and Society

<sup>2</sup>Item Type: MC = Multiple Choice, SA = Short Answer, OE = Open Ended

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 SOCIAL STUDIES**

6. • Explain why an isolated gasoline station in a rural area can sell gasoline at higher prices than a station in an urban area.
- Describe conditions that would lead to a decrease in gasoline prices in the rural area.

**Scoring Guide**

<b>Score</b>	<b>Description</b>
<b>2</b>	Response correctly explains why an isolated gasoline station in a rural area can sell gasoline at higher prices than a station in an urban area and accurately describes conditions that would lead to a decrease in gasoline prices in the rural area.
<b>1</b>	Response correctly explains why an isolated gasoline station in a rural area can sell gasoline at higher prices than a station in an urban area. OR Response accurately describes conditions that would lead to a decrease in gasoline prices in the rural area.
<b>0</b>	Response is inaccurate or missing.

**Sample response**

The gasoline station in the rural area can charge higher prices because consumers have few or no other places to buy gasoline. In the city, consumers can choose among several stations, so the price must be lower to attract their business. The price of gasoline would drop in the rural area if more places sold gasoline.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 SOCIAL STUDIES**

7. That whenever any form of government becomes destructive . . . [of the rights of the people], it is the right of the people to alter or to abolish it, and to institute new government . . .

- Why was this principle of government included in the Declaration of Independence?
- Discuss an example of how this principle is represented in the modern United States government.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 SOCIAL STUDIES**

**Scoring Guide**

<b>Score</b>	<b>Description</b>
<b>2</b>	Response accurately analyzes reasons for including this principle in the Declaration of Independence and discusses an example of how this principle is represented in the modern United States government.
<b>1</b>	Response accurately analyzes a reason for including this principle in the Declaration of Independence or discusses an example of how this principle is represented in the modern United States government.
<b>0</b>	Response is inaccurate or missing.

**Scoring notes**

- This principle was included in the Declaration of Independence as a justification for the colonists to overthrow the British leadership.
- This principle was included in the Declaration of Independence because the colonists felt the British government had become neglectful of the interests of the American colonists.
- This principle was included in the Declaration of Independence with the hope of creating a government that was responsive to the people.
- This principle was included in the Declaration of Independence for the purpose of helping to shape a democratic government.

**Representation of this principle in modern government:**

- Citizens have the right to recall elected officials who are not abiding by the principles of their office. Citizens have the right to organize recall elections and remove elected officials from office.
- Elected leaders can be impeached for committing crimes while in office. This protects citizens from destructive government actions.
- Term limits support the right of citizens to alter government. Every few years citizens are able to demonstrate their support for or dissatisfaction with political leaders and parties by participating in elections.
- During the Progressive Era social reformers pressured the government to legislate changes that would protect the rights of the people. For example, suffragists worked to gain voting rights for women.



**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 SOCIAL STUDIES**

13. • Explain how the rise of nationalism was a cause of World War I.  
• Give one example to support your explanation.

**Scoring Guide**

<b>Score</b>	<b>Description</b>
<b>2</b>	Response accurately explains how the rise of nationalism was a cause of World War I and gives one correct example.
<b>1</b>	Response accurately explains how the rise of nationalism was a cause of World War I.
<b>0</b>	Response is inaccurate or missing.

**Sample response**

The development of new states changed the balance of power in Europe. Countries were trying to gain advantages for themselves and limit the increase in power of other countries. Germany was a new, ambitious nation. Otto von Bismarck entered into a series of alliances to protect and promote German interests. After the assassination of Archduke Franz Ferdinand, Austria's desire to punish Serbia for the assassination escalated into World War I as all of the members of various alliances were drawn into the conflict.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 SOCIAL STUDIES**

14. In 1920, the U.S. Census showed for the first time that the majority of people in the United States lived in urban rather than rural areas.

Describe two ways that this population shift affected society in the United States.

**Scoring Guide**

<b>Score</b>	<b>Description</b>
<b>2</b>	Response accurately describes two ways that this population shift affected society in the United States.
<b>1</b>	Response accurately describes one way that this population shift affected society in the United States.
<b>0</b>	Response is inaccurate or missing.

**Scoring notes**

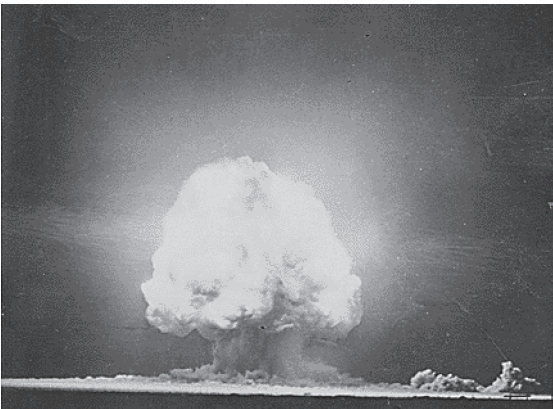
- The population shift from rural to urban meant that more people were working in factories. Factory jobs required lots of unskilled laborers. Workers were now bound by factory schedules rather than the seasonal changes of farming.
- As people moved to urban areas there was often less focus on family and community ties. In rural areas where people had lived for generations there were usually extended family members living nearby. Often individuals moved to cities without friends or family.
- People who moved to urban areas often worked specified hours and had free time and disposable income for entertainment. Cities became places where people could spend money on recreational activities.
- The growth of urban population and accompanying factory employment resulted in pollution and congestion in urban centers.
- Young people in urban centers were not bound by the demands of farm chores and often had time for entertainment and educational activities.

NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 SOCIAL STUDIES

15. Navajo Code Talkers



Trinity Test Site



- Analyze the significance of these two photographs.
- Describe how each reveals a role of New Mexicans during World War II.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 11 SOCIAL STUDIES**

**Scoring Guide**

<b>Score</b>	<b>Description</b>
<b>4</b>	Response accurately analyzes the significance of these two photographs and describes how each reveals a role of New Mexicans during World War II.
<b>3</b>	Response accurately addresses three parts of the question.
<b>2</b>	Response accurately addresses two parts of the question.
<b>1</b>	Response accurately addresses one part of the question.
<b>0</b>	Response is inaccurate or missing.

**Scoring notes**

- Native Americans from New Mexico often served as Navajo Code Talkers.
- As code talkers, the Navajo were central to helping troops communicate. Navajo code talkers sent important U.S. military orders in a secret code based on the Navajo language. Very few non-Navajos understood the language, especially since it was unrelated to most other languages, which meant it was hard to decode.
- Because the enemy could not decode the messages sent by the Navajo, the Allies were able to keep their military plans from the enemy. This was crucial to the Allied victory.
- The Trinity Test Site was a prime location for the testing of atomic bombs in the state of New Mexico. The atomic bomb was developed at Los Alamos laboratories in New Mexico.
- The dropping of atomic bombs on the Japanese cities of Hiroshima and Nagasaki led to Japan's surrender ending World War II. The people of New Mexico helped make this happen by working at Los Alamos laboratories and testing nuclear weapons in New Mexico.
- The use of the atomic bomb saved many American lives by ending the war before U.S. troops had to launch a ground invasion of Japan. Because the people of New Mexico were willing to develop and test nuclear weapons the atomic bomb could be used in Japan.
- Though the Trinity Test site was forty miles from any substantial development, there were families and livestock that experienced radioactive fallout beyond the forty-mile radius. During the war, the people of New Mexico worked to create an atomic bomb and put their own safety at risk to test the bomb.

**GRADE 11 SOCIAL STUDIES PRACTICE TEST ANSWER KEY**

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Strand<sup>1</sup></b>	H	H	H	H	G	E	CG	G	CG	CG	E	E	H	H	H
<b>Benchmark</b>	I-B	I-C	I-A	I-C	II-B	IV-A	III-C	II-E	III-A	III-D	IV-C	IV-C	I-C	I-B	I-A
<b>Performance Standard</b>	3	5	2	4	1	12	3	3	6	1	9	8	7	4	3
<b>Depth of Knowledge</b>	2	2	1	2	2	3	3	2	2	2	2	2	2	2	2
<b>Item Type<sup>2</sup></b>	MC	MC	MC	MC	MC	SA	SA	MC	MC	MC	MC	MC	SA	SA	OE
<b>Answer Key</b>	C	C	B	B	B			D	B	C	C	A			
<b>Total Possible Points</b>	1	1	1	1	1	2	2	1	1	1	1	1	2	2	4

<sup>1</sup>Strand: CG = Civics and Government; E = Economics; G = Geography; H = History

<sup>2</sup>Item Type: MC = Multiple Choice, SA = Short Answer, OE = Open Ended



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