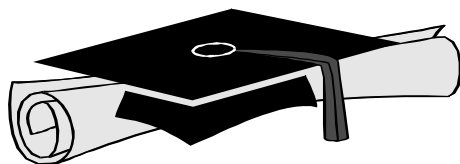


Name: _____



GEE 21

Graduation Exit Examination
for the 21st Century

Grade 10 Practice Test

English Language Arts
Mathematics

December 2003

Louisiana Department of Education

Cecil J. Picard
State Superintendent of Education

reaching for
results 



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Introduction to Students

This is a Practice Test to show you what each part, or session, of the real GEE 21 (Graduation Exit Examination for the 21st Century) is like. The Practice Test looks similar to the real test.

You may use the Practice Test at home or at school to become familiar with what the real test is like. This can help you feel more relaxed when you take the real test.

On the real test, you will write your answers in an answer document, and some test sessions are in the answer document. However, on this Practice Test, all of the sessions are included in the test booklet, where you may write your answers.

Some sessions of the Practice Test are shorter than those on the real test. After each session, look for the NOTE that tells you the number of questions that are on the real test.

In March, tenth graders will take the English Language Arts and Mathematics portions of the GEE 21 and eleventh graders will take the GEE 21 Science and Social Studies tests. The GEE 21 will help determine whether you have the skills and knowledge you need to earn a standard high school diploma.

Answers to the questions for this Practice Test are in the back of this booklet.

For more information regarding the test, go to www.louisianaschools.net and click on "Testing."

Want to Practice More Online?



When you use a computer, try signing on to **PASS** (Practice Assessment/Strengthen Skills) to help you improve your skills and knowledge. To get started, go to <http://www.louisianapass.org> and type in the password **tiger**.

On PASS, you can solve multiple-choice, short-answer, and essay questions similar to those on GEE 21. Plus, you can get help if you answer a question incorrectly. Your essays are hand-scored, and your score is returned within a couple of days. After you finish a unit of questions, you can go to a new Internet destination to learn interesting facts and ideas about our world.

**English Language Arts
Grade 10
Practice Test**

Session 1—Writing

Read the topic in the box below and write a well-organized composition of at least 250–300 words. Be sure to follow the suggestions listed under the box.

Writing Topic

1. The Louisiana Department of Education is giving an Outstanding Teacher Award. In order to select the most deserving teacher, the department wants to hear from students across the state. You are asked to write a letter nominating a teacher you know and convincing the Department of Education to give the award to that teacher.

Before you begin to write, think about a teacher who should be the Outstanding Teacher. What does this teacher do that makes him or her the best person to receive this award? **Why** do you think the way you do?

Now write a letter to the Louisiana Department of Education stating your position on who should receive the Outstanding Teacher Award. Express your position clearly so that the Department of Education will know exactly what you think. Be sure to include specific reasons for selecting the teacher you have nominated, and support those reasons with clear examples and evidence. **Persuade** the department to give the award to the teacher you nominated.

- Remember that your audience is the Louisiana Department of Education; use appropriate language and explain your ideas clearly.
- Be sure to write clearly and to check your letter for correct spelling, punctuation, and grammar.

Use page 7 in this test booklet for notes, brainstorming, and/or writing an outline. Write a **rough** draft on page 8 of this test booklet. Write your **final** draft on page 9.

NOTE: On this session of the test only, you may use a dictionary and thesaurus, along with the Writer’s Checklist.

Session 2—Using Information Resources

Introduction: In this section of the test, you will look at some reference materials and then use the materials to answer the questions on pages 18 and 19.

Topic: Planning a Class Trip

Suppose you want to write a report about planning a class trip to the Washington, D.C., area. You would need to find out information about this topic. Three different sources of information about the Washington, D.C., area are contained in this section of the test. The information sources and the page numbers where you can find them are listed below.

1. Index from *The Smithsonian Guide to Historic America: Virginia and the Capitol Region* (Excerpt) (page 11)

2. Map from the National Park Service Web Site (page 12)

3. Excerpts from *Visiting Washington, D.C.*
A. Hotels (page 13)
B. Things to Do (page 14)
C. Climate (page 15)

4. Excerpt from “Washington, D.C. Restaurants” (page 16)

Note: Model bibliographic entries for different types of documents are on page 17. These show acceptable formats for entries.

Directions: Skim pages 11 through 16 to become familiar with the information in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed these sources, answer the questions on pages 18 and 19. Use the information sources to help you answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.

1. Index from *The Smithsonian Guide to Historic America: Virginia and the Capitol Region* (Excerpt)

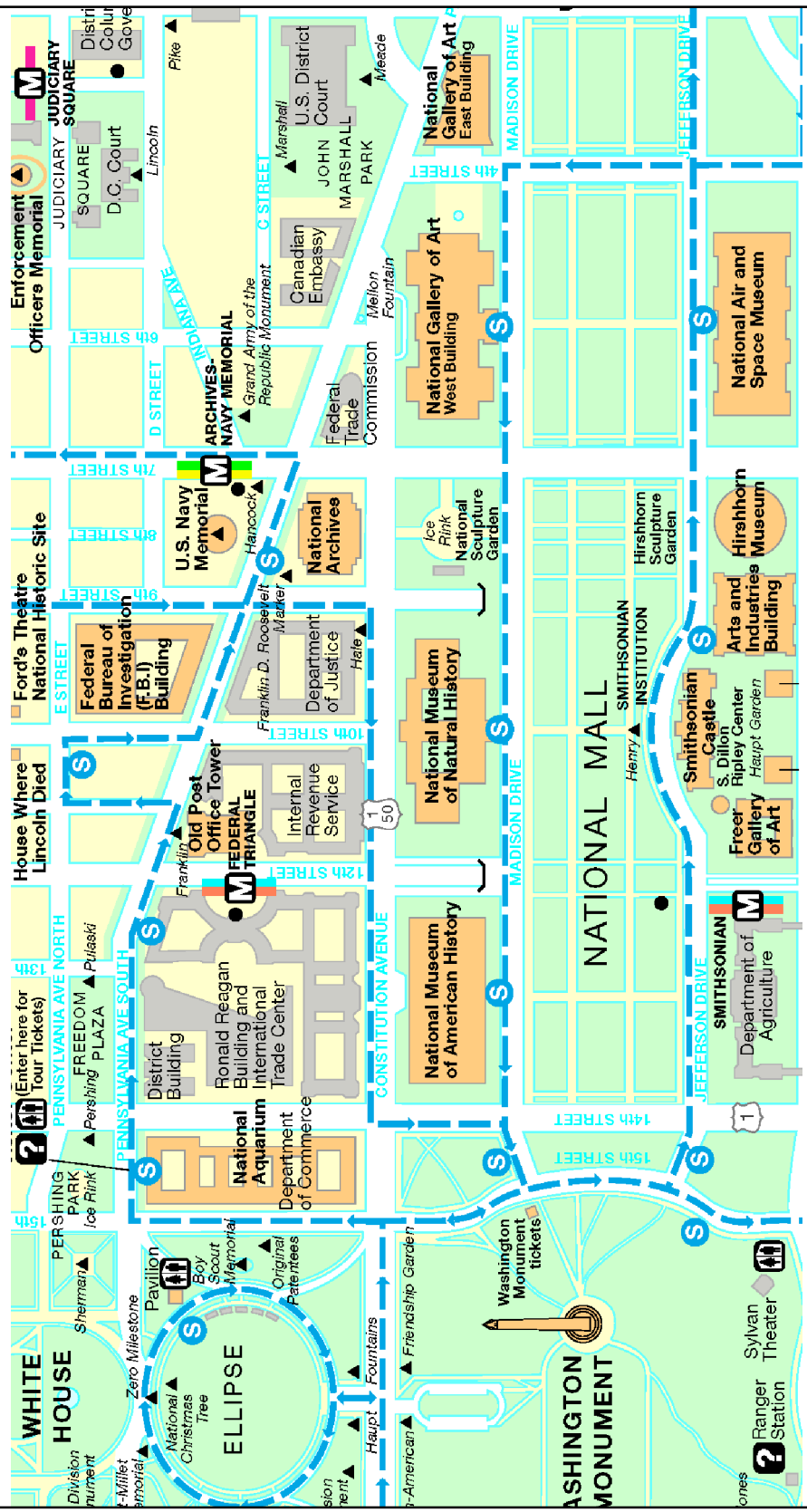
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2. Map from the National Park Service Web Site

The Mall



Legend
 Metro stop

A. Hotels

Washington, D.C. Hotels

☆☆☆ **Quality Hotel Arlington**

Just minutes from downtown D.C. Features exercise room, sauna, restaurant, large pool. Has 400 guestrooms with one queen or two double beds. Room amenities include: cable TV, telephone, clock radio, hairdryer, bathroom toiletries, nonsmoking rooms upon request. Room service available.

☆☆☆ **The Hamilton, Crowne Plaza Hotel**

Located just one block from the Metro and an easy walk to the White House, Smithsonian, shopping, and monuments. Room amenities include hairdryer, coffee and tea maker, iron and ironing board, data port, voice mail, movies. Visit the 24-hour fitness center and sauna. Laundry and safe deposit box available. Casual restaurant.

☆☆☆☆ **The Jefferson—A Loews Hotel**

Furnished with antiques, each of the 100 guestrooms is unique. Great views of Washington from many rooms. Suites of one queen or twin beds; deluxe rooms with king/queen or two double beds. Amenities include television, VCR, CD player, fax machine, voice mail, bathrobes.

☆☆ **Washington Suites Alexandria**

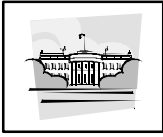
In a neighborhood nine miles outside of Washington, D.C., suites have a full kitchen, dining room, living room, and separate bedroom. Amenities include two TVs, refrigerator, coffee maker, hairdryer. Family-style restaurant.

☆☆☆ **Lincoln Suites**

Located in downtown Washington, newly upgraded rooms, including new carpeting and wallcoverings. Mackey's, an Irish Pub, has also been added. Room amenities include microwave, coffee/tea maker, hair dryer, refrigerator, iron/ironing board, modem and data port connection, video games, cable TV.

3. Excerpt from *Visiting Washington, D.C.*

B. Things to Do



White House. 1600 Pennsylvania Avenue, NW, Washington, D.C. (202) 456-2200. www.nps.gov/whho/ The home of every US president except George Washington.



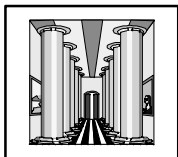
Washington Monument. 15th & Constitution Avenue, NW, Washington, D.C. 20001 (202) 426-6841 Take an elevator ride to the top of one of the tallest masonry structures in the world. Open every day except Christmas and July 4th.



United States Capitol. Capitol Hill, Washington, D.C. 20515 (202) 225-6827 The distinctive white dome marks the building where senators and congressmen forge legislative policy. Free admission.



Vietnam Veterans Memorial. Constitution Avenue & Henry Bacon Drive, NW, Washington, D.C. 20001 (202) 634-1568 A moving V-shaped black granite memorial to the 58,209 Americans missing or killed in Vietnam. Open 24 hours.



Smithsonian Institution Information Center. SI Building, 153 MRC 010, Washington, D.C. 20013-7012 (202) 357-2700 The oldest of the 14 Smithsonian museums; known as the Castle. Free admission. Open daily except Dec. 25.



National Gallery of Art. 6th & Constitution Avenue, NW, Washington, D.C. 20565 (202) 737-4215 Permanent collection of European and American art. Open Monday through Saturday from 10 a.m.–6 p.m. except New Year's Day and Christmas.

3. Excerpt from *Visiting Washington, D.C.*

C. Climate

Climate

Visit beautiful Washington, D.C., where warm weather usually lasts from April until as late as October. Winters are short, with more rain than snow.

Monthly high and low average temperatures (Fahrenheit/Celsius) and average rainfall (inches) are included in the chart below.

Month	High	Low	Rainfall
January	44/5	30/-1	2.7 inches
February	46/8	29/-1	2.8
March	54/12	36/2	3.2
April	66/19	46/8	3.1
May	76/25	56/14	4.0
June	83/29	65/19	3.9
July	87/31	69/20	3.5
August	85/30	68/20	3.9
September	79/26	61/16	3.4
October	68/20	50/10	3.2
November	57/14	39/4	3.3
December	46/8	32/0	3.2

4. Excerpt from “Washington, D.C. Restaurants”

Authentic Japanese Cuisine
Lunch • Dinner



If you are in downtown D.C. looking for delicious Japanese cuisine, then you're on your way to **Taipei Japanese Restaurant**. We offer a wonderful variety of the freshest sushi at our sushi bar.

If you are in the mood for something other than sushi, try one of more than 20 appetizers before your lunch or dinner. Enjoy our rich culture and excellent food today. 410-817-3333

Supersonic Grounds Coffee House & Cyberlounge is a coffee shop that also has Internet connection located in Washington, D.C. We serve cappuccino, mocha, lattes, espresso, pastries, cookies, brownies, bars, Danishes, sandwiches, and bagels. Our shop also has salads, soft drinks, fruit smoothies, and a variety of teas. Our fast-speed Internet tables are available for your use while you are enjoying your breakfast, meal, snack, or just a drink. 410-817-5455

Enjoy a Slice of Italy



For one of Capital Hill's best kept secrets, stop by **Authentic Pizzeria**. We have delicious Italian-style baked pizzas. Our pizzas are piled high with more fresh toppings than most other pizzerias.

Come by and enjoy our warm hospitality. Our friendly staff will greet you with a smile and spoil you with terrific service. If you are in a hurry or on your way home, call ahead for carry-out service. 410-817-4443

Model Bibliographic Entries

The following six sample entries are from the *Modern Language Association (MLA) Handbook for Writers of Research Papers*. They show you some acceptable formats for bibliographic entries.

A Book by a Single Author

Harris, Celia. Interesting Habitats. Chicago: Grayson Publications, 1996.

A Book by More Than One Author

Baraty, Joseph A., and Rosa Garcia. Marsh Birds of the Southeast. New York: Wenday Press, 1982.

An Encyclopedia Entry

“Dwarfed Trees.” Encyclopedia Americana. 1958.

A Magazine Article

Chen, David. “Floating Down the River.” Our Wildlife 9 July 1988: 120–25.

Book Issued by Organization Identifying No Author

National Wildlife Association. Swamp Life. Washington: National Wildlife Association, 1985.

WWW Sites (World Wide Web)

Smith, Laura P. “A History of Wildlife.” 2 Aug. 2001 <<http://www.wildlife.com/talent/lpb/muddex/essay>>.

Note: The date indicates when the Web site was accessed.

Darken the circles for the correct answers to questions 2 through 5 in the spaces provided. Mark only one answer for each question.

2. According to the index from the *Smithsonian Guide to Historic America*, which page(s) should you turn to for maps of Baltimore, MD?
- A. 298
 - B. 300–1
 - C. 302–3
 - D. 307
3. Based on the excerpt from *Visiting Washington, D.C.*, in which month should you **avoid** visiting Washington, D.C., if you want the least possibility of rain during your trip?
- A. January
 - B. March
 - C. April
 - D. May
4. Which resource should you use to find information about the Sewall–Belmont House on Capitol Hill?
- A. the index from the *Smithsonian Guide to Historic America*
 - B. the Things to Do excerpt from *Visiting Washington, D.C.*
 - C. the excerpt from “Washington, D.C. Restaurants”
 - D. the map from the National Park Service Web site
5. According to the map from the National Park Service Web site, the National Museum of American History is the shortest walk from
- A. the National Gallery of Art.
 - B. the Smithsonian Castle.
 - C. the White House.
 - D. The National Air and Space Museum.

Write your answer to question 6 on the lines below.

- 6.** Choose a hotel that you would like to go to during your trip. Based on the resource information, explain specifically why you chose this place.

NOTE: On the real test, this session has between four and six sources and contains five multiple-choice and two constructed-response questions.

Session 3—Reading and Responding

In this section of the test, you will read two passages. Then you will answer questions about what you read. This part of the test contains both multiple-choice and constructed-response questions. Answer these questions on the lines provided.

Mary Oliver’s “The Black Walnut Tree” describes a tree in the yard of her childhood home. Read the poem and then answer questions 7 through 11.

The Black Walnut Tree

- My mother and I debate:
we could sell
the black walnut tree
to the lumberman,
5 and pay off the mortgage.
Likely some storm anyway
will churn down its dark boughs,
smashing the house. We talk
slowly, two women trying
10 in a difficult time to be wise.
Roots in the cellar drains,
I say, and she replies
that the leaves are getting heavier
every year, and the fruit
15 harder to gather away.
But something brighter than money
moves in our blood—an edge
sharp and quick as a trowel
that wants us to dig and sow.
- 20** So we talk, but we don’t do
anything. That night I dream
of my fathers out of Bohemia
filling the blue fields
of fresh and generous Ohio
25 with leaves and vines and orchards.
What my mother and I both know
is that we’d crawl with shame
in the emptiness we’d made
in our own and our fathers’ backyard.
30 So the black walnut tree
swings through another year
of sun and leaping winds,
of leaves and bounding fruit,
and, month after month, the whip-
35 crack of the mortgage.

Darken the circles for the correct answers to questions 7 through 10 in the spaces provided. Mark only one answer for each question.

7. Which **best** states the reason the speaker of the poem decides not to cut down the black walnut tree?

- A. She respects her ancestors' memory.
- B. She does not like the price the lumberman offered her.
- C. She wants to harvest the fruit.
- D. Her mother convinces her to leave it alone.

8. From line 29 the reader knows that

- A. the speaker grew up in a different place than her father.
- B. the speaker's family had reunions in the backyard.
- C. generations of the speaker's family have lived in the same place.
- D. the speaker's family had a front yard and a backyard.

9. From the information in the poem, the reader knows that the speaker

- A. has a wealthy family.
- B. is not concerned with tradition.
- C. was born in Bohemia.
- D. has a difficult time paying bills.

10. Lines 6 through 8 are an example of

- A. foreshadowing because the tree falls later in the poem.
- B. irony due to the deliberate comparison.
- C. personification because the tree is not a person.
- D. symbolism because the tree is not real.

Write your answer to question 11 on the lines below.

11. Explain the meaning of lines 16 and 17, "But something brighter than money/moves in our blood."

NOTE: On the real test, you will answer two short-answer questions about a short passage.

“The Enchanted Garden” by Italian writer Italo Calvino describes a tale about the adventure of two children in a mysterious garden. Read the story and then answer questions 12 through 16.

The Enchanted Garden

Giovannino¹ and Serenella² were strolling along the railroad tracks. Below was a scaly sea of somber, clear blue; above, a sky lightly streaked with white clouds. The railroad tracks were shimmering and burning hot. It was fun going along the tracks, there were so many games to play—he balancing on one rail and holding her hand while she walked along on the other, or else both jumping from one sleeper³ to the next without ever letting their feet touch the stones in between.

Giovannino and Serenella had been out looking for crabs, and now they had decided to explore the railroad tracks as far as the tunnel. He liked playing with Serenella, for she did not behave as all the other little girls did, forever getting frightened or bursting into tears at every joke. Whenever Giovannino said, “Let’s go there,” or “Let’s do this,” Serenella followed without a word.

Ping! They both gave a start and looked up. A telephone wire had snapped off the top of the pole. It sounded like an iron stork shutting its beak in a hurry. They stood with their noses in the air and watched. What a pity not to have seen it! Now it would never happen again.

“There’s a train coming,” said Giovannino.

Serenella did not move from the rail. “Where from?” she asked.

Giovannino looked around in a knowledgeable way. He pointed at the black

hole of the tunnel, which showed clear one moment, then misty the next, through the invisible heat haze rising from the stony track.

“From there,” he said. It was as though they already heard a snort from the darkness of the tunnel, and saw the train suddenly appear, belching out fire and smoke, the wheels mercilessly eating up the rails as it hurtled toward them.

“Where shall we go, Giovannino?”

There were big gray aloes down by the sea, surrounded by dense, impenetrable nettles, while up the hillside ran a rambling hedge with thick leaves but no flowers. There was still no sign of the train; perhaps it was coasting, with the engine cut off, and would jump out at them all of a sudden. But Giovannino had now found an opening in the hedge. “This way,” he called.

The fence under the rambling hedge was an old bent rail. At one point it twisted about on the ground like the corner of a sheet of paper. Giovannino had slipped into the hole and already half vanished.

“Give me a hand, Giovannino.”

They found themselves in the corner of a garden, on all fours in a flower bed, with their hair full of dry leaves and moss. Everything was quiet; not a leaf was stirring.

“Come on,” said Giovannino, and Serenella nodded in reply.

¹ **Giovannino** [jō vā nē' nō]

² **Serenella** [se re ne'lä]

³ **sleeper**: wood beam used to connect and support the rails; cross-tie.

There were big old flesh-colored eucalyptus trees and winding gravel paths. Giovannino and Serenella tiptoed along the paths, taking care not to crunch the gravel. Suppose the owners appeared now?

Everything was so beautiful: sharp bends in the path and high, curling eucalyptus leaves and patches of sky. But there was always the worrying thought that it was not their garden, and that they might be chased away any moment. Yet not a sound could be heard. A flight of chattering sparrows rose from a clump of arbutus⁴ at a turn in the path. Then all was silent again. Perhaps it was an abandoned garden?

But the shade of the big trees came to an end, and they found themselves under the open sky facing flower beds filled with neat rows of petunias and convolvulus, and paths and balustrades⁵ and rows of box trees. And up at the end of the garden was a large villa with flashing windowpanes and yellow-and-orange curtains.

And it was all quite deserted. The two children crept forward, treading carefully over the gravel: Perhaps the windows would suddenly be flung open, and angry ladies and gentlemen appear on the terraces to unleash great dogs down the paths. Now they found a wheelbarrow standing near a ditch. Giovannino picked it up by the handles and began pushing it along: It creaked like a whistle at every turn. Serenella seated herself in it and they moved slowly forward, Giovannino pushing the barrow with her on top, along the flower beds and fountains.

Every now and then Serenella would point to a flower and say in a low voice, “That one,” and Giovannino would put the barrow down, pluck it, and give it to her. Soon she had a lovely bouquet.

Eventually the gravel ended and they reached an open space paved in bricks and mortar. In the middle of this space was a big empty rectangle: a swimming pool. They crept up to the edge; it was lined with blue tiles and filled to the brim with clear water. How lovely it would be to swim in!

“Shall we go for a dip?” Giovannino asked Serenella. The idea must have been quite dangerous if he asked her instead of just saying, “In we go!” But the water was so clear and blue, and Serenella was never afraid. She jumped off the barrow and put her bunch of flowers in it. They were already in bathing suits, since they’d been out for crabs before. Giovannino plunged in—not from the diving board, because the splash would have made too much noise, but from the edge of the pool. Down and down he went with his eyes wide open, seeing only the blue from the tiles and his pink hands like goldfish; it was not the same as under the sea, full of shapeless green-black shadows. A pink form appeared above him: Serenella! He took her hand and they swam up to the surface, a bit anxiously. No, there was no one watching them at all. But it was not so nice as they’d thought it would be; they always had that uncomfortable feeling that they had no right to any of this, and might be chased out at any moment.

They scrambled out of the water, and there beside the swimming pool they found a Ping-Pong table. Instantly Giovannino picked up the paddle and hit the ball, and Serenella, on the other side, was quick to return his shot. And so they went on playing, though giving only light taps at the ball, in case someone in the villa heard them. Then Giovannino, in trying to parry a

⁴ **arbutus** [är bu’ tus]: trees or shrubs having dark green leaves and white or pinkish flowers.

⁵ **balustrades**: railings supported by upright posts.

shot that had bounced high, sent the ball sailing away through the air and smack against a gong hanging in a pergola.⁶ There was a long, somber boom. The two children crouched down behind a clump of ranunculus.⁷ At once two menservants in white coats appeared, carrying big trays; when they had put the trays down on a round table under an orange-and-yellow-striped umbrella, off they went.

Giovannino and Serenella crept up to the table. There was tea, milk, and sponge cake. They had only to sit down and help themselves. They poured out two cups of tea and cut two slices of cake. But somehow they did not feel at all at ease, and sat perched on the edge of their chairs, their knees shaking. And they could not really enjoy the tea and cake, for nothing seemed to have any taste. Everything in the garden was like that: lovely but impossible to enjoy properly, with that worrying feeling inside that they were only there through an odd stroke of luck, and the fear that they'd soon have to give an account of themselves.

Very quietly they tiptoed up to the villa. Between the slits of a Venetian blind they saw a beautiful shady room, with collections of butterflies hanging on the walls. And in the room was a pale little boy. Lucky boy, he must be the owner of this villa and garden. He was stretched out on a chaise longue, turning the pages of a large book filled with figures. He had big white hands and wore pajamas buttoned up to the neck, though it was summer.

As the two children went on peeping through the slits, the pounding of their

hearts gradually subsided. Why, the little rich boy seemed to be sitting there and turning the pages and glancing around with more anxiety and worry than their own. Then he got up and tiptoed around, as if he were afraid that at any moment someone would come and turn him out, as if he felt that that book, that chaise longue, and those butterflies framed on the wall, the garden and games and tea trays, the swimming pool and paths, were only granted to him by some enormous mistake, as if he were incapable of enjoying them and felt the bitterness of the mistake as his own fault.

The pale boy was wandering about his shady room furtively, touching with his white fingers the edges of the cases studded with butterflies; then he stopped to listen. The pounding of Giovannino and Serenella's hearts, which had died down, now got harder than ever. Perhaps it was the fear of a spell that hung over this villa and garden and over all these lovely, comfortable things, the residue of some injustice committed long ago.

Clouds darkened the sun. Very quietly Giovannino and Serenella crept away. They went back along the same paths they had come, stepping fast but never at a run. And they went through the hedge again on all fours. Between the aloes they found a path leading down to the small, stony beach, with banks of seaweed along the shore. Then they invented a wonderful new game: a seaweed fight. They threw great handfuls of it in each other's faces till late in the afternoon. And Serenella never once cried.

⁶ **pergola** [pur'gələ]: garden shelter made of branches or latticework covered with shrubs or vines.

⁷ **ranunculus** [rə nən'kyə ləs]: buttercups.

Darken the circles for the correct answers to questions 12 through 15 in the spaces provided. Mark only one answer for each question.

12. When they first enter the garden, what does it represent to Giovannino and Serenella?

- A. disappointment
- B. history
- C. confusion
- D. adventure

13. The simile in paragraph 2 is used to help the reader

- A. understand Giovannino and Serenella's excitement.
- B. hear the sound of the telephone wire snapping.
- C. understand that Giovannino and Serenella felt pity.
- D. realize the hushed mood of the scene.

14. Which description of the pale boy is **not** supported by the story?

- A. He is unfriendly.
- B. He is sickly.
- C. He is rich.
- D. He is unhappy.

15. At the end of the story, how do Giovannino and Serenella feel about the garden?

- A. uneasy
- B. contented
- C. indifferent
- D. interested

Write your answer to question 16 on the lines below.

16. In what ways did Giovannino and Serenella's experiences in the garden turn out different from what they expected? Use details from the story to support your answer.

NOTE: For the long passage on the real test, you will answer two additional multiple-choice questions and one other short-answer question. In this session, you will read two other passages and answer questions about them. You will also write an essay comparing two of the passages.

Session 4—Proofreading

Marie wrote this letter to apply for a job. She has asked you to help revise and edit it. Read the letter of application carefully and choose the best way to revise each underlined part of the letter. If the part is correct the way it is written, choose answer D, “no error.”

Ms. Elizabeth Bradshaw
Recreation and Parks Director
11 Court Street ¹⁷
Baton Rouge, LA 70804

15 Cyprus St.
Baton Rouge, LA 70804
May 15, 2000

Dear Ms. Bradshaw:

I am writing to apply for the position of Youth Counselor in the town’s summer recreation program, specifically the basketball program. I want to have this job because I enjoy watching aspiring young basketball players realize their potential as they progress through the summer. In addition, I have wanted to be a basketball coach my entire life.

Because I have had experience working with children and playing basketball I feel that I am well-qualified for a position on the summer recreation staff. I have played basketball since I was eight, have attended summer hoop camp for five years, and am currently on the high school varsity squad. For the past two winters; I have also coached a team of third graders in the Pee Wee basketball division.

I am in good physical condition, I exercise every day. I am friendly and deal well with people. I love seeing childrens’ eyes light up as they learn the fun that goes along with the game of basketball. You won’t hardly find anyone more interested and qualified.

You may contact the following people for a personal reference: Ms. Kathleen Allen, for which I babysit, and Mr. Ron McCurry, the basketball coach at my High School.

Please let me know if you would like any more information about my experience or my qualifications. Thank you for your consideration.

Sincerely,

Marie Moore

Darken the circles for the correct choice for numbers 17 through 24 in the spaces provided. Mark only one answer for each.

17.

- A. and Parks director
- B. and Parks director:
- C. & parks Director
- D. no error

18.

- A. playing basketball I felt
- B. playing basketball, I feel
- C. played basketball I feel
- D. no error

19.

- A. past two winters, I
- B. passed two winters; I
- C. past two winters; myself
- D. no error

20.

- A. condition I exercise
- B. condition we exercise
- C. condition; I exercise
- D. no error

21.

- A. children's eyes
- B. child's eyes
- C. childrens eyes
- D. no error

22.

- A. You will not
- B. You hardly won't
- C. You will not never
- D. no error

23.

- A. Allen, for who I babysit,
- B. Allen, for that I babysit,
- C. Allen, for whom I babysit,
- D. no error

24.

- A. at my high school.
- B. at his High School.
- C. in my High School.
- D. no error

NOTE: This session is the same length as the one on the real test.

Mathematics

Grade 10

Practice Test

NOTE: You will be given a Mathematics Reference Sheet to use for the entire mathematics test.

Session 1—Multiple-Choice Questions (No Calculator)

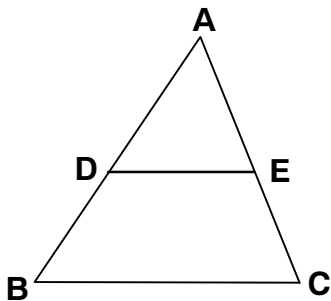
For questions 1 through 8, darken the circle beside the correct answer. Mark only one answer for each question.



You may NOT use a calculator for this session.

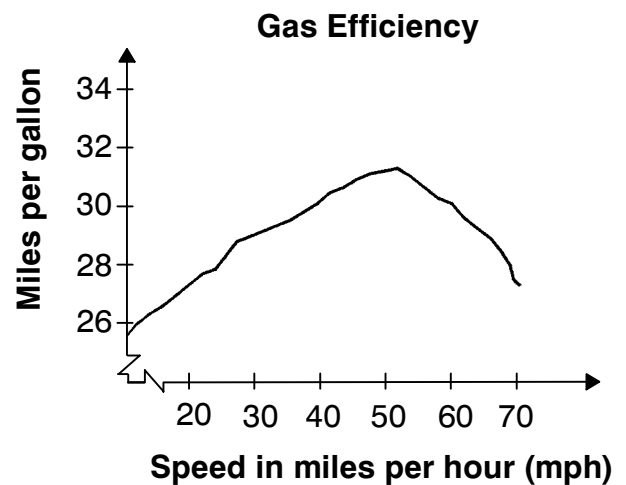
1. Among the students at Lafayette School, the ratio of athletes to nonathletes is 3 to 5. What percent of the students are athletes?
- A. 30.0%
 - B. 37.5%
 - C. 60.0%
 - D. 62.5%

Use the figure below to answer question 2.



2. In this figure, D and E are midpoints of the sides of triangle ABC. The perimeter of triangle ADE is 18 centimeters. What is the perimeter of triangle ABC?
- A. 27 centimeters
 - B. 36 centimeters
 - C. 54 centimeters
 - D. 72 centimeters

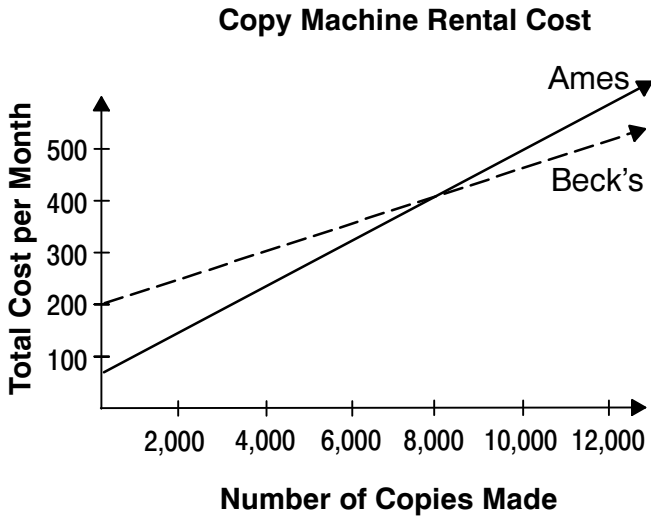
3. The graph below shows the miles per gallon for a van driven at various speeds.



Which statement describes the relationship between the van's mileage per gallon (gas efficiency) and rate of speed?

- A. As speed increases past 50 mph, gas efficiency increases.
- B. Speed is proportional to gas efficiency.
- C. As speed increases, gas efficiency decreases.
- D. Gas efficiency increases as speed increases up to 50 mph.

Use the figure below to answer question 4.



4. This graph was made to compare the costs of renting copy machines from Ames Business Products to those from Beck's Office Supply. What information is given by the point of intersection of the two lines?

- A. the number of copies for which the fixed per-month charge is equal to the cost of copies
- B. the price per copy for renting a copier from both companies
- C. the fixed per-month charge for renting a copier from both companies
- D. the number of copies for which the total cost per month is the same for both companies

5. The three running backs on the Thunderbolts football team ran for the following yardage in the last game:

Thibeaux: -3, 5, 10, -5, -2, 1, 13

Walker: 4, 3, -1, 2, -1, 4, 5

Smith: -2, 5, -5, 4, 22, 1, -3

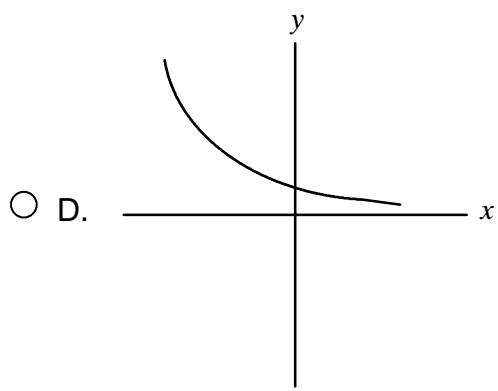
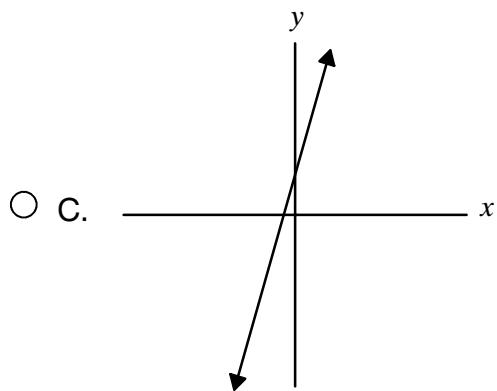
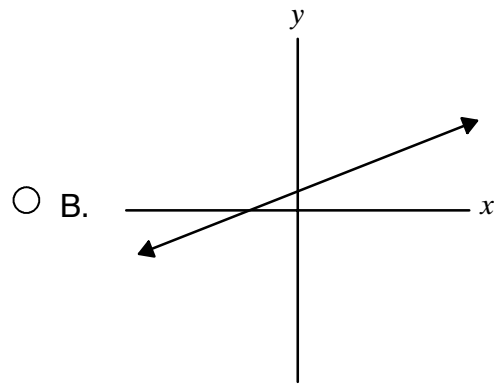
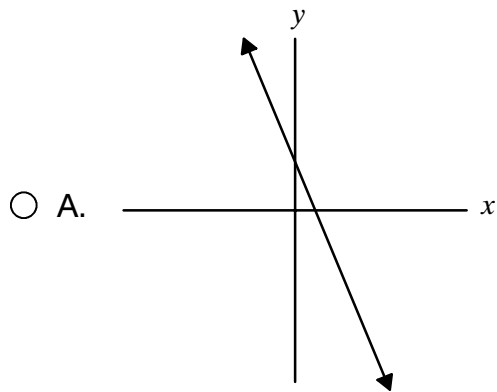
Which running back had the **most** yards gained?

- A. Thibeaux
- B. Walker
- C. Smith
- D. No player had more yards gained than either of the others.

6. In a family of 3 children, what is the probability that all 3 will be boys if it is equally likely that a newborn child will be a boy or a girl?

- A. $\frac{1}{2}$
- B. $\frac{1}{3}$
- C. $\frac{1}{8}$
- D. $\frac{1}{9}$

7. Which graph shows the function $y = -3x + 0.5$?



Use the table below to answer question 8.

A	B
2	5
4	9
6	13
8	17
~~~~~	
14	?

8. If the pattern shown in the table were continued, which number would appear in the box at the bottom of column B next to 14?

- A. 21
- B. 23
- C. 25
- D. 29

**NOTE:** On the real test, this session has 30 questions.



## Session 2—Mathematics (Calculator)

For questions 9 through 16, darken the circle beside the correct answer. Mark only one answer for each question.



You **MAY** use a calculator for this session.

9. Roy compared the price of a tape player at 5 stores. The prices at the different stores were \$80.00, \$95.00, \$60.00, \$90.00, and \$85.00. What was the average (mean) price of the tape players?
- A. \$415.00
- B. \$410.00
- C. \$85.00
- D. \$82.00

10. The following formula can be used to predict the weight of boys between the ages of 1 and 8:

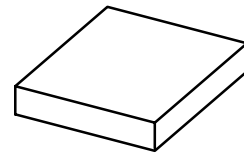
$$w = 5a + 17$$

where  $w$  is the average weight in pounds, and  $a$  is the boy's age in years.

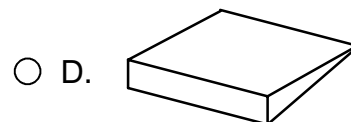
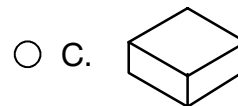
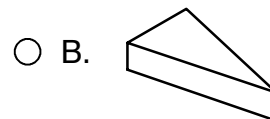
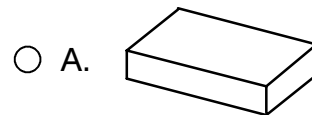
According to this formula, how much weight will a boy gain each year?

- A. 5 pounds
- B. 11 pounds
- C. 17 pounds
- D. 22 pounds

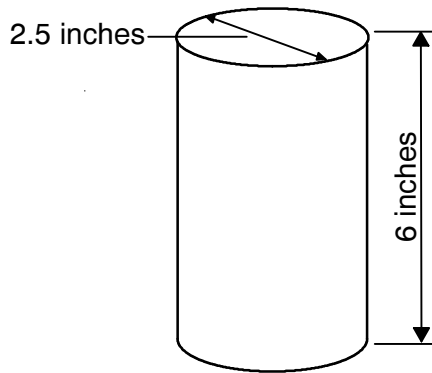
Use the figure below to answer question 11.



11. The piece of fudge shown above is in the shape of a rectangular solid. If a knife makes one straight cut through the fudge, which of the following **cannot** be the piece that was cut off?

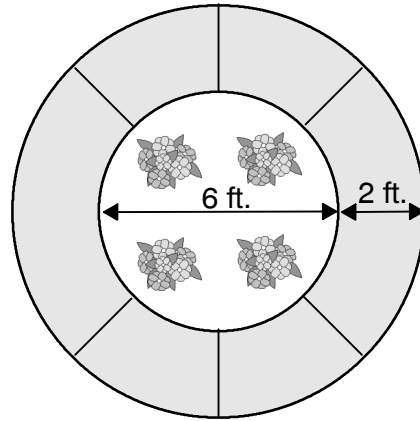


12. Estimate the volume of the cylinder.



- A. 15 cubic inches
- B. 30 cubic inches
- C. 50 cubic inches
- D. 150 cubic inches
13. Cindy borrowed \$10,000 to purchase a new car. She paid back \$245 per month over a period of four years, which covered the loan amount and the interest. What is the total interest Cindy paid?
- A. \$980
- B. \$1,760
- C. \$2,940
- D. \$11,760

Use the diagram below to answer question 14.



14. Which is the **best** estimate for the area of the walkway around this circular flower bed?
- A. 40 square feet
- B. 50 square feet
- C. 100 square feet
- D. 200 square feet

15. Auto manufacturers are under pressure from the federal government to increase the gas mileage (miles per gallon) achieved by their cars and trucks. The Environmental Protection Agency (EPA) tests each model for mileage.

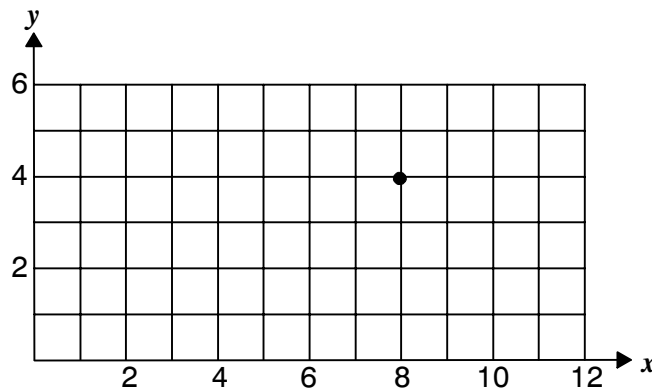
For ten different models offered by one manufacturer, the EPA mileages are as follows:

Model	A	B	C	D	E	F	G	H	I	J
EPA Mileage	13	18	21	25	28	28	30	32	36	39

In the next model year, the EPA mileage for Model F will increase to 30, and Model J will be replaced by a new model with an EPA mileage of 37. What statistic will **not** be affected by these changes?

- A. the mean
- B. the median
- C. the mode
- D. the range

The graph below illustrates a pool table. Use the graph to answer question 16.



16. It is known that if a ball travels along a line with slope  $m$  and strikes the side of the table, it will bounce back along a line with slope  $-m$ . If a ball starts at  $(8, 4)$  with slope  $-2$  toward the  $x$ -axis, where will the ball strike the  $x$ -axis?
- A.  $(6, 0)$
  - B.  $(8, 0)$
  - C.  $(10, 0)$
  - D.  $(12, 0)$

**NOTE:** On the real test, this session has 30 questions.

## Session 3—Mathematics Constructed Response

Please write your answers to question 17, parts A, B, and C, in the spaces provided. This question has more than one part. Be sure to show all of the work you do to find your answers. Even if you cannot answer all parts, answer as many as you can. On the real test, you may get points for answering part of a question. Write your answers clearly.



**You MAY use a calculator for this session.**

17. A rectangular school banner is 6 feet wide by 4 feet high.
- A. If the banner were 5 feet wide, how high would it have to be in order to have the same area as the first banner?
- B. Give **three** more examples of rectangular banners that would have areas the same as the first banner but with dimensions different from both the first banner and the banner in part A. Make the width greater than the height in each example.
- C. Suppose that the length of a rectangle with an area of 24 square units is unknown. Let  $x$  represent the length. Write an expression for the width in terms of  $x$ . Use this expression to write a formula for the **perimeter**,  $p$ , in terms of the unknown value,  $x$ .

**NOTE:** On the real test, this session is in the answer document and has four questions.

# Grade 10—Answers to Questions

## *English Language Arts*

### **Session 1: Writing**

#### **Example of a well-written letter by a 10th-grade student:**

I understand that you are giving an Outstanding Teacher Award and I have an amazing nominee I'd like to share with you. Mrs. ___ was my fourth grade English and social studies teacher at ___ Middle School. She was a teacher I'll never forget! Mrs. ___ had outstanding qualities making her classroom an enjoyable place to be. She made learning fun, prepared students for the future, and always cared for her students.

In Mrs. ___ class we did not sit quietly working on worksheets all day; instead we did projects on anything from famous people of the past to famous places of the present. These projects consisted of writing in-depth reports along with a presentation to the class with visual aids. This helped our writing skills and public speaking skills as well. One project that stands out the most in my mind was the biographies we wrote and later presented. However, we did not only present our person, we became them by dressing as they would have and telling their stories as if it had happened to us. All this was being taped by a video camera for the class to enjoy later. At the end of this, I not only had a better understanding of mine and everyone else's reports, but had fun doing it!

Mrs. ___ class was not only a lot of fun, but it also prepared me well for classes later to come. While some fourth graders were learning paragraph formation, we were learning to write reports containing brainstorming webs, which taught me how to organize my ideas, and outlines, which showed me where to put my ideas. In addition, we learned how to write introductions, body paragraphs, and conclusions. At the end we were also required to write a bibliography, which I had never heard of until then. These are just a few examples of the important knowledge I obtained from her class.

#### **This letter shows strong writing skills because:**

- It is organized well and developed with specific details (“we did not only present our person, we became them by dressing as they would have and telling their stories”).
- The writer's voice (or personality) is evident (“I not only had a better understanding . . . but had fun doing it!”).
- It uses a variety of sentence structures and vocabulary.
- It contains few errors and thus demonstrates consistent control of the conventions of writing (sentence formation, mechanics, usage, and spelling).

### **Session 2: Using Information Resources**

2. C
3. D
4. A
5. B

#### **6. Sample student response:**

I would choose the Jefferson because it is rated with four stars, which means it has a great reputation. Each room is furnished differently in antiques, and I like the idea of being surprised. Plus, there are fine views of the city. Also, I could listen to my CDs and even rent a movie to watch.

## English Language Arts (continued)

### Session 3: Reading and Responding

- 7. A
- 8. C
- 9. D
- 10. B

11. **Sample student response:**

Money is not everything. The thought of their fathers and their father's love is far stronger and better than the pull of money.

- 12. D
- 13. B
- 14. A
- 15. A

16. **Some possible responses include:**

What They Expected

- Because it was quiet and beautiful, they expect to have fun.
- Lovely flowers, a swimming pool, and a Ping-Pong table suggest they will have a pleasant time.
- It seemed that no one was around to run them away, so they could do as they please.

What Really Happened

- Giovannino and Serenella cannot fully enjoy the place because they're afraid of being discovered. They play Ping Pong, drink tea and eat cake, but because of their fear, they do not enjoy themselves. "Everything in the garden was like that: lovely but impossible to enjoy properly, with that worrying feeling inside that they were only there through an odd stroke of luck, and the fear that they'd soon have to give an account of themselves."
- It is quiet because it is deserted; the little boy who lives there cannot enjoy it because he is sick. Seeing the boy, sick and isolated inside, makes them sad. He seems as fearful and anxious as they are: "Then he got up and tiptoed around, as if he were afraid that at any moment someone would come and turn him out, as if he felt that that book, that chaise longue . . . were only granted to him by some enormous mistake, as if he were incapable of enjoying them."

### Session 4: Proofreading

- 17. D
- 18. B
- 19. A
- 20. C
- 21. A
- 22. A
- 23. C
- 24. A

## Mathematics

### Mathematics

#### Session 1: No Calculator

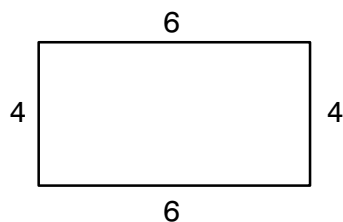
1. B
2. B
3. D
4. D
5. C
6. C
7. A
8. D

#### Session 2: Calculator

9. D
10. A
11. C
12. B
13. B
14. B
15. A
16. C

#### Session 3: Calculator

17. Example of a correct response by a 10th-grade student:



A.  $A = 4 \text{ feet} \cdot 6 \text{ feet} = 24 \text{ square feet}$

$$24 = 5 \cdot h$$

$$h = 4.8 \text{ feet}$$

B. 1)  $h = 3 \text{ ft.}$   
 $w = 8 \text{ ft.}$

2)  $h = 2 \text{ ft.}$   
 $w = 12 \text{ ft.}$

3)  $h = 2.5 \text{ ft.}$   
 $w = 9.6 \text{ ft.}$

C.  $\frac{24}{x} = w$   
 $p = 2x + 2\left(\frac{24}{x}\right)$









## ACKNOWLEDGMENTS

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# Grade 10 Practice Test



## **GEE 21**

Graduation Exit Examination  
for the 21st Century

**Louisiana Department of Education  
Office of Student and School Performance  
Division of Student Standards and Assessments**