

The University of the State of New York

THE STATE EDUCATION DEPARTMENT

STATEWIDE ACHIEVEMENT EXAMINATION IN ENGLISH

Monday, June 19, 1972 — 9:15 a.m. to 12:15 p.m., only

DO NOT TURN OVER THIS SHEET UNTIL YOU ARE TOLD TO DO SO.

This is Part I of the examination:

- Part Ia — Speaking You have already taken this. [10]
Part Ib — Listening To be given by the teacher. [10]
Part Ic — Spelling To be given by the teacher. [10]
-

DIRECTIONS FOR THE LISTENING QUESTION

- (1) The teacher will read aloud a passage to you.
- (2) Listen carefully. Do not write anything.
- (3) When the teacher tells you to do so, turn over this sheet and read all the questions.
- (4) The teacher will then read the passage for the second and *final time*. *This time look at the questions as you listen.* Write the *number* of the best answer to each question on the separate answer sheet while the teacher is reading the passage.
- (5) You will have a few minutes to look over your answers after the teacher has read the passage for the second time.
- (6) The teacher is not permitted to answer questions about the passage.

DO NOT TURN OVER THIS SHEET UNTIL YOU ARE TOLD TO DO SO.

Part Ib
Listening [10]

- 1 When Mr. Page said that he couldn't justify buying a camper bus, he meant that
 - 1 he couldn't afford to buy one
 - 2 for a long time his wife objected to the idea
 - 3 he didn't have good enough reasons for owning one
 - 4 he hated to be away from home very long at a time

- 2 The news report states that
 - 1 the camper will turn out to be too small
 - 2 Mr. Page really shouldn't own both a house and a camper
 - 3 the camper will help Mr. Page to reach the people
 - 4 the camper will cost too much to keep on the road

- 3 The news report suggests that the greatest use of the camper bus will be for
 - 1 moving furniture
 - 2 business as a legislator
 - 3 family camping
 - 4 transporting Boy Scouts

- 4 The home that Mr. Page takes with him to the capital city most nearly resembles that of a
 - 1 turtle
 - 2 housefly
 - 3 rat
 - 4 bee

- 5 What happened to Igor Stravinsky on the day of this newscast?
 - 1 He received a medal.
 - 2 He was killed in an accident.
 - 3 He celebrated his birthday.
 - 4 He died of natural causes.

- 6 Stravinsky's best-known musical works include
 - 1 "Fantasia"
 - 2 "The Rite of Spring"
 - 3 "Pomp and Circumstance"
 - 4 "The Afternoon of a Faun"

- 7 According to the passage, which statement about Igor Stravinsky is true?
 - 1 He was the only musical genius of the 20th century.
 - 2 He was the world's greatest conductor.
 - 3 He was an important musical influence.
 - 4 He was a very talented writer of popular songs.

- 8 Stravinsky's success in life was chiefly the result of
 - 1 not listening to gossip
 - 2 conducting orchestras
 - 3 working hard
 - 4 violently criticizing his enemies

- 9 As used in the passage the phrase, "remained . . . in unpredictable health and mood" means that Stravinsky was sick and bad tempered
 - 1 all his life
 - 2 after his 85th birthday
 - 3 before he became famous
 - 4 never in his life

- 10 According to the passage Stravinsky was
 - 1 impatient
 - 2 careless
 - 3 dull
 - 4 shy

Be ready to turn in this page when the teacher asks for it.

DO NOT OPEN THE TEST BOOKLET UNTIL YOU ARE TOLD TO DO SO.

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STATEWIDE ACHIEVEMENT EXAMINATION IN ENGLISH

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DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

Passage B

Advertisement

SERVICE STOPS

Matters of Fact for Swift's Friends

Ever talk to a computer?
It won't listen.

Ever complain to a computer?
It couldn't care less.

5 Computers are cold-hearted.

Still, it is the computer age. And at Swift Gasoline Company, we use computers because they come in mighty handy at keeping the records straight
10 for our millions of Swift Credit Card customers. Most of the time, that is.

Once in a while, they do something that makes you want to fold, staple, mutilate or punch someone.

15 Like the computer that slipped in a few extra zeroes and charged an irate lady customer for 4,000 new tires instead of 4.

Or the one that billed a man in Newark, New Jersey, for 14.6 gallons of gasoline purchased in Los Angeles, California (He's never been west of Chicago, Illinois).

20 When this happens to a customer, he's unhappy. And when he's unhappy, it's important for Swift Gasoline Company to listen.

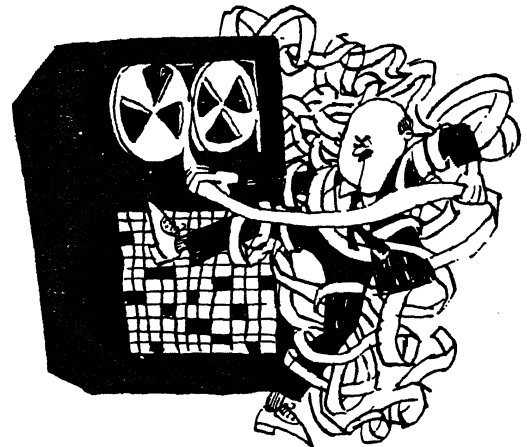
We have a man at Swift who specializes in listening. Unlike the computer, he doesn't regard you as a 10-digit number like 123-456-562-8. He tries to acknowledge every complaint and to do something about it.

25 So if you have a question or a complaint (perish the thought), tell our listening specialist about it. His name is George Hart.

30 Just write a letter to him, c/o Swift Gasoline Company, Box 1234, Derrick, Texas 71234, explaining your problem. Please be sure to include your name, address, and account number (sorry about that, but your 10-digit number helps in case we have another customer with a name similar to yours). You will receive a reply from a real, live person who wants you to be satisfied with Swift Gasoline service.

35 You won't get that from a computer. But, after all, you can't expect that from a mere bundle of electronic machinery.

It's only inhuman.



Directions (53-59): Find the answers in the passage. Write the *number* of each correct answer on the answer sheet.

- 53 The group of words which best expresses the main idea of the advertisement is
- 1 Why George Hart complains
 - 2 The customer is usually right
 - 3 The importance of computers
 - 4 Men against machines
- 54 According to the advertisement, a woman was charged for 4,000 tires because of an error made by
- | | |
|-----------------|---------------|
| 1 a computer | 3 George Hart |
| 2 a gas station | 4 herself |
- 55 As used in line 15, the word "irate" means
- | | |
|--------------|------------|
| 1 successful | 3 mistaken |
| 2 inhuman | 4 angry |
- 56 George Hart's real importance to his company is that he can
- 1 read letters
 - 2 talk to a computer
 - 3 satisfy customers
 - 4 locate 10-digit numbers

- 57 According to the advertisement, George Hart
- 1 answers complaints over the telephone
 - 2 solves every problem that comes to his attention
 - 3 tries to correct mistakes in customers' bills
 - 4 is an unhappy man
- 58 In this passage the author's attitude toward his readers is one of
- | | |
|-------------|-----------|
| 1 amazement | 3 anger |
| 2 fear | 4 respect |
- 59 This advertisement most probably was written for
- 1 gas station owners
 - 2 people who buy gasoline
 - 3 Swift Gasoline Company employees
 - 4 computer repairmen

Passage C

In August, 1858, the first transatlantic telegraph cable successfully linked Europe and the United States. The success was particularly sweet to Cyrus W. Field, who had guided the project for three difficult, failure-filled years.

On August 18, New York City honored Field with a celebration the like of which America had never seen. The city almost literally exploded. Guns thundered, fireworks shelled the sky, bells pealed, and whistles shrieked. People swarmed the streets with a carnival-like enthusiasm. Newspapers broke out banner headlines hailing "Cyrus the Great", "King Cyrus", "The Columbus of America."

The fervor was echoed from across the ocean, where the *London Times* told its readers: "Since the discovery of Columbus, nothing has been done in any degree comparable to the vast enlargement which has thus been given to the sphere of human activity."

An exclusive reception, attended by 600 dignitaries, featured a seven-course dinner, washed down by repeated toasts. The first toast was: "To Cyrus W. Field: to his exertions, energy, courage, and perseverance, all are indebted for the Ocean Telegraph; we claim him, but Immortality owns him."

But it was during this banquet, at the height of the celebration, that Cyrus was handed a telegram. It read:

"London, England. To C. W. Field, New York: Please inform government. We are now in position to do best to forward . . ." The message was unfinished.

At this heartbreaking moment, Field's eyes clouded and could focus only on the last word, "forward."

Directions (60–65): Find the answers in the passage. Write the *number* of each correct answer on the answer sheet.

60 The cable crossed the

- | | |
|------------------|---------------------|
| 1 Atlantic Ocean | 3 Mediterranean Sea |
| 2 Gulf of Mexico | 4 Pacific Ocean |

61 The newspapers compared Field to

- | | |
|---------------|---------------|
| 1 a president | 3 an explorer |
| 2 a scientist | 4 a lawyer |

62 In London, England, news of the cable was received with

- | | |
|-----------|-------------|
| 1 delight | 3 curiosity |
| 2 fright | 4 boredom |

63 Field's clouded eyes could focus only on the last word, "forward," because he realized that

- 1 the whole world admired him
- 2 his eyesight was poor
- 3 his work was not finished
- 4 he needed to answer the message

64 Evidently the work of laying the cable had been

- | | |
|-------------------|---------------|
| 1 organized badly | 3 quite rapid |
| 2 very difficult | 4 done poorly |

65 With which of the following sayings would Cyrus Field certainly agree?

- 1 The impossible just takes longer.
- 2 Good fences make good neighbors.
- 3 The early bird catches the worm.
- 4 This is my own, my native land.

Write answers to the following questions on paper supplied by the school.

Part III

Literature

Look at *A* and *B* which follow. Choose *either A or B* and write a well-planned composition of at least 100 words to answer the question you have chosen. [15]

A. We often read about characters ~~who~~ do things we would like to be able to do or go to places where we would like to go. Choose a book, essay, *or* story in which there is a character like this.

In your answer:

- Give the title of the selection
- Tell whether the selection is a book, essay, or story
- Tell who the character is
- Tell what the character did or where he went
- Tell what you liked about what the character did or the place he went

B. Occasionally we read a story or see a movie or television program that is unforgettable. We remember a certain event, a moment of fear or excitement, a happy ending, or something else.

Choose a book, a poem, a short story, an essay, a play, a television story, *or* a movie you have read or seen and write about such an unforgettable moment.

In your answer:

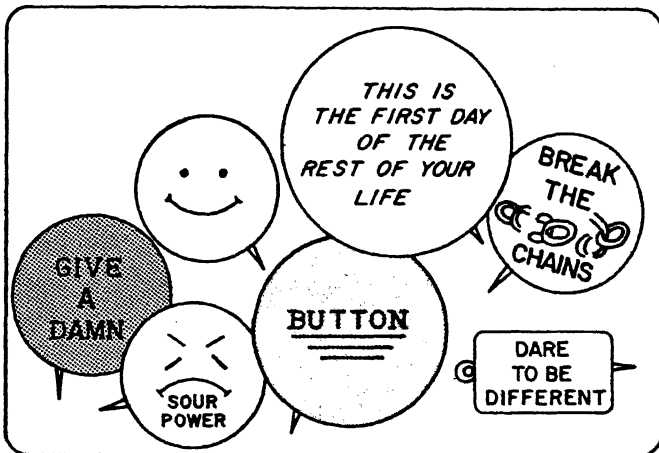
- Give the title of the selection
 - Tell whether the selection is a book, movie, etc.
 - Tell what you remember about the unforgettable moment
 - Explain what made it unforgettable for you
-

Do not overlook Part IV which appears on the following page.

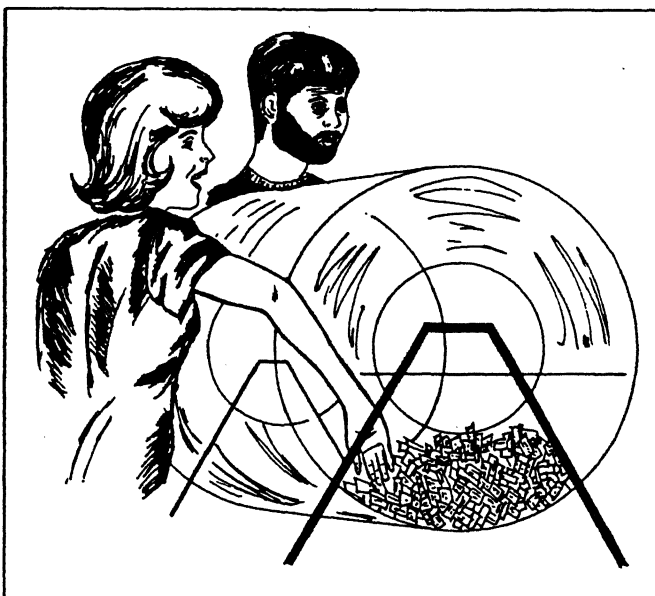
Part IV
Composition

Look at *A*, *B*, and *C*, which follow. Choose *A* or *B* or *C* and write a composition of at least 150 words on an idea you got from the picture you have chosen. [20]

A People wear buttons.



B Lots of luck!



C A report card.

| Marking Period | | | | |
|----------------|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| | | | | |

**TEACHER
REPORT CARD**

**Comprehensive
High School**

Teacher's Name _____

Subject _____

Student Rater _____

STATEWIDE ACHIEVEMENT EXAMINATION IN ENGLISH

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ANSWER SHEET

Pupil.....Teacher.....

School.....

All of your answers for Parts I and II should be recorded on this answer sheet.

| Part I (Listening) (Spelling) | | Part II (Vocabulary) (Reading) | |
|----------------------------------|---------|-----------------------------------|---------|
| 1..... | 11..... | 31..... | 46..... |
| 2..... | 12..... | 32..... | 47..... |
| 3..... | 13..... | 33..... | 48..... |
| 4..... | 14..... | 34..... | 49..... |
| 5..... | 15..... | 35..... | 50..... |
| 6..... | 16..... | 36..... | 51..... |
| 7..... | 17..... | 37..... | 52..... |
| 8..... | 18..... | 38..... | 53..... |
| 9..... | 19..... | 39..... | 54..... |
| 10..... | 20..... | 40..... | 55..... |
| | 21..... | | 56..... |
| | 22..... | | 57..... |
| | 23..... | | 58..... |
| | 24..... | (Language) | 59..... |
| | 25..... | 41..... | 60..... |
| | 26..... | 42..... | 61..... |
| | 27..... | 43..... | 62..... |
| | 28..... | 44..... | 63..... |
| | 29..... | 45..... | 64..... |
| | 30..... | | 65..... |

Credit

Credit

Credit

Credit

Credit

| | |
|-----------------------------|-------|
| FOR TEACHER USE ONLY | |
| <i>Credits</i> | |
| Part Ia (Speaking) ... | ..... |
| Part Ib, Ic, and Part II | ..... |
| Part III | ..... |
| Part IV | ..... |
| Total | ..... |
| Rater's Initials: | ..... |

Your answers to Parts III and IV are to be placed on the answer paper supplied you.

FOR EXAMINER ONLY

STATEWIDE ACHIEVEMENT EXAMINATION IN ENGLISH

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Part Ib Listening [10]

At the close of the dictation of Part Ib (Listening), the examiner should immediately collect from the pupils all copies of page 1.

- (1) Before the start of the examination period, the examiner should distribute one examination booklet to each pupil.
- (2) The examiner should announce that no pupil is to open his test booklet until he is instructed to do so.
- (3) The examiner should direct the pupils to tear off the answer sheet (page 11), and fill out its heading.
- (4) The examiner should read aloud the "Directions for the Listening Question" which are printed on the cover of the pupil's test booklet.
- (5) The examiner should announce that he will read a passage twice, and that during the first reading the pupil is to listen carefully without writing.
- (6) The examiner is to read the passage aloud once. It should be read without comment. The reader's best oral interpretation is required.
- (7) The examiner should instruct the pupils to open their test booklets to page 2 and read the questions before they listen to the reading a second time.
- (8) The examiner should announce that the pupil is to write his answers during the second reading.
- (9) The examiner reads the passage as before. The pupil writes his answers *during* the reading.
- (10) After the examiner has read the passage a second time, the pupils should be allowed *five minutes* to finish writing their answers on the separate answer sheet. No portion of the passage is to be reread.
- (11) The examiner directs pupils to tear the listening QUESTIONS (pages 1 and 2) from the booklet and place them on their desks with page 1 on top.
- (12) The examiner collects the listening QUESTIONS.

STATEWIDE ENGLISH — *continued*

Listening Passage

You are going to hear two short news items written for broadcast over radio stations throughout the state.

Columbus, Ohio . . . Ohio State Representative Thomas Page agrees with that adage about there being no place like home. He takes his home with him when he travels to the capital city of Columbus from his Hamilton, Ohio residence every week.

For this freshman legislator, home is a 19-foot motorized camper. It's also an office and a means of transportation to outdoor recreation spots, as well as a way to get out among the people he represents.

Page, a 41-year-old attorney, brought his camper bus to Columbus for the first time late in February and set up shop in a space on the Capitol parking lot. The Representative says he doesn't like hotels, and in the camper bus he has plenty of peace and quiet.

The vehicle is carpeted and tastefully decorated with curtains and with upholstered furniture which folds out into sleeping quarters . . . a double and a single bed.

There's an upper berth above the driver, and passenger seats which can accommodate two of his four children, if they're along.

There is a refrigerator, a sink, a stove, several cupboards, and a combination toilet and shower.

Page had wanted a camper for Boy Scout outings and family camping, but until his election last November, he couldn't justify it. Now, as a traveling legislator, he can.

And there are some practical financial aspects. He notices . . . that at tax time . . . he is justified in writing off at least 60 percent of the vehicle's use as a business expense.

(Pause briefly before reading the second item.)

And now . . . , here are the details of the passing of one of the world's great men.

New York . . . The father of modern classical music is dead at the age of 88. Russian-born Igor Stravinsky* died this morning in his New York City apartment, losing a year-long fight against a heart ailment. He had been in relatively poor health for some time . . . but worked vigorously, conducting and composing until a few days before his death.

Among the best known of his major works are his ballet, "The Firebird," and another work, "The Rite of Spring" . . . a piece which formed background music for Walt Disney's movie "Fantasia."

It is said that Igor Stravinsky influenced every composer writing at the time he produced his sensational score, "The Rite of Spring." That was in 1913, in Russia.

Stravinsky appeared to have endless physical strength. He worked 10 hours a day on music and did vigorous daily exercises at his California home.

On his 80th birthday, he received a medal from President John F. Kennedy at the White House.

At 85, he began to sit down while conducting. Stravinsky's health started failing, and also, at 85, he suffered a stroke which temporarily lost him the sight of one eye.

* Pronounced ē'gôr strâ vîn' skî

STATEWIDE ENGLISH — *continued*

That year he moved to New York City. There, in his hotel apartment, Stravinsky remained to compose, listen to music, and read . . . in unpredictable health and mood.

He never accepted criticism gladly and made some stinging comments about those who didn't appreciate him.

Stravinsky violently hated interpretations of his music by other conductors, and considered himself the best conductor of his own works.

Most people of the musical world conceded him to be the greatest and most important composer of the 20th century.

Russian Orthodox funeral services will be held Friday in New York. Stravinsky will be buried at a later date in the Russian corner of a cemetery in Venice.

After the listening QUESTIONS have been collected, the examiner should direct the pupils to that part of the answer sheet labeled "Spelling."

See the back of this sheet for Part Ic, Spelling.

STATEWIDE ENGLISH — *concluded*

Part 1c Spelling [10]

When the pupils are ready, the examiner should :

- 1 dictate the spelling word
- 2 read the word in a sentence *once*
- 3 say the spelling word only *one* more time
- 4 allow time for the pupils to write the word
- 5 go on to the next word

Do not go back to repeat any word previously dictated.

| | | |
|-----------------|---|--------------|
| 11 litter | Do not litter the roadsides. | litter |
| 12 doubtfully | He nodded his head doubtfully. | doubtfully |
| 13 pressure | The water pressure is very low. | pressure |
| 14 confusing | This diagram is confusing. | confusing |
| 15 stripped | The car thieves stripped the automobile. | stripped |
| 16 opinion | Everyone gave an opinion. | opinion |
| 17 secrecy | The spies worked in secrecy. | secrecy |
| 18 legislature | The members of the legislature meet in Albany. | legislature |
| 19 committee | He is a member of the committee. | committee |
| 20 originally | He originally lived in New York. | originally |
| 21 eligible | He is not eligible to vote yet. | eligible |
| 22 withheld | Each week five dollars is withheld from his paycheck. | withheld |
| 23 valleys | Rivers flow through valleys. | valleys |
| 24 stretches | There are long stretches of bad road. | stretches |
| 25 denial | The authorities issued a denial. | denial |
| 26 guidance | He went to his guidance counselor. | guidance |
| 27 pitiful | The wet kitten looked very pitiful. | pitiful |
| 28 existence | It's the only one in existence. | existence |
| 29 conveniently | Our store is conveniently located. | conveniently |
| 30 quite | Some movies are quite exciting. | quite |

The examiner should now instruct the pupils to open their test booklets and begin Part II of the examination.

FOR TEACHERS ONLY

SCORING KEY

E

STATEWIDE ACHIEVEMENT EXAMINATION IN ENGLISH

Monday, June 19, 1972—9:15 a.m. to 12:15 p.m., only

Use only *red* ink or pencil in rating answer papers. Do not attempt to *correct* the pupil's work by making insertions or changes of any kind.

| Part Ib and c | |
|--------------------------|--------------------------|
| (Listening) | (Spelling) |
| Allow 1 credit for each. | Allow ½ credit for each. |
| 1...3... | 11 litter |
| 2...3... | 12 doubtfully |
| 3...2... | 13 pressure |
| 4...1... | 14 confusing |
| 5...4... | 15 stripped |
| 6...2... | 16 opinion |
| 7...3... | 17 secrecy |
| 8...3... | 18 legislature |
| 9...2... | 19 committee |
| 10...1... | 20 originally |
| | 21 eligible |
| | 22 withheld |
| | 23 valleys |
| | 24 stretches |
| | 25 denial |
| | 26 guidance |
| | 27 pitiful |
| | 28 existence |
| | 29 conveniently |
| | 30 quite |

| Part II | |
|--------------------------|--------------------------|
| (Vocabulary) | (Reading) |
| Allow 1 credit for each. | Allow 1 credit for each. |
| 31...3... | 46...2... |
| 32...4... | 47...4... |
| 33...3... | 48...2... |
| 34...4... | 49...1... |
| 35...1... | 50...3... |
| 36...2... | 51...2... |
| 37...2... | 52...3... |
| 38...4... | 53...4... |
| 39...4... | 54...1... |
| 40...1... | 55...4... |
| | 56...3... |
| | 57...3... |
| | (Language) |
| | Allow 1 credit for each. |
| | 58...4... |
| | 59...2... |
| 41...4... | 60...1... |
| 42...1... | 61...3... |
| 43...4... | 62...1... |
| 44...2... | 63...3... |
| 45...4... | 64...2... |
| | 65...1... |

| FOR TEACHER USE ONLY | |
|--------------------------------|-------|
| Credits | |
| Part Ia (Speaking) ... | ..... |
| Part Ib, Ic, and Part II ..... | ..... |
| Part III ..... | ..... |
| Part IV ..... | ..... |
| Total ..... | ..... |
| Rater's Initials:..... | ..... |

[OVER]

STATEWIDE ENGLISH — *concluded*

Directions for Scoring

Part Ia, Speaking

Transfer the scores from the *Speaking Question Rating Sheets* to the box on the answer sheet.

Part III, Literature and Part IV, Composition

Evaluate the literature answer on the basis of 15 credits and the composition question on the basis of 20 credits. See pamphlet entitled *Suggestions on the Rating of Statewide Achievement Examination Papers in English*.

The University of the State of New York

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STATEWIDE ACHIEVEMENT EXAMINATION IN ENGLISH
RATING SHEET FOR THE SPEAKING QUESTION

School.....

Teacher..... Date Administered.....

Judge each talk as a whole on the basis of the following criteria:

- | | | |
|--|--|---|
| <p>Content</p> <ol style="list-style-type: none"> 1. Identification 2. Controlling Idea 3. Support | <p>Organization</p> <ol style="list-style-type: none"> 1. Continuity 2. Clarity | <p>Voice and Articulation</p> <ol style="list-style-type: none"> 1. Immediate Intelligibility |
|--|--|---|

Refer to the *Manual of Directions* for complete explanation of these terms.
Nonperformance should be recorded as zero credit.

| PUPIL'S NAME | No. of Topic Selected | Credit | PUPIL'S NAME | No. of Topic Selected | Credit |
|--------------|-----------------------------|--------|--------------|-----------------------------|--------|
| 1. | | | 16. .... | ..... | ..... |
| 2. | | | 17. .... | ..... | ..... |
| 3. | | | 18. .... | ..... | ..... |
| 4. | | | 19. .... | ..... | ..... |
| 5. | | | 20. .... | ..... | ..... |
| 6. | | | 21. .... | ..... | ..... |
| 7. | | | 22. .... | ..... | ..... |
| 8. | | | 23. .... | ..... | ..... |
| 9. | | | 24. .... | ..... | ..... |
| 10. | | | 25. .... | ..... | ..... |
| 11. | | | 26. .... | ..... | ..... |
| 12. | | | 27. .... | ..... | ..... |
| 13. | | | 28. .... | ..... | ..... |
| 14. | | | 29. .... | ..... | ..... |
| 15. | | | 30. .... | ..... | ..... |

When submitting papers for Department review, please include this rating sheet.

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STATEWIDE ACHIEVEMENT EXAMINATION IN ENGLISH

Monday, June 19, 1972 - 9:15 a.m. to 12:15 p.m., only

MANUAL OF DIRECTIONS

Part Ia

SPEAKING QUESTION

[10 credits]

(Examiners should familiarize themselves with the contents of this manual before administering the Speaking Question. They should explain to the pupils, prior to the first testing session, the general nature of the testing procedures to be followed.)

| Contents | Page |
|---|------|
| Description of the Speaking Question..... | 2 |
| Directions for Administering the Speaking Question..... | 2 |
| Directions and Criteria for Rating..... | 3 |
| Sample Ratings | 4 |
| Testing Pupils with Special Speech Problems..... | 11 |
| Master List of Speaking Situations and Problems..... | 11 |
| Rating Sheet (Sample Copy)..... | 13 |

Description of the Speaking Question

Each pupil will be tested on his ability to prepare and present an oral response to a situation or a problem assigned to him. Included in the test materials are 30 cards. Each card has three problems or situations printed on it. The pupil will be given one card. He will be allowed about two minutes to choose one of the items on the card and to plan what he is going to say. He will then have about two minutes to make his presentation. The examiner will use the criteria listed on page 3 of this manual to rate the pupil's performance.

Directions for Administering the Speaking Question

General

1. The Speaking Question may be administered during regular class periods at any time prior to the examination date—June 19, 1972.
2. Each examiner administering this question will need only the following:
One copy of the *Manual of Directions*
One set of 30 cards with the topics on them
Rating Sheet for the Speaking Question (Each sheet has room for 30 names.)
3. The pupil does not need to bring any materials to the testing session.
4. Some schools may wish to tape the pupils' responses for future reference. If a tape recorder is used, the volume level should not be changed to accommodate the pupil who speaks too loudly or too softly. Examiners should keep in mind that taping should not in any way be allowed to interfere with the student's response. [If the State Education Department has asked a specific school to tape the Speaking Question, recordings must be made at 3¾ i.p.s. in one direction only.]
5. The pupils may be tested in any setting. They may be seated in seminar fashion or they may be seated in rows as in a conventional classroom.
6. To assure all pupils equal performance opportunity and consistency in rating, time allowances for preparation and speaking should be carefully observed.

Specific Directions for the Examiner

1. At the *beginning* of the test session read the following to the pupils:
 - "Today you are going to take a test in speaking.
 - You will be asked to give a brief talk on a topic that will be given to you.
 - When your turn comes, you will pick up a card. On this card, you will find three problems or situations. You will be given two minutes to choose *one* of these problems or situations and to plan what you are going to say about it.
 - You will then have two minutes to give your talk.
 - You will not necessarily lose credit if you do not speak for a full two minutes, or if you have not finished your talk at the end of two minutes.
 - You are going to be rated on your ability to present your thoughts on the topic or some part of the topic.
 - Of course, you will have to speak loudly and clearly enough to be understood.
 - Does anyone have any questions about these directions?"

2. *Proceed* with the following steps:

(Note: Call on students randomly rather than by seating arrangement or by any other pre-arranged pattern. Cards should be used in sequence from 1 to 30 in order to space topics properly.)

- Have the first pupil pick up card Number 1 and tell him to select one of the three topics and to begin his preparation at once.
- At the end of two minutes, have the second pupil pick up card Number 2 and begin his preparation. Then read the following to the first pupil: "Begin your talk by giving the number printed beside the topic. Tell, in your own words, what the topic is about. Then go on with your talk." [If responses are to be taped, the pupil should state his name before beginning his talk.]
- After the first pupil has had two minutes to speak, tell him to stop. Then rate the first pupil, and enter his score on the rating sheet.
- Next, have the third pupil pick up card Number 3, and ask the second pupil to stand up and begin his talk.
- Follow this pattern with the rest of the pupils to be tested during this session. (It is possible that more than 30 pupils will be examined during a rating session or sessions. The examiner may use any of the cards more than once.)
- Collect all test materials (*Manual of Directions*, cards, rating sheets) at the end of the testing session.

3. *Immediately* after each testing session, do the following:

- File test materials (*Manual of Directions*, cards, rating sheets) in a place secure from access by pupils and other unauthorized persons.
- File the rating sheets so that each pupil's score on this question can be transferred to the answer sheet of his Statewide Achievement Examination booklet in June.

4. For testing pupils with special speech problems see page 11.

Directions and Criteria for Rating

General

1. Judge each talk as a whole on the basis of the criteria below.
2. Judge the pupil on his achievement in relationship to the criteria printed below, not on the basis of other related but unstated factors.

Content

Look for:

1. Identification of the subject to be discussed.
2. Response to that subject to the extent of expressing a controlling idea or point of view about one or more parts of it or about another idea based on it.
 - Topics are broad to permit latitude to the speaker. Any response related to the original subject is acceptable. The pupil must be allowed freedom in his response.
 - The point of view expressed by the pupil need not coincide with the point of view of the rater. The pupil is entitled to convey his positive or negative attitude concerning the subject.
3. Support for the controlling idea or point of view by means of expansion, examples, or other information.

Organization

Look for:

1. Continuity in the pupil's response. Ideas should be developed in such a manner that the audience can understand the talk as a whole.
2. Reasonable clarity in showing the relationships between main ideas and supporting ideas.

Voice and Articulation

Look for:

The ability to speak loudly enough and clearly enough to be heard and to be immediately intelligible.

Do *not* consider:

Regionalism or foreign accent, unless it seriously interferes with the speaker's being understood.

Assignment of Credit

Note carefully directions for rating on page 3.

Rate the pupil's talk as a whole.

Do not take off percentage points for specific weaknesses.

Use the following guide in rating: (You may interpolate when essential.)

| | | | |
|---------------------|---------------|-----------------|------------------|
| Nonperformance 0 | Failing 5½ | Average 6½-8 | Superior 9-10 |
|---------------------|---------------|-----------------|------------------|

Sample Ratings

To assist teachers in applying the criteria for rating, the Department offers the following examples which are exact typescripts of tape recordings of talks made by pupils upon subjects similar to those on the June 1969 examination. In each case, a grade has been assigned, and the reasons for the grade are indicated. The examiner may use these examples as a guide for rating the pupils' talks. The analyses are intended as illustrations. It should be noted that, although a typescript cannot demonstrate such voice and articulation factors as pitch, volume, and rate, these elements are considered in the analyses.

Note the instructions given under *General* on page 3.

Example 1

Question

A visitor from another country is to spend half a day with you at school. What will you tell him to prepare him for the experience?

Response

My name is Mary _____ and I chose question number three. It asks me what I would say to a visitor from another country to prepare him for a half day's visit in my school. First I'd explain to him that ... the way in which the classes are conducted in the school and um I would make sure he'd realize that in _____ High School it's like one great big happy family and I'm I'm sure that he would be welcome and would feel at home and with with with yeah, there would be really nothing to worry about. I would also let him know what I would introduce him to all my friends and other various members of the student body, ah .. to any faculty members, to all faculty members if possible of the school and um. I imagine I would probably try to compare with him the way the school is run in in America and the way the school is run in his country and that we conduct it in ah seven different periods and ah you usually have different teachers for different periods and ah I would try to explain to him to the best of my ability the ah subjects I take and ah what we cover in the classes and um .. anything else and the different activities that we have at school and ah how they are run and ah you know, that we that it is a Catholic school that we have priests and sisters and few lay teachers.

Content

- A. Subject is clearly identified, restated, and responded to.
- B. In developing the subject so that the listener can respond to it, the pupil does, in fact, present a controlling idea: the stranger is to be assured that a new situation will be comfortable.
- C. The controlling idea is supported by means of examples and expansion. The pupil is specific: individual events that will take place are mentioned and people to be met are specified; the pupil is relevant: she relates her school experience to what she knows of the visitor's school experience; the pupil is complete: she will inform the visitor of the fact that her school is unlike some others.

Organization

- A. The pupil's talk flows well from identification, to point of view, to support. The listener does respond to pupil's central idea.
- B. Clarity is produced by topical arrangement and by simple treatment of each of her points. The vocalized pauses do not interfere with her ability to convey whole ideas. The faulty order of sentence structure, "to all faculty members if possible of the school," goes unnoticed in oral communication. The fact that it does go unnoticed is an indication that it does not interfere with the listener's understanding.

Voice and Articulation

The fact that the speaker goes well beyond the minimum requirements cannot be demonstrated by typescript. (Elaboration upon this facet of her talk is intended only to compensate for lack of anything demonstrable, not to attach undue emphasis to it.) The speaker's voice is clear and well modulated. Its volume is suited to the room and its audience. That she speaks directly to her audience probably helps her in achieving the correct volume level and also in achieving a rate that is easy to understand. Her articulation is not mannered, but is perfectly clear.

Rating: 10

The pupil is able to communicate an idea in a superior manner: she does it clearly, develops it, organizes it, and presents it orally so that it may be responded to by a listener.

Example 2

Question

Many students need help with their studies in order to get through school. Would you be willing to take help from other students if it were offered? How would you know whether or not the student who offered help really meant it?

Response

My name is Jon _____ and I chose number seventeen. Many student needs help with their studies in order to get through school. The question wants to know whether or not I would take help from others student. Well, me personally I would ah take the help from the students because coming from another country I ah didn't know too much English so I could get any help I would take, any help I could get. And I would really know whether the student meant it or not by their way their att their attitude is to me and whether they really mean it and I would know whether they know what they were talking about. And ah I think ah students helping one another is sometimes/you get much more from a student than from a teacher because students are on your own level and they know how to teach it more better than the teacher can/while the teacher is more advanced, much older in age and they're not really in your own age group.

Content

- A. Identification of the subject is clear, and is incorporated into the talk.
- B. The pupil's response clearly expresses a point of view about the subject selected: he will accept help from other pupils.
- C. The point of view is supported by personal example, and by comparison. Although the conclusion is defended by circular reasoning, it is a legitimate amplification of the initial response.

Organization

- A. Continuity follows from identification, to point of view, to support, to generalization.
- B. Clarity is produced by specificity. Vocalized pauses do not interfere to any large degree, although syntactic difficulties require that the listener pay close attention.

Voice and Articulation

Although the rater is immediately aware that English is not the pupil's native language, his voice is pleasant, his articulation clear, his stress pattern largely correct. In short, he speaks loudly enough to be heard and to be immediately intelligible.

Rating: 8

The pupil is able to communicate an idea rather well. He does it clearly, develops it, and expands upon it. Although he commits an error in faulty reasoning (causality), this is not crucial to his main idea. His foreign background is easily identifiable, but does not distract from intelligibility. A rating of 8 is awarded in recognition of high-average performance.

Example 3

Question

Describe a job that you have held. Explain what you liked or didn't like about the job.

Response

My name is Thomas _____. I chose question sec—question number two. I have to tell about a job and explain what I liked about it or didn't like. A job, the first job I ever had was at the _____ Medical Center and I liked this job mainly because it was my first job. And, ah, I like the job also because there wasn't somebody always watching you. They they set ya on your own, they trusted you ya know to make sure you got the job done. Ah .. this is the first kind of ah .. money, ya know that had, I had ever earned on my own one way or of course like for allowance or something like that. I didn't like the job because it's not the kind of job ya like to have for the future. It didn't teach ya any skills that ya like to have .. ya know .. learn later on to do in life but I hate it because it the work it was really was cleaning up after the other people and things like that. That's all.

Content

- A. The subject is clearly identified. The pupil presents the subject as a task to be completed.
- B. The item asks the pupil to tell about a job he liked or about a job he disliked. Rather than choose one controlling idea, the pupil uses two: "I liked this job mainly because . . .," and "I didn't like the job because" Implicit in this, is the suggestion of development by comparison and contrast. The final statement goes beyond comparison and contrast to express strong personal feeling.
- C. Support is achieved by personal example. The strong final statement is supported as well. It is directly applicable to the topic.

Organization

- A. Continuity follows from identification, to point of view, to support, to statement of second point of view (the structure is parallel to the first), to support.
- B. Clarity in the relationship between controlling ideas and supporting ideas is maintained. Some syntactical difficulties require the listener to pay close attention.

Voice and Articulation

The pupil uses regional speech. It does not interfere with his intelligibility. The rate is quite slow, the volume is too low, and the speaker's pitch is very low.

Rating: 7

The importance of delivery should not be overemphasized. Rate, volume, and pitch are mentioned only because they are descriptive elements which cannot appear in a typescript, not because they are to be separately considered. The pupil's reticence probably interferes with his ability to communicate easily. Still, he has stated a clear response to the task he has set up. It is at least an average talk.

Example 4

Question

City kids miss something by not being in the open countryside. Country kids miss something of the city excitement. If you could choose to live in the city or the country, which would you like better? Explain your answer.

Response

My names is Loretta _____ and I chose number three. City kids miss something by not being in the open countryside. Country kids miss something of the city excitement. If I had to live in the city or in the country, I think I would like to live in the city more because um it's not as open. I don't like to live in an open spacy place/I like to be close in and I like to meet more people and ... I think in the city you have more places to go and more people to meet and and ... I think you learn a lot more than you would in the country

Content

- A. The subject is identified.
- B. A point is stated and expanded briefly: the speaker would like to live in a city because she likes people, not space.
- C. Support for the point of view is largely limited to restatement. The pupil's final statement is delivered after a long pause and appears to be as an afterthought rather than as a conclusion.

Organization

- A. Continuity follows from subject to point of view. However, the typescript fails to show breakdown of continuity between point of view and support, and between support and conclusion.
- B. Clarity exists in the relationship between the main idea and subordinate ideas. Subordinate ideas do not have a strongly supportive function.

Voice and Articulation

Although the pupil's speech is strongly regional, her voice and articulation in no way detract from understanding. Nor does the dialectical *spacy* ("an open spacy place") detract in any way from intelligibility.

Rating: 6½

This talk is rated as low average because development of the response is limited to stating an opinion and repeating it with weak support. The long and frequent pauses interfere with communication. Voice and articulation are adequate.

Example 5

Question

Not all Peace Corps members are college graduates. This organization is looking for young people who can operate heavy machines, or who have skills in such areas as mechanics, masonry, carpentry, farming, homemaking, and child care. Would you like to join the Peace Corps? If you would not like to join, why not?

Response

My name is Arthur _____. I chose question fourteen. "Not all Peace Corps members are college graduates. This organization is looking for young people who can operate heavy machines, or who have skills in such areas as mechanics, masonry, carpentry, farming, homemaking, and child care. Would you like to join the Peace Corps?" No I wouldn't "If you would not like to join, why not?" I wouldn't like to join because I haven't any skills . . ah, since I'm a junior in high school, I haven't had the opportunity a operating farm machinery or . . . be a mechanic or something The Peace Corps, ah the people who go over there, they have certain skills like . . ah . . the farmers who can operate farm machinery can help the people cultivate their crops and stuff and . . mechanics and ah, construction workers build houses and things and . . I don't have any of these skills so I won't go. That's it.

Content

- A. The subject is identified.
- B. The pupil makes an attempt to respond to the subject as identified. That response includes an element of equivocation ("I wouldn't *like* to join because I haven't any skills.") which inhibits adequate development of the subject.
- C. Support is by repetition: "I don't have the necessary skills because I'm a junior in high school" (and, by implication, should not be expected to have acquired such skills). He has limited his choices and, having done so, has little to say.

Organization

- A. The pupil has trouble stating the subject. Once this is accomplished, however, continuity follows from subject, to a point of view (however weakly expressed), to support.
- B. Clarity in the relationship between main ideas and supporting ideas is maintained. The pupil has no difficulties with language. Pauses are not vocalized. He is waiting to think of something to say.

Voice and Articulation

The pupil's voice and articulation are superior. He speaks directly to his audience with confidence, regulating his voice to suit room and audience conditions exactly. Articulation is clear.

Rating: 6½

Fine delivery skills enable this pupil to produce an above-average impression with only average material. Unfortunately, he has too little to say. Rating of low average includes consideration of above-average voice and articulation.

Example 6

Question

Friends of yours are thinking about getting married. Both of them have a year of high school left to finish. They've asked you for some advice. What would you tell them?

Response

My name is Dawn _____ and I chose the third one. It asks what advice I'd give to friends who want to get married. I would tell them to ... um ... to try to stay in school and to and to to work after to work after school to I think they should stay in school because um they need their education even though they are married and and they only have one year left of high school to finish it. That's the last year and it's very important they need their diploma ... ta, to have a very .. ta get a better job that's all I can think of.

Content

- A. Identification of the subject is incomplete: "It asks what advice I'd give to friends who want to get married." The pupil initially omits the information that these friends are high school seniors. Later in the talk she introduces this information as a means of supporting her point of view.
- B. The pupil clearly expresses a point of view about the subject: They should get married and stay in school.
- C. That the friends should stay in school is supported; that the friends should get married is entirely unsupported. No connection is made between getting married and staying in school.

Organization

- A. Continuity follows from subject to point of view. However, the continuity was difficult to follow for the listener because of very long pauses between utterances.
- B. Clarity is sufficient to let the audience know what is being said.

Voice and Articulation

Voice and articulation are adequate.

Rating: 5

Inadequate identification of the subject causes confusion to the listener when essential information is introduced only as support. Point of view is specific, but is inadequately supported. Long pauses in the pupil's delivery make thought difficult to follow.

Testing Pupils With Special Speech Problems

All pupils should have the opportunity to respond to the Speaking Question, even those with functional disorders. The examiner will, of course, consider the pupil's physical limitations in rating. In severe cases of speech disorder the examiner may seek the assistance of the speech therapist in testing.

Master List of Speaking Situations and Problems

1. Students often complain that there are not enough recreational activities in the school. Do you think they are usually right? What facilities and activities should be added or changed?
2. In high schools, there are always a few students who, by misbehaving and breaking rules, endanger others. How should the teacher handle this problem?
3. Predict your future: Where will you be and what will you be doing in five years? Ten years? What will your life be like?
4. Which one would you rather have: friends, money, or a good memory? Tell why.
5. If you spent one period every day helping a first grader learn to read, do you think it would be helpful? Why or why not?
6. Some schools have a place where students can spend their free time. Is this a good idea? What rules should there be for this place?
7. Freedom • Equality • Justice • These are words that people use freely. Take one of these words and explain what it means to you.
8. Many people use part of their free time to help their community or their neighbors. Give examples of this kind of help.
9. What are some of the things you would do if you were the President of the United States?
10. You have a friend who can't decide whether to quit school and go into the service or stay in school and continue to be unhappy. What advice would you give your friend?
11. Should parents who have more than one child treat all of their children in exactly the same way? Explain your answer.
12. If, at the beginning of the school year, the principal asked you (a student) to speak at a meeting of the new teachers in your school, what would you say to them?
13. Adults over 30 are often called narrow minded and backward. But they were once teenagers themselves. How do people change when they grow older? Will the same thing happen to you? Why?
14. Give examples of people you know who act in a selfish way, and tell how their selfishness affects other people.
15. If you could own a small business of your own, what type of business would you want to operate? What qualities or talents do you have that would contribute to your success?
16. Suppose you could go to school where you wanted to, in a large city, a small town, or out in the country. Which would you choose and why?
17. Give directions for getting from your home to a store that sells the kind of clothes you like.
18. If a new student who was transferring to your school asked you to describe your school and give him some advice for getting along in it, what would you say?
19. If you were newly married and furnishing a house on a limited budget, would you invest in a television set? Why or why not?
20. Many teenagers learn to drive a car. Describe the experiences you or someone you know has had in learning to drive.
21. Tell what you should do if you were alone and suddenly discovered that a small child was crying and choking and running a very high temperature.
22. Choose one sport or game and tell what a person needs in order to play it well.
23. Most cities and towns break down into neighborhoods that have special characteristics. Describe various neighborhoods or sections of your city or town, telling what their special characteristics are.

24. Tell about several things you remember doing when you were younger.
25. Disc jockeys are often very popular and well-known figures, especially with teenagers. What makes a good disc jockey?
26. A popular song, "A Boy Named Sue," tells about a boy whose life was changed by his name. How important to people do you think names are? Do you like your name?
27. If certain machines disappeared, how would your life be changed?
28. Time goes slowly sometimes, quickly at other times. For you, when does time fly; when does it drag?
29. Many schools have students from foreign countries. What are the advantages of having a student from a foreign country in a school?
30. If your school budget had to be cut, what do you think should be cut out of the budget? Tell why.
31. What suggestions do you have for improving the work of the police who serve the area where you live?
32. Do you think there is a "generation gap" in your family? Are your values like or unlike the values your parents have? Give some examples.
33. Women have recently been hired for some jobs which were once done only by men. Are there any jobs which you feel only men should do? Are there any which you feel should only be done by women?
34. Teenage marriages increase every year. What factors do you think make some of these marriages successful? What factors do you think are most important in causing such marriages to fail?
35. Scientists say that man will condemn himself to death if he doesn't do something to clean up the earth. What do you think Earth will be like in the year 2000?
36. Eighteen-year-olds can vote for President this November. Do you think many of them will? Would you? Tell why.
37. Describe the foods you would like to see displayed as you moved along the lunch line in your school cafeteria.
38. Medical experts keep telling people to stop smoking or never to start. Is this advice being followed? Why or why not?
39. You have probably heard the saying, "To get a good job, get an education." How true is this? Give examples.
40. In many families both parents work. What are good and bad effects of this? Give examples.
41. In some cities you can now receive a reward by dialing a special telephone number and turning in a dope pusher. What would be the advantages and disadvantages of such a plan in the place where you live?
42. Would it be a good idea to require all teachers and principals to live in the neighborhood where the school is located? Give reasons for your answer.
43. Would you agree that the only thing that musical groups like The Supremes, Santana, Sly and the Family Stone, Chicago, and so on are really interested in, is in making money? Give reasons for your answer.
44. If you went into a restaurant, sat a long time, and decided you were not being waited on because the owner disapproved of your skin color, hair length, clothing, or nationality, how would you react? What would you do?
45. What should be done about young men who went to Canada because of the war and now want to come back? Give reasons for your answer.

The University of the State of New York

THE STATE EDUCATION DEPARTMENT

STATEWIDE ACHIEVEMENT EXAMINATION IN ENGLISH
RATING SHEET FOR THE SPEAKING QUESTION

School.....

Teacher.....Date Administered.....

Judge each talk as a whole on the basis of the following criteria:

Content

- 1. Identification
- 2. Controlling Idea
- 3. Support

Organization

- 1. Continuity
- 2. Clarity

Voice and Articulation

- 1. Immediate Intelligibility

Refer to the *Manual of Directions* for complete explanation of these terms.
Nonperformance should be recorded as zero credit.

| PUPIL'S NAME | No. of TOPIC SELECTED | CREDIT | PUPIL'S NAME | No. of TOPIC SELECTED | CREDIT |
|--------------|-----------------------|--------|--------------|-----------------------|--------|
| 1. | | | 16. | | |
| 2. | | | 17. | | |
| 3. | | | 18. | | |
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When submitting papers for Department review, please include this rating sheet.