



**NCEXTEND2 English II  
RELEASED Form – Online Version  
2012–2013  
Answer Key**

Item number	Type	Key	Primary Standard(s)
S1	MC	A	
S2	TE	<a href="#">Screenshot</a>	
S3	TE	respectful	
S4	CR	<a href="#">Rubric</a>	
1	MC	A	RL — Reading: Literature
2	MC	B	L — Language
3	TE	<a href="#">Screenshot</a>	RL — Reading: Literature
4	MC	C	RL — Reading: Literature
5	MC	A	RL — Reading: Literature
6	MC	C	RL — Reading: Literature
7	MC	B	RL — Reading: Literature
8	MC	A	RL — Reading: Literature
9	MC	A	RI — Reading: Informational Text
10	MC	B	RI — Reading: Informational Text
11	TE	ingestion	L — Language
12	MC	B	RI — Reading: Informational Text
13	MC	C	RI — Reading: Informational Text
14	MC	A	RI — Reading: Informational Text
15	MC	B	RL — Reading: Literature
16	MC	C	RL — Reading: Literature
17	MC	B	L — Language
18	MC	C	RL — Reading: Literature
19	MC	B	RL — Reading: Literature
20	MC	A	RL — Reading: Literature
21	MC	A	RI — Reading: Informational Text





Item number	Type	Key	Primary Standard(s)
22	MC	A	L — Language
23	MC	B	RI — Reading: Informational Text
24	MC	C	RI — Reading: Informational Text
25	MC	C	RI — Reading: Informational Text
26	MC	A	RI — Reading: Informational Text
27	MC	B	RI — Reading: Informational Text
28	MC	C	L — Language
29	MC	B	RL — Reading: Literature
30	MC	C	RL — Reading: Literature
31	MC	A	RL — Reading: Literature
32	MC	B	RL — Reading: Literature
33	MC	B	RL — Reading: Literature
34	CR	<a href="#">Rubric</a>	RL — Reading: Literature W — Writing
35	MC	C	RI — Reading: Informational Text
36	MC	A	L — Language
37	MC	B	RI — Reading: Informational Text
38	MC	A	RI — Reading: Informational Text
39	MC	C	RI — Reading: Informational Text
40	MC	C	RI — Reading: Informational Text
41	CR	<a href="#">Rubric</a>	RL — Reading: Informational Text W — Writing

**Item Types:**

MC = multiple choice

TE = technology enhanced

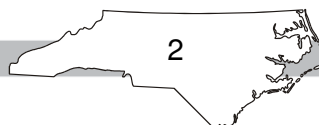
CR = constructed response

**Note about selections:**

Reading for literature texts can be stories or poems.

Reading for informational texts can be scientific, historical, economic, or technical.

Language and writing items may be associated with reading for literature or informational texts.





Sample Item Number S2

[Back to Answer Key](#)

Select (click) on the line that conveys the idea of passing time.

The strong gates of your heart  
 are wide open to me always, but,  
 if only.  
 So I wait, as seasons before, decades before,  
 fathers and mothers before me still inside  
 watch and listen.

**Selected:**

So I wait, as seasons before, decades before,  
 fathers and mothers before me still inside  
 watch and listen.

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Sample Item Number S4

[Back to Answer Key](#)

Selection Title: *Moonrise*

In *Moonrise*, explain how the theme is developed throughout the poem. Use specific details to support your answer.

Score	Criteria
2	<ul style="list-style-type: none"> <li>• Identifies the theme of the poem</li> <li>• Uses at least one example of how the theme is revealed in the poem</li> <li>• Writes a response that explains how the theme is developed throughout the poem</li> </ul>
1	<ul style="list-style-type: none"> <li>• Identifies the theme of the poem</li> <li>• May or may not use at least one example of how the theme is revealed in the poem</li> <li>• Writes a response that may or may not explain how the theme is developed throughout the poem</li> </ul>
0	<ul style="list-style-type: none"> <li>• Fails to identify the theme of the poem</li> <li>• Fails to use at least one example of how the theme is revealed in the poem</li> <li>• Fails to write a response that explains how the theme is developed throughout the poem</li> </ul>





Item Number 3

[Back to Answer Key](#)

Select the sentence from the excerpt that illustrates the schoolmaster’s status in the selection. Select only one response

Excerpt from **The Schoolmaster’s Letters**

by *Lucy Maud Montgomery*

Upstairs in his little room, the schoolmaster was writing his letter. The room was as bare and graceless as all the other rooms of the farmhouse where he had boarded during his term of teaching; but it looked out on the sea, and was hung with such priceless tapestry of his iris dreams and visions that it was to him an apartment in a royal palace.

From it he gazed afar on bays that were like great cups of sapphire brimming over with ruby wine for gods to drain, on headlands that were like amethyst, on wide sweeps of sea that were blue and far and mysterious; and ever the moan and call of the ocean’s heart came up to his heart as of one great, hopeless love and longing crying out to

**Selected:**

The room was as bare and graceless as all the other rooms of the farmhouse where he had boarded during his term of teaching; but it looked out on the sea, and was hung with such priceless tapestry of his iris dreams and visions that it was to him an apartment in a royal palace.

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Item Number 34

[Back to Answer Key](#)

Selection Title: Pablo and the Princess

How does the king’s point of view affect the three friends? Identify his point of view and use at least one example from the selection to support your answer.

Score	Criteria
2	<ul style="list-style-type: none"> <li>• Identifies the king’s point of view</li> <li>• Uses at least one example of how the king’s point of view affects the three friends</li> <li>• Writes a response that analyzes the king’s point of view</li> </ul>
1	<ul style="list-style-type: none"> <li>• Identifies the king’s point of view</li> <li>• May or may not use at least one example of how the king’s point of view affects the three friends</li> <li>• Writes a response that may or may not analyze the king’s point of view</li> </ul>
0	<ul style="list-style-type: none"> <li>• Fails to identify the king’s point of view</li> <li>• Fails to use at least one example of how the king’s point of view affects the three friends</li> <li>• Writes a response that fails to analyze the king’s point of view</li> </ul>

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Item Number 41

[Back to Answer Key](#)

Selection Title: Chimpanzees’ 66 Gestures Revealed

In “Chimpanzees’ 66 Gestures Revealed”, explain how the author develops her analysis of how chimps communicate. Use at least 2 examples from the selection to analyze how the author develops her points throughout the selection.

Score	Criteria
2	<ul style="list-style-type: none"> <li>• Identifies how the author develops her points</li> <li>• Uses at least two examples of how the author develops her points throughout the selection</li> <li>• Writes a response that analyzes how the author unfolds an analysis or series of ideas or events and how they are introduced and developed</li> </ul>
1	<ul style="list-style-type: none"> <li>• Identifies how the author develops her points</li> <li>• Uses at least one example of how the author develops her points throughout the selection</li> <li>• Writes a response that may or may not analyze how the author unfolds an analysis or series of ideas or events and how they are introduced and developed</li> </ul>
0	<ul style="list-style-type: none"> <li>• Fails to identify how the author develops her points</li> <li>• Fails to use at least one example of how the author develops her points throughout the selection</li> <li>• Writes a response that fails to analyze how the author unfolds an analysis or series of ideas or events and how they are introduced and developed</li> </ul>

