

District Name/LEA \_\_\_\_\_

## Grade 5

## English Language Arts/Literacy

## End-of-Year Assessment

## Practice Test

[illegible]

**C**

**Place the  
Student ID Label Here**

**D** **Gender**  
☐ Female ☐ Male

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**Directions:**

Today, you will be taking the Grade 5 English Language Arts/Literacy End-of-Year Practice Test.

You will be asked to read one or more passages. Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages when needed.

Mark your answers by filling in the circles in your Test Booklet. Do not make any stray marks in the Test Booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circle as shown in your Test Booklet.

(A) ● (C) (D) (E) (F) (G)

To answer a question that asks you to pick more than one answer, fill in the circles as shown in your Test Booklet.

(A) ● (C) ● ● (F) (G)

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.

*by Angela Brazil*

- <sup>1</sup>
- benign—harmless

7 Gwen followed the Principal with her head in a buzzing whirl. It seemed like a dream to be suddenly translated from the Lower School to the Upper. She wished she could have had a little time to get accustomed to the idea: she would have liked a day's preparation at least, so as to think the change over and discuss it at home. Miss Roscoe, however, always did things in a hurry; she never had a moment to waste, and at present she whisked her pupil along the corridor and into the Fifth Form room with almost breathless energy.

From *The Youngest Girl in the Fifth* by Angela Brazil—Public Domain

## 1. Part A

Read the sentence from paragraph 7 of the passage.

Gwen followed the Principal with her head in a buzzing whirl.

What is the meaning of the phrase **in a buzzing whirl** as it is used in the sentence?

- Ⓐ many thoughts happening at once
- Ⓑ a lot of confusing information
- Ⓒ many challenging activities
- Ⓓ a lot of daydreaming

## Part B

Which detail in paragraph 7 helps the reader understand the meaning of **in a buzzing whirl**?

- Ⓐ "... seemed like a dream to be suddenly translated . . ."
- Ⓑ "... had a little time to get accustomed to the idea . . ."
- Ⓒ "... have liked a day's preparation . . ."
- Ⓓ "... change over and discuss it at home."

**2. Part A**

Which statement is a theme of the passage that represents a challenge to Gwen?

- Ⓐ Sudden change can cause unwise decisions.
- Ⓑ Sudden change can cause conflicting emotions.
- Ⓒ Sudden change can cause excitement.
- Ⓓ Sudden change can cause unfair treatment.

**Part B**

Which detail **best** supports the answer to Part A?

- Ⓐ "... her pupil stood hesitating near the door." (paragraph 2)
- Ⓑ "... was absolutely the last thing she could have expected." (paragraph 3)
- Ⓒ "... it was surely an unprecedented happening." (paragraph 3)
- Ⓓ "... she scarcely knew whether to be alarmed or flattered . . . ." (paragraph 3)

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Which statement **best** describes the main difference between Gwen and Miss Roscoe in the passage from *The Youngest Girl in the Fifth*?

- Ⓐ Gwen takes time to think while Miss Roscoe acts quickly.
- Ⓑ Gwen seems to be timid while Miss Roscoe appears to be daring.
- Ⓒ Gwen likes to dream while Miss Roscoe deals with facts.
- Ⓓ Gwen wants things to remain the same while Miss Roscoe seeks change.

## Part B

Which **two** details from the passage support the answer to Part A?

- Ⓐ "... quailed alike under the glance of her keen dark eyes." (paragraph 1)
- Ⓑ "... stood hesitating near the door." (paragraph 2)
- Ⓒ "... you ought to be able to manage the work . . . ." (paragraph 2)
- Ⓓ "With that help you shouldn't be so far behind." (paragraph 4)
- Ⓔ "... wished she could have had a little time to get accustomed . . . ." (paragraph 7)
- Ⓕ "... she never had a moment to waste . . . ." (paragraph 7)



**4. Part A**

How does the narrator's point of view influence how the events are described?

- Ⓐ By focusing on Gwen's reactions to the events, the narrator creates sympathy for her situation.
- Ⓑ By including only Miss Roscoe's dialogue during the events, the narrator highlights her power.
- Ⓒ By including the students' reactions to Miss Roscoe during the events, the narrator provides information about other characters.
- Ⓓ By focusing events on Gwen's feelings about wanting more time to make her decision, the narrator shows she has trouble making decisions.

**Part B**

Which detail from the passage supports the answer in Part A?

- Ⓐ "... quailed alike under the glance of her keen dark eyes." (paragraph 1)
- Ⓑ "... stared at Miss Roscoe, too surprised to answer." (paragraph 3)
- Ⓒ "... should be very sorry to have to put you down again." (paragraph 6)
- Ⓓ "It seemed like a dream . . . ." (paragraph 7)

How do paragraphs 2 and 3 help provide the overall structure of the passage?

- Ⓐ They describe the Principal's relationship with the students.
- Ⓑ They explain how the students feel about the Principal.
- Ⓒ They show how quickly the Principal acts on her decision.
- Ⓓ They reveal the Principal's plan to assist struggling students.

## Part B

Which **two** details from paragraphs 6–7 of the passage **best** support the answer to Part A?

- (A) "... you must try your best."
- (B) "I shall trust you to make a great effort."
- (C) "I should be very sorry to have to put you . . . ."
- (D) "Come with me now, and I'll take you . . . ."
- (E) "... time to get accustomed to the idea . . ."
- (F) "... always did things in a hurry . . ."

Read the article “Phillis’s Big Test.” Then answer questions 6 through 12.

## Phillis’s Big Test

*by Catherine Clinton*

- 1 ONE CRISP EARLY-AUTUMN morning in 1772, Phillis Wheatley was crossing the Boston cobblestones with a sheaf of papers held tightly under her arm. Her master, John Wheatley, had offered her a ride to her examination, but she preferred to walk.
- 2 She would make her own way to the public hall, where a group of men would decide once and for all: was she or was she not the author of her poems?
- 3 She had spent recent evenings copying and recopying her poetry in her own neat handwriting. She knew every line, every syllable, by heart. She wrapped the pages tightly in a roll, pages of poems that had come from deep inside her—and could not be taken away, no matter the outcome of today.
- 4 Still, she had something to prove. Not just because she was young, not just because she was a girl, but because she was a slave and came from Africa.
- 5 She could remember little about crossing the Atlantic, and even less about her African homeland. She was just shedding her front teeth when John Wheatley bought her on the Boston docks as a servant for his wife, Susanna. They christened their new slave Phillis, the name of the slave ship on which she arrived.
- 6 Her first winter in Boston was so very cold and awful. She survived only by the kindness of her masters, especially the Wheatleys’ twins, Nathaniel and Mary, who eagerly shared their lessons with her. They taught her not just English but Latin and Greek.
- 7 It was those lessons that led her to where she was today. As she began to read poetry, glorious sonnets had inspired her to try her own hand at writing. And soon she was reciting her poems to the Wheatleys’ friends.
- 8 She had stayed up late, night after night, preparing for the examination. The previous evening, her mistress, Susanna, had taken away the candle at midnight and said, “Tomorrow you will look them straight in the eye as you answer all of their questions. Your talent will speak for itself. They will

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Excerpt from PHILLIS'S BIG TEST by Catherine Clinton. Text copyright © by Catherine Clinton. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

**6. Part A**

In paragraph 19 of “Phillis’s Big Test,” what is the meaning of the phrase **testifying to**?

- Ⓐ offering
- Ⓑ exhibiting
- Ⓒ confirming
- Ⓓ representing

**Part B**

Which sentence from the article helps the reader determine the meaning of the phrase **testifying to** as it is used in paragraph 19?

- Ⓐ “She would make her own way to the public hall, where a group of men would decide once and for all: was she or was she not the author of her poems?” (paragraph 2)
- Ⓑ “She had spent recent evenings copying and recopying her poetry in her own neat handwriting.” (paragraph 3)
- Ⓒ “She was not content to recite her verse in drawing rooms or read one of her poems from a newspaper.” (paragraph 11)
- Ⓓ “Maybe soon she would visit and find her own name on a volume.” (paragraph 12)

- Ⓐ They treated her as a servant.
- Ⓑ They supported her as a writer.
- Ⓒ They provided her with transportation.
- Ⓓ They named her after a ship.

- Ⓐ "ONE CRISP EARLY-AUTUMN morning in 1772, Phillis Wheatley was crossing the Boston cobblestones with a sheaf of papers held tightly under her arm." (paragraph 1)
- Ⓑ "She was just shedding her front teeth when John Wheatley bought her on the Boston docks as a servant for his wife, Susanna." (paragraph 5)
- Ⓒ "They christened their new slave Phillis, the name of the slave ship on which she arrived." (paragraph 5)
- Ⓓ "She started to turn away, but then Susanna Wheatley's words echoed in her head: Your talent will speak for itself." (paragraph 15)

**8. Part A**

Which statement best expresses the main ideas of the article?

- Ⓐ Phillis memorized her poetry by copying it, and she was fully prepared to pass her exam.
- Ⓑ Phillis was grateful to her new family, and she wrote poetry to describe her experiences with them.
- Ⓒ Phillis enjoyed writing poetry, and she was encouraged to publish her work.
- Ⓓ Phillis was motivated by literature to express herself, and she overcame challenges to become a poet.

**Part B**

Which **two** details from the article support the answer to Part A?

- Ⓐ "She knew every line, every syllable, by heart." (paragraph 3)
- Ⓑ "She survived only by the kindness of her masters, especially the Wheatleys' twins . . . ." (paragraph 6)
- Ⓒ "As she began to read poetry, glorious sonnets had inspired her to try her own hand at writing." (paragraph 7)
- Ⓓ "Over time she had come to appreciate her own time and place, her very own role in the chain of events . . . ." (paragraph 10)
- Ⓔ "But she knew that she must now make the most of her opportunities." (paragraph 10)
- Ⓕ "But she must first pass this examination to make her dream come true." (paragraph 13)



- Ⓐ The twins encouraged Phillis to go to the exam.
- Ⓑ The twins helped Phillis to remember her poetry.
- Ⓒ The twins helped Phillis to keep busy during the winter.
- Ⓓ The twins shared their education with Phillis.

- Ⓐ “. . . survived only by the kindness . . .” (paragraph 6)
- Ⓑ “. . . those lessons that led her to where she was today.” (paragraph 7)
- Ⓒ “. . . inspired her to try her own hand at writing.” (paragraph 7)
- Ⓓ “. . . memorized the names of cities and countries . . .” (paragraph 9)

**10. Part A**

What is the difference between Phillis’s audience at the Wheatley’s home and the men at the exam?

- Ⓐ The Wheatley audience reads her poetry before she recites it.
- Ⓑ The men at the exam require her to prove herself.
- Ⓒ The Wheatley audience includes highly educated people.
- Ⓓ The men at the exam are greater in number.

**Part B**

Which paragraph from “Phillis’s Big Test” provides evidence to support the answer to Part A?

- Ⓐ paragraph 11
- Ⓑ paragraph 13
- Ⓒ paragraph 14
- Ⓓ paragraph 16

Ⓐ by showing that she stayed busy reading literature

Ⓑ by showing that she worked hard and had future plans

Ⓒ by showing that she was independent and had strong opinions

Ⓓ by showing that she received support and a good education

Which **two** details from the article support the answer in Part A?

- (A) ". . . had offered her a ride to her examination, but she preferred to walk." (paragraph 1)
- (B) ". . . could not be taken away, no matter the outcome of today." (paragraph 3)
- (C) "They taught her not just English but Latin and Greek." (paragraph 6)
- (D) "She had stayed up late, night after night, preparing for the examination." (paragraph 8)
- (E) "She wanted her own book, because books would not just last a lifetime . . . ." (paragraph 11)
- (F) "She hurried by the bookseller's shop that she visited weekly." (paragraph 12)

**12. Part A**

Based on information in “Phillis’s Big Test,” what is the **main** reason that Phillis works hard to pass the examination?

- Ⓐ to gain fame as a poet
- Ⓑ to show her skill at reciting poetry
- Ⓒ to make the Wheatley family proud
- Ⓓ to achieve what she thinks she is meant to do

**Part B**

Which **two** sentences provide evidence for the answer in Part A?

- Ⓐ “As she began to read poetry, glorious sonnets had inspired her to try her own hand at writing.” (paragraph 7)
- Ⓑ ““Your talent will speak for itself.”” (paragraph 8)
- Ⓒ ““They will discover the poet we know you to be!”” (paragraph 8)
- Ⓓ “Over time she had come to appreciate her own time and place, her very own role in the chain of events stretching from past to present.” (paragraph 10)
- Ⓔ “But she knew that she must now make the most of her opportunities.” (paragraph 10)
- Ⓕ ““I am the poet, Phillis Wheatley.”” (paragraph 18)





- **Review your answers.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**



**Grade 5**  
**English Language Arts/Literacy**  
**Test Booklet**

***End-of-Year Assessment***  
***Practice Test***