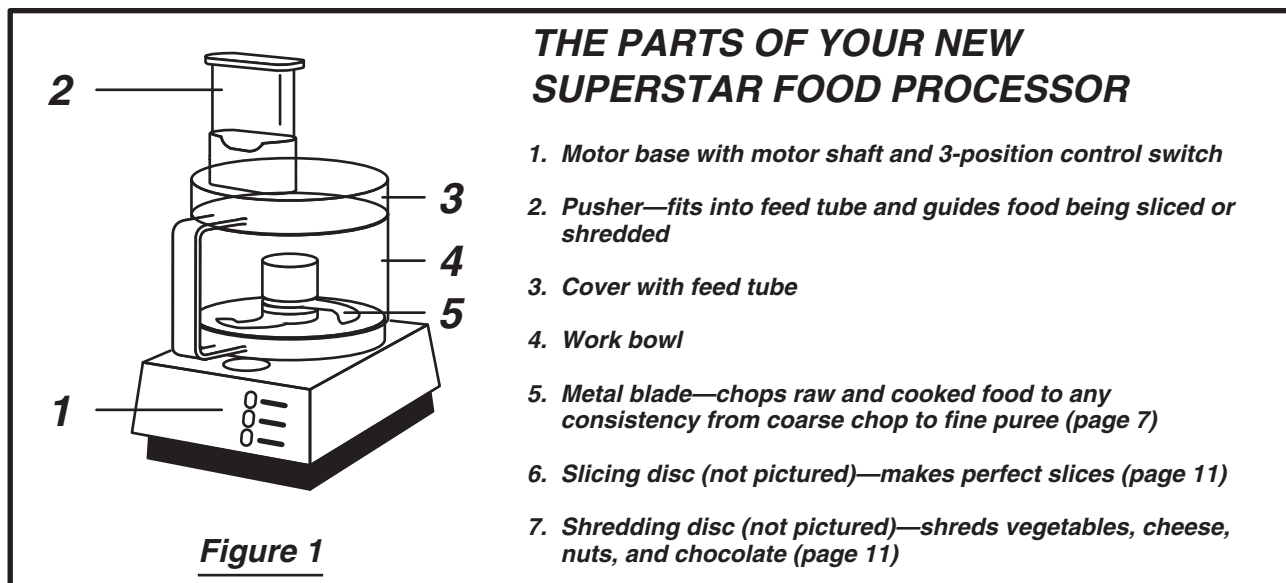
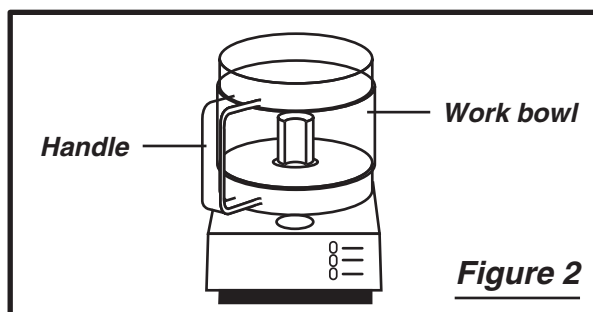


Dear Superstar Customer:

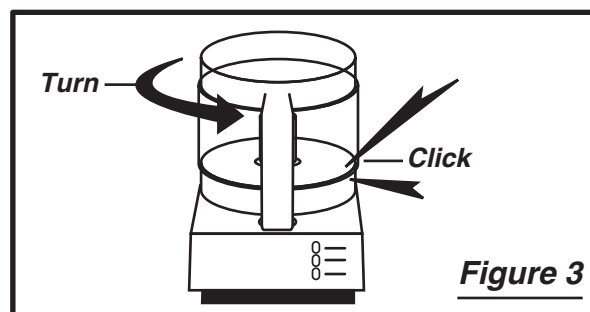
You have just purchased one of the finest food processors on the market. Thousands of cooks around the world use the Superstar food processor to chop, slice, and blend their way to healthful, delicious meals. The Superstar's powerful motor can handle any task without overheating. Whether you are making salsa or homemade bread, or simply chopping vegetables, you'll find the Superstar food processor will greatly reduce preparation time. Read on to learn how to operate your new food processor. For best results, use only Superstar replacement parts with your Superstar food processor.

**PUTTING YOUR SUPERSTAR FOOD PROCESSOR TOGETHER**

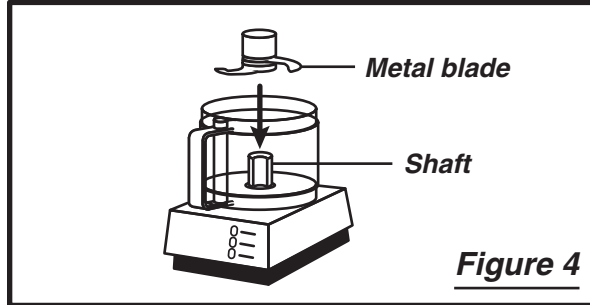
Read all instructions on these two pages before you start. Check that your household voltage matches that shown on the label on the bottom of your Superstar food processor base.



1. Put base on counter or table near an electrical outlet. Do not plug in until your Superstar food processor has been fully assembled. Pick up empty work bowl, holding it with handle toward you. Put bowl on base, fitting center tube over shaft on base and placing handle slightly to left of front center (7 o'clock).

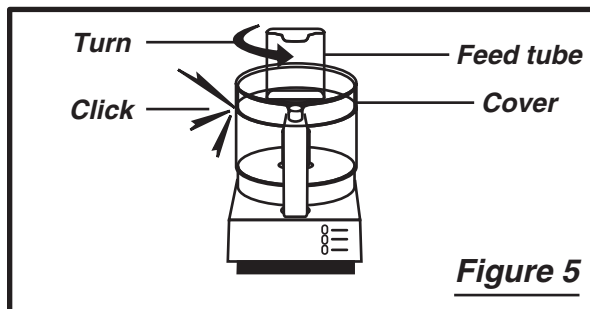


2. Turn bowl counterclockwise as far as it will go. It will click into locked position.

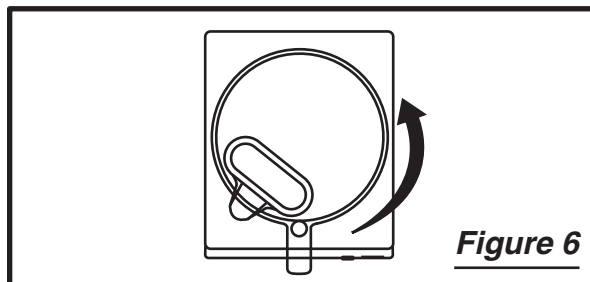


3. Pick up metal blade by the center plastic part. Never touch metal cutting blades, which are razor sharp.

Place blade over motor shaft. If it doesn't go down, twist it gently clockwise until it does. Push top of center plastic part to push blade down as far as it will go. Lower blade should almost touch bottom of bowl.



4. Put cover on bowl, with feed tube at front, slightly to left of front center.



5. Turn cover counterclockwise to lock it into place. It will click into position.

The motor of your Superstar food processor will not start unless work bowl is securely locked in position and cover is securely locked on work bowl.

6. Insert the pusher into the feed tube. Always use the pusher to guide food through the feed tube. NEVER USE YOUR FINGERS! Plug your Superstar food processor into a household electrical outlet.

OPERATING CONTROLS

The control switch on the base of the machine has 3 positions that give you fingertip control of operation:

(1) For continuous operation, move the control switch up to the ON position.

(2) For ON-OFF operation (pulse chopping), press the control switch down to PULSE. The motor will run until the control switch is released.

(3) The machine should always be kept in the OFF position (center) when not in use.

PRACTICING WITH FOOD

Try chopping some food to get a feel for how the processor works. (Try starting out with a soft fruit or vegetable.)

First, cut the food into 1-inch pieces. Note: using different-sized food pieces could result in an inconsistent chop texture. Insert metal blade in work bowl and put in food pieces. Put on cover and lock it. Press control switch down to PULSE, then release it.

Repeat two or three times. Watch what happens to the food. New users are usually surprised by how fast the Superstar food processor works. You will quickly get used to its great speed. Using this technique, you can get an even chop without the danger of overprocessing. For a coarse chop, pulse only a few times. For a finer chop, continue pulse/chopping until you get the texture you want. (Note: Onions and other foods with high water content can turn into a smooth puree very quickly. Do not overchop. Pulse in short intervals. Check food after each pulse.)

ADDING FOOD WHILE PROCESSING

When you want to add liquid while the machine is running, pour it through the open feed tube. This is especially useful when making mayonnaise, bread dough, cakes, and many other recipes. See index for a list of recipes.

You can also add small pieces of food like cheese, meat, or garlic cloves while the machine is running by dropping the food through the open feed tube. To prevent spills, use a funnel when adding flour, sugar, and other dry ingredients.

Released Test Questions

English–Language Arts

11

1



The “Practicing with Food” section of the instructions praises the Superstar food processor’s

- A beauty.
- B speed.
- C versatility.
- D simplicity.

2



Which of these should you do to lock the cover onto the work bowl?

- A Push it down as hard as you can.
- B Turn it counterclockwise.
- C Remove the pusher from the feed tube.
- D Move the control switch to the ON position.

3



The “Dear Superstar Customer” is written in what tone?

- A Complementary and kind
- B Enthusiastic and helpful
- C Formal and distant
- D Joking and informal

4



The instructions warn against all of the following *except*

- A using your fingers to guide food into the feed tube.
- B holding the control switch down for a very long time.
- C using pieces of food that are all different sizes.
- D adding eggs through the feed tube while the machine is running.

5



Which of the following is *not* evidence supporting the claim “You have just purchased one of the finest food processors on the market”?

- A Thousands of cooks around the world use the Superstar food processor . . .
- B The Superstar’s powerful motor can handle any task . . .
- C . . . the Superstar food processor will greatly reduce preparation time.
- D . . . use only Superstar replacement parts with your Superstar food processor.

Directions This is a draft of a report. It may contain errors. Read the passage and answer questions 58 through 62.

Frances Perkins: Champion of the American Worker

- 1** Frances Perkins spent her life helping people as a teacher, a volunteer, and a social worker. By the time she became Secretary of the Department of Labor in 1933, she had already accomplished many of her goals in life.
- 2** Frances Coralie Perkins was born in Boston on April 10, 1880. Her given name was Fannie, but she later changed it to Frances. She left home in 1898 to attend college at Mount Holyoke College. As part of her studies, she visited factories and wrote about poor working conditions. She became interested in improving social conditions for working class people. Perkins graduated in 1902 she moved to Chicago, Illinois. She taught school at Kerry Hall in Lake Forest. During school breaks, Perkins did volunteer work in the community. In 1907 Perkins moved to Philadelphia, Pennsylvania, to work for the state. As part of her work, she lobbied for safer working conditions in factories. Perkins moved to New York in 1909 where Governor Al Smith hired her to work for the Consumer's League of New York. She focused on obtaining shorter hours for workers with the 54-Hour Bill.
- 3** In 1912 Franklin D. Roosevelt became the senator of New York. He asked Perkins to work for the New York Commission on Safety. She helped to write thirty-six new labor laws, a noteworthy number that remains to be matched, including workers' compensation to help people who are injured on the job or too sick to work. Later, when Roosevelt became President of the United States in 1933, he wanted Perkins to be the Secretary of Labor. She was the first woman to hold a cabinet office. Perkins convinced Roosevelt to pass the Social Security Act and the Fair Labor Standards Act as part of his New Deal legislation.
- 4** Perkins left civic life in 1953. She died on May 14, 1965, but her work continues to help many working Americans. The reasons for the celebration of her life are visible in every city and every workplace.

6

~~5~~ Which is the implied main idea of this passage?

- F Frances Perkins devoted her life to improving labor conditions.
- G Through hard work, Frances Perkins rose to the highest ranks in government.
- H Frances Perkins found working in government enjoyable.
- J Early experiences motivated Francis Perkins to excel in life.

7

~~6~~ Read this sentence.

Perkins graduated in 1902 she moved to Chicago, Illinois.

How should this sentence be revised?

- A Perkins graduated in 1902, she moved to Chicago, Illinois.
- B Perkins, graduated in 1902, she moved to Chicago, Illinois.
- C Perkins graduated in 1902 and moved to Chicago, Illinois.
- D Perkins graduated in 1902, subsequently, she moved to Chicago, Illinois.

8

~~7~~ Which of the following words would best fit in the blank.

"In 1912 Franklin D. Roosevelt became the senator of New York. _____, he asked Perkins to work for the New York Commission on Safety."

- F Subsequently
- G For example
- H However
- J Besides

9

~~8~~ Which transition best replaces the word "but" in the following sentence?

"Her given name was Fannie, but she later changed it to Frances."

- A However
- B Immediately
- C Concurrently
- D Definitely

Read this passage. Then answer multiple-choice questions 9 through 16 and open-response question B.

Wrinkles, Scars, and Stitches

by Diana Kelly

The author, Diana Kelly, was 11 years old when she wrote this article.

1 All actors in movies, even men, wear makeup. Without makeup, the bright lights of the camera equipment would wash out their features. Makeup also changes actors' appearances, so that they look older or younger, or even as if they have been wounded or are aliens! With a few simple ingredients, you can create your own movie makeup.

How to Get a Senior Citizen Discount

1. Apply the white face paint to cover your cheeks, lips, nose, and forehead, and into your hair so it looks gray.
2. Use the brown face paint to color half-moons under your cheekbones and under your eyes (for a tired look). Then, scrunch up your forehead and put some brown in between the wrinkles.
3. Put the red face paint over the brown that is under your eyes. Add a touch of red on your cheeks above the brown there.
4. Using a piece of damp toilet paper, dab and smudge the face paint to make it more realistic.
5. Finally, scrunch up your whole face and put the eyeliner on the wrinkles to get the full effect of being elderly.

YOU NEED

face paint crayons in white, brown, and red (available at most craft stores)
brown eyeliner

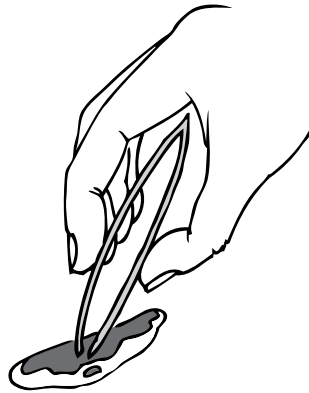


Accidents Happen: Fake Cuts, Stitches, and Warts

1. Put a dab of glue (the size of the cut you want) on the wax paper or plastic wrap.
2. Tear off a little piece of a cotton ball and dip it into the bottle of red food dye. (For a scab, put both green and red food dye on the cotton.)
3. Squeeze any extra from the cotton back into the food dye bottle and put the cotton piece on your glue spot.

YOU NEED

nontoxic glue that dries clear
wax paper or plastic wrap
cotton balls
1 bottle each of red and green food dye
black thread
scissors
tweezers
black peppercorns
honey or corn syrup

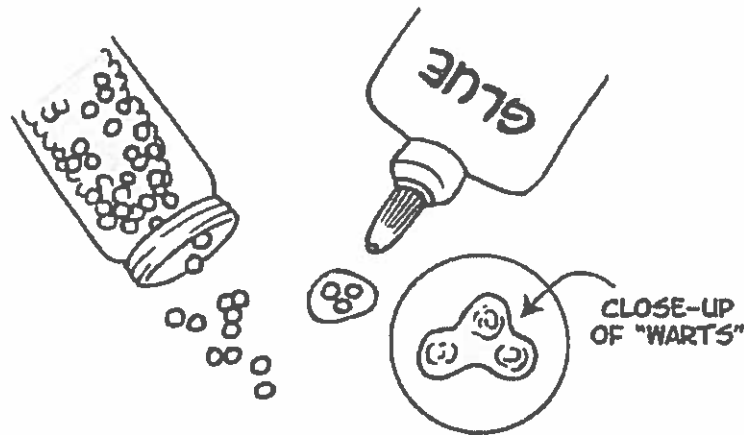


4. Repeat steps 2 and 3 until you have the size you want for the fake cut, as well as enough “blood.”
5. If you want to add stitches to the cut, tie two pieces of black thread together so they make a small X; cut the ends short. Using the tweezers, place the X on the wet glue. Repeat for as many stitches as you want and allow the glue to dry.

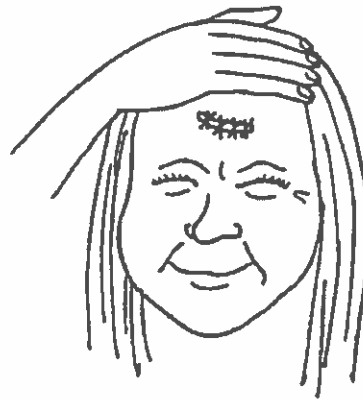


PART II RELEASED READING ITEMS – 2012 GRADE 11 LITERACY

6. To make warts, put another bit of glue on the wax or plastic. Place a peppercorn or two in the glue.



7. When the cuts and warts are dry, carefully peel them off the paper or plastic. Then use corn syrup or honey to stick them onto yourself.



10

10 What is the main purpose of the illustrations?

- A. to help the reader understand the creation of fake wounds
- B. to help the reader understand the process and the end result
- C. to help the reader understand the appearance of looking aged
- D. to help the reader understand the reason for creating movie makeup

11

11 Which sentence best describes the purpose of the passage?

- A. to explain why people buy makeup
- B. to poke fun at people who use makeup
- C. to list some advantages of wearing makeup
- D. to encourage readers to create their own makeup

PART II RELEASED READING ITEMS – 2012 GRADE 11 LITERACY

12

44. Which is the best source of more information about movie makeup?

- A. a magazine about movie stars
- B. a biography of a famous actress
- C. a nonfiction book about making movies
- D. a website that sells brand-name makeup

Text Structures:

- A Chronological
- B Sequential
- C Compare and Contrast
- D Problem and Solution
- E Cause and Effect



13

13. The surface of the Earth is divided into pieces called "tectonic plates." These plates move. When the plates rub against each other, they do not move smoothly. When the plates do not move smoothly, earthquakes result. Some parts of the world get more earthquakes than other parts. The parts of the earth that get most earthquakes are near the edges of these plates.

How is the text structured? _____

14

14. Some countries, such as Japan, or parts of a country, like California in the United States, have a lot of earthquakes. In these places it is a good practice to build houses and other buildings so they will not collapse when there is an earthquake. This is called seismic design or "earthquake-proofing".

How is the text structured? _____

PART II RELEASED READING ITEMS – 2012 GRADE 11 LITERACY

READING OPEN-RESPONSE ITEM B

- B.** State two characteristics the reader may infer about the author. Support each inference with at least one detail or example from the passage.

RUBRIC FOR READING OPEN-RESPONSE ITEM B

SCORE	DESCRIPTION
4	The response states two characteristics the reader may infer about the author and supports each inference with at least one accurate and relevant detail or example from the passage.
3	The response states two characteristics the reader may infer about the author and supports one inference with an accurate and relevant detail or example from the passage.
2	The response states two characteristics the reader may infer about the author. OR The response states one characteristic the reader may infer about the author and supports the inference with an accurate and relevant detail or example from the passage.
1	The response states one characteristic the reader may infer about the author. OR The response provides evidence of minimal understanding.
0	The response is incorrect or irrelevant.