



NOBLE

Open-ended Response Items

9.1

Please Do Not Open Booklet Until Told to Do So

Noble Efforts Change Lives. Be Noble.

TEST 1 READING & ENGLISH: 9.1 OPEN-ENDED RESPONSE TEST

DIRECTIONS: There is one passage on this test followed by an open-ended response question. Spend 20 minutes reading the passage and planning your response. Then, you will have 40 minutes to answer the open-ended response question on the following pages. You may refer back to the text as often as needed. As you read, consider the following prompt:

In several well-developed paragraphs, determine a central idea in the excerpt from Maya Angelou's I Know Why the Caged Bird Sings. Cite multiple pieces of strong and thorough textual evidence that support this central idea.

Background Information: *I Know Why the Caged Bird Sings* is an autobiography written in 1969 by African-American poet and writer Maya Angelou. Her story takes place in segregated Stamps, Arkansas. The paragraphs below are numbered so that you may easily refer to them.

Excerpted from chapter 15 of *I Know Why the Caged Bird Sings*. 1969. Angelou, Maya.

1 Mrs. Bertha Flowers was the aristocrat of Black Stamps. She had the grace of control to appear warm in the coldest weather, and on the Arkansas summer days it seemed she had a private breeze which swirled around, cooling her. She was thin without the taut look of wiry people, and her printed voile dresses and flowered hats were as right for her as denim overalls for a farmer. She was our side's answer to the richest white woman in town.

2 Her skin was a rich black that would have peeled like a plum if snagged, but then no one would have thought of getting close enough to Mrs. Flowers to ruffle her dress, let alone snag her skin. She didn't encourage familiarity. She wore gloves too.

3 I don't think I ever saw Mrs. Flowers laugh, but she smiled often. A slow widening of her thin black lips to show even, small white teeth, then the slow effortless closing. When she chose to smile on me, I always wanted to thank her. The action was so graceful and inclusively benign.

4 She was one of the few gentlewomen I have ever known, and has remained throughout my life the measure of what a human being can be. [...]

5 One summer afternoon, sweet-milk fresh in my memory, she stopped at the Store to buy provisions. Another Negro woman of her health and age would have been expected to carry the paper sacks home in one hand, but Momma said, "Sister Flowers, I'll send Bailey up to your house with these things."

6 She smiled that slow dragging smile, "Thank you, Mrs. Henderson. I'd prefer Marguerite, though." My name was beautiful when she said it. "I've been meaning to talk to her, anyway." They gave each other age-group looks. [...]

7 There was a little path beside the rocky road, and Mrs. Flowers walked in front swinging her arms and picking her way over the stones.

8 She said, without turning her head, to me, "I hear you're doing very good schoolwork, Marguerite, but that it's all written. The teachers report that they have trouble getting you to talk in class." We passed the triangular farm on our left and the path widened to allow us to walk together. I hung back in the separate unasked and unanswerable questions.

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9 “Come and walk along with me, Marguerite.” I couldn’t have refused even if I wanted to. She pronounced my name so nicely. Or more correctly, she spoke each word with such clarity that I was certain a foreigner who didn’t understand English could have understood her.

10 “Now no one is going to make you talk—possibly no one can. But bear in mind, language is man’s way of communicating with his fellow man and it is language alone which separates him from the lower animals.” That was a totally new idea to me, and I would need time to think about it.

11 “Your grandmother says you read a lot. Every chance you get. That’s good, but not good enough. Words mean more than what is set down on paper. It takes the human voice to infuse them with the shades of deeper meaning.”

12 I memorized the part about the human voice infusing words. It seemed so valid and poetic.

13 She said she was going to give me some books and that I not only must read them, I must read them aloud. She suggested that I try to make a sentence sound in as many different ways as possible.

14 “I’ll accept no excuse if you return a book to me that has been badly handled.” My imagination boggled at the punishment I would deserve if in fact I did abuse a book of Mrs. Flowers’s. Death would be too kind and brief.

15 The odors in the house surprised me. Somehow I had never connected Mrs. Flowers with food or eating or any other common experience of common people. There must have been an outhouse, too, but my mind never recorded it.

16 The sweet scent of vanilla had met us as she opened the door.

17 “I made tea cookies this morning. You see, I had planned to invite you for cookies and lemonade so we could have this little chat. The lemonade is in the icebox.”

18 It followed that Mrs. Flowers would have ice on an ordinary day, when most families in our town bought ice late on Saturdays only a few times during the summer to be used in the wooden ice cream freezers.

19 She took the bags from me and disappeared through the kitchen door. I looked around the room that I had never in my wildest fantasies imagined I would see. Browned photographs leered or threatened from the walls and the white, freshly done curtains pushed against themselves and against the wind. I wanted to gobble up the room entire and take it to Bailey, who would help me analyze and enjoy it.

Now, use the provided scratch paper to outline your response to the above prompt. Please note work completed on the scratch paper will not be scored.

TEST 2 MATH: 9.1 OPEN-ENDED RESPONSE TEST

Directions: Write answers clearly and legibly in the space provided. Cross out any errors you make; erased or crossed-out work will not be graded. Grades for duplicate solutions will be applied only for the lowest scoring one. Your work will be graded on the correctness of your methods as well as your answers. Answers without clear explanations or supporting work may not receive credit. Unless otherwise specified, answers do not need to be simplified.

For question 1, consider the following: Teddy and Nicole are both creating a budget for a class set of 29 textbooks. The cost of a single textbook is \$51. Since neither of them has a calculator, they use the mental math processes below to determine the cost of the class set.

Nicole's Mental Math	Teddy's Mental Math
30 textbooks at \$50 each would cost \$1,500.	30 textbooks at \$50 each would cost \$1,500.
So 29 textbooks at \$50 each would cost \$1,500-\$50.	So 29 textbooks at \$50 each would cost \$1,500-\$50.
Because the actual price of each textbook is \$51 and NOT \$50, I must add \$1 to my total.	Because the actual price of each textbook is \$51 and NOT \$50, I must add \$29 to my total.
So the total cost of the textbooks is \$1,500 - \$50 + \$1.	So the total cost of the textbooks is \$1,500 - \$50 + \$29.

1. Which student has the correct mental math process for finding the cost of the textbooks? Justify why one is correct in complete sentences.

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For questions 2-4 about rational and irrational numbers, consider these real numbers:

$$\sqrt{5}, \frac{123}{55}, \frac{711\pi}{1000}, \frac{5591}{2500}$$

2a. Order the four real numbers from least to greatest in the form given.

2b. List the rational numbers and explain why they are rational.

3. If x is a rational number, and y is an irrational number, will $x + y$ result in a rational or irrational number? Provide an example with your written explanation.

4. Assume z is an irrational number. Can z^2 be rational? If so, provide an example. If not, explain why in complete sentences.

5. Sam starts to solve the following equation $\frac{7}{3}x = 42$ by first multiplying both sides of the equation by three. Finish solving the equation using Sam's method. Then explain why Sam's method is the same as multiplying by the reciprocal.

6. For the new equation $\frac{9}{5}x = y$, if x is a positive number, will the value of y always be larger than the value of x ? Explain.

**STOP! THIS IS THE END OF TEST 2.
DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.**

3. Data Evaluation (2 points)

Student A performed three trials at each temperature. **Why** did Student A run three trials instead of stopping after the completion of one trial? **How** does the addition of trials impact experimental data?

4. Data Evaluation (3 points)

Another group in your class is designing a new experiment to test how salinity (amount of salt) affects the average water flea heart rate. To gather the data needed to answer this question, what **new** measuring tool would the student need to use? Explain why they would need this measuring tool.

Identify ONE variable from the previous experiment (the experiment which measure how salinity affects flea heart rate) that would need to be controlled in the experiment. Explain what could happen to your results if this variable is not controlled.

5. Scientific Inquiry (1 point)

The students in the class were asked to come up with a **different** experiment to test how an environmental factor affects flea heart rate. They **cannot** use temperature or salinity, since these factors have already been tested. Write a testable question that the students could use to further test flea heart rate.
