



FP1

# HiSET™ Language Arts – Writing Practice Test



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## Directions

This is a test of some of the skills involved in revising written materials. There are four selections similar to the reports, letters, and articles high-school students often need to write. Each selection is presented twice, first in a box in a conventional format and then in a spread-out format with certain parts underlined and numbered. Read quickly through the boxed text to get an idea of its purpose and style. Then go on to the spread-out format.

For each underlined part there are alternatives listed in the right-hand column. Choose the alternative that

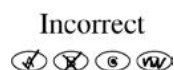
- makes the statement grammatically correct
- expresses the idea in the clearest or most appropriate way
- is worded most consistently with the style and purpose of the writing
- organizes the ideas in the most effective way

In some cases, there may be more than one problem to correct or improve.

When you have decided which alternative is best, mark your choice on the answer sheet. If you think the original underlined version is best, choose “*No change.*” In questions about organization, you will probably find it helpful to look at the boxed text. In the questions about spelling, you are to indicate which of three underlined words is misspelled, if any. If there are no errors in any of the words, mark “*None.*”

Work as quickly as you can without becoming careless. Don’t spend too much time on any question that is difficult for you to answer. Instead, skip it and return to it later if you have time. Try to answer every question even if you have to guess.

Mark all your answers on the answer sheet. Give only one answer to each question and make every mark heavy and dark, as in this example.



If you decide to change one of your answers, be sure to erase the first mark completely.

Be sure that the number of the question you are answering matches the number of the row of answer choices you are marking on your answer sheet.

**Language Arts – Writing**

**Part 1**

**Time — 30 minutes**

**19 Questions**

**GO ON TO THE NEXT PAGE →**

**Read quickly through the draft feature article in the box below. Then go to the spread-out version and consider the suggestions for revision.**

**1** Buying a car takes research as well as money. Having your license and saving enough money for an older car and insurance are just the beginning. Finding the right car will require some time and effort. Where do you start? What should you look for?

**2** Surprisingly, your local library might be good. There you can access online consumer guides that rate such things as performance, comfort, and mechanical reliability. Don't forget how helpful reference librarians can be.

**3** When you have located a car that you think will meet your needs, try to find out the repair history on the vehicle. Was the oil changed as scheduled to prevent wear on the engine? Has the car had any ongoing or repeated problems? Don't forget to take mileage into consideration, as well as the number of owners the car has had and also seeing if you can get information about any damage the car may have sustained as a result of accidents. It's a good idea to take the car to an independent auto mechanic for an inspection. It's worth the cost to identify potential problems. Before you make a major investment.

**4** Finally, check the vehicle's appearance. If the body has numerous dents and scratches and the inside is ruined, chances are the engine hasn't been well maintained. If there are major rust spots, you can expect the body to deteriorate rapidly. While these suggestions won't guarantee a foolproof purchase, they can help you make an informed decision. Researching a car before making an investment is always time well spent. Remember, once you buy a used car, it's yours.

1 Buying a car takes research as well as money.

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- 1 A (No change)  
B a good place is your local library.  
C a good place to start shopping for a car is your local library.  
D for starting car shopping, your local library is a good place.

- 2 Which of the following would be the best choice for this sentence?  
A (No change)  
B Move the sentence so that it comes before the preceding sentence.  
C Move the sentence to become the first sentence of the next paragraph (Paragraph 3).  
D Omit the sentence.

- 3 A (No change)  
B To prevent wear on the engine, the oil was changed as scheduled?  
C Oil changed as scheduled to prevent wear on the engine?  
D Was the oil changed to prevent wear on the engine as scheduled?

- 4 A (No change)  
B had, also obtaining  
C had getting also  
D had. Try to obtain

as a result of accidents. It's a good idea to take the car to an independent auto mechanic for an inspection. It's worth the cost to identify potential problems. Before you make a major investment.

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Remember, once you buy a used car, it's yours.

- 5
- A (No change)
  - B problems before
  - C problems; before
  - D problems: before

6 Which of these sentences, if any, should begin a new paragraph?

- A (There should be no new paragraph.)
- B If there are major rust spots, you can expect the body to deteriorate rapidly.
- C While these suggestions won't guarantee a foolproof purchase, they can help you make an informed decision.
- D Researching a car before making an investment is always time well spent.

**After attending a local political debate, a blogger wrote the following article. Read quickly through the draft in the box below. Then go to the spread-out version and consider the suggestions for revision.**

**1** Citizens filled the Mesa Vista High School auditorium Thursday evening to hear the two mayors' candidates participate in a special debate. The event was organized by Ms. Roberta Valdez, a social studies teacher at Mesa Vista who is herself a former council member.

**2** Ms. Valdez moderated the debate beginning by introducing the candidates: Mayor Barbara Mahoney, who has lived in the city for many years, and Councilor Luther Quinn, her challenger. Each contender made an opening statement, and then they took turns responding to questions.

**3** [1] Mayor Mahoney opened the debate on a serious note, describing some difficult issues facing the city. [2] Councilor Quinn's opening statement, by the way, consisted primarily of hilarious anecdotes about his years as a student at Mesa Vista. [3] The mayor was impressive with her thorough knowledge of the issues often citing programs she has initiated during her time in office. [4] Councilor Quinn also had a good grasp of the issues, but as a council member, he naturally has fewer accomplishments that affect the entire city. [5] During the question-and-answer period, one distinct difference between the two candidates became apparent when you took a look at their responses to a question concerning the proposal for a recreation center in Goldman Park. [6] The mayor was voicing her continued opposition, saying that it would tear up one of the last wooded areas in the city. [7] She suggested why not fix up an empty building on the waterfront instead. [8] But Councilor Quinn, who strongly supports the original plan, pointed out that where the site is most people can get to easily. [9] Audience members, too, were divided on this issue, though most feeling that the recreation center is needed.

**4** After the debate citizens' comments indicated that although the audience was clearly more entertained by Councilor Quinn there was no decisive winner. Several audience members agreed with Jamie Reese, a local small business owner, who said, "We need to stick with what works, and that's Mayor Mahoney." Others shared the opinion expressed by Eddie Talini, a self-employed carpenter: "I think Councilor Quinn can give this city the energy and imagination it needs."



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as a student at Mesa Vista. [3] The mayor was impressive with her thorough knowledge of the

issues often citing programs she has initiated

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during her time in office. [4] Councilor Quinn also had a good grasp of the issues, but as a council

- 7 A (No change)  
B mayor's candidates  
C candidate's for mayor  
D candidates for mayor

- 8 A (No change)  
B debate and beginning  
C debate and began  
D debate, began

9 Which of the following facts would be the most relevant to include here?

- A (No change; best as written)  
B who is a mother of three,  
C who formerly practiced law,  
D who is seeking her third four-year term,

- 10 A (No change) C in addition,  
B secondly, D on the other hand,

11 Which of these words, if any, is misspelled?

- A (None) C hilarious  
B primarily D anecdotes

- 12 A (No change)  
B issues, often citing  
C issues; often citing  
D issues, often she was citing

member, he naturally has fewer accomplishments that affect the entire city. [5] During the question-and-answer period, one distinct difference between the two candidates became apparent when you

13

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one of the last wooded areas in the city. [7] She

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waterfront instead. [8] But Councilor Quinn, who

strongly supports the original plan, pointed out

that where the site is most people can get to easily.

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[9] Audience members, too, were divided on this

issue, though most feeling that the recreation

17

center is needed.

18

- 13 A (No change)  
B was made when taking a look at their responses to a question  
C became apparent in their responses to a question  
D was made by responses to the question

- 14 A (No change) C had voiced  
B voiced D wanted to voice

- 15 A (No change) C fixing up  
B to fix up D they could fix

- 16 A (No change)  
B the site for where the center is to be located is one  
C the park site is a location that  
D the park site for putting the center is in a location

- 17 A (No change) C feels  
B would feel D felt

- 18 The writer is considering splitting Paragraph 3 into two paragraphs. The best place to begin a new paragraph would be with  
A Sentence 4. C Sentence 6.  
B Sentence 5. D Sentence 7.

4 After the debate citizens' comments indicated

19

that although the audience was clearly more

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agreed with Jamie Reese, a local small business

owner, who said, "We need to stick with what

works, and that's Mayor Mahoney." Others shared

the opinion expressed by Eddie Talini, a

self-employed carpenter: "I think Councilor Quinn

can give this city the energy and imagination

it needs."

19 A (No change)

B After listening to citizens' comments after the debate, there was no decisive winner, although the audience was clearly more entertained by Councilor Quinn.

C Although the audience was clearly more entertained by Councilor Quinn, it seemed there was no decisive winner during citizens' comments after the debate.

D Citizens' comments after the debate seemed to indicate that there was no decisive winner, although the audience had clearly been more entertained by Councilor Quinn.



**Language Arts – Writing**

**Part 2**

**Time—45 minutes**

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## Directions

This is a test of your writing skills. You will have 45 minutes to finish your response. Your response will be scored based on:

- Development of a main idea through explanation of supporting reasons, examples, and details
- Clear organization of ideas, including an introduction and conclusion, logical paragraphs and effective transitions
- Language use, including varied word choice, varied sentence constructions and appropriate voice
- Clarity and correctness of writing conventions

Staying physically fit involves practicing habits such as exercising regularly, eating well and getting enough sleep. Research has shown that people who are physically fit perform better in work and school. Your employer is printing a special newsletter informing employees about important ways they can practice staying fit.

Write an essay for your employer's newsletter in which you argue that workers should adopt at least one behavior that will improve their fitness. Think carefully about what reasons will convince other workers to change their behavior.



# Writing Practice Test

## Section 1

### Answer Key

Question Number	Correct Answer
1	C
2	D
3	A
4	D
5	B
6	C
7	D
8	C
9	D
10	D
11	B
12	B
13	C
14	B
15	C
16	C
17	D
18	B
19	D

**Writing Practice Test**  
**Part 2**  
**Scoring Your Essay**

The Scoring Guide used for scoring essay responses is given below. One way to see how well you did on your essay in this practice test is to ask someone with experience in scoring essays to score your response using this scoring guide.

Please remember that you must achieve a score of at least 2 on the essay portion of the Language Arts – Writing test in order to pass the test as a whole.

**Scoring Guide**

1	<p><i>Essays at this score point show little or no skill in responding to the task.</i></p> <p>The response has little or no development. It may provide a few ideas but lacks explanation of ideas, only repeats ideas, or the ideas lack relevance. Organization is minimal. The response lacks an introduction and conclusion, and does not demonstrate any understanding of paragraphing. If transitions appear, their use is not controlled. Language control is minimal. Word choice and sentence structure are simple. Errors in sentence construction, pronoun use, verb forms, and/or spelling are frequent and may interfere with understanding.</p>
2	<p><i>Essays at this score point show minimal skill in responding to the task.</i></p> <p>The response demonstrates minimal development. It provides a few ideas but explanation is minimal or superficial and parts of the explanation may be repetitions or lack relevance. Organization is weak. There is minimal evidence of an introduction and/or conclusion. Some related ideas are grouped together though paragraphing may not be used. If transitions appear, their use is not controlled. Beginning skill in language is demonstrated. Word choice is awkward and/or repetitive. The response has repetitive sentence structure and/or long, uncontrolled sentences. Numerous errors in sentence construction, pronoun use, verb forms, and/or spelling interrupt the flow of communication and some errors may interfere with understanding.</p>
3	<p><i>Essays at this score point show limited skill in responding to the task.</i></p> <p>The response demonstrates limited skill in developing ideas. It maintains focus on a central idea through some of the response. The response provides several ideas with limited or uneven explanation, offering few or only general examples and/or details to support ideas. Organization demonstrates some developing skill. The response has an introduction and conclusion, though one or both of these may be over- or under-developed. Ideas are grouped together in paragraphs, though the relationship among ideas may at times be unclear. The response uses a few transitions between and/or within paragraphs to support coherence. Some developing skill in language is demonstrated. Word choice is general and the response demonstrates a little variety in sentence structure, although a few long, uncontrolled sentences may be used. Errors in sentence construction, pronoun use, verb forms, and/or spelling are present and may occasionally interfere with understanding.</p>

4	<p><i>Essays at this score point show adequate skill in responding to the task.</i></p> <p>The response demonstrates adequate skill in developing ideas. It maintains focus on a central idea though there may be a few minor lapses. The response provides several ideas with adequate explanation, offering some specific and relevant examples and/or details to support ideas. The response demonstrates adequate skill in organization, with a clear introduction and conclusion that are somewhat developed. The response uses appropriate paragraphing and demonstrates some evidence of logical sequencing of ideas. Transitions are consistently used between and/or within paragraphs, though the transitions may be simple. Adequate skill in language use is demonstrated. Mostly specific and somewhat varied word choice is used. The response demonstrates control of sentences with some variety in length and structure. Voice is usually appropriate for audience and purpose. Some errors in sentence construction, pronoun use, verb forms, and/or spelling are present but do not interfere with understanding.</p>
5	<p><i>Essays at this score point show competent skill in responding to the task.</i></p> <p>The response demonstrates competent skill in developing ideas. It maintains focus on a clear central idea throughout the response. The response provides several ideas with complete explanation, offering specific, relevant, and somewhat elaborated reasons, examples, and/or details to support ideas. The response demonstrates some critical thinking by introducing and addressing complications of the issue and/or addressing counterarguments. The response demonstrates competent skill in organization. The introduction and conclusion are clear and generally well-developed, and the introduction clearly sets up the rest of the response. Clear and appropriate paragraphing is used, with logical sequencing of ideas through most of the response. Varied transitions are used between and within paragraphs to support coherence. The response demonstrates competent skill in language. Word choice is usually precise and varied. The response uses well-controlled sentences that are varied in length and complexity. Voice is appropriate for audience and purpose. There are few grammar, usage, or mechanics errors and most are superficial.</p>
6	<p><i>Essays at this score point show proficient skill in responding to the task.</i></p> <p>The response demonstrates proficient skill in developing ideas. It maintains focus on a clear central idea throughout the response. The response provides several ideas with effective and thorough explanation, offering relevant and fully elaborated reasons, examples, and/or details to support ideas. The response demonstrates strong critical thinking and insight by discussing complications of the issue and/or successfully addressing counterarguments. The response demonstrates proficient skill in organization. It has an effective, well-developed introduction and conclusion, with an engaging introduction that clearly sets up the rest of the response. Clear and appropriate paragraphing is used, creating a coherent whole. Logical sequencing of ideas is demonstrated throughout the response. Effective transitions are used throughout response to support coherence. The response demonstrates proficient skill in language. Word choice is precise, varied, and engaging. The response effectively varies sentence length and complexity. Voice is appropriate for audience and purpose, and enhances the effectiveness of the response. No errors or only a few superficial errors appear, and the response demonstrates sophisticated use of grammar, usage, and mechanics.</p>