

# Literacy Test Practice: Multiple Choice

## Rationale

There are two types of Multiple Choice Questions on the Literacy Test. The test consists of many multiple choice questions- the number varies year to year, but it has:

- *approximately 31 multiple-choice reading items* related to five reading selections or graphics (pictures, brochures or posters). Students will read and respond to questions related to understanding of:

- an information paragraph
- a news report
- a dialogue
- a real-life narrative
- a graphic text

and will include questions that are:

Implicit	Explicit	Making Connections
You will need to think about the answer, based on the reading -you will <u>not</u> find it directly stated	You will find the answer in the reading	The question will relate to another topic you will know about but not be in the reading

- *approximately 8 multiple-choice writing items* that will require you to respond to questions related to: content, organization of ideas and using conventions when writing

Identifying Main Ideas	Organization	Grammar, punctuation and spelling
Finding the difference between main ideas and supporting ideas	Identifying correct structure and order of ideas/facts	Proper sentence structure, correct punctuation, use of bold and italicized words

## Instructions for Multiple Choice Questions



### A Reading

Cover the answer and read each question **2 times** to find:

- What is given
- What is being asked for

### B Answering:

1. BEFORE you read the answers **STOP** and think of the right answer
2. Then, read **ALL** the options given
3. Put a mark beside the one(s) you think are correct
4. Draw a line through the one(s) you know are wrong.
5. If you end up with 2 checkmarks, read the questions again and try to decide which one is **MOST** correct.
6. Trust your instincts and choose the most correct answer. Make sure to answer before you move onto the next question so that it doesn't stay blank. If you have time you can always go back and correct it.

### C Troubleshooting

1. IF you get stuck and:
  - a. Don't know the meaning of a word:
    - Read to the end of the sentence... there may be other words to help you
    - Pay attention to the 2 sentences following which may give descriptions
  - b. Have trouble remembering what you are reading:
    - Prime yourself to pay attention (positive self-talk)
    - Focus on the beginning and end of the reading
    - Ask questions as you read
    - "See" or visualize what you read
    - Make notes/highlight/underline as you go

## Writing Items

**Practice 1** Choose the sentence that has correct punctuation.

- F I like Teds car because its red and isn't noisy.
- G I like Ted's car because its red and isnt noisy.
- H I like Teds car because it's red and isn't noisy.
- J I like Ted's car because it's red and isn't noisy.

**2** Choose the sentence that is written correctly.

- A Six cookies is lying on the table.
- B Three miles is not too far to walk.
- C Half the students wants to go by bus.
- D Two cups of cornflakes and three glasses of juice is served for breakfast.

## Reading Items

### This High School Starts at 10 a.m.

Adapted from the article "This high school starts at 10 a.m." by Kristin Rushowy, published in the *Toronto Star*, September 14, 2009. Reprinted with permission—Torstar Syndication Services.

In September 2009, a Toronto high school started classes an hour later than usual as part of a project to determine if extra sleep improves student attendance and grades. 1

Research shows teens' brains are wired to go to bed late and get up late. At puberty, the chemical that induces sleep is secreted around 11 p.m. and shuts off around 8 a.m. Studies have shown that about three-quarters of teens don't get their necessary 8.5–9 hours of sleep a night. 2

The school found that punctuality, attendance, grades and credits earned were the worst in first-period classes, which started at 8:50 a.m. Teachers said many students came to class too tired to learn. 3

Some schools that have experimented with a later schedule report less student depression, fewer dropouts, better test scores and higher grades. 4

The principal has heard positive reviews from staff and students and said enrolment is up because of the new hours. He knows critics will say the new timetable coddles lazy teens and doesn't reflect the real world, but he points out that not everyone starts work at 9 a.m. "There's a biological need for it," he says. 5

The time change has had some disadvantages. With the lunch period now an hour later, students get hungry. 6

One student likes the change but is no longer able to pick up a younger sibling from school. "It's less convenient," she says. 7

However, most agree with 16-year-old Tiffany. "I like it—I feel more rested." 8



### Multiple-Choice Questions

- 1** What does the principal mean by “it” in paragraph 5?
- A getting up later
  - B going to sleep earlier
  - C eating more nutritiously
  - D eating earlier in the day
- 2** Which word is closest in meaning to “coddles” as used in paragraph 5?
- F ignores
  - G interests
  - H pampers
  - J punishes
- 3** What has been one result of the timetable change at this Toronto high school?
- A higher grades
  - B more credits earned
  - C increased enrolment
  - D improved test scores
- 4** Which paragraphs present the problem and its solution?
- F paragraphs 1 and 2
  - G paragraphs 3 and 4
  - H paragraphs 4 and 5
  - J paragraphs 6 and 7
- 5** Based on the selection, which of the following most likely had the greatest influence on the principal’s decision to change the start time?
- A requests from school staff
  - B a desire to please students
  - C research about brain chemistry
  - D a need to prepare teens for the real world

### Open-Response Question

- 6** What does the schedule change show is a priority for the staff at this school? Use specific details from the selection to support your answer.

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