



ACT English Test

59F



ENGLISH TEST

45 Minutes—75 Questions

DIRECTIONS: In the five passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose “NO CHANGE.” In some cases, you will find in the right-hand column a question about the underlined part. You are to choose the best answer to the question.

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and fill in the corresponding oval on your answer document. Read each passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.

PASSAGE I

Notes from Underground

A lot of people hate to ride the New York City subways, but I love them because I like to get places fast.

A musician balancing a cello case, two Buddhist monks ¹ in saffron robes, and a group of stockbrokers in crisp,

charcoal gray suits get on at Wall Street. A passenger ² placidly sews while the subway train flings and jolts. A

teenager whose ³ holding a shoebox containing a kitten as

tiny as a gingersnap smiles even if ⁴ a line of girls in frilly white communion dresses file by. About three and a half

million people a day ride the subways ⁵ I think maybe

I might possibly have met them all. ⁶

1. At this point, the writer wants to provide one reason why she likes to ride the subways. Which choice is most relevant to the information provided in this first paragraph?

- A. NO CHANGE
- B. I never know what I'll see there.
- C. they are so much cheaper than taxis.
- D. they are places of enormous quiet and calm.

2. F. NO CHANGE
G. charcoal gray suits,
H. charcoal, gray suits
J. charcoal gray, suits

3. A. NO CHANGE
B. thats
C. as
D. who's

4. F. NO CHANGE
G. as
H. whereas
J. such that

5. A. NO CHANGE
B. subways, and
C. subways, which
D. subways actually

6. F. NO CHANGE
G. perhaps I've
H. I've possibly
J. I've



Sometimes a Salvation Army volunteer boards the subway train with sandwiches and juice to give to the needy. “Put your pride to the side!” the volunteer shouts, and I’ve seen many people put out their hands. The
7

speaker also raises money. Its impossible to predict which
8

people will dig into their pockets or if they were to open
9 their purses, and I’ve stopped trying to guess.

Last week some fellow passengers and I watched an elderly man with a portable chessboard playing
10 chess against himself. Just yesterday I sat across the

aisle with a woman who was composing music
11

in pink-tinted glasses in a notebook. She tapped her foot
12 as she reviewed what she’d written and then stopped

tapping and jotted more notes as the train hurtled along.
13

Today is my mother’s birthday. I decided to surprise her with lilac blooms from my backyard, so this morning, carrying a shopping bag full of the flowers, I boarded a crowded “E” train and rode it to the very last stop in the

7. A. NO CHANGE
B. Therefore, the
C. In conclusion, the
D. In other words, the

8. F. NO CHANGE
G. It’s
H. Its’
J. That’s

9. A. NO CHANGE
B. would have opened
C. open
D. might be opening

10. Which of the following alternatives to the underlined portion would NOT be acceptable?
F. who played
G. as he played
H. played
J. who was playing

11. A. NO CHANGE
B. to
C. at
D. from

12. The best placement for the underlined portion would be:
F. where it is now.
G. after the word *woman*.
H. after the word *was*.
J. after the word *composing*.

13. Which choice most effectively emphasizes the rapid speed of the train?
A. NO CHANGE
B. continued on its way.
C. moved on down the tracks.
D. proceeded toward the next stop.

Bronx. Strangers smiled and took pains not to crush the flowers, even when the train jerked to a halt. 14 I got off at an elevated station and, lifting the splendid bouquet, rushed down to my mother, feeling delighted that I'd brought the blooms all the way from Brooklyn on the subway train.

14. If the writer were to delete the preceding sentence, this paragraph would primarily lose a statement that:
- F. provides physical descriptions of people on the subway train.
 - G. supports the opening sentence of the essay.
 - H. provides evidence that people can be friendly on the subway train.
 - J. gives an explanation for the narrator's actions.

Question 15 asks about the preceding passage as a whole.

15. Suppose the writer had intended to write a brief essay persuading readers that the subway system is New York City's most economical means of public transportation. Would this essay fulfill the writer's goal?
- A. Yes, because the essay supplies evidence of the large number of people using the subways.
 - B. Yes, because the essay describes people who are able to give to the needy because they have extra money in their pockets.
 - C. No, because the essay focuses on the kinds of people riding the subways, not on how inexpensive the subways are to ride.
 - D. No, because the essay focuses on the writer's love of all public transportation, not just the subways.

PASSAGE II

Navajo Code Talkers

During World War II, a group of Navajo soldiers developed a code that became one of the most successful in U.S. military history. This group,¹⁶ known as the Navajo code talkers, took part in every assault the U.S. Marines conducted in the Pacific from 1942 to 1945, transmitting information, on tactics, troop movements,¹⁷ orders, and other vital communications over telephones and radios.

American military officials have been using¹⁸ cumbersome¹⁹ machines to encode and relay information during battles. In preliminary tests under simulated combat

16. F. NO CHANGE
G. group which was
H. group was
J. group
17. A. NO CHANGE
B. transmitting information on:
C. transmitting information on
D. transmitting: information on
18. F. NO CHANGE
G. had
H. would have
J. will have
19. A. NO CHANGE
B. thorny
C. strenuous
D. gawky



conditions, the Navajo encoded, transmitted, and decoded a three-line message in twenty seconds as the machines required thirty minutes to perform the same job.

Nevertheless, these tests convinced the

officials of the value, of using the Navajo language in a code.

The Navajo language is complex, with a structure and sounds that makes them unintelligible to anyone without

extensive exposure to it. Outside Navajo communities,

such exposure is rare, which greatly contributed to

it's success.

The Navajo developed and memorized the code. Since their language did not have words for common U.S. military equipment, they turned to nature. They named planes after birds and ships after fish. Dive bombers became *gini* (chicken hawk) and destroyers were called *ca-lo* (shark). The skilled Japanese code breakers remained baffled by the Navajo language. The code was never broken.

Unfortunately, the code talkers sometimes faced dangerous peril from their own side. Many code talkers needed bodyguards to protect them from other American soldiers, some of whom mistook the Navajo for Japanese

20. F. NO CHANGE
G. seconds so
H. seconds,
J. seconds, whereas
21. A. NO CHANGE
B. Similarly, these
C. Still, these
D. These
22. F. NO CHANGE
G. officials, of the value
H. officials of the value
J. officials, of the value,
23. A. NO CHANGE
B. makes it
C. make it
D. make them
24. F. NO CHANGE
G. from
H. with
J. of
25. Which of the following alternatives to the underlined portion would NOT be acceptable?
A. rare; this
B. rare this
C. rare. This
D. rare, a factor that
26. F. NO CHANGE
G. that
H. this
J. the Navajo code's
27. A. NO CHANGE
B. The Navajo, who were various heights and weights,
C. Being of various heights and weights, the Navajo
D. The Navajo of different sizes
28. F. NO CHANGE
G. hazardous
H. risky
J. OMIT the underlined portion.

soldiers. Regardless, the Navajo were resolute and served their country courageously.

The Navajo code remained classified after the war that was later used, along with codes made from other ²⁹American Indian languages, in the Korean Conflict and the Vietnam War. Now that the Navajo code is no longer used, the code talkers, whose secret work ³⁰saved American lives, can finally receive public recognition for their actions.

29. A. NO CHANGE
 B. and which
 C. and
 D. OMIT the underlined portion.
30. F. NO CHANGE
 G. hush-hush actions
 H. concealed, hidden efforts
 J. doings, kept under wraps,

PASSAGE III

An American Griot

[1] When storyteller Mary Carter Smith practices her art and everybody listens. ³¹
 [2] Wearing a brightly colored African dress, a large turban, and bracelets, the seventy-eight-year-old Smith seems to inhabit each of the different characters she describes. [3] Her voice changes with each emotion she wants to evoke. [4] Her gestures fit the pace of the narrative. [5] And though many of the stories are intended to make the audience laugh, Smith is fully aware of the other values of storytelling. [6] Indeed, ³²she identifies strongly with the griots of West Africa—those village storytellers where they ³³use songs, poems, and narration to help preserve and transmit culture and history. [7] Clearly others recognize her as a valuable resource. [8] Smith is the official griot of both the city of Baltimore and the state of Maryland; ³⁴she has served as griot-in-residence at

31. A. NO CHANGE
 B. Smith, practices her art
 C. Smith, practices her art,
 D. Smith practices her art,
32. F. NO CHANGE
 G. Well,
 H. However,
 J. At once,
33. A. NO CHANGE
 B. who
 C. whom
 D. that they
34. Which of the following alternatives to the underlined portion would NOT be acceptable?
 F. Maryland. She
 G. Maryland, and she
 H. Maryland and
 J. Maryland, she



several universities. 35

Though Smith has been interested in theater since her youth, her recognition of her own talent grew gradually. She worked for thirty years as a teacher and librarian in the field of education in Baltimore public schools. 36 She organized theater groups in her community and took several trips to Africa to study traditional cultures. All along, she was telling stories—everything from social satire to her retelling of “Cinderella” as Cindy Ellie, a ³⁷ poor African American girl whose rags are transformed into magnificent African-style gowns. Over time, she was invited to perform in churches, libraries, and museums. 38

Smith realized the extent of her gift when her friend Alex Haley ³⁹ who had gathered essential material critical to writing ⁴⁰ his best-selling novel *Roots* from a griot in Gambia, began to refer to her as “my American griot,” ⁴¹ this was a revelation to Smith.

35. The writer is considering deleting the phrase “at several universities” from Sentence 8. If the phrase were deleted, the essay would primarily lose:
- A. an essential link to the paragraph that follows.
 - B. a contrast for the purpose of making a comparison.
 - C. information that qualifies the term *griot-in-residence*.
 - D. an unnecessary detail.
36. Which of the following words or phrases from the preceding sentence is LEAST necessary and could therefore be deleted?
- F. thirty
 - G. and librarian
 - H. in the field of education
 - J. Baltimore public
37. A. NO CHANGE
B. Ellie. A
C. Ellie; a
D. Ellie, she was a
38. At this point, the writer is considering adding the following true statement:
- In high school, Smith was a member of both the drama and speech clubs.
- Should the writer make this addition here?
- F. Yes, because it supports the idea that Smith was telling stories throughout her life.
 - G. Yes, because it supports the idea expressed earlier that Smith organized theater groups in her community.
 - H. No, because it contradicts the point made earlier that Smith worked for thirty years as a teacher and librarian.
 - J. No, because it distracts the reader from the main focus of the paragraph and does not logically fit at this point in the essay.
39. A. NO CHANGE
B. friend, Alex Haley
C. friend Alex Haley;
D. friend Alex Haley,
40. F. NO CHANGE
G. for
H. important to
J. that was essential to
41. A. NO CHANGE
B. griot” that
C. griot.” This
D. griot,”



“Hearing that was like a man who has shoed horses all his
life being told, ‘You’re a blacksmith!’” she recalls.

42

Today, Smith’s repertoire is so vast that she could
speak consecutively for twelve hours straight without

43

running out of material. It’s unlikely she would ever
attempt such a feat, but if she did, there would be no
dull moments.

44

42. Given that all the choices are quotations from Mary Carter Smith, which one would best support the argument the writer is making concerning Smith’s belated discovery of her own talent?

F. NO CHANGE

G. “You’ve got to reveal truths to your listeners,” she says.

H. “Through his novel *Roots*, Alex Haley was in some ways performing the function of a griot for America,” she says.

J. “I’d say that one of the most crucial moments in my development as a storyteller is the few hours I once spent listening to a griot in West Africa,” she recalls.

43. A. NO CHANGE

B. continuously nonstop

C. perpetually

D. OMIT the underlined portion.

44. F. NO CHANGE

G. It’s unlikely,

H. Its unlikely,

J. Its unlikely

Question 45 asks about the preceding passage as a whole.

45. Suppose the writer had intended to write a brief essay focusing on the various ways that storytelling influences community values. Would this essay successfully fulfill the writer’s goal?

A. Yes, because the essay indicates that Smith believes storytelling pulls a community together.

B. Yes, because the essay shows that Smith’s Baltimore community valued her gift as a storyteller.

C. No, because the essay focuses on the griots of West Africa, not on community values.

D. No, because the essay’s main focus is on one storyteller and the way in which she practices her art.

PASSAGE IV

Baseballs and Butterflies

[1] Our son has started playing organized T-ball, a beginner’s version of baseball. [2] “Organized” is what parents call it, anyway. [3] Joe is seven, living in those two or three years when they can manage to throw a baseball a few feet but when what they’re really interested in are

46

46. F. NO CHANGE

G. children

H. he

J. some of them

things closer at hand, bugs, butterflies, dirt (if they're in the infield), grass (if they're in the outfield). [4] Children of that age still think nothing of doing little dances in the outfield, often with their backs to home plate and, consequently, the batter. [5] It's not as if the outfielders' positions matter much, though—the ball never gets hit hard enough to reach there. [49]

Since there's not much chance that a seven-year-old just learning the game can hit a pitched baseball, the umpire puts the ball on top of a stationary tee, a piece of flexible tubing adjusted to each batter's height. If batters repeatedly fail to hit the ball—and lots of them do—the umpire is patient, giving them four or five chances instead

of the usual three. [52] When a batter finally makes contact, the ball dribbles into the infield, where the

nearest player usually ends up throwing the ball at the first baseman's feet or, if the fielder is precocious, over the first baseman's head.

47. A. NO CHANGE
 B. hand, bugs, butterflies, dirt,
 C. hand: bugs, butterflies, dirt
 D. hand: bugs, butterflies, dirt,
48. F. NO CHANGE
 G. if
 H. whether
 J. as to whether
49. The writer wishes to add the following sentence in order to emphasize the uncertainty already expressed about an idea in the paragraph:
 I still have doubts.
 The new sentence would best amplify and be placed after Sentence:
 A. 1.
 B. 2.
 C. 3.
 D. 4.
50. F. NO CHANGE
 G. While
 H. Although
 J. Unless
51. Which of the following alternatives to the underlined portion would NOT be acceptable?
 A. umpire patiently gives
 B. umpire, who is patient, gives
 C. umpire, who patiently gives
 D. patient umpire gives
52. If the writer were to delete the word *repeatedly* and the phrase “and lots of them do” (and the dashes) from the preceding sentence, the sentence would primarily lose:
 F. a tone of admiration for the work of the umpires.
 G. details about the rules of T-ball.
 H. an explanation of why children often fail to hit the ball.
 J. a sense of how difficult the task is for the children.
53. A. NO CHANGE
 B. accomplishes a result of
 C. attains the consequence of
 D. results in



In a T-ball league, one needs to do something to keep the score from reaching triple digits in the early going.

There's a rule, therefore,⁵⁴ that says the runner must stop when any fielder from the other team picks up the ball and holds it aloft. The rule might seem a good one, but the

children can't remember to hold up the ball.⁵⁵ Once they've picked it up, they look at it quizzically for a

while and then, look up to see⁵⁶ what all the ruckus is about.

What it's⁵⁷ about a bleacher section full of parents, each adult frantically holding up a stiff arm. The child with the

ball wonders at the grown-up's⁵⁸ odd, noisy behavior.

Meanwhile, the runners continue to score. They score, that

is, if they were not to be⁵⁹ distracted by the grown-ups—or the butterflies.

54. F. NO CHANGE

G. instead,

H. likewise,

J. meanwhile,

55. A. NO CHANGE

B. regulation-sized ball.

C. ball, which is regulation sized.

D. ball, which is the same size as a regular baseball.

56. F. NO CHANGE

G. then, look up, to see

H. then look up to see,

J. then look up to see

57. A. NO CHANGE

B. That's

C. It's

D. Thats

58. F. NO CHANGE

G. grown-ups'

H. grown-ups

J. grown-ups,

59. A. NO CHANGE

B. they would not have been

C. they're not

D. they're not to be

Question 60 asks about the preceding passage as a whole.

60. Suppose the writer had intended to write an essay describing one child's experiences playing T-ball. Would this essay accomplish the writer's goal?

F. Yes, because it reveals that the narrator's son Joe is now playing T-ball, and then it goes on to describe Joe's experiences at one of his games.

G. Yes, because it discusses the narrator's son Joe's T-ball skills, such as the fact that he can throw a baseball a few feet.

H. No, because while it mentions that the narrator's son Joe plays T-ball, it also notes he is more interested in things such as dirt and bugs.

J. No, because although the T-ball experiences of the narrator's son Joe are alluded to, it is primarily about the general features of T-ball games.



PASSAGE V

Fixing Raptor Feathers

Raptors, or birds of prey, cannot afford to be grounded for weeks waiting for a large number of flight feathers to regrow. They must be able to fly if they are to hunt and eat. Raptors, including eagles and hawks, therefore normally shed their feathers slowly, one or two at a time.

61

The premature loss of a flight feather to injury, then, is not an incidental matter to raptors, most of which are diurnal. If a feather breaks off with the stub of its hollow quill shaft still in place, the bird's body mistakenly believes the feather is whole. Only when the quill socket containing the stub is

63

empty will a new feather grow. Quills are hollow, so the

64

removal of a quill stub before it is ready to be naturally

65

shed would be very painful to the animal. Bird

rehabilitators, therefore, treat broken raptor feathers

through imping—the implanting of a new feather into

66

the quill stub.

61. The writer wants to describe the way raptors shed feathers. Which choice would be most consistent with the way the feather-shedding process has been described up to this point?

- A. NO CHANGE
- B. in an all-at-once blizzard.
- C. often losing them in clumps.
- D. leaving them flightless for long periods of time.

62. F. NO CHANGE

- G. raptors.
- H. raptors, most of which are mainly active during the day—that is, diurnal.
- J. raptors, daytime-hunting creatures for the most part.

63. Which of the following alternatives to the underlined portion would NOT be acceptable?

- A. sound.
- B. complete.
- C. total.
- D. intact.

64. Given that all of the choices are true, which one most clearly provides a reason for the statement that follows in this sentence?

- F. NO CHANGE
- G. fasten deeply,
- H. break occasionally,
- J. are very light,

65. A. NO CHANGE

- B. they are
- C. those are
- D. that is

66. Which of the following alternatives to the underlined portion would NOT be acceptable?

- F. *imping*, which is the
- G. *imping*: the
- H. *imping*. The
- J. *imping*, the



The bird rehabilitator begins by determining which feather has been damaged. On each wing, all flighted

birds, having ten primary flight feathers, each one shaped

67

slight different. If the left number seven feather is broken

68

off, the rehabilitator selects a number seven feather from a collection kept exclusively for imping. If necessary, a number six or eight feather can be carefully trimmed with small scissors to the shape of a number seven feather. 69

The quill of this replacement feather is trimmed so that when the replacement feather is eventually attached to the quill stub still in the bird's body, the repaired feather will

be equal in length to the original, whole feather.

70

Next, the rehabilitator whittles a bamboo chopstick

71

to duplicate the curve and slant of the complete feather shaft. He or she then inserts the carved chopstick into the quill stub. After sliding the shaft of the replacement feather over the sturdy, light bamboo

stick, glue—just a touch—is applied. The raptor now

72

has a rebuilt, functional feather. Eventually, it will be

73

67. A. NO CHANGE
 B. birds, by having
 C. birds, which have
 D. birds have

68. F. NO CHANGE
 G. slight differently.
 H. slightly differently.
 J. slightly more different.

69. The writer is considering revising the preceding sentence to read as follows:

If necessary, a number six or eight feather can be cut to the shape of a number seven feather.

If the writer did this, the sentence would primarily lose a sense of how:

- A. limited rehabilitators' feather collections are.
 B. delicate the work being described is.
 C. different each of a bird's flight feathers is.
 D. easy it is to replace a number seven feather.

70. F. NO CHANGE
 G. be equally long
 H. equal the length
 J. equal in length

71. A. NO CHANGE
 B. However,
 C. Indeed,
 D. Finally,

72. F. NO CHANGE
 G. a touch of glue is applied by the rehabilitator.
 H. the application of a touch of glue follows.
 J. the rehabilitator applies a touch of glue.

73. Which of the following alternatives to the underlined portion would NOT be acceptable?

- A. feather; eventually, it
 B. feather, eventually, it
 C. feather, which eventually
 D. feather that eventually

1



1

shed, allowing a new, complete feather to grow in it's
74

place. 75

74. F. NO CHANGE
G. grow in its
H. have grow in its
J. have grow in it's

75. At this point, the writer is considering adding the following true statement:

This imping procedure is just one of the many responsibilities bird rehabilitators have.

Should the writer make this addition here?

- A. Yes, because it reveals the relative importance of imping compared to the other work of bird rehabilitators.
B. Yes, because it reinforces the idea that imping is of great benefit to raptors.
C. No, because it goes beyond the scope of the essay, which focuses on how the feathers of certain types of birds are repaired.
D. No, because it undermines the essay's earlier claim that imping is the most important work that bird rehabilitators do.

END OF TEST 1

STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

Scoring Keys for the ACT Practice Test

Use the scoring key for each test to score your answer document for the multiple-choice tests. Mark a “1” in the blank for each question you answered correctly. Add up the numbers in each subscore area and enter the total number correct for each subscore area in the blanks provided. Also enter the total number correct for each test in the blanks provided. The total number correct for each test is the sum of the number correct in each subscore area.

Test 1: English—Scoring Key

Subscore Area*			Subscore Area*			Subscore Area*		
Key	UM	RH	Key	UM	RH	Key	UM	RH
1.	B	_____	26.	J	_____	51.	C	_____
2.	F	_____	27.	A	_____	52.	J	_____
3.	D	_____	28.	J	_____	53.	A	_____
4.	G	_____	29.	C	_____	54.	F	_____
5.	B	_____	30.	F	_____	55.	A	_____
6.	J	_____	31.	D	_____	56.	J	_____
7.	A	_____	32.	F	_____	57.	C	_____
8.	G	_____	33.	B	_____	58.	G	_____
9.	C	_____	34.	J	_____	59.	C	_____
10.	H	_____	35.	C	_____	60.	J	_____
11.	D	_____	36.	H	_____	61.	A	_____
12.	G	_____	37.	A	_____	62.	G	_____
13.	A	_____	38.	J	_____	63.	C	_____
14.	H	_____	39.	D	_____	64.	G	_____
15.	C	_____	40.	G	_____	65.	A	_____
16.	F	_____	41.	C	_____	66.	H	_____
17.	C	_____	42.	F	_____	67.	D	_____
18.	G	_____	43.	D	_____	68.	H	_____
19.	A	_____	44.	F	_____	69.	B	_____
20.	J	_____	45.	D	_____	70.	F	_____
21.	D	_____	46.	G	_____	71.	A	_____
22.	H	_____	47.	C	_____	72.	J	_____
23.	C	_____	48.	F	_____	73.	B	_____
24.	F	_____	49.	B	_____	74.	G	_____
25.	B	_____	50.	F	_____	75.	C	_____

Number Correct (Raw Score) for:	
Usage/Mechanics (UM) Subscore Area	_____ (40)
Rhetorical Skills (RH) Subscore Area	_____ (35)
Total Number Correct for English Test (UM + RH)	_____ (75)

* UM = Usage/Mechanics
RH = Rhetorical Skills

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TABLE 1
Procedures Used to Obtain Scale Scores
From Raw Scores for the ACT Practice Test

On each of the four multiple-choice tests on which you marked any responses, the total number of correct responses yields a raw score. Use the table below to convert your raw scores to scale scores. For each test, locate and circle your raw score or the range of raw scores that includes it in the table below. Then, read across to either outside column of the table and circle the scale score that corresponds to that raw score. As you determine your scale scores, enter them in the blanks provided on the right. The highest possible scale score for each test is 36. The lowest possible scale score for any test on which you marked any response is 1.

Next, compute the Composite score by averaging the four scale scores. To do this, add your four scale scores and divide the sum by 4. If the resulting number ends in a fraction, round it off to the nearest whole number. (Round down any fraction less than one-half; round up any fraction that is one-half or more.) Enter this number in the blank. This is your Composite score. The highest possible Composite score is 36. The lowest possible Composite score is 1.

	<u>Your Scale Score</u>
English	_____
Mathematics	_____
Reading	_____
Science	_____
Sum of scores	_____
Composite score (sum ÷ 4)	_____

NOTE: If you left a test completely blank and marked no items, do not list a scale score for that test. If any test was completely blank, do not calculate a Composite score.

Scale Score	Raw Scores				Scale Score
	Test 1 English	Test 2 Mathematics	Test 3 Reading	Test 4 Science	
36	75	60	40	40	36
35	74	59	39	—	35
34	73	58	38	39	34
33	72	57	—	—	33
32	71	55-56	37	38	32
31	70	54	36	—	31
30	68-69	52-53	35	37	30
29	67	50-51	34	36	29
28	65-66	48-49	32-33	35	28
27	63-64	45-47	31	34	27
26	61-62	43-44	30	33	26
25	58-60	41-42	28-29	31-32	25
24	56-57	38-40	27	30	24
23	54-55	36-37	25-26	28-29	23
22	52-53	34-35	24	27	22
21	49-51	32-33	23	25-26	21
20	46-48	30-31	21-22	23-24	20
19	43-45	28-29	20	21-22	19
18	40-42	25-27	19	19-20	18
17	38-39	21-24	18	17-18	17
16	36-37	18-20	17	15-16	16
15	33-35	15-17	15-16	14	15
14	30-32	12-14	14	13	14
13	28-29	09-11	12-13	11-12	13
12	26-27	07-08	10-11	10	12
11	24-25	06	08-09	09	11
10	21-23	05	07	07-08	10
9	18-20	04	06	06	9
8	15-17	03	05	05	8
7	12-14	—	04	04	7
6	10-11	02	—	03	6
5	08-09	—	03	02	5
4	06-07	01	02	—	4
3	04-05	—	—	01	3
2	02-03	—	01	—	2
1	00-01	00	00	00	1