

# Lift LEVEL 3 Final Assessment



## READING

**DIRECTIONS:** Read the passage and answer the questions.

### An Alarming Situation

- 1 Ayesha glanced at the communication portal floating in front of her, and it showed just one more task: connecting the system alarms.
- 2 “There’s no time to waste!” Xavier said, clapping his hands as he crossed the auditorium, his own communication portal floating beside him. “The alarms need to be functional before our guests arrive for their orientation tour.”
- 3 Ayesha felt her teeth clenching tightly for what felt like the thousandth time that day. She drew a long breath and then let it out slowly before speaking. “Why don’t you focus on your own list and let me concentrate on mine?” she told Xavier, keeping her voice steady.
- 4 Ayesha and Xavier were readying the first school in the Mars settlement for its opening day. Their unit commander had chosen them specifically—Ayesha for her systems knowledge, and Xavier for his “people skills,” though the only people skill Ayesha had observed from Xavier was his ability to order other people around.
- 5 Ayesha connected the alarms, swiped the task off her list, and closed her communication portal. “Finished,” she called to Xavier, “and just in time.”
- 6 Xavier noticed the new students and teachers entering the auditorium, quickly shut his own portal, and then smiled. “Welcome to Mars Odyssey Primary School,” he said. “Find a seating pod and—”
- 7 *ZOOOONNNNK! ZOOOONNNNK! ZOOOONNNNK!*
- 8 “Warning!” the alarm system’s computerized voice announced. “Sensors detect oxygen deficit.”
- 9 Some students shrieked, some covered their ears, and all scrambled toward their startled teachers.
- 10 “I’ll keep everyone calm while you do your, uh”—Xavier waved a hand—“systems thing.”
- 11 He turned toward the students with another smile and said, “This is the first part of your orientation—what to do during a systems drill.”

- 12 Xavier calmly guided the students and teachers into the emergency oxygen pod as Ayesha donned her oxygen helmet, opened the systems portal, and swept through it, searching until she located the source of the problem.
- 13 She sent a message to Xavier: "The oxygen levels failed to increase automatically when the students arrived, so I'll need to reprogram."
- 14 Xavier sent a reply: "OK, and I can take care of things here."
- 15 Ayesha heard Xavier teaching the students the new school song—something that he must have composed just then—and her shoulders relaxed as she worked on the reprogramming. Xavier had somehow transformed into a ship's captain, and the students—his sailors—seemed perfectly content to follow his capable lead.
- 16 After Ayesha had finished, Xavier brought the students out, leading them in the school song.
- 17 As the students settled into seating pods, Ayesha's and Xavier's communication portals opened in private mode, and their unit commander's face flickered at them.
- 18 "I received an emergency alert," she said. "Is my assistance necessary?"
- 19 "No need to worry," Xavier replied. "The crisis was averted, thanks to Ayesha."
- 20 "I couldn't have done it without Xavier!" Ayesha added.
- 21 "Looks like my intuition was right," the unit commander said with a satisfied smile. "You two make a great team."



**1** Which sentence from “An Alarming Situation” **most clearly** supports the inference that Ayesha changes her mind about Xavier?

- (A) “There’s no time to waste!” Xavier said, clapping his hands as he crossed the auditorium, his own communication portal floating beside him.
- (B) Their unit commander had chosen them specifically—Ayesha for her systems knowledge, and Xavier for his “people skills,” though the only people skill Ayesha had observed from Xavier was his ability to order other people around.
- (C) Xavier sent a reply: “OK, and I can take care of things here.”
- (D) “I couldn’t have done it without Xavier!” Ayesha added.

**2** Which choice **best** expresses a theme in this story?

- (A) What others think of you doesn’t matter.
- (B) Cooperation is a major factor in success.
- (C) Becoming independent is a part of growing up.
- (D) Supervisors are important in emergency situations.

**3** Read paragraphs 12–14 of “An Alarming Situation.”

Ayesha and Xavier’s actions reveal that they

- (A) let their disagreements interfere with doing their jobs.
- (B) are eager to solve the problems without any help.
- (C) regret their first impressions of each other.
- (D) are able to remain calm under pressure.

**4** Read paragraph 15 of “An Alarming Situation.”

Xavier and the students are compared to a ship’s captain and sailors. What does this analogy show about the characters and events?

- (A) Xavier was a confident leader, and the students followed his directions.
- (B) Xavier was an entertaining teacher, and the students were having fun with him.
- (C) Xavier was pretending to be the captain of a ship, and the students were pretending with him.
- (D) Xavier was an experienced spaceship pilot, and the students wanted to hear about his experiences.

**5** In 3–5 sentences, explain how events cause Ayesha’s attitude toward Xavier to change over the course of the story.

---

---

---

---

---

---

---

---

---

---

**DIRECTIONS:** Read the poems and answer the questions.

## The Frog

William Henry Dawson

Have you ever wished when fretting  
    'Bout the chilly air of spring,  
When the days are longer getting  
    And the frogs begin to sing,  
5 Have you ever wished that you could  
    Just change places with the frog—  
Let him shoulder all your trouble  
    And then leave you on the log,  
In the middle of the mill-pond,  
10 Nothing in the world to do?  
Have you wished you could change places,  
    You be frog and frog be you?  
He don't\* fret 'bout rainy weather;  
    If the sun shines he don't\* cry;  
15 He just takes it all together;  
    Happy wet and happy dry.

\* Note: The correct grammatical form is *doesn't*.



## Hope is the thing with feathers

Emily Dickinson

Hope is the thing with feathers  
That perches in the soul,  
And sings the tune without the words,  
And never stops at all,

5 And sweetest in the gale<sup>1</sup> is heard;  
And sore must be the storm  
That could abash<sup>2</sup> the little bird  
That kept so many warm.

I've heard it in the chilliest land,  
10 And on the strangest sea;  
Yet, never, in extremity<sup>3</sup>,  
It asked a crumb<sup>4</sup> of me.

<sup>1</sup>**gale** strong wind

<sup>2</sup>**abash** to cause to be silent

<sup>3</sup>**extremity** farthest point or place

<sup>4</sup>**crumb** small remain or bit, especially of something baked,  
such as bread



6 Which pair of lines from “The Frog” is the **best** evidence for the inference that the speaker admires the frog’s attitude?

- (A) Have you ever wished when fretting  
'Bout the chilly air of spring,
- (B) When the days are longer getting  
And the frogs begin to sing,
- (C) Have you wished you could change places,  
You be frog and frog be you?
- (D) He don’t fret 'bout rainy weather;  
If the sun shines he don’t cry;

7 Which statement **best** express a theme of “Hope is the thing with feathers”?

- (A) Family ties are a valuable source of hope.
- (B) The sounds of nature can make people feel hopeful.
- (C) Hope exists within us and is especially helpful in difficult times.
- (D) People can experience hope only if they work hard at it.

8 Which statement describes the use of rhyme in “The Frog” and in “Hope is the thing with feathers”?

- (A) Both poems vary their rhyme pattern over the course of the poem.
- (B) Neither poem varies its pattern of rhyme over the course of the poem.
- (C) Only “The Frog” uses a pattern of rhyme that varies over the course of the poem.
- (D) Only “Hope is the thing with feathers” uses a pattern of rhyme that varies over the course of the poem.

9 Which statement describes the use of structure in “The Frog” and in “Hope is the thing with feathers”?

- (A) Both poems are divided into regular stanzas that express unique ideas in each.
- (B) Neither poem is divided into regular stanzas, showing one consistent topic across each poem.
- (C) “The Frog” consists of one stanza that expresses a single idea, while “Hope is the thing with feathers” is divided into three regular stanzas, each showing a different idea about the topic.
- (D) “The Frog” is divided into eight regular stanzas, each expressing a new idea, while “Hope is the thing with feathers” consists of three stanzas about one idea.

10 What is the analogy in “Hope is the thing with feathers,” and what does this comparison help readers understand about hope? Explain in 3–5 sentences.

---

---

---

---

---

---

---

---

---

---

---

---



**DIRECTIONS:** Read the passage and answer the questions.

## Mandatory Physical Education

- 1 For many students, physical education (PE) is the only physical activity they have during their entire school day aside from traveling from one classroom to another. To address this issue, PE should become mandatory through the end of high school.
- 2 PE classes allow students to explore and develop their movement and fitness skills. Students need and deserve chances to learn from experts about activity, movement, and their physical health. They should also be able to engage in a variety of physical activities at school. In that way, students can discover the ones they enjoy and then pursue those activities independently. In addition, physical activity is not only linked to physical health but to mental health as well. For example, exercise has been shown to reduce stress. It makes you feel good, too!
- 3 Some people argue that PE isn't as necessary as subjects such as chemistry or history. However, there is an academic benefit to learning about sports, health, and movement. The Centers for Disease Control and Prevention (CDC) is a U.S. government agency that focuses on Americans' health. It reviewed a large group of studies to analyze the connection between PE and academic performance. The CDC concluded, "There is substantial evidence that physical activity can help improve academic achievement, including grades and standardized test scores." This statement suggests that mandatory PE helps academic learning rather than being an unnecessary addition to a busy school day.
- 4 Some students do report negative experiences with PE. They may feel embarrassed about not being good at certain physical activities. They may compare themselves to others in a negative way. In addition, students may not benefit from certain types of PE. Veteran PE teacher Justin Cahill says that approaches that emphasize performance standards like running laps around a track "breeds stagnation and disinterest" from students. This is not a good reason to remove mandatory PE, however. Like any subject, some teaching methods are better than others. Teachers need to keep PE dynamic, engaging, and student focused. To improve students' experiences in PE, teachers can ask students about the types of activities that interest them. Schools can offer a variety of options, such as dance, strength training, and yoga, in addition to more traditional team sports.
- 5 Not every student in biology class will become a doctor. Not every student who studies French will live in Paris. However, students will always need to know about and care for their bodies and their health. Schools are the perfect place to teach students how to be and stay active.

- 11** Which sentence from the text provides the **clearest** evidence that PE supports academic performance?
- (A) PE classes allow students to explore and develop their movement and fitness skills.
  - (B) In addition, physical activity is not only linked to physical health but to mental health as well.
  - (C) The CDC concluded, "There is substantial evidence that physical activity can help improve academic achievement, including grades and standardized test scores."
  - (D) Schools are the perfect place to teach students how to be and stay active.
- 12** Which choice **best** states the author's overall claim?
- (A) PE teachers need better training to make their classes fun for students.
  - (B) Schools should require PE classes until the end of high school.
  - (C) Most people don't understand all the benefits that PE offers.
  - (D) Some students have negative experiences with different types of PE.
- 13** Read paragraph 1 of "Mandatory Physical Education."
- With which statement is the author **most likely** to agree?
- (A) Most students prefer PE to other subjects.
  - (B) PE efforts need more funding from the government.
  - (C) Teachers should find ways to make students more active in their classes.
  - (D) Students need to engage in physical activity throughout the day.

- 14** Which text evidence gives logical support for the claim that educators can make PE more engaging? Choose two answers.
- (A) The CDC concluded, "There is substantial evidence that physical activity can help improve academic achievement, including grades and standardized test scores."
  - (B) In addition, students may not benefit from certain types of PE.
  - (C) To improve students' experiences in PE, teachers can ask students about the types of activities that interest them.
  - (D) Schools can offer a variety of options, such as dance, strength training, and yoga, in addition to more traditional team sports.
  - (E) Schools are the perfect place to teach students how to be and stay active.
- 15** In 3–5 sentences, explain how the author makes a connection between PE and other school subjects. Use evidence from the passage to support your answer.

---

---

---

---

---

---

---

---

---

---

---

---





**DIRECTIONS:** Read the passage and answer the questions.

## Fires on the Savannas

- 1 Fires are often dangerous and destructive, but they can sometimes be useful. Surprisingly, fires that rage through African savannas help preserve the delicate ecosystems of the grasslands. African savannas are home to a variety of animals—mammals, birds, and reptiles—that depend on the grasslands for their existence. Without regular fires to control the growth of vegetation, the lives of these creatures would be threatened.
- 2 African savannas are composed mostly of grasslands with a few scattered trees. Numerous herbivores and carnivores live on the savannas and benefit from the abundance of food sources there. Large herds of zebras, wildebeests, and gazelles graze on the grasses, which are an essential feature of the savannas. Giraffes munch on the leaves of trees. Big cats, such as lions and cheetahs, hunt for their meals, and vultures and hyenas dine on their leftovers. In addition to large animals, savannas are filled with a variety of birds, small mammals, snakes, and insects that contribute to the food chain. In short, these ecosystems are rich—but they are also delicate.
- 3 Once fires start on the savannas, they race through dry vegetation, burning grasses to the ground and damaging trees. Although there are early negative effects related to the fires, the savannas' ecosystems rely on the wildfires. After the fires die out, the grass begins to grow again. Instead of old, dry grass, new, green grasses and the seeds they produce provide nourishment for the animals. The fires prevent too many new trees from growing on the savannas by destroying small seedlings before they can mature. If the number of trees were not kept to a minimum, the savannas would eventually become forests.
- 4 But what happens to the many animals that call the savannas home? The creatures that live in the grasslands have learned to survive the fires. Birds fly away, and most of the large animals run from the flames. Some small animals burrow into the ground until the flames have passed over them.
- 5 Without fires during dry seasons, savanna ecosystems would begin to fail. Less grassland would be available, and the natural balance of the ecosystems would be seriously damaged. The fires of the African savannas, though destructive, are necessary for the savannas to thrive.



- 16** Which sentence from the text provides evidence for the idea that fires can have a positive impact on the savannas' ecosystems?
- (A) African savannas are home to a variety of animals—mammals, birds, and reptiles—that depend on the grasslands for their existence.
  - (B) Once fires start on the savannas, they race through dry vegetation, burning grasses to the ground and damaging trees.
  - (C) If the number of trees were not kept to a minimum, the savannas would eventually become forests.
  - (D) The creatures that live in the grasslands have learned to survive the fires.

- 17** Read paragraph 2 of "Fires on the Savannas." Which sentence summarizes the information in the paragraph?

- (A) African savannas are complex ecosystems for herd animals, hunters, scavengers, and birds.
- (B) Animals in the African savannas—like gazelles and zebras—compete for few resources.
- (C) African savannas are more complex and varied than other ecosystems.
- (D) Most African savannas consist of healthy grasslands and leafy trees.

- 18** Read paragraph 2 of "Fires on the Savannas."

Which sentence explains the connections between ideas in this paragraph?

- (A) The author compares the meals of big cats to the meals of herd animals.
- (B) The author contrasts the herbivores and carnivores that live on the savannas.
- (C) The author categorizes the types of animals that live on the savannas by what they eat.
- (D) The author suggests that lions and cheetahs are more important than the other animals on the savannas.

- 19** Read paragraph 3 of "Fires on the Savannas."

Which sentence summarizes the information in the paragraph?

- (A) Once fires start on the savannas, they race through dry vegetation, burning grasses to the ground and damaging trees.
- (B) Although there are early negative effects related to the fires, the savannas' ecosystems rely on the wildfires.
- (C) After the fires die out, the grass begins to grow again.
- (D) If the number of trees were not kept to a minimum, the savannas would eventually become forests.

- 20** In 3–5 sentences, explain the author's viewpoint about fires in the African savannas. Use text details to support your answer.

---

---

---

---

---

---

---

---

---

---



## FOCUS ON LANGUAGE

**DIRECTIONS:** A student is writing an essay. This essay includes several errors. Read the essay and think about possible revisions. Then answer the questions that follow.

**Pluto: A Timeline**

- 1 Recently, my grandfather wore a T-shirt with a drawing of the solar system and this message: "In my day, we had NINE planets!"
- 2 "What does that mean?" I asked him. "I learned that there are eight planets."
- 3 "When I was your age, we still counted Pluto as a planet," he explained. "And when *my* Pop was your age, humans didn't even know that Pluto existed."
- 4 Grandpa's reply surprised me so I did some research and created the following timeline. Think of it as Pluto's story—from Planet X, to planet, to dwarf planet.

**1930**

- 5 Humans weren't sure that Pluto existed until 1930 because we can't see it without the use of powerful telescopes. Before 1930, it was just called "Planet X." In 1928 and 1929, astronomers built the Lawrence Lowell Telescope to find it. The Lowell did what it was designed to do, and humans saw Pluto for the first time in 1930. The solar system, which previously had eight planets, now had nine.

**1978**

- 6 In 1978, a more powerful telescope confirmed the existence of Charon, Pluto's largest moon. Charon is different from Earth's moon in an important way it's almost half as wide as Pluto. Imagine having an enormous moon half as large as Earth in orbit around Earth.

**1990s**

- 7 In the 1990s, even better telescopes revealed the Kuiper Belt, a vast ring of millions of bits of ice and rock. Pluto and its moons orbit within this icy ring.

**2006**

- 8 For 76 years, Pluto was described as the solar system's ninth planet. Then, in 2006, the International Astronomical Union made the decision to reclassify it as a dwarf planet.
- 9 Reclassifying Pluto depended on two factors: its size and its location. Planets are bodies that orbit a star and can't produce their own energy. They are massive enough that their gravity presses them into a sphere. Finally, to be called a planet, a body needs enough gravity to pull in the space debris around it, clearing rocks and ice out of its orbit.



- 10 Pluto orbits the sun, doesn't produce energy, and is round. However, Pluto is not large enough to clear its path through the icy Kuiper Belt—a fact that makes Pluto a dwarf planet.

**Today and Tomorrow**

- 11 What else might we learn about Pluto? Will it be reclassified in the future? No one knows for sure, but there's no doubt that further technological advances will allow for future discoveries about the mysterious dwarf planet once known as Planet X.



**DIRECTIONS:** Read the sentence(s) from “Pluto: A Timeline.” Choose the correct answer.

- 21** For 76 years, Pluto was described as the solar system’s ninth planet. Then, in 2006, the International Astronomical Union made the decision to reclassify it as a dwarf planet.

Which part of the sentences is an infinitive used as an adjective?

- (A) was described
- (B) made
- (C) to reclassify
- (D) as a dwarf planet

- 22** The Lowell did what it was designed to do, and humans saw Pluto for the first time in 1930.

Which part of the sentence is an infinitive used as an adverb?

- (A) did
- (B) was designed
- (C) to do
- (D) saw

**DIRECTIONS:** Read the sentence from “Pluto: A Timeline.” Is the underlined gerund a subject or an object? Write S for subject or O for object.

- 23** \_\_\_\_\_ Imagine having an enormous moon half as large as Earth in orbit around Earth.

- 24** \_\_\_\_\_ Reclassifying Pluto depended on two factors: its size and its location.

**DIRECTIONS:** Read the sentence from “Pluto: A Timeline.” Choose the correct answer.

- 25** “What does that mean?”

What is the verb’s mood and its purpose?

- (A) It is indicative mood. It states a fact.
- (B) It is interrogative mood. It asks a question.
- (C) It is imperative mood. It gives a command.

- 26** Think of it as Pluto’s story—from Planet X, to planet, to dwarf planet.

What is the verb’s mood and its purpose?

- (A) It is indicative mood. It states a fact.
- (B) It is interrogative mood. It asks a question.
- (C) It is imperative mood. It gives a command.

- 27** Grandpa’s reply surprised me so I did some research and created the following timeline.

Which sentence correctly uses one or more commas to separate clauses?

- (A) Grandpa’s reply surprised me so I did some research, and created the following timeline.
- (B) Grandpa’s reply surprised me so I did some research and created, the following timeline.
- (C) Grandpa’s reply surprised me, so I did some research and created the following timeline.
- (D) Grandpa’s reply, surprised me so I did some research, and created the following timeline.

- 28 Charon is different from Earth's moon in an important way it's almost half as wide as Pluto.

Which sentence correctly uses a dash to emphasize a significant idea?

- (A) Charon is different from Earth's moon in an important way—it's almost half as wide as Pluto.
- (B) Charon is different from Earth's moon—in an important way it's almost half as wide as Pluto.
- (C) Charon is different from Earth's moon in an important way it's almost—half as wide as Pluto.
- (D) Charon is different from Earth's moon in an important way it's almost half as wide—as Pluto.

**DIRECTIONS:** Read the sentence from "Pluto: A Timeline." Complete the new sentence using the underlined verb in the passive voice.

- 29 In 1978, a more powerful telescope confirmed the existence of Charon, Pluto's largest moon.

Other dwarf planets \_\_\_\_\_  
to exist in our solar system as well.

- 30 Then, in 2006, the International Astronomical Union made the decision to reclassify it as a dwarf planet.

Many people were upset that Pluto  
\_\_\_\_\_ and was no longer  
a planet.

**DIRECTIONS:** Choose the correct answer.

- 31 Use context clues to determine the meaning of the underlined word.

The singers have been practicing together nearly every day learning to harmonize. Now their voices sound wonderful together.

*Harmonize* means

- (A) to make a pleasing combination of sounds.
- (B) to work together as a team to reach a goal.
- (C) to resolve disagreements and disputes.
- (D) to listen to the opinions of others.

- 32 Use context clues to determine the meaning of the underlined word.

She smiled and asked me where I had bought my shirt. She didn't say it out loud, but she implied that she liked my style.

*Implied* means

- (A) explained clearly.
- (B) defended strongly.
- (C) suggested indirectly.
- (D) translated accurately.

- 33 Using your knowledge of the root *astro*, what do you learn about in an *astronomy* class?

- (A) information about stars and outer space
- (B) information about learning and teaching
- (C) information about plants and animals
- (D) information about the ocean



**34** Using your knowledge of the prefix *re-*, what does *renew* mean?

- (A) to throw away
- (B) to make new again
- (C) to not be new
- (D) to make old

**35** What is the meaning of the underlined simile in the sentences below?

When the brothers were younger, they fought like cats and dogs. Now, they get along well.

- (A) fought often
- (B) fought rarely
- (C) fought by yelling
- (D) fought over animals

**36** Read the sentences.

Camila was nervous about giving her speech. She relaxed, however, when she saw that her audience was a sea of smiles.

The underlined metaphor emphasizes that Camila's listeners

- (A) were all friends of hers.
- (B) were all eager and supportive.
- (C) had heard her give speeches in the past.
- (D) were trying to hide the fact that they were bored.

**37** Read the sentences.

Carlos is calm and sits quietly to listen to music. His sister, on the other hand, constantly fidgets while listening.

What kind of word relationship does *sits quietly* have to *fidgets*?

- (A) synonyms
- (B) antonyms
- (C) part/whole
- (D) category/item

**38** Read the sentences.

Priya has several good qualities. For example, she is considerate, friendly, and ambitious.

What kind of word relationship does *good qualities* have to *considerate, friendly, and ambitious*?

- (A) synonyms
- (B) antonyms
- (C) part/whole
- (D) category/item

**39** Read the sentences.

My cousin is always asking questions about everything—even personal matters. Some people consider him quite annoying.

Which connotation does the word *annoying* have in the sentences?

- (A) positive
- (B) neutral
- (C) negative

**40** Read the sentences.

Victoria fights for her ideas when people challenged her. She is very determined.

Which connotation does the word *determined* have in the sentences?

- (A) positive
- (B) neutral
- (C) negative

## WRITING

- 41** Imagine that a friend is having a difficult time balancing his or her assignments, after-school activities, and social life. Write a problem-solution essay in which you identify the problem in your own words and then explain one or more solutions for it.

Your problem-solution essay should include:

- an introductory paragraph with a topic sentence that introduces the problem
- at least three paragraphs that present facts, examples, or quotations that support ideas about the problem and possible solutions
- a final paragraph that restates the problem and offers a conclusion about the solutions you suggest.

Write your essay in the space below.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.