



P.E.R.T.

**TRY OUR STRESS-FREE
TEST PREP**



EASY SELF-STUDY DIRECTIONS:

1. TAKE THE READING DIAGNOSTIC TEST (30 QUESTIONS).
2. CORRECT THE TEST USING THE ANSWER KEY ON PAGE 9.
3. MATCH THE incorrect ANSWERS WITH THE CORRESPONDING SKILL (SEE PAGES 9 & 10) IN ORDER TO PROVIDE A “PRESCRIPTION” OR “STUDY PROGRAM” FOR YOURSELF.
4. WATCH THE TUTORIAL VIDEOS.
5. CLICK ON THE HYPERLINKS TO ACCESS THE STUDY MATERIALS FOR EACH SKILL MISSED AND WORK THE EXERCISES.
6. GO BACK AND REVIEW THE TEST QUESTIONS THAT WERE MISSED TO CHECK YOUR UNDERSTANDING.
7. TAKE THE FREE PRACTICE TESTS PROVIDED BY THE LINKS THAT FOLLOW THE “PRESCRIPTION.”
8. SIGN-UP TO TAKE THE STATE OF FLORIDA P.E.R.T. TEST THROUGH THE IRSC ASSESSMENT CENTER: [IRSC ASSESSMENT CENTER LINK: CTRL CLICK](#)

P.E.R.T. – READING DIAGNOSTIC TEST

Directions: After reading the passage, choose the letter of the best answer to each question.

(1) Today, many of us take for granted easy access to consumer goods via local shopping malls and the Internet. (2) But in the late 1800s, the only access people in isolated rural communities had to consumer goods was through the mail-order catalogs of retailers Montgomery Ward and Sears, Roebuck & Co. (3) “The Montgomery Ward catalog,” declared a farm woman in Nebraska, “was a real link between us and civilization.” (4) Ward’s catalog, only eight pages long when the business was launched, mushroomed to 540 pages, offering 24,000 items, by the 1880s; at the turn of the century, it was 1,200 pages, with 17,000 illustrations. (5) The catalog offered farm families virtually every kind of product made in the United States: from gasoline stoves, bicycles, and batteries to dresses, underwear, and carriages, to toys, carpets, artworks, and pianos. (6) Farm families, after placing their orders, sent their payments in advance or paid at a local freight desk once their orders were received; by 1900, Ward was receiving between 15,000 and 35,000 letters a day, some from towns as remote as Bywy, Mississippi. (7) Thanks to the catalogs, farmers were able to acquire goods that had been rare or unknown in rural America. They could now buy ready-made clothing, boxed pancake flour, hams, foodstuffs made by Heinz and Pillsbury, furniture, musical instruments, tools, and barbed wire so that they no longer had to build fences from hand-wrought rails. (8) And by giving farm families a glimpse of an urban style of living, the catalogs altered the tastes and reshaped the desires of many rural Americans.

1. According to the author, farm families paid for their catalog orders

- A. by making installment payments.
- B. in advance or when the order was received at a local freight office.
- C. in advance or when the order was delivered to their door.
- D. by taking out a bank loan.

2. According to the selection, which of the following was *not* rare or unknown in rural America before mail-order catalogs?

- A. boxed pancake flour.
- B. musical instruments.
- C. barbed wire.
- D. hand-wrought rails.

3. The word *mushroomed* in sentence 4 means
- A. decreased.
 - B. expanded.
 - C. fleshy fungi.
 - D. extended.
4. The relationship of sentence 2 to sentence 1 is one of
- A. cause and effect.
 - B. contrast.
 - C. time order.
 - D. addition.
5. Sentence 4 expresses a relationship of
- A. contrast.
 - B. comparison.
 - C. illustration.
 - D. time.
6. We can infer from this selection that people in isolated rural communities
- A. often could not read or write.
 - B. at times felt cut off from civilization.
 - C. were uncivilized.
 - D. had little money to spend on consumer goods.
7. This selection suggests that in the 1800s, the United States
- A. was greatly impacted by the emergence of mail-order catalogs.
 - B. was a nation made up entirely of small farms.
 - C. had to import many manufactured goods from overseas.
 - D. had no large cities.
8. In sentence 3, the tone of the farm woman in Nebraska is
- A. amused.
 - B. detached.
 - C. appreciative.
 - D. nostalgic.

9. In sentence 7, the word *hand-wrought* means
- A. formed by hand.
 - B. hand-carried.
 - C. manufactured.
 - D. made for the hand.
10. This passage is mainly made up of
- A. facts.
 - B. opinions.
11. The author's primary purpose is to
- A. question.
 - B. praise.
 - C. inform.
 - D. entertain.
12. Which is the most appropriate title for this selection?
- A. Rural America in the 1800s.
 - B. The Rise of Retail Giants Montgomery Ward and Sears.
 - C. How to Sell Goods to Rural Communities.
 - D. How Mail-Order Catalogs Benefited Rural America.

Directions: After reading the passage, choose the letter of the best answer to each question.

(1) Under what conditions is helping behavior most likely to occur? (2) The most important situational variable is the presence of other people. (3) In a phenomenon called the bystander effect, the likelihood that a person will help someone else in trouble decreases as the number of bystanders present increases. (4) In one experiment, people filling out a questionnaire heard a taped “emergency” in the next room, complete with a crash and screams. (5) Of those who were alone, 70% offered help to the unseen female victim, but of those who waited with a companion – a stranger who did nothing to help – only 7% offered help. (6) Another key aspect of the situation is its ambiguity. (7) Any factors that make it harder for others to recognize a genuine emergency reduce the probability of helping behavior. (8) The personal characteristics of bystanders also affect helping behavior. (9) Not all bystanders are equally likely to help a stranger. (10) Increasing the amount of personal responsibility that one person feels for another boosts the likelihood that help will be extended. (11) The amount of empathy affects our behavior, too; the more we identify with someone, the more willing we are to help that person. (12) Mood also makes a difference: A person in a good mood is more likely to help another in need than is someone who is neutral or bad mood. (13) In addition, helping behavior is increased when people don’t fear embarrassment by offering assistance that isn’t really needed. (14) Finally, when others are watching, people who score high on the need for approval are more likely to help than are low scorers.

13. In sentence 6, the word *ambiguity* means

- A. reasonableness.
- B. logic.
- C. uncertainty.
- D. danger.

14. In sentence 11, the word *empathy* means

- A. distrust.
- B. understanding.
- C. anger.
- D. confusion.

15. Which phrase best summarizes the topic?
- A. the need for approval and the presence of others influence whether helping behavior will occur.
 - B. a genuine emergency will increase the probability of helping behavior.
 - C. a number of factors influence whether helping behavior will occur.
 - D. the presence of other people influences the occurrence of helping behavior.
16. According to the passage, the fact that only 7% of the people who waited with a companion offered to help an unseen victim
- A. shows that people are basically selfish.
 - B. disproves the bystander effect.
 - C. happened because 93% of the people realized that the “emergency” wasn’t real.
 - D. illustrates the bystander effect.
17. The relationship of sentence 6 to sentence 5 is one of
- A. illustration.
 - B. time.
 - C. addition.
 - D. comparison.
18. The main pattern of organization of the passage is
- A. time order.
 - B. list of items.
 - C. cause and effect.
 - D. contrast.
19. The passage suggests that some people help others because
- A. they want others to see them in a positive light.
 - B. they recognize that a person in trouble really does need help.
 - C. they like, or value, the person who needs help.
 - D. all of the above.

20. Based on the passage, we can infer that someone who is depressed would be
- A. less likely to help someone in trouble.
 - B. more likely to help someone in trouble.
 - C. just as likely to help someone in trouble as if he or she were not depressed.
 - D. too embarrassed to help someone in trouble.
21. A good title for this passage would be
- A. Helping Others.
 - B. Strange Phenomenon.
 - C. Ignoring Others.
 - D. The Bystander Effect.
22. Sentence 12 is
- A. fact.
 - B. opinion.
23. The author's primary purpose is to
- A. entertain.
 - B. inform.
 - C. persuade.
 - D. question.
24. Sentences 4 and 5 state
- A. facts.
 - B. opinions.
25. Which statement best expresses the central point of the selection?
- A. People will help others only under very special circumstances.
 - B. People are much less likely to help others if other people are present.
 - C. The personal characteristics of bystanders affect helping behavior.
 - D. There are a number of factors which affect whether or not helping behavior will occur.

Directions: After reading the poem, choose the letter of the best answer to each question.

The Fly

Little Fly,

Thy summer's play

My thoughtless hand

Has brushed away. 4

Am not I a fly like thee?

Or art thou not

A man like me?

For I dance, and drink, and sing, 8

Till some blind hand


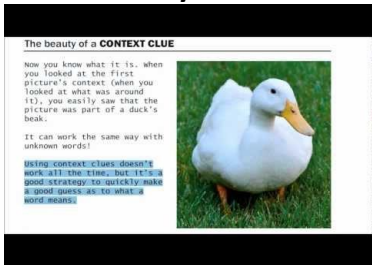






Shall brush my wing. 10




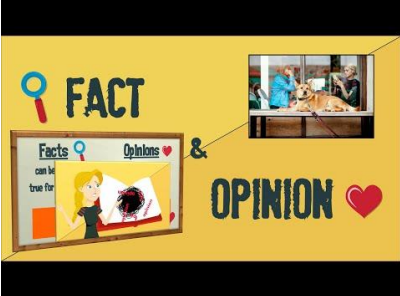




-William Blake

26. The relationship of line 8 to line 7 is one of
- A. addition.
 - B. time.
 - C. illustration.
27. The main pattern of organization of the first stanza is
- A. time order.
 - B. cause and effect.
 - C. list of items.
28. The main purpose of William Blake's poem is
- A. to prove flies are a nuisance.
 - B. to show how easily life can end.
 - C. to defend his thoughtless action.
29. The main pattern of organization of the passage is
- A. time order.
 - B. list of items.
 - C. cause and effect.
30. In line 9, the blind hand is
- A. carelessness.
 - B. God or fate.

Reading Diagnostic – Circle the questions missed on the diagnostic using the answer key below.

1. B	4. B	7. A	10. A	13. C	16. D	19. D	22. B	25. D	28. B
2. D	5. D	8. C	11. C	14. B	17. C	20. A	23. B	26. C	29. C
3. B	6. B	9. A	12. D	15. C	18. B	21. D	24. A	27. B	30. B

Match Skill with Missed Questions	Reading Handout Hyperlink	Video
Vocabulary in Context 3, 9, 13, 14	VOCABULARY IN CONTEXT 	Vocabulary in Context 
Main Idea 12, 15, 21, 25	MAIN IDEA 	Main Idea 
Supporting Details 1, 2, 16	SUPPORTING DETAILS 	Supporting Details 
Relationships/ Organization 4, 5, 17, 18, 27	RELATIONSHIPS I 	Relationships/Organization I 

	<p>RELATIONSHIPS II</p> 	<p>Relationships/Organization II</p> 
<p>Fact/Opinion</p> <p>10, 22, 24</p>	<p>FACT AND OPINION</p> 	<p>Fact/Opinion</p> 
<p>Inferences/Conclusions</p> <p>6, 7, 19, 20, 26 29, 30</p>	<p>INFERENCE AND CONCLUSIONS</p> 	<p>Inferences/Conclusions</p> 
<p>Tone/Purpose</p> <p>8, 11, 23, 28</p>	<p>TONE</p> 	<p>Tone/Purpose</p> 

ONCE REMEDIATION, INCLUDING EXERCISES AND VIDEO STUDY, IS COMPLETE IN EACH SKILL AREA, REVIEW TEST QUESTIONS TO CHECK UNDERSTANDING!

THEN PROCEED TO PRACTICE (CLICK ON THE LINKS BELOW):



[FREE P.E.R.T. PRACTICE TESTS](#) [P.E.R.T. IRSC INFO. & PRACTICE](#)
[P. E. R. T YOUTUBE PLAYLIST](#) [UNION TEST PREP](#)
[FLORIDA DEPARTMENT OF EDUCATION FREE STUDY GUIDE](#)