

## **SHSAT Practice Test A - 2025**

The New York City Department of Education  
**2025 Specialized High Schools Admissions Test**  
Grade 8

**General Directions**

This test consists of 114 questions across two subjects, English Language Arts and Mathematics.

**PART 1 — ENGLISH LANGUAGE ARTS**  
**57 QUESTIONS**

Reading Comprehension (ELA Rdg Comp): Questions 1–48

Revising/Editing (ELA Rev/Edit): Questions 49–57

**PART 2 — MATHEMATICS**  
**57 QUESTIONS**

Questions 58–114

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**Planning Your Time**

You have 180 minutes to complete the entire test. How you divide the time between the English Language Arts and Mathematics sections is up to you.

If you begin with the English Language Arts section, you may go on to the Mathematics section as soon as you are ready. Likewise, if you begin with the Mathematics section, you may go on to the English Language Arts section as soon as you are ready.

Be sure to read the directions for each section carefully.

When you finish a question, go on to the next, until you have completed the last question or run out of time.

Your score is determined by the number of questions you answer correctly. Answer every question, even if you may not be certain which answer is correct.

Don't spend too much time on a question you find difficult. Come back to it later if you have time.

If you complete the test before the test time (180 minutes) is over, you may go back to review questions in either section.

You must stay for the entire test period (180 minutes).

**English Language Arts**  
**READING COMPREHENSION**

**DIRECTIONS:** Read each of the following texts and answer the related questions. As needed, you may use the online notepad tool or write on the scrap paper given to you to take notes. You should reread relevant parts of each text, while being mindful of time, before selecting the **best** answer for each question. Base your answers only on the content within the text.

Snowy Mountains  
by John Gould Fletcher

- Higher and still more high,  
Palaces made for cloud,  
Above the dingy city-roofs  
Blue-white like angels with broad wings,  
5 Pillars of the sky at rest  
The mountains from the great plateau  
Uprise.
- But the world heeds them not;  
They have been here now for too long a time.
- 10 The world makes war on them,  
Tunnels their granite cliffs,  
Splits down their shining sides,  
Plasters their cliffs with soap-advertisements,  
Destroys the lonely fragments of their peace.
- 15 Vaster and still more vast,  
Peak after peak, pile after pile,  
Wilderness still untamed,  
To which the future is as was the past,  
Barrier spread by Gods,
- 20 Sunning their shining foreheads,  
Barrier broken down by those who do not need  
The joy of time-resisting storm-worn stone,  
The mountains swing along  
The south horizon of the sky;
- 25 Welcoming with wide floors of blue-green ice  
The mists that dance and drive before the sun.

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The description in the first stanza (lines 1–7) helps establish a central idea of the poem by

- ☐ A. comparing the length of time the mountains have existed with the length of time the city has existed.
- ☐ B. contrasting the grandeur of the mountains with the structures in the city below them.
- ☐ C. implying that the mountains are a source of inspiration to the people in the city below.
- ☐ D. suggesting that the mountains are larger than the people in the city realize.

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Which detail from the poem reflects the speaker's view that people often fail to appreciate what is familiar?

- ☐ A. "The mountains from the great plateau" (line 6)
- ☐ B. "They have been here now for too long a time." (line 9)
- ☐ C. "Splits down their shining sides," (line 12)
- ☐ D. "To which the future is as was the past," (line 18)

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How does isolating the word "Uprise" in line 7 affect the meaning of the poem?

- ☐ A. It creates a contrast between the great plateau and the city buildings.
- ☐ B. It reveals the similarity between the tall buildings in the city and the tall mountains on the horizon.
- ☐ C. It creates a vision of the region before people developed the land.
- ☐ D. It emphasizes that the mountains dominate the landscape.

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In which **two** ways does the poet develop the speaker's point of view in the second stanza (lines 8–14)?

Select the **two** correct answers.

- ☐ A. by describing the mountains' awe-inspiring size and strength
- ☐ B. by comparing the various methods humans use to control nature
- ☐ C. by criticizing the careless actions of humans that harm the natural environment
- ☐ D. by demonstrating how the mountains and the people are able to benefit from each other
- ☐ E. by depicting the unfortunate plight of the mountains with vivid details



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How do the details in the third stanza (lines 15–26) **most** contribute to the development of a theme of the poem?

- ☐ A. by reflecting nature's capacity to resist change
- ☐ B. by showing that nature is capable of influencing human will
- ☐ C. by exposing how a lack of awareness leads to nature's ruin
- ☐ D. by explaining why people must respect nature

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Read lines 21–22 from the poem.

**Barrier broken down by those who do not need  
The joy of time-resisting storm-worn stone,**

How do the lines help convey the speaker's point of view?

- ☐ A. They suggest that the speaker wants to remove the obstacles that prevent others from experiencing the wonders of nature.
- ☐ B. They reveal the speaker's opinion that some people are too busy to appreciate natural beauty.
- ☐ C. They reflect the speaker's dismay that people destroy the natural landscape without understanding the ramifications of their actions.
- ☐ D. They explain that the speaker is confident that nature will never be fully destroyed by people.

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Read lines 23–26 from the poem.

**The mountains swing along  
The south horizon of the sky;  
Welcoming with wide floors of blue-green ice  
The mists that dance and drive before the sun.**

The personification in these concluding lines of the poem suggests that the mountains are

- ☐ A. gracious hosts who are untroubled by the actions of people.
- ☐ B. unaware of their coming destruction.
- ☐ C. lively entertainers who are amused by the everyday concerns of people.
- ☐ D. too proud to reveal their pain.

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To which the future is as was the past

Which quotations from the poem support the theme that nature's unspoiled beauty is splendid, and which quotations support the theme that human creations detract from natural wonder?

Move each answer to the correct box.

**"Above the dingy city-roofs / Blue-white like angels with broad wings," (lines 3-4)**

**"Pillars of the sky at rest / The mountains from the great plateau / Uprise." (lines 5-7)**

**"Tunnels their granite cliffs, / Splits down their shining sides," (lines 11-12)**

**"Wilderness still untamed, / To which the future is as was the past," (lines 17-18)**

**"The south horizon of the sky; / Welcoming with wide floors of blue-green ice" (lines 24-25)**

**Nature's Unspoiled Beauty is  
Splendid**

**Human Creations Detract  
from Natural Wonder**

1 In ancient Egypt, literacy was the key to success. However, contrary to popular belief, not all Egyptian scribes understood hieroglyphs. Many relied instead on the simpler hieratic script for the multitude of everyday documents generated by the Egyptian bureaucracy.

2 Hieroglyphs—"the Words of God"—compose a writing system with more than 1,000 distinct characters, the meanings of which were lost for 1,500 years before they were deciphered by Jean-François Champollion in 1822. Including both ideograms (which convey a whole word or idea, either concrete or abstract, in a single sign) and phonograms (representing either an alphabetic sound or a group of consonants), [the writing system] was used in formal inscriptions on tomb and temple walls as well as on elaborate funerary papyri. For everyday purposes, however, scribes used a shorthand version of the hieroglyphic script known as hieratic, which was quicker to write and more economical of space. The two writings existed side by side for at least 2,500 years.

3 Scraps of ancient hieratic writing, mostly penned by student scribes on limestone flakes called ostraca, suggest that no matter how humble his origins, an educated Egyptian could achieve almost anything. Horemheb (d.1292 B.C.) is a good example. Born of middle-ranking parents, his scribal training led to an army career. From Scribe of Recruits, during the reign of Akhenaten (1353–1336 B.C.), Horemheb rose through the military ranks and, by the rule of Tutankhamun (1332–1323 B.C.), he was commander in chief of the Egyptian forces. As a close adviser of the young Pharaoh, Horemheb was appointed "Deputy of the King throughout the Two Lands," and might have expected to succeed to the throne should the king die childless. He had to wait a few years, but eventually Horemheb achieved the pinnacle of his career by becoming the last king of the 18th Dynasty, making his mark by instituting dramatic reforms to the organisation of the army, the judiciary and administration in general. The lasting success of these changes owed much to his scribal background. . .

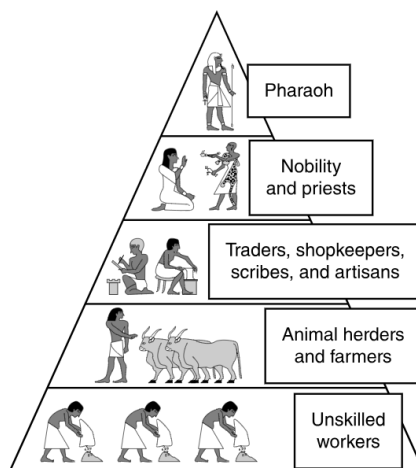
4 But education was not available to all. Government departments and major temples supported schools, where boys commenced their training at six or seven, sometimes earlier. To these boarding establishments . . . family or household servants delivered the students' food and drink rations daily for several years, during which time the student was not contributing to the family's income. Boys from poorer families could only hope to be educated with support from a wealthier relative or patron, or through apprenticeship to an older scribe, perhaps the local clerk or land agent, who would teach them the basics of the scribe's craft. This limited the scope for employment but such "on the job" training allowed apprentices to help out at home while learning. . . .

5 Scribal education began with the elementary principles of the hieratic script. The lowliest scribes, who trained for just five or six years, probably learned only the rudiments of the hieroglyphic script. Students were set exemplar documents and extracts from popular texts to copy, to practice their hieratic handwriting on basic-format letters, reports and contracts, while absorbing the good advice contained in the texts. Surviving examples of copy-work sometimes include tutors' corrections added in red. Some significant Egyptian literary works survive almost exclusively from student copies.

6 A schoolboy "dictionary" of hieroglyphs with their hieratic equivalents shows that a knowledge of more than 450 signs was required for everyday writing purposes. Lessons in record-keeping and filing and labelling enabled any half-competent scribe to perform that most essential of all scribal functions: the making and updating of lists. For professions such as those of government official, priest or lawyer, a scribe would train for several more years, increasing his vocabulary to perhaps a thousand or more signs. Those with the best handwriting or drawing skills might follow the craft of creating beautifully illustrated copies of funerary texts, commonly called *Books of the Dead*. Others could become draughtsmen, artists or architects. Doctors compiled their own collections of medication recipes, treatments and associated incantations, many copied from texts found in the House of Life, the temple library. Lawyers had to be familiar with the corpus of civil and religious laws and precedents found in the official records, which were administered by archivists. Egypt's bureaucratic society depended on the skills of an army of scribes of all ranks from filing clerk to tax assessor. For young Egyptians, "be a scribe" was the best of career advice.

From "Scribe Like an Egyptian" by Hilary Wilson from HISTORY TODAY, August 8, 2019. Copyright © 2019 by History Today Ltd. Company.

#### ANCIENT EGYPTIAN SOCIAL CLASS STRUCTURE



bureaucracy: an administrative staff of government officials

funerary papyri: a sheet or scroll of papyrus containing religious images and hieroglyphs meant to help the deceased be reborn in the afterlife

rudiments: basics

schoolboy: informal term for student

draughtsmen: people who draw plans of machinery or structures

corpus: a collection of writings

Excerpt from "Scribe Like an Egyptian"

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Which sentence from the excerpt **best** supports the idea that there were different levels of education for a scribe?

- ☐ A. "However, contrary to popular belief, not all Egyptian scribes understood hieroglyphs." (paragraph 1)
- ☐ B. "For everyday purposes, however, scribes used a shorthand version of the hieroglyphic script known as hieratic, which was quicker to write and more economical of space." (paragraph 2)
- ☐ C. "This limited the scope for employment but such 'on the job' training allowed apprentices to help out at home while learning." (paragraph 4)
- ☐ D. "For professions such as those of government official, priest or lawyer, a scribe would train for several more years, increasing his vocabulary to perhaps a thousand or more signs." (paragraph 6)

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Read this sentence from paragraph 2.

**Including both ideograms (which convey a whole word or idea, either concrete or abstract, in a single sign) and phonograms (representing either an alphabetic sound or a group of consonants), [the writing system] was used in formal inscriptions on tomb and temple walls as well as on elaborate funerary papyri.**

The author's purpose for including the sentence is to

- ☐ A. explain that hieroglyphs were reserved for royal and religious purposes.
- ☐ B. demonstrate the methods experts use to interpret hieroglyphs.
- ☐ C. clarify the significance of hieroglyphs in language and literature.
- ☐ D. describe the basic features of hieroglyphs and how they were typically used.

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Which statement summarizes the process that schools used to train scribes?

- ☐ A. Boys had to memorize around 450 hieratic signs. Once they had learned these, they were expected to copy literary texts that contained valuable lessons.
- ☐ B. Boys spent at least five years learning hieratic signs, which they practiced by copying texts. During this period, they were also introduced to basic hieroglyphs.
- ☐ C. Boys spent five or six years learning the basics of hieratic script. After this period, they could become apprentices and begin learning hieroglyphics.
- ☐ D. Boys were taught two different scripts. They practiced both types by copying lists and eventually progressed to writing letters, reports, and contracts.



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Which claim is **best** supported by the information presented in paragraphs 3 and 4?

- ☐ A. Education was difficult for the common citizens of Egypt to obtain.
- ☐ B. Once students began studying to become scribes, their future held more possibilities.
- ☐ C. If someone wanted to become a scribe, support from outside sources such as the government or a temple was necessary.
- ☐ D. Becoming a successful scribe required a student's family to sacrifice time and money in order to ensure the best education.

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Hieratic script was particularly valuable in a bureaucratic government because

- ☐ A. using hieratic script was an efficient way for scribes to produce large amounts of documentation.
- ☐ B. many members of the general public could comprehend information that was written in hieratic script.
- ☐ C. knowledge of hieratic script prepared scribes to serve their society in increasingly challenging roles.
- ☐ D. people from different professional backgrounds could easily communicate with one another in hieratic script.

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The diagram after paragraph 6 **best** provides additional support for the topic of the excerpt by

- ☐ A. demonstrating the place of scribes in ancient Egyptian social structure.
- ☐ B. depicting the types of tasks performed by each social class.
- ☐ C. indicating that scribes were able to easily improve their social ranking.
- ☐ D. comparing the social positions of each social class in ancient Egypt.

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Based on the excerpt, which statement would the author **most** strongly agree with?

- ☐ A. Boys in Egypt were encouraged to enter the same profession as older male relatives.
- ☐ B. Knowledge of hieroglyphs was helpful to Egyptians who were interested in becoming scribes.
- ☐ C. Hieratic script was more practical to ancient Egyptians than hieroglyphs were.
- ☐ D. Boys in Egypt who studied for only a few years were unlikely to find employment as scribes.

Ellen, the narrator, is preparing to leave her parents and the family farm for college the next day.

Excerpt from *Winter Wheat*

by Mildred Walker

5 I love Dad's way of talking that makes him seem different from other ranchers. He's lived here twenty-three years, but he still says "back East where I come from." He's the one who gets excited when I do about spring coming or a serial running in the magazine we're both reading, but it's what Mom says that I depend on. When Mom used to say "Don't worry" about my pet chicken or dog or new calf, it always got well. Dad is always talking of going some place, not now, but next year, maybe. Mom seems to think of nothing farther away than today or perhaps yesterday or tomorrow morning.

2 Mom folded the ironing board and put it inside their bedroom that was just off the kitchen. She carried in the freshly ironed clothes. Dad went back to his paper. When Mom came back she took beans from the cupboard to soak for tomorrow. Dad always said Mom could make all the dishes he'd had back in Vermont as well as though she were a New Englander herself, instead of a Russian. All of a sudden, I realized that tomorrow when those beans would be ready to eat I'd be going away. It gave me a funny feeling.

3 "I'll be taking the train tomorrow night," I said aloud, more to hear it myself.

4 "We can drive you into town in the afternoon," Dad said, dropping his paper on the floor.

5 "There's no need to go to town; she can catch the train at Gotham just as well. We haven't nothing to take us into town for," Mom said.

5 "Well, we don't have to decide tonight," Dad said, but I knew he wanted to go into Clark City. It wouldn't be so flat as just seeing me go off on the train from Gotham. My going away was hard on both of them; they were so different—and I was part of them both. It made me uncomfortable to think of leaving them.

2 While I was getting ready for bed in my room that's off the front room, I saw how it would be if I left from town. We'd go in right after dinner and go around to the stores, Dad going one way and Mom and I another. Dad would probably have his hair cut at the barbershop and stop in the bank and meet someone he knew to talk to. Then we'd meet at the big store on the corner and go to the cafeteria for supper. The train stops ten minutes or so at the station in town and there are other people and excitement and you have time to wave from the platform and then again from your window by your seat. We went to the station in Clark City to see the Goodals off when they went back to Iowa.

8 If I left from Gotham, we'd just drive down in the truck and wait till the train came. It only stops long enough for you to get on and you hardly have time to taste the flavor of going away.

9 I sat on the bed in my pyjamas with my arms around my knees. I couldn't keep from thinking of that time Dad went back East. I tried to, and then I just sat still and looked straight at it. Sometimes that's better than working so hard to keep from looking at what's in your mind.

10 Dad went all the way back to Vermont. . . . It was in November and it was already dark when the train came through Gotham. Even now, I could feel how cold and dark it was. I held Mom's hand. Dad was so dressed-up he seemed strange. . . . We stood there without saying anything until Dad told Mom to remember to call Mr. Bardich, our neighbor, if the cow didn't calve tomorrow.

11 "I'll manage," Mom snapped back.

12 "I wish you could go, Anna," Dad said to Mom, "and we could take Ellen." . . .

13 "Good-by, Anna Petrovna," he said, looking at Mom. I had never heard him call her by two names before.

14 "Good-by," Mom said, standing still, without smiling.

23 Then he was gone and the crossroads were darker than ever. The train light shone on the high window in the top of the grain elevator for a moment and then that too was dark. We got into our old Ford and Mom drove back to the house. My throat ached all the way. The name Dad had called Mom kept saying itself in my ears: "Anna Petrovna, Anna Petrovna." . . .

16 Our house seemed lonely when we came back to it. It seemed to be hiding under the coulee. I went with Mom to put the truck in the barn that was bigger than the house. I think Mom was prouder of our barn than the house, anyway. We walked back to look at the cow that was going to calve. She was just a big light blob in the dark, waiting. I had thought she was exciting this morning, but now she seemed sad, too.

12 The wind blew when we walked across the open space to the house and I couldn't help shivering with the cold. Inside the house it was warm, but empty.

12 "Bring your nightgown in here and I heat you some milk," Mom said.

19 I drank the milk sitting on a stool in front of the stove. It tasted good, but the lonely ache in my throat was still there. I picked up my clothes and hung them neatly behind the stove and put my cup on the sink board. Mom was fixing oatmeal for tomorrow morning.

20 "Good night, Mom," I said almost timidly, standing beside her. She seemed wrapped around in a kind of strangeness. Then she turned around and drew me to her. The front of her dress was warm from the stove. I felt the comfortable heat through my gown. She laid her hand against my face and it felt rough and hard but firm. I dared ask her something I wanted to know.

23 "Mom, was that really your name—what Dad called you?"

12 Her voice sounded surprised. "Why, Yeléna, you know that; Anna Petrovna. You know I am born in Russia, in Seletskoe."

23 "Yes, but I didn't know your other name," I said.

12 "Anna Petrovna Webb." She pronounced it slowly. "Once I think what a funny name Ben Webb is!" She laughed. Her laugh was warm and low like our kitchen, and comfortable. The house seemed natural and right again. . . .

25 But now that I am grown, I feel the wall of strangeness between them, more than when I was a child. I wondered how they would get along without me.

Ellen, the narrator, is preparing to leave her parents and the family farm for college the next day.

Excerpt from *Winter Wheat*

by Mildred Walker

**1** I love Dad's way of talking that makes him seem different from other ranchers. He's lived here twenty-three years, but he still says "back East where I come from." He's the one who gets excited when I do about spring coming or a serial running in the magazine we're both reading, but it's what Mom says that I depend on. When Mom used to say "Don't worry" about my pet chicken or dog or new calf, it always got well. Dad is always talking of going some place, not now, but next year, maybe. Mom seems to think of nothing farther away than today or perhaps yesterday or tomorrow morning.

**2** Mom folded the ironing board and put it inside their bedroom that was just off the kitchen. She carried in the freshly ironed clothes. Dad went back to his paper. When Mom came back she took beans from the cupboard to soak for tomorrow. Dad always said Mom could make all the

Read these sentences from paragraph 2.

**Dad always said Mom could make all the dishes he'd had back in Vermont as well as though she were a New Englander herself, instead of a Russian. All of a sudden, I realized that tomorrow when those beans would be ready to eat I'd be going away. It gave me a funny feeling.**

The sentences help develop a theme of the excerpt by

- ☐ A. suggesting that life presents people with many challenges.
- ☐ B. implying that the stress of major life events can cause confusion.
- ☐ C. demonstrating that moving on from the familiar is a common human experience.
- ☐ D. emphasizing the idea that people can easily learn the routines of being part of a new culture.

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Read this sentence from paragraph 3.

**"I'll be taking the train tomorrow night," I said aloud, more to hear it myself.**

This remark contributes to the conflict in the excerpt by

- ☐ A. revealing Dad's reasons for wanting to drive to the city.
- ☐ B. causing tension between Mom and Dad.
- ☐ C. leading Ellen to distance herself from both Mom and Dad.
- ☐ D. showing Mom's reluctance to plan that far in advance.

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Read this sentence from paragraph 9.

**I tried to, and then I just sat still and looked straight at it.**

How does the phrase "looked straight at it" contribute to the meaning of the excerpt?

- ☐ A. It shows that Ellen is willing to deal with a problem directly instead of ignoring it.
- ☐ B. It suggests that Ellen studies all parts of an issue and not just its surface.
- ☐ C. It illustrates that Ellen examines both sides of an argument.
- ☐ D. It implies that Ellen is eager to seek wisdom from past experiences.



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The words "cold" and "dark" affect the tone in paragraph 10 by

- ☐ A. highlighting the feeling of unpredictability among the family members.
- ☐ B. showing the feelings of anger and resentment Ellen directs toward her parents.
- ☐ C. exaggerating the feeling of regret Dad experiences when leaving his family.
- ☐ D. emphasizing the feelings of separation and loss that Ellen feels.

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Read these sentences from the excerpt.

**Mom seems to think of nothing farther away than today or perhaps yesterday or tomorrow morning.** (paragraph 1)

**Mom was fixing oatmeal for tomorrow morning.** (paragraph 19)

The sentences help develop a central idea of the excerpt by

- ☐ A. suggesting that practical people focus on current needs rather than worrying about the future.
- ☐ B. showing that parents tend to consider the needs of their children before thinking of themselves.
- ☐ C. revealing that it is sometimes important to plan ahead.
- ☐ D. illustrating that dreaming about the future is a waste of time.

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The flashback in paragraphs 10–24 affects the plot by

- ☐ A. showing that the departure of one member of the family makes extra work for those left on the farm.
- ☐ B. showing that the bond within the family persists even when its members are apart.
- ☐ C. explaining why Ellen fears that leaving her parents will be too difficult.
- ☐ D. illustrating the close connection Ellen has with both of her parents.

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Which sentence from the excerpt provides evidence that Mom wants Ellen to understand the family's heritage?

- ☐ A. "Mom folded the ironing board and put it inside their bedroom that was just off the kitchen." (paragraph 2)
- ☐ B. "'There's no need to go to town; she can catch the train at Gotham just as well.'" (paragraph 5)
- ☐ C. "We'd go in right after dinner and go around to the stores, Dad going one way and Mom and I another." (paragraph 7)
- ☐ D. "'Why, Yeléna, you know that; Anna Petrovna.'" (paragraph 22)

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What is Ellen’s primary mood at key points in the excerpt?  
Move the correct answer to each box in the table.

Calm   Affectionate   Worried   Jealous   Wishful

Paragraphs	Ellen’s Primary Mood
1–2	<div></div>
7–8	<div></div>
9–10	<div></div>

*This narrative is about the Nez Perce, an American Indian tribe, in what is now northern Idaho. The tribe is preparing for a gathering before the coming winter.*

Excerpt from *Do Them No Harm!*

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- 1 In the moon of Ta-Yum, the hottest days of summer, when salmon spawn in the little streams and huckleberries ripen in the high mountains, people from many villages of the Chopunnish Nation gathered in the Oyaip Prairie for the work and festivities of their annual camas harvest.
- 2 From far and near The People came. . . .
- 3 Should a stranger enter their homeland and ask, "Where are you from?" the reply was always, "We are Nee-mee-poo, The People who live here in this place."
- 4 It was a time of Lawtiwa-mah-ton—a time of being friends together—when The People came for this last chance to enjoy being together before the Cold Moons kept them close to their fires. The visiting and trading, the foot racing and horse racing, and the gambling and stick games would be remembered and talked about long after they had forgotten the drudgery of digging and roasting camas, picking berries, or drying meat and fish. Lawtiwa-mah-ton! It was good to be friends together.
- 5 As was their custom since wakh-kee-ma, a time far back beyond the memory of man, they set up their camps in the same locations their parents and grandparents had occupied before them. Red Bear's people, from Kamiah, made their camp near the trail that came out of the mountains. Their neighbors in Kamiah Valley, The People from Tee-e-lap-a-lo, had their camp close by. Across the wide meadow, by the great roasting pits, the camps of the Te-wap-poo and Ask-kah-poo were located. The tepees and ish-nash, brush shelters, of other groups nestled in their accustomed areas in and among the pines in such numbers that they encircled the entire meadow land.
- 6 Red Bear's people had traveled all summer with neighboring bands, gathering and preparing roots, picking and drying berries, drying and smoking meat and fish for their winter food supply. Now they were at the Oyaip camp. The women worked hard to dig and cure as many bags of roots as they could during the warm, sunny days, for the sharp night air brought warnings that WARM was going and COLD was coming.
- 7 Everyone helped in some way. Most of the men fished or hunted for meat. While many of the women dug and roasted camas, other women and older children picked and dried berries.
- 8 And the younger children played. They played at hunting. They played with the babies. They played with their horses and puppies. They learned how to live through their play.
- 9 This sun, happiness, peace, and quiet blessed the Red Bear camp. All were busy with their daily tasks, until sudden cries came from the children playing by the trail.
- 10 "People coming! People coming! People coming on the trail from the high mountains!" they called as they ran to their elders, who looked sharply at the figures of approaching horsemen.
- 11 Were they friends or enemies? Did they bring good news or bad?
- 12 "Who can it be? What brings them here?" were the questions in every mind.
- 13 "Could they be the four hunters who had gone to Buffalo Country two summers past? Would they have news of the families who had gone long ago to Buffalo Country and never returned?"
- 14 It was customary for a hunting party to be gone for more than one season.
- 15 "Looks like hunters," the older men agreed. "Looks like they had good hunting. Maybe our four hunters. [They have] been gone many moons."
- 16 "Looks like five people—not four," others observed.
- 17 Excitement grew as the riders came close enough to be recognized.
- 18 "A-a-a-a, they are our four hunters! But who is the fifth person?" they asked.
- 19 "Looks like a woman. Who is she?"
- 20 The hunters rode up to the welcoming crowd, proud to show off the loads of meat, hides, and other trophies of their hunt. They paraded around the encampment for all to see how strong their Hunting Power had been—what great hunters they, themselves, were.
- 21 Red Bear's people rejoiced at their hunters' success. Good hunters brought good to everybody. The meat meant plenty of food and the hides meant soft-tanned robes to give comfort through the Cold Moons. But it was the sight of the frail figure of the woman that aroused their curiosity. Who was she? Where had she come from? . . .
- 22 "Belongs to Red Bear people. Gone then come back," the hunters said, as they dismounted and unloaded their packs. . . .
- 23 Now they could see! She was the daughter of the family gone so long ago! The girl-child who had left came back now—a grown woman.
- 24 "Wat-ku-ese!" the women cried. "Gone-from-Home-then-Come-Back. Wat-ku-ese!" And Wat-ku-ese was her name from that time on.
- 25 Gentle arms lifted Wat-ku-ese from her horse. The women brought her food and made a place for her to rest. For many suns they cared for her until she became stronger.
- 26 One evening Wat-ku-ese told her story for all to hear.

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Paragraph 1 contributes to the setting of the excerpt by establishing that

- ☐ A. the story's location is a plentiful place that allows The People to enjoy a comfortable gathering.
- ☐ B. the events in the story occurred in the past and are being remembered by The People.
- ☐ C. the camp in the story is changing and that the changes are causing problems for The People.
- ☐ D. the story's plot begins as The People are observing their land and what it offers them.

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In paragraphs 4 and 6, the beginning of the change in seasons affects the characters **mainly** by

- ☐ A. causing them to collect their bounty and feel eager to celebrate before it becomes cold.
- ☐ B. making them want to rest and relax before the challenging work of the harvest begins.
- ☐ C. forcing them to give up leisure time to prepare their camp for the coming winter.
- ☐ D. allowing them to trade the goods they have prepared during the warm months.



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How do paragraphs 7 and 9 convey a central idea of the excerpt?

- ☐ A. by explaining that The People often explore different areas, which shows the value of trying new things
- ☐ B. by revealing that The People must complete many tasks, which shows the necessity of being organized
- ☐ C. by suggesting that The People are influenced by the weather, which shows their close relationship with nature
- ☐ D. by demonstrating that The People work together, which shows the importance of contributing to the community

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In paragraph 8, the author repeats the word "played" **most likely** to

- ☐ A. emphasize how much the adults enjoy observing the children.
- ☐ B. show how everyone finds a way to enjoy being at the gathering.
- ☐ C. indicate the variety of activities available at the gathering.
- ☐ D. characterize the manner in which the children master the work of adults.

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How do paragraphs 11–13 affect the plot of the excerpt?

- ☐ A. They establish a feeling of mystery by presenting different points of view about the arriving people.
- ☐ B. They contribute to the rising action by developing the idea that the arriving people could present a problem.
- ☐ C. They lead to a turning point by describing the moment that the crowd realizes why the strangers have come.
- ☐ D. They explain the cause of the main conflict by providing background information about the strangers.

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In paragraph 20, the phrases "trophies of their hunt" and "paraded around" affect the paragraph by

- ☐ A. suggesting that the hunters are rewarded for their leadership.
- ☐ B. emphasizing that The People are dependent on the hunters for food.
- ☐ C. revealing that the hunters are pleased with their success.
- ☐ D. indicating that The People have gathered specifically to welcome the hunters.

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Which quotation from the excerpt **best** supports the idea that The People feel a connection to members of their group in spite of distance?

- ☐ A. "As was their custom since wahk-kee-ma, a time far back beyond the memory of man, they set up their camps in the same locations their parents and grandparents had occupied before them." (paragraph 5)
- ☐ B. "'Would they have news of the families who had gone long ago to Buffalo Country and never returned?' " (paragraph 13)
- ☐ C. "'Looks like hunters,' the older men agreed. 'Looks like they had good hunting.' " (paragraph 15)
- ☐ D. "But it was the sight of the frail figure of the woman that aroused their curiosity." (paragraph 21)

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Read these sentences from paragraph 22.

**"Belongs to Red Bear people. Gone then come back."**

How does this statement affect the villagers in the excerpt?

- ☐ A. It increases their concern about why the woman is in their camp.
- ☐ B. It makes them hopeful that more lost members will return before the winter.
- ☐ C. It causes shock, leading them to grieve for the loss of the woman and her family.
- ☐ D. It inspires amazement, making them want to reconnect with their returned family member.

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The details in paragraph 5 about the locations of the camps and the details in paragraphs 23–24 about the reaction to the woman convey a theme of the excerpt by

- ☐ A. revealing the difficulties posed by moving often each year.
- ☐ B. showing the connectedness among The People through the years.
- ☐ C. indicating the value to The People of retelling stories about the past.
- ☐ D. demonstrating the importance of choosing appropriate names.

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Excerpt from "The Spirit of the Herd"

by Dallas Lore Sharp

- 1 Along with the wagon had come the fresh horses—one of them being Peroxide Jim, a supple, powerful, clean-limbed buckskin, a horse, I think, that had as fine and intelligent an animal-face as any creature I ever saw. Wade had been saving this horse for emergency work. And why should he not have been saved fresh for just such a need as this? Are there not superior horses as well as superior men—a Peroxide Jim to complement a Wade?
- 2 The horse knew the cattle business and knew his rider perfectly; and though there was nothing like sentiment about the boss of the P Ranch riders, his faith in Peroxide Jim was complete. . . .
- 3 The desert, where the herd was camped, was one of the highest of a series of tablelands, or benches; it lay as level as a floor, rimmed by sheer rock, from which there was a drop to the bench of sage below. The herd when overtaken by the dusk had been headed for a pass descending to the next lower bench, but was now halted within a mile of the rim rock on the east, where there was a perpendicular fall of about three hundred feet. . . .
- 4 In the taut silence of the stirless desert night, with the tension of the herd at the snapping-point, any quick, unwonted sight or sound would stampede them. The sneezing of a horse, the flare of a match, would be enough to send the whole four thousand headlong—blind, frenzied, trampling—till spent and scattered over the plain.
- 5 And so, as he rode, Wade began to sing. The rider ahead of him took up the air and passed it on until, above the stepping stir of the hoofs rose the faint voices of the men, and all the herd was bound about by the slow plaintive measures of some old song. It was not to soothe their savage breasts that the riders sang to the cattle, but rather to preempt the dreaded silence, to relieve the tension, and so to prevent the shock of any sudden startling noise.
- 6 So they sang and rode and the night wore on to one o'clock, when Wade, coming up on the rim-rock side, felt a cool breeze fan his face, and caught a breath of fresh, moist wind with the taste of water in it.
- 7 He checked his horse instantly, listening as the wind swept past him over the cattle. But they must already have smelled it, for they had ceased their milling, the whole herd standing motionless, the indistinct forms close to him in the dark showing their bald faces lifted to drink the sweet wet breath that came over the rim. Then they started on again, but faster, and with a rumbling now from their hoarse throats that tightened Wade's grip on the reins.
- 8 The sound seemed to come out of the earth, a low, rumbling mumble, as dark as the night and as wide as the plain, a thick, inarticulate bellow that stood every rider stiff in his stirrups. . . .
- 9 Then the breeze caught the dust and carried it back from the gray-coated, ghostly shapes, and Wade saw that the animals were still moving in a circle. He must keep them going. He touched his horse to ride on with them, when across the black sky flashed a vivid streak of lightning.
- 10 There was a snort from the steers, a quick clap of horns and hoofs from far within the herd, a tremor of the plain, a roar, a surging mass—and Wade was riding the flank of a wild stampede. Before him, behind him, beside him, pressing hard upon his horse, galloped the frenzied steers, and beyond them a multitude borne on, and bearing him on, by the heave of the galloping herd.
- 11 Wade was riding for his life. He knew it. His horse knew it. He was riding to turn the herd, too, back from the rim, as the horse also knew. The cattle were after water—water-mad—ready to go over the precipice to get it, carrying horse and rider with them. Wade was the only rider between the herd and the rim. It was black as death. He could see nothing in the sage, could scarcely discern the pounding, panting shadows at his side. He knew that he was being borne toward the rim, how fast he could not tell, but he knew by the swish of the brush against his tapaderos and the plunging of the horse that the ground was growing stonier, that they were nearing the rocks.
- 12 To outrun the herd was his only chance for life. If he could come up with the leaders he might not only escape, but even stand a chance of heading them off upon the plain and saving the herd. There were cattle still ahead of him; how many, what part of them all, he could not make out in the dark. But the horse knew. The reins hung on his straight neck, where his rider had dropped them, as, yelling and firing over the wild herd, he had given this horse the race to win, to lose.
- 13 They were riding the rim. Close on their left bore down the flank of the herd, and on their right, under their very feet, was a precipice, so close that they felt its blackness—its three hundred feet of fall! . . .
- 14 . . . Then Wade found himself racing neck and neck with a big white steer, which the horse, with marvelous instinct, seemed to pick out from a bunch, and to cling to, forcing him gradually ahead, till, cutting him free from the bunch entirely, he bore him off into the swishing sage.
- 15 The steers coming on close behind followed their leader, and in, after them, swung others. The tide was turning from the rim. More and more were veering, and within a short time the whole herd, bearing off from the cliffs, was pounding over the open plains.
- 16 Whose race was it? It was Peroxide Jim's, according to Wade, for not by word or by touch of hand or knee had the horse been directed in the run. From the flash of the lightning the horse had taken the bit, had covered an indescribably perilous path at top speed, had outrun the herd and turned it from the edge of the rim rock, without a false step or a tremor of fear.

From "The Spirit of the Herd" by Dallas Lore Sharp—Public Domain

tablelands: plateaus, flat areas of land sharply elevated from the surrounding area

tapaderos: leather covers for stirrups



*In this excerpt, published in 1914, author and professor Dallas Lore Sharp describes a summer cattle roundup in Oregon. The heat and dust had been relentless for three days. The cowboys were exhausted, and the cattle were restless. The ranch boss, Wade, had led the drive to a watering place, only to find it empty.*

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**1** Along with the wagon had come the fresh horses—one of them being Peroxide Jim, a supple, powerful, clean-limbed buckskin, a horse, I think, that had as fine and intelligent an animal-face as any creature I ever saw. Wade had been saving this horse for emergency work. And why should he not have been saved fresh for just such a need as this? Are there not superior horses as well as superior men—a Peroxide Jim to complement a Wade?

**2** The horse knew the cattle business and knew his rider perfectly; and though there was nothing like sentiment about the boss of the P Ranch riders, his faith in Peroxide Jim was complete.

Which sentence from the excerpt **best** explains why Wade reserved Peroxide Jim for "emergency work" (paragraph 1)?

- ☐ A. "Are there not superior horses as well as superior men—a Peroxide Jim to complement a Wade?" (paragraph 1)
- ☐ B. "Before him, behind him, beside him, pressing hard upon his horse, galloped the frenzied steers, and beyond them a multitude borne on, and bearing him on, by the heave of the galloping herd." (paragraph 10)
- ☐ C. "He knew that he was being borne toward the rim, how fast he could not tell, but he knew by the swish of the brush against his tapaderos and the plunging of the horse that the ground was growing stonier, that they were nearing the rocks." (paragraph 11)
- ☐ D. "From the flash of the lightning the horse had taken the bit, had covered an indescribably perilous path at top speed, had outrun the herd and turned it from the edge of the rim rock, without a false step or a tremor of fear." (paragraph 16)

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**2** The horse knew the cattle business and knew his rider perfectly; and though there was nothing like sentiment about the boss of the P Ranch riders, his faith in Peroxide Jim was complete.

Paragraphs 1–2 contribute to the development of the central idea of the excerpt by

- ☐ A. revealing the respect Wade had for his horse.
- ☐ B. emphasizing Wade's high expectations of his horse and himself.
- ☐ C. indicating that Wade and his horse understood the cattle business.
- ☐ D. demonstrating Wade's ability to gauge a horse's competence.

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How does paragraph 3 convey the effect of the setting on the cattle drive?

- ☐ A. It shows how the growing darkness created challenges for the riders in getting the herd to move.
- ☐ B. It describes how the changing elevation contributed to the dangerousness of the environment.
- ☐ C. It describes how the desert created an uncomfortable feeling of isolation for the riders and the cattle.
- ☐ D. It shows how the steep terrain made it difficult for the cattle to keep moving forward.

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How does paragraph 9 fit into the overall structure of the excerpt?

- ☐ A. It hints at the change in the setting that caused Wade to suddenly become alert.
- ☐ B. It creates a false sense of calm that shows how unprepared the men were for what was about to happen.
- ☐ C. It introduces the idea that Wade was a skillful leader in unpredictable circumstances.
- ☐ D. It presents the incident that caused the main conflict Wade and Peroxide Jim addressed.

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**2** The horse knew the cattle business and knew his rider perfectly; and though there was nothing like sentiment about the boss of the P Ranch riders, his faith in Peroxide Jim was complete.

Read this sentence from paragraph 13.

**Close on their left bore down the flank of the herd, and on their right, under their very feet, was a precipice, so close that they felt its blackness—its three hundred feet of fall!**

The phrase "bore down the flank of the herd" conveys that Wade

- ☐ A. struggled to see the front of the herd.
- ☐ B. had to ride quickly to keep up with the herd.
- ☐ C. was forced to ride between the edge of the cliff and the herd.
- ☐ D. knew that the drop of the cliff would frighten the herd.

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**2** The horse knew the cattle business and knew his rider perfectly; and though there was nothing like sentiment about the boss of the P Ranch riders, his faith in Peroxide Jim was complete.

Read these sentences from the excerpt.

**He was riding to turn the herd, too, back from the rim, as the horse also knew.** (paragraph 11)

**It was Peroxide Jim's, according to Wade, for not by word or by touch of hand or knee had the horse been directed in the run.** (paragraph 16)

How do these sentences develop a central idea in the excerpt?

- ☐ A. They suggest that Wade would have been unable to save the herd without Peroxide Jim.
- ☐ B. They imply that Wade spent many hours training Peroxide Jim to herd cattle.
- ☐ C. They show that Peroxide Jim was able to understand a situation and take action.
- ☐ D. They indicate that Peroxide Jim was unafraid of the dangers presented by the stampede and the cliff.

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How do the details in paragraphs 14–16 help convey a central idea of the excerpt?

- ☐ A. They highlight Peroxide Jim's natural ability to control the herd.
- ☐ B. They emphasize the danger of the situation from which Peroxide Jim rescued the herd.
- ☐ C. They show that Peroxide Jim's physical strength allowed him to force the herd to turn.
- ☐ D. They indicate that Peroxide Jim anticipated the herd's stampede before the men did.

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**2** The horse knew the cattle business and knew his rider perfectly; and though there was nothing like sentiment about the boss of the P Ranch riders, his faith in Peroxide Jim was complete.

Which sentence from the excerpt **best** reveals the mood on the drive before the lightning struck?

- ☐ A. "The herd when overtaken by the dusk had been headed for a pass descending to the next lower bench, but was now halted within a mile of the rim rock on the east, where there was a perpendicular fall of about three hundred feet." (paragraph 3)
- ☐ B. "It was not to soothe their savage breasts that the riders sang to the cattle, but rather to preempt the dreaded silence, to relieve the tension, and so to prevent the shock of any sudden startling noise." (paragraph 5)
- ☐ C. "He checked his horse instantly, listening as the wind swept past him over the cattle." (paragraph 7)
- ☐ D. "Then the breeze caught the dust and carried it back from the gray-coated, ghostly shapes, and Wade saw that the animals were still moving in a circle." (paragraph 9)



## Massachusetts: Lowell National Historical Park

- 3 During the first half of the 19th century, Lowell, Massachusetts, quickly transformed itself from a farm town to a bustling industrial city. In time, Lowell became a model of industry, gaining global recognition for its state-of-the-art technology, innovative canal and dam system, mill architecture, boardinghouses, churches, and ethnic neighborhoods. Young Yankee women, immigrant families, and European tourists all flocked to Lowell to find work at one of the many textile mills, or visit the industrious city that was becoming a popular tourist destination. As one Scottish traveler observed during his visit to America, "Niagara and Lowell are the two objects I will longest remember in my American journey, the one the glory of American scenery, the other of American industry." Today, Lowell National Historical Park welcomes visitors to enjoy the sights of Lowell and learn about the history of one of America's most significant industrial cities.
- 2 The Boston merchants who founded Lowell in 1821 and named it after Francis Cabot Lowell chose to locate the town along Massachusetts's Merrimack River to take advantage of the kinetic energy offered by the Pawtucket waterfalls. Over six miles of canals powered the waterwheels of Lowell's mills, whose massive five- and six-story brick buildings dominated the city's landscape. . . . The most recognized of these buildings are the Lowell Manufacturing Company chartered in 1821, the Suffolk or Wannalancit Mill completed around the 1880s, the Boott Mill Company established in 1835, and the Boott Mill Boardinghouse that opened in 1838. By the 1850s, 40 textile mills employing over 10,000 workers stretched for about a mile along the river. . . .
- 3 The city's female workforce was significant in the history of Lowell. From the early to mid-1800s, women left the constricted lifestyle of small rural towns and rural areas for independent industrial city life. Most were young single Yankee girls, who were tired of the limited opportunities offered by their domestic work. Women found that Lowell's mills offered monthly wages for their services and provided them room and board. Although these women gained economic independence in Lowell, the mill boardinghouse keepers constantly supervised their social activities, for which they hardly had any time, considering their daily 12- to 14-hour work schedules. At the end of the day, the factory bell signaled the "mill girls" to return to their boardinghouses. They were expected to adhere to the strict code of conduct respecting curfew and attending church.
- 4 Yankee "mill girls" continued to dominate the Lowell workforce until the 1840s, when the city began to find it difficult to compete with the growing industrial development in other New England communities. As profits fell, the mill industry cut wages. These wage cuts, deteriorating working conditions, and long workdays led the "mill girls" to protest and organize strikes. When their demands went unheard, the women left Lowell, and immigrant groups replaced them in the workforce. Despite the low wages and unhealthy work conditions, immigrants were eager to find work.
- 3 The immigrants replacing the Yankee "mill girls" during the 1840s were predominantly Irish Catholics, who traveled to America during the Great Potato Famine. Although Lowell received an influx of Irish families during this time, the Irish were a part of the city's history from its birth, and before the "mill girls" arrived, they built Lowell's historic canals, mills, and boardinghouses. Initially, Lowell's Protestant community was slow to welcome Irish immigrants, but the hostility between Yankee Protestants and Irish Catholics eventually disappeared. Irish immigrants dominated the industrial scene until the Civil War, when other immigrant groups began to work in the city mills.
- 4 Like the Irish, the French-Canadians, Greeks, Poles, Portuguese, Russian Jews, and Armenians who came to work in Lowell's mills faced long work hours, low wages, and poor living conditions in the city's crowded tenements. By the time Lowell's industry declined, the city had become an ethnic melting pot, where each group claimed its own distinct neighborhood, like the Irish immigrants' "New Dublin" or "Acre," and the French-Canadians' "Little Canada." The city officially began to close down its mills in the 1920s and '30s after Lowell's outdated mills could no longer compete against the state-of-the-art cotton mills in other communities and working conditions continued to decline as Lowell's companies stopped reinvesting in their mills. . . . Despite a brief resurgence during World War II, the city shut down its last surviving mill by the mid-1950s.

From "Massachusetts: Lowell National Historical Park"—Public Domain/National Park Service

Yankee: native to New England

Niagara: a town in northwestern New York State well known as the location of Niagara Falls, a series of waterfalls on the Canadian border

domestic work: household duties like cooking and cleaning

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**2** The Boston merchants who founded Lowell in 1821 and named it after Francis Cabot Lowell chose to locate the town along Massachusetts's Merrimack River to take advantage of the kinetic energy offered by the

Read this sentence from paragraph 1.

**As one Scottish traveler observed during his visit to America, "Niagara and Lowell are the two objects I will longest remember in my American journey, the one the glory of American scenery, the other of American industry."**

The author **most likely** includes the quotation from the Scottish traveler in order to

- ☐ A. suggest that people around the world saw the direct contribution of nature and industry to the United States.
- ☐ B. compare the natural and industrial attractions in the United States at that time.
- ☐ C. convey the idea that the United States offered both natural and industrial attractions.
- ☐ D. imply that the natural resources in the United States contributed to the development of industry.

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A central idea that Lowell was "one of America's most significant industrial cities" (paragraph 1) is conveyed in the passage primarily through a description of the

- ☐ A. canals, mills, and boardinghouses that were built by immigrants.
- ☐ B. mill girls and immigrants who comprised Lowell's workforce.
- ☐ C. development of the mills and the workforce established to support them.
- ☐ D. cultural diversity of the people who lived in the area.

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Which sentence from paragraph 2 **best** supports the idea that Lowell became "a bustling industrial city" (paragraph 1) in a short period of time?

- ☐ A. "The Boston merchants who founded Lowell in 1821 and named it after Francis Cabot Lowell chose to locate the town along Massachusetts's Merrimack River to take advantage of the kinetic energy offered by the Pawtucket waterfalls."
- ☐ B. "Over six miles of canals powered the waterwheels of Lowell's mills, whose massive five- and six-story brick buildings dominated the city's landscape."
- ☐ C. "The most recognized of these buildings are the Lowell Manufacturing Company chartered in 1821, the Suffolk or Wannalancit Mill completed around the 1880s, the Boott Mill Company established in 1835, and the Boott Mill Boardinghouse that opened in 1838."
- ☐ D. "By the 1850s, 40 textile mills employing over 10,000 workers stretched for about a mile along the river."

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Read this sentence from paragraph 3.

**From the early to mid-1800s, women left the constricted lifestyle of small rural towns and rural areas for independent industrial city life.**

Which statement **best** describes how the sentence fits into the overall structure of the passage?

- ☐ A. It provides a transition from a description of the mills to a description of the workforce in those mills.
- ☐ B. It indicates a shift in tone from positive and hopeful to negative and dissatisfied with working conditions at the mill.
- ☐ C. It summarizes a challenge that led many women to leave their hometown and seek work in urban areas.
- ☐ D. It begins a comparison of the mill workforce between the mid-1800s and the late 1800s.

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Read this sentence from paragraph 5.

**Although Lowell received an influx of Irish families during this time, the Irish were a part of the city's history from its birth, and before the "mill girls" arrived, they built Lowell's historic canals, mills, and boardinghouses.**

How does this sentence contribute to the development of ideas in the passage?

- ☐ A. It implies that Lowell was founded by early Irish immigrants.
- ☐ B. It emphasizes the important role Irish immigrants played in Lowell's history.
- ☐ C. It suggests that the new Irish immigrants were readily accepted into the community.
- ☐ D. It highlights the working relationship between the mill girls and the new Irish immigrants.

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Which sentence **best** summarizes the mill girls' experience as the dominant workforce in Lowell?

- ☐ A. The mill girls were eager to leave their domestic duties and small towns behind, so they went to work in the mills of Lowell.
- ☐ B. Originally, the mill girls were satisfied to work in Lowell, but as they left their jobs at the Lowell mills, immigrants arrived to fill the empty positions.
- ☐ C. Young women left home to work in the Lowell mills, but the mill girls soon became dissatisfied with the working conditions and rigid boardinghouse rules.
- ☐ D. The mill girls embraced city life when they came to work in Lowell's mills, but when their protests about unfavorable working conditions went unanswered, they left.

## Massachusetts: Lowell National Historical Park

**1** During the first half of the 19th century, Lowell, Massachusetts, quickly transformed itself from a farm town to a bustling industrial city. In time, Lowell became a model of industry, gaining global recognition for its state-of-the-art technology, innovative canal and dam system, mill architecture, boardinghouses, churches, and ethnic neighborhoods. Young Yankee women, immigrant families, and European tourists all flocked to Lowell to find work at one of the many textile mills, or visit the industrious city that was becoming a popular tourist destination. As one Scottish traveler observed during his visit to America, "Niagara and Lowell are the two objects I will longest remember in my American journey, the one the glory of American scenery, the other of American industry." Today, Lowell National Historical Park welcomes visitors to enjoy the sights of Lowell and learn about the history of one of America's most significant industrial cities.

**2** The Boston merchants who founded Lowell in 1821 and named it after Francis Cabot Lowell chose to locate the town along Massachusetts's Merrimack River to take advantage of the kinetic energy offered by the

The reason Lowell lost its status as an industrial leader is **best** illustrated through the

- ☐ A. description of poor living and working conditions.
- ☐ B. explanation for why some immigrant groups struggled to live together.
- ☐ C. comparison with other mills that used modern methods.
- ☐ D. information about the mills opening temporarily during World War II.



**English Language Arts**

**REVISING/EDITING PART A**

**DIRECTIONS:** Read the text or texts that follow and answer the related questions. You will be asked to improve the writing quality of each text and to correct errors so that each text follows the conventions of standard written English. You should reread relevant parts of each text, while being mindful of time, before selecting the **best** answer for each question

## The Benefits of Indoor Plants

(1) In an age of endless media content, it is easy to see why people might prefer to stay inside. (2) According to a study sponsored by the Environmental Protection Agency, Americans spend an average of 87 percent of their time indoors. (3) Scientists say that this separation between people and nature puts people at risk for physical and psychological issues.

(4) During the process of photosynthesis, plants convert carbon dioxide into oxygen and remove many harmful toxins from the air.

(5) Spending prolonged periods of time indoors, away from plants, deprives people of these benefits. (6) Air that is not regularly detoxified can lead to a condition known as sick building syndrome. (7) This disorder first came to light in the 1970s when many office workers in the United States began to complain of unexplained flu-like symptoms. (8) Researchers determined the cause to be volatile organic compounds, or VOCs. (9) VOCs are harmful chemicals that are emitted by everyday objects such as carpet, furniture, cleaning products, and computers. (10) The NASA Clean Air Study found a simple way to remove a significant number of VOCs within a 24-hour period: add plants to indoor spaces.

(11) Adding plants to indoor spaces has psychological benefits too. (12) Research has long linked time spent in natural environments with increased energy and feelings of contentment. (13) While being outdoors is an excellent option for improving a person's mental health, recent research has indicated that encountering natural elements while indoors can also help. (14) To experience the maximum benefit of natural elements, experts suggest placing at least one live plant per 100 square feet of home or office space.

(15) Connecting with nature, even just by being near an indoor plant, is a significant factor in a person's well-being. (16) Sitting in front of an electronic screen all day isn't natural, and today's workers need to get up and get outdoors. (17) Richard Ryan, a psychology professor at the University of Rochester, puts it this way: "Nature is something within which we flourish, so having it be more a part of our lives is critical, especially when we live and work in built environments."

## The Benefits of Indoor Plants

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Which sentence should follow sentence 3 to **best** introduce the topic of the passage?

- ☐ A. Placing plants in homes and offices can provide a healthy bridge between nature and the indoors.
- ☐ B. It is important for people to realize that they need to spend more time near plants, whether indoors or out in nature.
- ☐ C. For their personal health and well-being, people need to spend more time outdoors or bring the outdoors in.
- ☐ D. Individuals with little connection to nature can experience illness, depression, and higher levels of stress.

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Which transition word or phrase should be added to the beginning of sentence 5 to emphasize the relationship between sentences 4 and 5?

Move the correct answer to the box.

As a result,

Primarily,

In contrast,

Unfortunately,

(5)  spending prolonged periods of time indoors, away from plants, deprives people of these benefits.

## The Benefits of Indoor Plants

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Which sentence could **best** follow sentence 13 to support the ideas in the third paragraph (sentences 11–14)?

- ☐ A. A global study of 7,600 workers from sixteen countries revealed that employees who worked in spaces with natural elements, such as indoor plants, were more creative and productive than employees who worked in spaces without natural elements.
- ☐ B. Specifically, a study suggests that one well-known hotel is popular among guests because its owners have made a significant investment in landscaping and indoor plants known to have a relaxing effect.
- ☐ C. In fact, one recent study suggested that people who are routinely exposed to natural elements seem to increase their compassion for others, perhaps because that exposure generates compassion for the environment in which they live.
- ☐ D. According to a study that was conducted in 2003, plants can reduce the amount of noise that people perceive in indoor spaces with hard surfaces, just as adding carpet can make a room seem quieter.

## The Benefits of Indoor Plants

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Which sentence presents ideas irrelevant to the topic of the passage and should be deleted?

- ☐ A. sentence 11
- ☐ B. sentence 14
- ☐ C. sentence 15
- ☐ D. sentence 16

## The Benefits of Indoor Plants

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Which concluding sentence should follow sentence 17 to **best** support the information presented in the passage?

- ☐ A. Because indoor plants absorb the carbon dioxide in our air and release the oxygen we need to breathe, they are vital to our wholeness and wellness.
- ☐ B. Experts say that adding a Boston fern, a spider plant, or an aloe vera plant is a good place to start if you want to begin to incorporate nature into your home or office.
- ☐ C. More people should consider bringing natural elements inside to improve general wellness and reverse some of the negative effects of an indoor-centered society.
- ☐ D. As one study has confirmed, houseplants are a wise investment because they can remove almost 90 percent of the toxins in the air within the span of 24 hours.

## English Language Arts

### REVISING/EDITING PART B

**DIRECTIONS:** Read and answer the following questions. You will be asked to recognize and correct errors so that the sentences or short paragraphs follow the conventions of standard written English. As needed, you may use the notepad tool or write on the scrap paper given to you to take notes. You should reread relevant parts of the sentences or paragraphs, while being mindful of time, before selecting the **best** answer for each question.



Which sentence of the paragraph should be revised to correct a vague pronoun?

(1) Eliza and Brianna have been singing in their school chorus since they were in fourth grade. (2) The girls always sing a duet at the school talent show, and they take turns singing the national anthem before school sporting events. (3) Outside of school, she also sings in a choir made up of young and old members of her community. (4) Both girls hope that they will be able to continue singing for many more years.

- ☐ A. sentence 1
- ☐ B. sentence 2
- ☐ C. sentence 3
- ☐ D. sentence 4

Which revision corrects the error in sentence structure in the paragraph?

The land on Earth has not always been separated into the seven continents, at one time a massive supercontinent, known as Pangaea, covered one-third of Earth's surface. Additionally, the supercontinent was surrounded by ocean waters called Panthalassa, much of which were in Earth's Southern Hemisphere. Geologists believe that the supercontinent split apart over millions of years because of the movement of the tectonic plates that form Earth's crust. In fact, experts predict that over the next 250 million years the movement of the plates will cause the seven continents to merge into a supercontinent again.

- ☐ A. continents. At
- ☐ B. surface; additionally,
- ☐ C. Panthalassa. Much
- ☐ D. crust, in fact,

Which pair of revisions is needed to correct the errors in the paragraph?

(1) Yalina, Michael, and Malcolm love making pancakes with their granddad on Saturday mornings. (2) Yalina's job is to open the box and pour the pancake mix into a bowl, slowly adding water, eggs, melted butter, and blueberries. (3) Michael uses a wooden spoon to vigorously stir the mixture until it is smooth, and Malcolm helps Granddad carefully pour the batter onto a griddle one-fourth cup at a time. (4) Granddad turns each pancake when they start to bubble, while all three siblings get the table ready for a sweet delicious breakfast.

- ☐ A. Sentence 1: Delete the comma after *Yalina*, AND change *their* to **her**.
- ☐ B. Sentence 2: Change *is* to **are**, AND delete the comma after *bowl*.
- ☐ C. Sentence 3: Change *it is* to **they are**, AND delete the comma after *smooth*.
- ☐ D. Sentence 4: Change *they start* to **it starts**, AND insert a comma after *sweet*.

Which sentence in the paragraph contains an error in construction?

(1) The blobfish, a creature that certainly resembles its name, is an unusual fish whose body is mostly composed of pink, gelatinous flesh. (2) Because it has very few muscles and its density is close to that of water, the blobfish spends its life floating slightly above the ocean floor. (3) It must wait patiently for whatever edible matter might float by its mouth. (4) The blobfish's downturned mouth, slimy skin, and pale coloring caused them to be voted the World's Ugliest Animal in 2013.

Move the answer to the box. There is only one error in construction.

**Sentence 1**

**Sentence 2**

**Sentence 3**

**Sentence 4**

**Contains an error in construction**

**MATHEMATICS**  
**IMPORTANT NOTES**

1. Formulas and definitions of mathematical terms and symbols are **not** provided.
2. Diagrams other than graphs are **not** necessarily drawn to scale. Do not assume any relationship in a diagram unless it is specifically stated or can be determined from the information given.
3. Assume that a diagram is in one plane unless the question specifically states that it is not.
4. Graphs are drawn to scale. Unless stated otherwise, you can assume relationships according to appearance. For example, lines on a graph that appear to be parallel can be assumed to be parallel. This is also true for concurrent lines, straight lines, collinear points, right angles, etc.

**DIRECTIONS:**

Solve each problem. Select the answer from the choices given or enter your answer in the space provided. When you are solving problems, you can use the online notepad tool or write on the scrap paper given to you.

In a scale diagram, 0.125 inch represents 125 feet. How many inches represent 1 foot?

- ☐ A. 0.001
- ☐ B. 0.01
- ☐ C. 0.1
- ☐ D. 0.12

A car is traveling 55 miles per hour, and 1 mile = 5,280 feet. Which of the following calculations would give the car's speed in **feet per second**?

☐ A.  $\frac{55 \cdot 5,280}{1}$

☐ B.  $\frac{55 \cdot 5,280}{3,600}$

☐ C.  $\frac{55 \cdot 3,600}{5,280}$

☐ D.  $\frac{55 \cdot 5,280}{60}$

For what value of  $w$  is  $4w = 2w - 8$ ?

Enter your answer in the space.



A survey asked students what pets they have. Based on the results, the following statements are all true:

- 20 students have cats.
- 23 students have dogs.
- 3 students have both dogs and cats.
- 5 students have no dogs or cats.

How many students were surveyed?

Enter your answer in the space.

The sum of the numbers  $x$ ,  $y$ , and  $z$  is 50. The ratio of  $x$  to  $y$  is 1:4, and the ratio of  $y$  to  $z$  is 4:5. What is the value of  $y$ ?

- ☐ A. 4
- ☐ B. 8
- ☐ C. 10
- ☐ D. 20

The set of possible values of  $m$  is  $\{5, 7, 9\}$ . What is the set of possible values of  $k$  if  $2k = m + 3$ ?

- ☐ A.  $\{3, 4, 5\}$
- ☐ B.  $\{4, 5, 6\}$
- ☐ C.  $\{8, 10, 12\}$
- ☐ D.  $\{10, 14, 18\}$

$$7 + (3n + 6) - (4n + 8) =$$

- ☐ A.  $5 - n$
- ☐ B.  $5 + n$
- ☐ C.  $21 - n$
- ☐ D.  $21 + n$

In a certain school, course grades range from 0 to 100. Adrianna took 4 courses and her mean course grade was 90. Roberto took 5 courses. If both students have the same sum of course grades, what was Roberto's mean?

- ☐ A. 72
- ☐ B. 80
- ☐ C. 90
- ☐ D. 92

Liam and Kevin each collect stamps. Liam has twice as many stamps as Kevin. Liam gives 8 of his stamps to Kevin. Liam now has 12 more stamps than Kevin.

How many stamps did Liam start with?

Select the correct answer from each drop-down to complete the sentences.

An equation that relates the number of stamps originally in Liam's and Kevin's collections is

$$L = \frac{\text{Choose...}}{0.5} K.$$

After Liam gives 8 stamps to Kevin, the equation becomes  $L - 8 =$

Choose...

L + 8

L + 12

K + 20

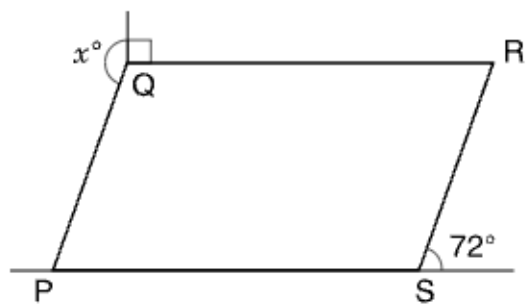
By solving the equation, it can be determined that Liam started with

Choose...

44

48

56



In the figure above, PQRS is a parallelogram. What is the value of  $x$ ?

Enter your answer in the space.

Three expressions are given:

$$-2(2.5n + 4)$$

$$5 - n$$

$$3(2n + 7)$$

Which of these are equivalent to the sum of these three expressions?

Select the **two** correct answers.

☐  $5 - n + 6n + 21 - 5n - 8$

☐  $5 - n + 6n + 21 - 5n + 8$

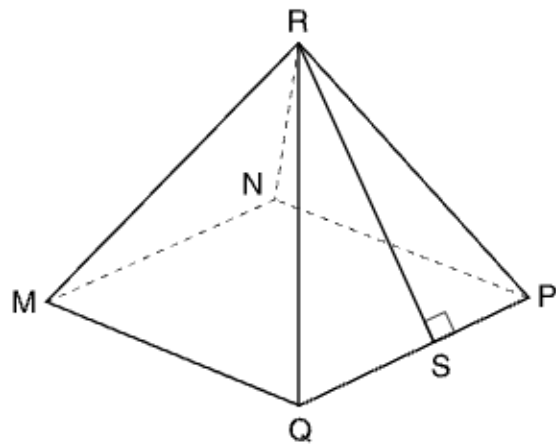
☐  $5 - n + 5n + 21 - 5n - 8$

☐  $18 - n$

☐  $18$

☐  $34$





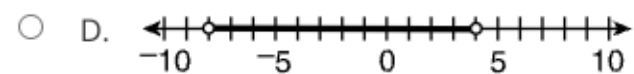
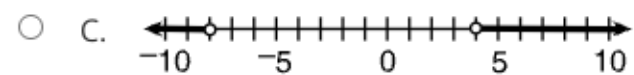
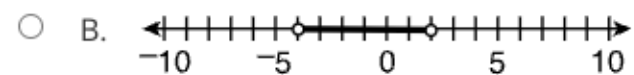
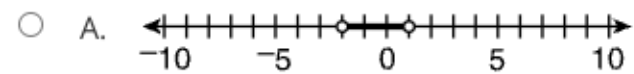
In the pyramid above, each triangular face has the same area, and the base  $MNPQ$  is a square that measures 8 centimeters on each side. If the length of  $\overline{RS} = 6$  centimeters, what is the surface area of the pyramid **excluding** the base?

- ☐ A. 48 sq cm
- ☐ B. 96 sq cm
- ☐ C. 128 sq cm
- ☐ D. 160 sq cm

The perimeter of a rectangle is 510 centimeters. The ratio of the length to the width is 3:2. What are the dimensions of this rectangle?

- ☐ A. 150 cm by 105 cm
- ☐ B. 153 cm by 102 cm
- ☐ C. 158 cm by 97 cm
- ☐ D. 165 cm by 90 cm

Which number line below shows the solution to the inequality  $-4 < \frac{x}{2} < 2$ ?



The sum of two consecutive integers is  $-15$ . If 1 is added to the smaller integer and 2 is subtracted from the larger integer, what is the **product** of the two resulting integers?

Enter your answer in the space.

A box of colored pencils contains exactly 6 red pencils. The probability of choosing a red pencil from the box is  $\frac{2}{7}$ . How many of the pencils in the box are **not** red?

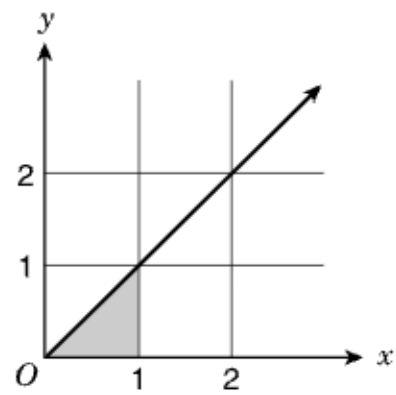
- ☐ A. 5
- ☐ B. 15
- ☐ C. 21
- ☐ D. 30

$$1 \text{ dollar} = 7 \text{ lorgs}$$

$$1 \text{ dollar} = 0.5 \text{ dalt}$$

Kevin has 140 lorgs and 16 dalts. If he exchanges the lorgs and dalts for dollars according to the rates above, how many dollars will he receive?

- ☐ A. \$28
- ☐ B. \$52
- ☐ C. \$182
- ☐ D. \$282



What is the area of the shaded region in the graph above?

- ☐ A. 0.25 square unit
- ☐ B. 0.5 square unit
- ☐ C. 1 square unit
- ☐ D. 1.5 square units

Consider this expression:

$$|(-8) - (-3) + 6| - |6 - 11|$$

Create an equivalent expression.

Move the correct answer to each box. Not all answers will be used.

1	17	-5	-8	11
---	----	----	----	----

$$|\square| - |\square|$$



Mrs. Cranston bought five bottles of water for \$0.90 each and 8 pounds of meat. She paid a total of \$26.90 for these items, **not** including tax. What was the price per pound of the meat?

- ☐ A. \$2.80
- ☐ B. \$3.25
- ☐ C. \$14.40
- ☐ D. \$22.40

In a sample of 10 cards, 4 are red and 6 are blue. If 2 cards are selected at random from the sample, one at a time without replacement, what is the probability that both cards are **not** blue?

☐ A.  $\frac{2}{15}$

☐ B.  $\frac{4}{25}$

☐ C.  $\frac{3}{10}$

☐ D.  $\frac{1}{3}$

$$1 \text{ sind} = 4 \text{ lorgs}$$

$$2 \text{ plunks} = 5 \text{ dalts}$$

$$5 \text{ sinds} = 2 \text{ harps}$$

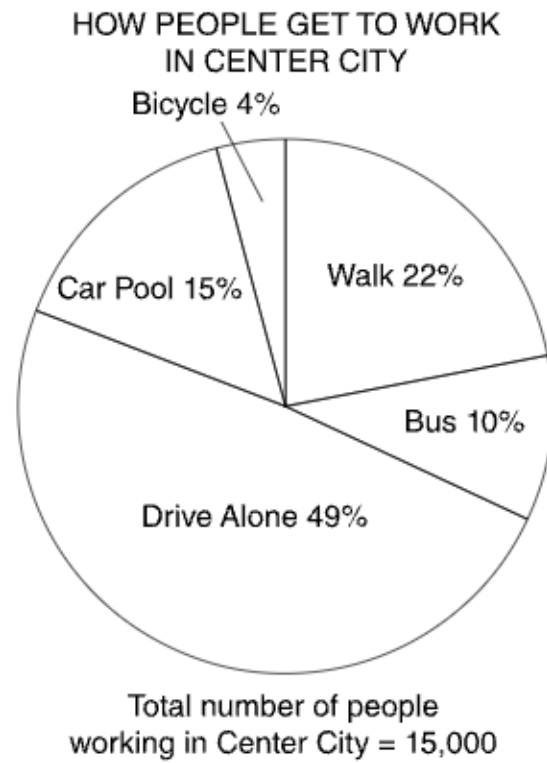
$$1 \text{ plunk} = 3 \text{ harps}$$

A nation has five types of coins: sinds, dalts, lorgs, harps, and plunks. The relationship between the coins is shown above. Which coin is most valuable?

- ☐ A. sind
- ☐ B. dalt
- ☐ C. harp
- ☐ D. plunk

The faculty of a certain four-year college consists of 179 teachers. There are 663 first-year students. The student-to-faculty ratio for the entire college is 15 to 1. What is the total number of second-, third-, and fourth-year students?

- ☐ A. 1,989
- ☐ B. 2,022
- ☐ C. 2,652
- ☐ D. 2,685



How many more people in Center City walk to work than ride their bicycle to work?

- ☐ A. 2,500
- ☐ B. 2,700
- ☐ C. 2,800
- ☐ D. 3,000

Which of the following numbers has factors that include the smallest factor (other than 1) of 91?

☐ A. 30

☐ B. 35

☐ C. 39

☐ D. 44

In a scale drawing of a triangular banner, one side measures 16 centimeters and the other two sides each measure 12 centimeters. On the actual banner, these two sides each measure 36 feet. What is the length of the remaining side of the actual banner?

- ☐ A. 16 ft
- ☐ B. 32 ft
- ☐ C. 40 ft
- ☐ D. 48 ft

MATH QUIZ SCORES

Score	Number of Students
85	4
75	4
65	2

What is the mean score of the 10 students in the table above?

- ☐ A. 22.5
- ☐ B. 75
- ☐ C. 77
- ☐ D. 85



The **least** of 5 consecutive integers is  $l$ , and the **greatest** is  $g$ . What is the value of  $\frac{l+g}{2}$  in terms of  $l$ ?

- ☐ A.  $2l$
- ☐ B.  $3l$
- ☐ C.  $l + 2$
- ☐ D.  $l + 5$

The owner of a tree farm plants pine trees and oak trees in a ratio of 8:3. How many oak trees are planted if 264 pine trees are planted?

Enter your answer in the space.

Today, Tien's age is  $\frac{1}{4}$  of Jordan's age. In 2 years, Tien's age will be  $\frac{1}{3}$  of Jordan's age. How old is Jordan today?

- ☐ A. 4 years old
- ☐ B. 6 years old
- ☐ C. 12 years old
- ☐ D. 16 years old

Complete the steps to show one way to solve the equation  $24 = -0.5(x + 8)$  for  $x$ .

Move the correct answer to each box. Each answer may be used more than once. Not all answers will be used.

-56

-40

-4

4

20

28

40

56

$$24 = -0.5(x + 8)$$

$$24 = -0.5x + \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} = -0.5x$$

$$\boxed{\phantom{00}} = x$$

$$2\frac{1}{5} + 3\frac{3}{10} + 4\frac{2}{5} + 5\frac{1}{2}$$

What is the value of the expression shown above?

- ☐ A.  $14\frac{7}{20}$
- ☐ B.  $14\frac{2}{5}$
- ☐ C.  $15\frac{7}{20}$
- ☐ D.  $15\frac{2}{5}$

An unmarked straight stick will be laid end over end to measure a distance of exactly 72 feet. The same stick will be used in the same way to measure a distance of exactly 30 feet. What is the length of the longest possible stick that can be used for both measurements?

- ☐ A. 3 ft
- ☐ B. 4 ft
- ☐ C. 6 ft
- ☐ D. 8 ft

There are 6 different cookies on a plate. Aiden will choose 2 of these cookies to pack in his lunch. How many different pairs of 2 cookies can he choose from the 6?

- ☐ A. 12
- ☐ B. 15
- ☐ C. 30
- ☐ D. 36

For a presentation, Deion can create 5 slides in 20 minutes, working at a constant rate. Kyra can create 3 slides in 10 minutes, working at her own constant rate. What is the total number of slides the two of them can create in one hour?

- ☐ A. 16
- ☐ B. 30
- ☐ C. 33
- ☐ D. 55





On the number line above,  $LN = \frac{1}{8}$ . Point M (**not** shown) is located between point L and point N. Which value below is a possible value for M?

- ☐ A. 4.26
- ☐ B. 4.31
- ☐ C. 4.35
- ☐ D. 4.58

What is the value of  $x$  in the equation  $6x = 9x + 13$ ?

Enter your answer in the space provided. Enter only your answer.

$x =$



1

2

3

4

5

6

7

8

9

0

%

-

.

$\frac{\Box}{\Box}$

$\frac{\Box}{\Box}$

Ryan must read 150 pages for school this weekend. It took him 30 minutes to read the first 20 pages. At this rate, how much **additional** time will it take him to finish the reading?

- ☐ A.  $2\frac{1}{6}$  hr
- ☐ B.  $3\frac{1}{4}$  hr
- ☐ C.  $3\frac{3}{4}$  hr
- ☐ D.  $7\frac{1}{2}$  hr

Suppose  $M = \frac{w}{x}$ ,  $N = \frac{y}{z}$ , and  $w$ ,  $x$ ,  $y$ , and  $z$  do **not** equal 0. What is  $\frac{M}{N}$  in terms of  $w$ ,  $x$ ,  $y$ , and  $z$ ?

☐ A.  $\frac{wx}{yz}$

☐ B.  $\frac{wy}{xz}$

☐ C.  $\frac{wz}{xy}$

☐ D.  $\frac{xy}{wz}$

In the set of consecutive integers from 12 to 30, inclusive, there are four integers that are multiples of both 2 and 3. How many integers in this set are multiples of **neither** 2 nor 3?

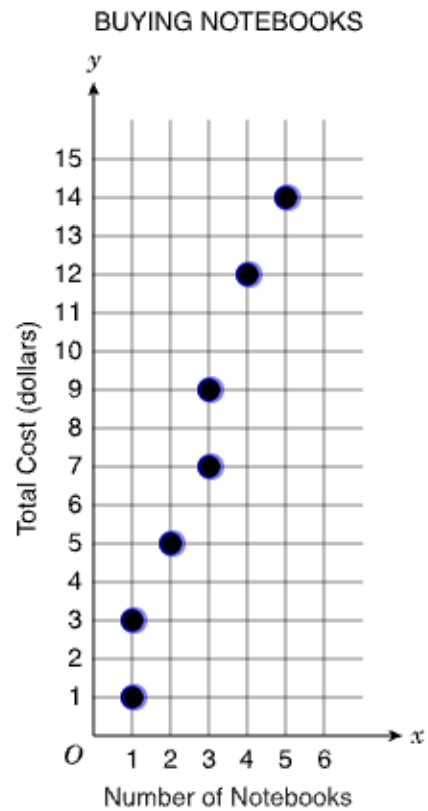
- ☐ A. 5
- ☐ B. 6
- ☐ C. 13
- ☐ D. 15

If  $3n$  is a positive even number, how many **odd** numbers are in the range from  $3n$  up to and including  $3n + 5$ ?

- ☐ A. 2
- ☐ B. 3
- ☐ C. 4
- ☐ D. 5

When a student buys 4 notebooks, the total cost is \$12. Each notebook costs the same amount. Select each point on the graph that best represents  $y$ , the total cost of  $x$  notebooks.

Select **all** the correct answers.

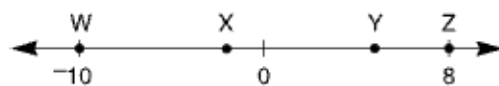


$$\frac{w}{x} = \frac{y}{z}$$

In the equation above,  $w$ ,  $x$ ,  $y$ , and  $z$  are positive numbers. Which of these is equal to  $z$ ?

- ☐ A.  $x$
- ☐ B.  $xy$
- ☐ C.  $\frac{w}{xy}$
- ☐ D.  $\frac{xy}{w}$





On the number line above, points W, X, Y, and Z are integers, and  $WX:XY:YZ = 4:2:3$ . What is the value of  $\overline{WY}$ ?

- ☐ A. 8
- ☐ B. 11
- ☐ C. 12
- ☐ D. 18

A metal square used in an electronic device must have a thickness of 0.02 inch, with an allowable error of 1 percent. What is the **greatest** allowable thickness of the metal square?

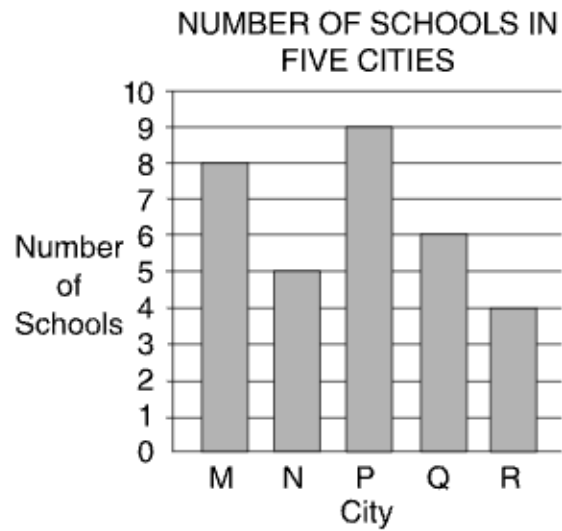
- ☐ A. 0.0002 in.
- ☐ B. 0.02 in.
- ☐ C. 0.0202 in.
- ☐ D. 0.03 in.

SCORES ON BIOLOGY TEST

Section	Lowest Score	Range
I	65	28
II	62	25
III	67	22

Mr. Blake's biology class is divided into three sections. The same test was given to each section. The table above shows both the lowest score and the range of scores on this test for each section. What is the **overall** range of all scores in all three sections?

- ☐ A. 25
- ☐ B. 27
- ☐ C. 28
- ☐ D. 31



The graph above shows the number of schools per city for five small cities. Cities M and N each have 500 students per school. City P has 400 students per school. Cities Q and R each have 700 students per school. Which of the five cities has the **greatest** number of students?

- ☐ A. City M
- ☐ B. City P
- ☐ C. City Q
- ☐ D. City R

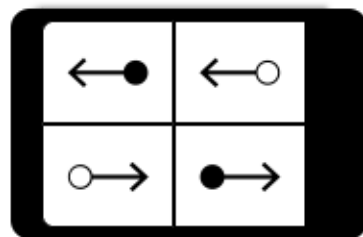
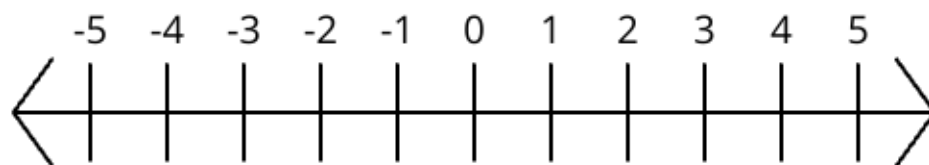
$$\frac{10}{13} = 0.\overline{769230}$$

In the infinitely repeating decimal above, 7 is the first digit in the repeating pattern. What is the 391st digit?

- ☐ A. 0
- ☐ B. 3
- ☐ C. 6
- ☐ D. 7

Graph the solution set for the inequality  $-3 \leq 2x - 5$ .

Select a ray. Then, move the endpoint of the ray to the correct position on the number line.



$$100(2 + 0.1)^2 - 100 =$$

☐ A. 101

☐ B. 200

☐ C. 301

☐ D. 341

A sports store has a container of handballs: 4 blue, 5 red, 8 yellow, 9 white, and 11 green. If one ball is picked from the container at random, what is the probability that it will be yellow?

☐ A.  $\frac{1}{37}$

☐ B.  $\frac{1}{8}$

☐ C.  $\frac{8}{37}$

☐ D.  $\frac{8}{29}$

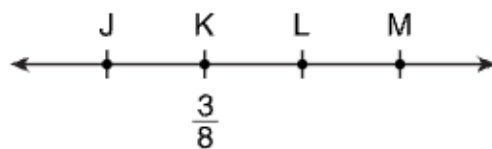


Each week, Leon has fixed expenses of \$1,250 at his furniture shop. It costs him \$150 to make a chair in his shop, and he sells each chair for \$275. What is Leon's **profit** if he makes and sells 25 chairs in 1 week?

- ☐ A. \$1,875
- ☐ B. \$2,500
- ☐ C. \$3,125
- ☐ D. \$4,375

Using the approximation  $2.54 \text{ centimeters} = 1 \text{ inch}$ , how many centimeters are in 4 feet 7 inches?

- ☐ A. 21.65
- ☐ B. 119.38
- ☐ C. 121.92
- ☐ D. 139.70



On the number line above,  $JK = 3\frac{1}{2}$ ,  $JM = 9\frac{3}{4}$ , and  $LM = 1\frac{1}{8}$ . What is the position of point L?

- ☐ A.  $5\frac{1}{8}$
- ☐ B.  $5\frac{1}{4}$
- ☐ C.  $5\frac{1}{2}$
- ☐ D.  $6\frac{1}{4}$

If  $4x - 3y = 12$ , what is  $x$  in terms of  $y$ ?

- ☐ A.  $x = \frac{3}{4}y + 12$
- ☐ B.  $x = -\frac{3}{4}y + 12$
- ☐ C.  $x = \frac{3}{4}y + 3$
- ☐ D.  $x = -\frac{3}{4}y + 3$

SERVINGS OF FRUITS AND VEGETABLES

Number of Servings of Fruits and Vegetables	Number of Students
0	5
1	7
2	3
3	4
4	0
5	1

There are 20 students in a class. The frequency table above shows the number of students in this class who ate 0, 1, 2, 3, 4, or 5 servings of fruits and vegetables yesterday. What is the mean number of servings of fruits and vegetables eaten yesterday per student in this class?

- ☐ A.  $1\frac{1}{2}$
- ☐ B. 3
- ☐ C.  $3\frac{1}{3}$
- ☐ D. 4

Let  $b = 3$ ,  $c = 4$ , and  $d = 5$ . Determine the value of  $\frac{\frac{c}{d}}{\frac{c}{b}} + \frac{c}{d}$ .

Enter your fractional answer in the space provided. Enter only your fraction.

<div><div><div></div><div></div></div></div>									
<div><div><div>←</div><div>→</div><div>↶</div><div>↷</div><div>✕</div><div>🗑</div></div></div>									
1	2	3	4	5					
6	7	8	9	0					
%	-	.	$\frac{\Box}{\Box}$	$\frac{\Box\Box}{\Box}$					