

## Reading Assessment Practice Materials Grade 10 ELA

### **Item #1**

*Read the following passage and then answer the question.*

#### **Excerpt from *Pride and Prejudice* by Jane Austen**

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighborhood, this truth is so well fixed in the minds of the surrounding families, that he is considered the rightful property of some one or other of their daughters.

"My dear Mr. Bennet," said his lady to him one day, "have you heard that Netherfield Park is let at last?"

Mr. Bennet replied that he had not.

"But it is," returned she; "for Mrs. Long has just been here, and she told me all about it."

Mr. Bennet made no answer.

"Do you not want to know who has taken it?" cried his wife impatiently.

"You want to tell me, and I have no objection to hearing it."

This was invitation enough.

"Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."

"What is his name?"

"Bingley."

"Is he married or single?"

"Oh! Single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!"

"How so? How can it affect them?"

**Reading Assessment Grade 10 ELA**  
**Compiled by RPDP Secondary Literacy; taken from SBAC Draft Assessment Items:**  
<http://www.smarterbalanced.org/smarter-balanced-assessments/>

---

"My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them."

"Is that his design in settling here?"

"Design! Nonsense, how can you talk so! But it is very likely that he may fall in love with one of them, and therefore you must visit him as soon as he comes."

"I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley may like you the best of the party."

"My dear, you flatter me. I certainly have had my share of beauty, but I do not pretend to be anything extraordinary now. When a woman has five grown-up daughters, she ought to give over thinking of her own beauty."

"In such cases, a woman has not often much beauty to think of."

"But, my dear, you must indeed go and see Mr. Bingley when he comes into the neighborhood."

"It is more than I engage for, I assure you."

"But consider your daughters. Only think what an establishment it would be for one of them. Sir William and Lady Lucas are determined to go, merely on that account, for in general, you know, they visit no newcomers. Indeed you must go, for it will be impossible for us to visit him if you do not."

"You are over-scrupulous, surely. I dare say Mr. Bingley will be very glad to see you; and I will send a few lines by you to assure him of my hearty consent to his marrying whichever he chooses of the girls; though I must throw in a good word for my little Lizzy."

"I desire you will do no such thing. Lizzy is not a bit better than the others; and I am sure she is not half so handsome as Jane, nor half so good-humoured as Lydia. But you are always giving her the preference."

"They have none of them much to recommend them," replied he; "they are all silly and ignorant like other girls;

but Lizzy has something more of quickness than her sisters." "Mr. Bennet, how can you abuse your own children in such a way? You take delight in vexing me. You have no compassion for my poor nerves."

"You mistake me, my dear. I have a high respect for your nerves. They are my old friends. I have heard you mention them with consideration these last twenty years at least."

"Ah, you do not know what I suffer."

"But I hope you will get over it, and live to see many young men of four thousand a year come into the neighbourhood."

"It will be no use to us, if twenty such should come, since you will not visit them."

"Depend upon it, my dear, that when there are twenty, I will visit them all."

Mr. Bennet was so odd a mixture of quick parts, sarcastic humour, reserve, and caprice, that the experience of three- and-twenty years had been insufficient to make his wife understand his character. Her mind was less difficult to develop. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented, she fancied herself nervous. The business of her life was to get her daughters married; its solace was visiting and news.

**A. Item Prompt:** *In paragraphs 1 and 2, the narrator provides two general observations about human behavior. Explain the effect this beginning has on the reader's interpretation of the interaction between Mr. and Mrs. Bennet. Support your answer using details from the passage.*

## **Item #2**

*Read the following passage and then answer the question.*

### **Lincoln: His Own President Excerpt from The Life of Abraham Lincoln** by Henry Ketcham

The selection of a cabinet was a difficult and delicate task. It must be remembered that Lincoln confronted a solid South, backed by a divided North. It has already been said that in fifteen states he received not a single electoral vote, and in ten of these not a single popular vote.

That was the solid South.

The divided condition of the North may be inferred from the following letter, written by ex-President Franklin Pierce to Jefferson Davis under date of January 6, 1860: "If, through the madness of Northern abolitionists, that dire calamity [the disruption of the Union] must come, the fighting will not be along Mason and Dixon's line merely. It will be within our own borders, in our own streets, between the two classes of citizens to whom I have referred. Those who defy law, and scout constitutional obligation, will, if we ever reach the arbitrament of arms, find occupation enough at home."

It is plain that unless Lincoln could, in a large measure, unite the various classes of the North, his utter failure would be a foregone conclusion. He saw this with perfect clearness. His first move was in the selection of his cabinet. These selections were taken not only from the various geographical divisions of the country, but also from the diverse political divisions of the party. It was not his purpose to have the secretaries simply echoes of himself, but able and representative men of various types of political opinion. At the outset this did not meet the approval of his friends. Later, its wisdom was apparent. In the more than a hundred years of cabinets in the history of the United States there has never been an abler or a purer cabinet than this.

**Reading Assessment Grade 10 ELA**  
**Compiled by RPDP Secondary Literacy; taken from SBAC Draft Assessment Items:**  
<http://www.smarterbalanced.org/smarter-balanced-assessments/>

---

As guesses, more or less accurate, were made as to what the cabinet would be, many "leading citizens" felt called on to labor with the President and show him the error of his ways. As late as March 2nd there was an outbreak against Chase. A self-appointed committee, large in numbers and respectable in position, called on Lincoln to protest vigorously. He heard them with undivided attention. When they were through he replied. In voice of sorrow and disappointment, he said, in substance: "I had written out my choice and selection of members for the cabinet after most careful and deliberate consideration; and now you are here to tell me I must break the slate and begin the thing all over again. I don't like your list as well as mine. I had hoped to have Mr. Seward as Secretary of State and Mr. Chase as Secretary of the Treasury. But of course I can't expect to have things just as I want them.... This being the case, gentlemen, how would it do for us to agree to a change like this? To appoint Mr. Chase Secretary of the Treasury, and offer the State department to Mr. Dayton of New Jersey?"

"Mr. Dayton is an old whig, like Mr. Seward and myself. Besides, he is from New Jersey, which is next door to New York. Then Mr. Seward can go to England, where his genius will find wonderful scope in keeping Europe straight about our troubles."

The "committee" were astounded. They saw their mistake in meddling in matters they did not understand. They were glad enough to back out of the awkward situation. Mr. Lincoln "took that trick."

The names sent on March 5th were: for Secretary of State, William H. Seward, of New York; for Secretary of the Treasury, Salmon P. Chase, of Ohio; for Secretary of War, Simon Cameron, of Pennsylvania; for Secretary of the Navy, Gideon Welles, of Connecticut; for Secretary of the Interior, Caleb B. Smith of Indiana; for Attorney-General, Edward Bates, of Missouri; for Postmaster-General, Montgomery Blair, of Maryland.

All these names were confirmed by the senate the next day, March 6th. Of the variety of the selection he said, "I need them all. They enjoy the confidence of their several states and sections, and they will strengthen the administration. The times are too grave and perilous for ambitious schemes and rivalries."

To all who were associated with him in the government, he said, "Let us forget ourselves and join hands, like brothers, to save the republic. If we succeed, there will be glory enough for all." He playfully spoke of this cabinet as his happy family.

**A. Item Prompt:** *Summarize the main point the passage makes about Lincoln's motivations for selecting his cabinet members. Support your summary with details from the text.*

**Item #3**

*The following excerpts are from the speech delivered by President John F. Kennedy for his inauguration on January 20, 1961. This speech was delivered during the heart of the Cold War while there was significant tension over the nuclear arms race between the United States and the former Soviet Union. Read the excerpts and then answer the question that follows.*

**Inaugural Address by President John F. Kennedy**

Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, reverend clergy, fellow citizens: We observe today not a victory of party, but a celebration of freedom—symbolizing an end, as well as a beginning—signifying renewal, as well as change. . . .

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. **United there is little we cannot do in a host of cooperative ventures.** Divided there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

**To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny.** We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside. . . .

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. **Let us never negotiate out of fear, but let us never fear to negotiate.**

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms, and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. **Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.**

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world.

**Reading Assessment Grade 10 ELA**  
**Compiled by RPDP Secondary Literacy; taken from SBAC Draft Assessment Items:**  
<http://www.smarterbalanced.org/smarter-balanced-assessments/>

---

And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.

My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you.

**A. Item Prompt:** *Analyze President Kennedy’s beliefs about international relations at the time of his inauguration and how he expresses those views in this speech. Support your response using details from the text.*

**B. Item Prompt:** *In paragraph 5, President Kennedy states “those who foolishly sought power by riding the back of the tiger ended up inside.” Analyze what Kennedy means and how this metaphor relates to his argument. Support your response using information from the passage.*

**C. Item Stem:** *One of the most significant themes in President Kennedy’s speech is the importance of international collaboration. Choose the highlighted portions of the speech that directly support this conclusion.*

#### **Item #4**

*Read this draft of a first paragraph from a student’s argumentative essay, and then answer the question.*

#### **The Internet in Classrooms**

Students who use the internet to do research know that they are dealing with a large amount of information on almost every topic when they go on the internet. Some teachers say that students should be able to use the internet for their classes to do research because the internet contains a lot of information on topics such as history, science, and literature. Others say that students waste a lot of time on the internet in class and they should not use it during class time. They say students spend a lot of time on Facebook and email instead of doing research. There are a lot of good points on both sides of this argument that I agree with but I mainly agree with some of the teachers who let their students use the internet because it lets students find a lot of sources.

**A. Item Prompt:** *Revise this paragraph to make the student’s claim clearer.*

#### **Item #5**

*Read the two passages below about the United States Constitution and then answer the question.*

#### **Excerpts from Objections to the Constitution**

George Mason, October 1787

**Reading Assessment Grade 10 ELA**  
**Compiled by RPDP Secondary Literacy; taken from SBAC Draft Assessment Items:**  
**<http://www.smarterbalanced.org/smarter-balanced-assessments/>**

---

OBJECTIONS OF THE HON. GEORGE MASON, ONE OF THE DELEGATES FROM VIRGINIA IN THE LATE CONTINENTAL CONVENTION, TO THE PROPOSED FEDERAL CONSTITUTION; ASSIGNED AS HIS REASONS FOR NOT SIGNING THE SAME.

In the House of Representatives there is not the substance, but the shadow only, of representation, which can never produce proper information in the legislature, or inspire confidence in the people. The laws will, therefore, be generally made by men little concerned in, and unacquainted with, their effects and consequences.

The Senate have the power of altering all money bills, and of originating appropriations of money, and the salaries of the officers of their own appointment, in conjunction with the President of the United States, although they are not the representatives of the people, or amenable to them. These, with their other great powers, (viz., their powers in the appointment of ambassadors, and all public officers, in making treaties, and in trying all impeachments;) their influencing upon, and connection with, the supreme executive from these causes; their duration of office; and their being a constant existing body, almost continually sitting, joined with their being one complete branch of the legislature,—will destroy any balance in the government, and enable them to accomplish what usurpations they please upon the rights and liberties of the people.

The judiciary of the United States is so constructed and extended as to absorb and destroy the judiciaries of the several states; thereby rendering laws as tedious, intricate, and expensive, and justice as unattainable, by a great part of the community, as in England; and enabling the rich to oppress and ruin the poor.

The President of the United States has no constitutional council, (a thing unknown in any safe and regular government.) He will therefore be unsupported by proper information and advice, and will generally be directed by minions and favorites; or he will become a tool to the Senate; or a council of state will grow out of the principal officers for the great departments—the worst and most dangerous of all ingredients for such a council, in a free country; for they may be induced to join in any dangerous or oppressive measures, to shelter themselves, and prevent an inquiry into their own misconduct in office. Whereas, had a constitutional council been formed (as was proposed) of six members, viz., two from the Eastern, two from the Middle, and two from the Southern States, to be appointed by vote of the states in the House of Representatives, with the same duration and rotation of office as the Senate, the executive would always have had safe and proper information and advice: the president of such a council might have acted as Vice-President of the United States, pro tempore, upon any vacancy or disability of the chief magistrate; and long-continued sessions of the Senate would in a great measure have been prevented. From this fatal defect of a constitutional council has arisen the improper power of the Senate in the appointment of the public officers, and the alarming dependence and connection between that branch of the legislature and the supreme executive. Hence, also, sprang that unnecessary officer, blending the executive and legislative powers, besides always giving to some one of the states and unnecessary and unjust preeminence over the others.

**Branches of Government** by Ben's Guide to US Government for Kids

The delegates to the Constitutional Convention faced a difficult challenge. They wanted to ensure a strong, cohesive central government, yet they also wanted to ensure that no individual or small group in the government would become too powerful. Because of the colonies' experience under the British monarchy, the delegates wanted to avoid giving any one person or group absolute control in government. Under the Articles of Confederation, the government had lacked centralization, and the delegates didn't want to have that problem again. To solve these problems, the delegates to the Constitutional Convention created a government with three separate branches, each with its own distinct powers. This system would establish a strong central government, while ensuring a balance of power.

Governmental power and functions in the United States rest in three branches of government: the legislative, judicial, and executive. Article I of the Constitution defines the legislative branch and vests power to legislate in the Congress of the United States. The executive powers of the President are defined in Article 2. Article 3 places judicial power in the hands of one Supreme Court and inferior courts as Congress sees necessary to establish.

Though in this system of a "separation of powers" each branch operates independently of the others. However, there are built in "checks and balances" to prevent tyrannous concentration of power in any one branch and to protect the rights and liberties of citizens. For example, the President can veto bills approved by Congress and the President nominates individuals to serve in the Federal judiciary; the Supreme Court can declare a law enacted by Congress or an action by the President unconstitutional; and Congress can impeach the President and Federal court justices and judges.

**Executive Branch**

When the delegates to the Constitutional Convention created the executive branch of government, they gave the president a limited term of office to lead the government. This was very different from any form of government in Europe and caused much debate. The delegates were afraid of what too much power in the hands of one person might lead to. In the end, with a system of checks and balances included in the Constitution, a single president to manage the executive branch of government was adopted.

The executive branch of the Government is responsible for enforcing the laws of the land. When George Washington was president, people recognized that one person could not carry out the duties of the President without advice and assistance. The Vice President, department heads (Cabinet members), and heads of independent agencies assist in this capacity. Unlike the powers of the President, their responsibilities are not defined in the Constitution but each has special powers and functions.

- President: Leader of the country and Commander in Chief of the military.
- Vice President: President of the Senate and becomes President if the President is unable to serve.

**Reading Assessment Grade 10 ELA**  
**Compiled by RPDP Secondary Literacy; taken from SBAC Draft Assessment Items:**  
<http://www.smarterbalanced.org/smarter-balanced-assessments/>

---

- Departments: Department heads advise the President on policy issues and help execute those policies.
- Independent Agencies: Help execute policy or provide special services.

### **Judicial Branch**

Article III of the Constitution established the judicial branch of government with the creation of the Supreme Court. This court is the highest court in the country and vested with the judicial powers of the government. There are lower Federal courts but they were not created by the Constitution. Rather, Congress deemed them necessary and established them using power granted from the Constitution. Courts decide arguments about the meaning of laws, how they are applied, and whether they violate the Constitution. The latter power is known as judicial review and it is this process that the judiciary uses to provide checks and balances on the legislative and executive branches. Judicial review is not an explicit power given to the courts but it is an implied power. In a landmark Supreme Court decision, *Marbury v. Madison* (1803), the courts' power of judicial review was clearly articulated.

### **Legislative Branch**

Article I of the Constitution establishes the legislative or law-making branch of government with the formation of a bicameral Congress. This system provides checks and balances within the legislative branch. Only after much debate did the Founding Fathers agree on the creation of the House of Representatives and the Senate. A major issue was how representation in the legislative body would be determined. Delegates to the Constitutional Convention from larger and more populated states argued for the Virginia Plan that called for congressional representation should be based on a state's population. Fearing domination, delegates from smaller states were just as adamant for equal representation and supported the New Jersey Plan. Roger Sherman, a delegate from Connecticut, proposed the bicameral legislature. The Great Compromise, among other provisions, resulted in the creation of two houses, with representation based on population in one and with equal representation in the other.

**A. Item Prompt:** *A student is writing a report about the debates that took place during the Constitutional Convention, the meeting where the Constitution was written, and has found these two sources. Explain how each source may contribute to the body of research needed to address the question on the Constitutional Convention debates and which of the texts is most relevant. Support your answer with details from the texts.*

### **Item #6**

*Read the following passage and then answer the question.*

THE OPEN WINDOW by Saki

“My aunt will be down presently, Mr. Nuttel,” said a very self-possessed young lady of fifteen; “in the meantime you must try and put up with me.”

Framton Nuttel endeavoured to say the correct something which should duly flatter the niece of the moment without unduly discounting the aunt that was to come. Privately he doubted more than ever whether these formal visits on a succession of total strangers would do much towards helping the nerve cure which he was supposed to be undergoing.

“I know how it will be,” his sister had said when he was preparing to migrate to this rural retreat; “you will bury yourself down there and not speak to a living soul, and your nerves will be worse than ever from moping. I shall just give you letters of introduction to all the people I know there. Some of them, as far as I can remember, were quite nice.”

Framton wondered whether Mrs. Sappleton, the lady to whom he was presenting one of the letters of introduction, came into the nice division.

“Do you know many of the people round here?” asked the niece, when she judged that they had had sufficient silent communion.

“Hardly a soul,” said Framton. “My sister was staying here, at the rectory, you know, some four years ago, and she gave me letters of introduction to some of the people here.”

He made the last statement in a tone of distinct regret.

“Then you know practically nothing about my aunt?” pursued the self-possessed young lady.

“Only her name and address,” admitted the caller. He was wondering whether Mrs. Sappleton was in the married or widowed state. An undefinable something about the room seemed to suggest masculine habitation.

“Her great tragedy happened just three years ago,” said the child; “that would be since your sister’s time.”

“Her tragedy?” asked Framton; somehow in this restful country spot tragedies seemed out of place.

“You may wonder why we keep that window wide open on an October afternoon,” said the niece, indicating a large French window that opened on to a lawn.

“It is quite warm for the time of the year,” said Framton; “but has that window got anything to do with the tragedy?”

“Out through that window, three years ago to a day, her husband and her two young brothers went off for their day’s shooting. They never came back. In crossing the moor to their favourite snipe-shooting

ground they were all three engulfed in a treacherous piece of bog. It had been that dreadful wet summer, you know, and places that were safe in other years gave way suddenly without warning. Their bodies were never recovered. That was the dreadful part of it." Here the child's voice lost its self-possessed note and became falteringly human. "Poor aunt always thinks that they will come back some day, they and the little brown spaniel that was lost with them, and walk in at that window just as they used to do. That is why the window is kept open every evening till it is quite dusk. Poor dear aunt, she has often told me how they went out, her husband with his white waterproof coat over his arm, and Ronnie, her youngest brother, singing 'Bertie, why do you bound?' as he always did to tease her, because she said it got on her nerves. Do you know, sometimes on still, quiet evenings like this, I almost get a creepy feeling that they will all walk in through that window—"She broke off with a little shudder. It was a relief to Framton when the aunt bustled into the room with a whirl of apologies for being late in making her appearance.

"I hope Vera has been amusing you?" she said. "She has been very interesting," said Framton.

"I hope you don't mind the open window," said Mrs. Sappleton briskly; "my husband and brothers will be home directly from shooting, and they always come in this way. They've been out for snipe in the marshes to-day, so they'll make a fine mess over my poor carpets. So like you men-folk, isn't it?" She rattled on cheerfully about the shooting and the scarcity of birds, and the prospects for duck in the winter. To Framton it was all purely horrible. He made a desperate but only partially successful effort to turn the talk on to a less ghastly topic; he was conscious that his hostess was giving him only a fragment of her attention, and her eyes were constantly straying past him to the open window and the lawn beyond. It was certainly an unfortunate coincidence that he should have paid his visit on this tragic anniversary.

"The doctors agree in ordering me complete rest, an absence of mental excitement, and avoidance of anything in the nature of violent physical exercise," announced Framton, who laboured under the tolerably widespread delusion that total strangers and chance acquaintances are hungry for the least detail of one's ailments and infirmities, their cause and cure.

"On the matter of diet they are not so much in agreement," he continued.

"No?" said Mrs. Sappleton, in a voice which only replaced a yawn at the last moment. Then she suddenly brightened into alert attention—but not to what Framton was saying.

"Here they are at last!" she cried. "Just in time for tea, and don't they look as if they were muddy up to the eyes!"

Framton shivered slightly and turned towards the niece with a look intended to convey sympathetic comprehension. The child was staring out through the open window with dazed horror in her eyes. In a chill shock of nameless fear Framton swung round in his seat and looked in the same direction.

**Reading Assessment Grade 10 ELA**  
**Compiled by RPDP Secondary Literacy; taken from SBAC Draft Assessment Items:**  
<http://www.smarterbalanced.org/smarter-balanced-assessments/>

---

In the deepening twilight three figures were walking across the lawn towards the window; they all carried guns under their arms, and one of them was additionally burdened with a white coat hung over his shoulders. A tired brown spaniel kept close at their heels. Noiselessly they neared the house, and then a hoarse young voice chanted out of the dusk: "I said, Bertie, why do you bound?"

Framton grabbed wildly at his stick and hat; the hall-door, the gravel-drive, and the front gate were dimly-noted stages in his headlong retreat. A cyclist coming along the road had to run into the hedge to avoid an imminent collision.

"Here we are, my dear," said the bearer of the white mackintosh, coming in through the window; "fairly muddy, but most of it's dry. Who was that who bolted out as we came up?"

"A most extraordinary man, a Mr. Nuttel," said Mrs. Sappleton; "could only talk about his illnesses, and dashed off without a word of good-bye or apology when you arrived. One would think he had seen a ghost."

"I expect it was the spaniel," said the niece calmly; "he told me he had a horror of dogs. He was once hunted into a cemetery somewhere on the banks of the Ganges by a pack of pariah dogs, and had to spend the night in a newly dug grave with the creatures snarling and grinning and foaming just above him. Enough to make anyone lose their nerve."

Romance at short notice was her specialty.

**A. Item Stem:** *The passage suggests that Vera deliberately tried to upset Framton Nuttel. Choose the highlighted portion of the passage that directly supports this conclusion and write it below.*

**Item #7**

*Read the following passage and then answer the question.*

(1) I am what some psychologists would call an introvert. (2) About one-third to one-half of the population falls into this category, so there are quite a few introverts around. (3) In general, we tend to feel most comfortable and energized when we are on our own or with just a few people at a time. (4) When it comes to studying, I mostly like to work and study by myself because I really need quiet, space, and time to think about problems or issues and try to figure them out. (5) When it comes to socializing, I prefer spending time with one or two friends so that we can talk, laugh, and share things on a deeper level. (6) When I go to a big party, I sometimes feel so overwhelmed by the pressure to talk to lots of different people that I don't really enjoy myself. (7) Some people think that introverts are just shy and need to improve their social skills.

**A. Item Stem:** *Identify the sentence in the text that does not fit with the overall organization of the passage.*

**Item #8**

*Read this paragraph from a government website about solar panels and then answer the question.*

**Solar Panels**

Despite a global recession, the number of solar panel installations in the United States grew 30% from 2008 to 2009. A number of trends point toward continued growth of new PV installations. Solar panels are getting better and cheaper. At the same time, federal, state, and local regulations are requiring that greater amounts of energy must come from renewable sources. Incentives for solar power technology implementation are being created and regulatory barriers removed. Corporations and governments are focusing on solar power to demonstrate leadership in environmental sustainability and resource conservation.

**A. Item Stem:** *What is the best way to revise the highlighted sentence to match the language and style of the paragraph?*

**Item #9**

*Read this paragraph and then answer the question.*

The project is ready to be implemented once the project location PV technology and size have been identified stakeholders have been engaged and all requirements were considered and met.

Implementation may involve a number of stakeholders previously mentioned and requires open communication between the solar installation industry and the historic preservation community. Consideration should be given to the impact of project implementation and construction on the function of the building or district and its occupants. Also, projects must be implemented to maintain structural and historical integrity while ensuring solar projects are installed to maximize generation of energy.

**A. Item Stem:** *What is the correct way to revise the highlighted sentence?*

Options:

A. The project is ready to be implemented once the project location PV technology, and size were identified, stakeholders have been engaged, and all requirements were considered and met.

B. The project was ready to be implemented once the project location, PV technology, and size were identified stakeholders were engaged, and all requirements have been considered and met.

C. The project will be ready to implement once the project location PV technology, and size were identified, stakeholders were engaged, and all requirements were considered and met.

D. The project is ready to be implemented once the project location, PV technology, and size have been identified, stakeholders have been engaged, and all requirements have been considered and met.