

*Release of Spring 2022
MCAS Test Items*

from the

*Grade 10 English Language Arts
Paper-Based Test*

June 2022
**Massachusetts Department of
Elementary and Secondary Education**



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, gender identity, national origin, race, religion, sex or sexual orientation. Inquiries regarding the Department's compliance with Title IX and other civil rights laws may be directed to the Human Resources Director, 75 Pleasant St., Malden, MA 02148 781-338-6105.

© 2022 Massachusetts Department of Elementary and Secondary Education

Permission is hereby granted to copy for non-commercial educational purposes any or all parts of this document with the exception of English Language Arts passages that are not designated as in the public domain. Permission to copy all other passages must be obtained from the copyright holder. Please credit the "Massachusetts Department of Elementary and Secondary Education."

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



Overview of Grade 10 English Language Arts Test

The spring 2022 grade 10 English Language Arts test was a next-generation assessment that was administered in two primary formats: a computer-based version and a paper-based version. The vast majority of students took the computer-based test. The paper-based test was offered as an accommodation for students with disabilities who are unable to use a computer, as well as for English learners who are new to the country and are unfamiliar with technology.

Most of the operational items on the grade 10 ELA test were the same, regardless of whether a student took the computer-based version or the paper-based version. In places where a technology-enhanced item was used on the computer-based test, an adapted version of the item was created for use on the paper test. These adapted paper items were multiple-choice or multiple-select items that tested the same ELA content and assessed the same standard as the technology-enhanced item.

This document displays released items from the paper-based test. Released items from the computer-based test are available on the MCAS Resource Center website at mcas.pearsonsupport.com/released-items.

Test Sessions and Content Overview

The grade 10 ELA test was made up of two separate test sessions. Each session included reading passages, followed by selected-response and essay questions. On the paper-based test, the selected-response questions were multiple-choice items and multiple-select items, in which students select the correct answer(s) from among several answer options.

Standards and Reporting Categories

The grade 10 ELA test was based on grades 6–12 learning standards in three content strands of the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (2017), listed below.

- Reading
- Writing
- Language

The *Massachusetts Curriculum Framework for English Language Arts and Literacy* is available on the Department website at www.doe.mass.edu/frameworks/current.html.

ELA test results are reported under three MCAS reporting categories, which are identical to the three framework content strands listed above.

The table at the conclusion of this document provides the following information about each released operational item: reporting category, standard(s) covered, item type, and item description. The correct answers for selected-response questions are also displayed in the table.

Reference Materials

During both ELA test sessions, the use of bilingual word-to-word dictionaries was allowed for current and former English learner students only. No other reference materials were allowed during any ELA test session.

Grade 10 English Language Arts

SESSION 1

This session contains 13 questions.

Directions

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in this Test & Answer Booklet.

For most questions, you will mark your answers by filling in the circles in your Test & Answer Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. Write your response in the space provided. Only responses written within the provided space will be scored.

Read the excerpts about characters who reflect on their recent interactions with loved ones and friends. Then answer the questions that follow.

In the 1800s, women were expected to marry by a certain age. In this excerpt from the novel *The Signature of All Things*, Alma reacts to the news that her friend Retta and sister Prudence are both getting married and moving away.

from *The Signature of All Things*

by Elizabeth Gilbert

- 1 In all of our lives, there are days that we wish we could see expunged from the record of our very existence. Perhaps we long for that erasure because a particular day brought us such splintering sorrow that we can scarcely bear to think of it ever again. Or we might wish to blot out an episode forever because we behaved so poorly on that day—we were mortifyingly selfish, or foolish to an extraordinary degree. Or perhaps we injured another person and wish to disremember our guilt. Tragically, there are some days in a lifetime when all three of those things happen at once—when we are heartbroken and foolish and unforgivably injurious to others, all at the same time. For Alma, that day was January 10, 1821. She would have done anything in her power to strike that entire day from the chronicle of her life.
- 2 She could never forgive herself that her initial response to the happy news from both her dear friend and her poor sister had been a mean show of jealousy, thoughtlessness, and (in the case of Retta, at least) physical violence. What had Beatrix always taught them? *Nothing is so essential as dignity, girls, and time will reveal who has it.* As far as Alma was concerned, on January 10, 1821, she had revealed herself as a young woman devoid of dignity.
- 3 This would trouble her for many years to come. Alma tormented herself by imagining—again and again—all the different ways she might have behaved on that day, had she been in better control of her passions. In Alma’s revised conversations with Retta, she embraced her friend with perfect tenderness at the mere mention of George Hawkes’s name, and said in a steady voice, “How lucky a man he is to have won you!” In her revised conversations with Prudence, she never accused her sister of having betrayed her to Retta, and certainly never accused Retta of having stolen George Hawkes, and, when Prudence announced her own engagement to Arthur Dixon, Alma smiled warmly, took her sister’s hand in fondness, and said, “I cannot imagine a more suitable gentleman for you!”

- 4 Unfortunately, though, one does not get second chances at such blundered episodes.
- 5 To be fair, by January 11, 1821—merely one day later!—Alma was a much better person. She pulled herself back into order as quickly as she could. She firmly committed herself to a spirit of graciousness about both engagements. She willed herself to play the role of a composed young woman who was genuinely pleased about other people’s happiness. And when the two weddings arrived in the following month, separated from each other by only one week, she managed to be a pleasant and cheerful guest at both events. She was helpful to the brides and polite to their grooms. Nobody saw a fissure in her.
- 6 That said, Alma suffered.
- 7 She had lost George Hawkes. She had been left behind by her sister and by her only friend. Both Prudence and Retta, directly after their weddings, moved across the river into the center of Philadelphia. Fiddle, fork, and spoon¹ were now finished. The only one who would remain at White Acre was Alma (who had long ago decided that she was *fork*).
- 8 Alma took some solace² in the fact that nobody, aside from Prudence, knew about her past love for George Hawkes. There was nothing she could do to obliterate the passionate confessions she had so carelessly shared with Prudence over the years (and heavens, how she regretted them!), but at least Prudence was a sealed tomb, from whom no secrets would ever leak. George himself did not appear to realize that Alma had ever cared for him, nor that she might ever have suspected him of caring for *her*. He treated Alma no differently after his marriage than he had treated her before it. He had been friendly and professional in the past, and he was friendly and professional now. This was both consoling to Alma and also horribly disheartening. It was consoling because there would be no lingering discomfiture³ between them, no public sign of humiliation. It was disheartening because apparently there had never been anything at all between them—apart from whatever Alma had allowed herself to dream.
- 9 It was all terribly shameful, when one looked back on it. Sadly, one could not often help looking back on it. . . .

¹Fiddle, fork, and spoon—nicknames the girls gave themselves

²solace—comfort

³discomfiture—awkwardness

- 10 Alma knew it would be hopeless ever to find a suitable husband, and she said as much one day to Hanneke de Groot,⁴ as the two women clipped boxwoods together in Beatrix's old Grecian garden.
- 11 "It will never be my turn, Hanneke," Alma said, out of the blue. She said it not pitifully, but with simple candor. There was something about speaking in Dutch (and Alma spoke only Dutch with Hanneke) that always elicited simple candor.
- 12 "Give the situation time," Hanneke said, knowing precisely what Alma was talking about. . . .
- 13 "I am merely saying that you do not know the future, child, quite as much as you believe you do. And there is something more I need to tell you, besides." Hanneke stopped working now, and her voice became serious. "Everyone has disappointments, child."
- 14 Alma loved the sound of the word *child* in Dutch. *Kindje*. This was the nickname that Hanneke had always called Alma when she was young and afraid and would climb into the housekeeper's bed in the middle of the night. *Kindje*. It sounded like warmth itself.
- 15 "I am aware that everyone has disappointments, Hanneke."
- 16 "I'm not certain you are. You are still young, so you think only of your own self. You do not notice the tribulations that occur all around you, to other people. Do not protest; it is true. I am not condemning you. I was as selfish as you, when I was your age. It is the custom of the young to be selfish. Now I am wiser. It's a pity we cannot put an old head on young shoulders, or you could be wise, too. But someday you will understand that nobody passes through this world without suffering—no matter what you may think of them and their supposed good fortune."
- 17 "What are we to do, then, with our suffering?" Alma asked.
- 18 This was not a question Alma would ever have posed to a minister, or a philosopher, or a poet, but she was curious—desperate, even—to hear an answer from Hanneke de Groot.
- 19 "Well, child, you may do whatever you like with *your* suffering," Hanneke said mildly. "It belongs to you. But I shall tell you what I do with mine. . . . I cast it to the ground, and I grind it under the heel of my boot. I suggest you learn to do the same."

⁴Hanneke de Groot—the family housekeeper

In this excerpt from the novel *Emma*, Miss Emma Woodhouse is enjoying an outdoor gathering of friends on a nice day. While playing a game, she makes a comment to an older woman—Miss Bates—causing her friend Mr. Knightley to pull her aside.

from *Emma*

by Jane Austen

- 1 "Ladies and gentlemen—I am ordered by Miss Woodhouse to say, that she waves her right of knowing exactly what you may all be thinking of, and only requires something very entertaining from each of you, in a general way. Here are seven of you, besides myself, (who, she is pleased to say, am very entertaining already,) and she only demands from each of you either one thing very clever, be it prose or verse, original or repeated—or two things moderately clever—or three things very dull indeed, and she engages to laugh heartily at them all."
- 2 "Oh! very well," exclaimed Miss Bates, "then I need not be uneasy. 'Three things very dull indeed.' That will just do for me, you know. I shall be sure to say three dull things as soon as ever I open my mouth, shan't I?—(looking round with most good-humoured dependence on every body's assent)—Do not you all think I shall?"
- 3 Emma could not resist.
- 4 "Ah! ma'am, but there may be a difficulty. Pardon me—but you will be limited as to number—only three at once."
- 5 Miss Bates, deceived by the mock ceremony of her manner, did not immediately catch her meaning; but, when it burst upon her, it could not anger, though a slight blush showed that it could pain her.
- 6 "Ah!—well—to be sure. Yes, I see what she means, (turning to Mr. Knightley,) and I will try to hold my tongue. I must make myself very disagreeable, or she would not have said such a thing to an old friend." . . .

- 7 "Oh! for myself, I protest I must be excused," said Mrs. Elton; "*I* really cannot attempt—I am not at all fond of the sort of thing. . . . These kind of things are very well at Christmas, when one is sitting round the fire; but quite out of place, in my opinion, when one is exploring about the country in summer. Miss Woodhouse must excuse me. I am not one of those who have witty things at every body's service. I do not pretend to be a wit. I have a great deal of vivacity in my own way, but I really must be allowed to judge when to speak and when to hold my tongue. Pass us, if you please, Mr. Churchill. Pass Mr. E., Knightley, Jane, and myself. We have nothing clever to say—not one of us."
- 8 "Yes, yes, pray pass *me*," added her husband, with a sort of sneering consciousness; "*I* have nothing to say that can entertain Miss Woodhouse, or any other young lady. An old married man—quite good for nothing. Shall we walk, Augusta?"
- 9 "With all my heart. I am really tired of exploring so long on one spot. Come, Jane, take my other arm."
- 10 Jane declined it, however, and the husband and wife walked off. . . .

- 11 While waiting for the carriage, [Emma] found Mr. Knightley by her side. He looked around, as if to see that no one were near, and then said,
- 12 "Emma, I must once more speak to you as I have been used to do: a privilege rather endured than allowed, perhaps, but I must still use it. I cannot see you acting wrong, without a remonstrance. How could you be so unfeeling to Miss Bates? How could you be so insolent in your wit to a woman of her character, age, and situation?—Emma, I had not thought it possible."
- 13 Emma recollected, blushed, was sorry, but tried to laugh it off.
- 14 "Nay, how could I help saying what I did?—Nobody could have helped it. It was not so very bad. I dare say she did not understand me."
- 15 "I assure you she did. She felt your full meaning. She has talked of it since. I wish you could have heard how she talked of it—with what candour and generosity. I wish you could have heard her honouring your forbearance,* in being able to pay her such attentions, as she was for ever receiving from yourself and your father, when her society must be so irksome."

*forbearance—patience and tolerance

- 16 "Oh!" cried Emma. "I know there is not a better creature in the world: but you must allow, that what is good and what is ridiculous are most unfortunately blended in her."
- 17 "They are blended," said he, "I acknowledge; and, were she prosperous, I could allow much for the occasional prevalence of the ridiculous over the good. Were she a woman of fortune, I would leave every harmless absurdity to take its chance, I would not quarrel with you for any liberties of manner. Were she your equal in situation—but, Emma, consider how far this is from being the case. She is poor; she has sunk from the comforts she was born to; and, if she live to old age, must probably sink more. Her situation should secure your compassion. It was badly done, indeed!—You, whom she had known from an infant, whom she had seen grow up from a period when her notice was an honour, to have you now, in thoughtless spirits, and the pride of the moment, laugh at her, humble her—and before her niece, too—and before others, many of whom (certainly *some*,) would be entirely guided by *your* treatment of her.—This is not pleasant to you, Emma—and it is very far from pleasant to me; but I must, I will,—I will tell you truths while I can, satisfied with proving myself your friend by very faithful counsel, and trusting that you will some time or other do me greater justice than you can do now."
- 18 While they talked, they were advancing towards the carriage; it was ready; and, before she could speak again, he had handed her in. He had misinterpreted the feelings which had kept her face averted, and her tongue motionless. They were combined only of anger against herself, mortification, and deep concern. She had not been able to speak; and, on entering the carriage, sunk back for a moment overcome—then reproaching herself for having taken no leave, making no acknowledgement, parting in apparent sullenness, she looked out with voice and hand eager to show a difference; but it was just too late. He had turned away, and the horses were in motion. She continued to look back, but in vain; and soon, with what appeared unusual speed, they were half way down the hill, and every thing left far behind. She was vexed beyond what could have been expressed—almost beyond what she could conceal. Never had she felt so agitated, mortified, grieved, at any circumstance in her life. She was most forcibly struck. The truth of his representation there was no denying. She felt it at her heart. How could she have been so brutal, so cruel to Miss Bates!—How could she have exposed herself to such ill opinion in any one she valued! And how suffer him to leave her without saying one word of gratitude, of concurrence, of common kindness!

- 19 Time did not compose her. As she reflected more, she seemed but to feel it more. She never had been so depressed. Happily it was not necessary to speak. There was only Harriet, who seemed not in spirits herself, . . . and very willing to be silent; and Emma felt the tears running down her cheeks almost all the way home, without being at any trouble to check them, extraordinary as they were.

Emma by Jane Austen. In the public domain

1 Based on paragraphs 6 and 7 of *The Signature of All Things*, what is the **most likely** reason the author says “Alma suffered” in paragraph 6?

- Ⓐ Alma feels betrayed and lonely.
- Ⓑ Alma is afraid of being publicly humiliated.
- Ⓒ Alma believes that she will never be successful.
- Ⓓ Alma is unable to defend her words and actions.

2 Read the sentences from *The Signature of All Things* in the box.

- She had lost George Hawkes. (paragraph 7)
- George himself did not appear to realize that Alma had ever cared for him, nor that she might ever have suspected him of caring for *her*. (paragraph 8)

How does the second sentence **mainly** relate to the first?

- Ⓐ It reveals the irony that Alma was never in a relationship with George.
- Ⓑ It develops intrigue about why George chose to marry somebody else.
- Ⓒ It exposes the fact that George has been dishonest about his intentions.
- Ⓓ It builds hostility because Alma will never forgive George for marrying her friend.

- 3 Read paragraph 8 of *Emma* in the box.

“Yes, yes, pray pass *me*,” added her husband, with a sort of sneering consciousness; “*I* have nothing to say that can entertain Miss Woodhouse, or any other young lady. An old married man—quite good for nothing. Shall we walk, Augusta?”

Which word **best** describes Mr. Elton’s tone in the paragraph?

- Ⓐ serious
 - Ⓑ sarcastic
 - Ⓒ dismayed
 - Ⓓ discouraged
- 4 What is the **most likely** meaning of the word *insolent* as it is used in paragraph 12 of *Emma*?
- Ⓐ clever
 - Ⓑ natural
 - Ⓒ uncertain
 - Ⓓ disrespectful

- 5 Read the sentences from the excerpts in the box.

- There was nothing she could do to obliterate the passionate confessions she had so carelessly shared with Prudence over the years (and heavens, how she regretted them!), . . . — paragraph 8 of *The Signature of All Things*
- “Yes, I see what she means, (turning to Mr. Knightley,) and I will try to hold my tongue.” — paragraph 6 of *Emma*

How does the purpose of the words in parentheses differ in the two sentences?

- Ⓐ The words in parentheses provide an aside for the reader in *The Signature of All Things*, while they clarify a point of view in *Emma*.
- Ⓑ The words in parentheses emphasize the depth of a character’s feelings in *The Signature of All Things*, while they show a character’s actions in *Emma*.
- Ⓒ The words in parentheses stress a previously unmentioned idea in *The Signature of All Things*, while they reveal the impact of a character’s words in *Emma*.
- Ⓓ The words in parentheses help the reader understand the meanings of unknown terms in *The Signature of All Things*, while they highlight important details in *Emma*.

- 6 Which characteristic is **most clearly** shared by Alma in *The Signature of All Things* and Emma in *Emma*?

- Ⓐ their impulsive reactions
- Ⓑ their longing to get married
- Ⓒ their jealousy of other women
- Ⓓ their desire for a higher status

7 Part A

Read the sentence from paragraph 16 of *The Signature of All Things* in the box.

“But someday you will understand that nobody passes through this world without suffering—no matter what you may think of them and their supposed good fortune.”

Which idea does this sentence **best** help develop in the excerpt?

- Ⓐ that perceptions sometimes differ from reality
- Ⓑ that a personal support network can be invaluable
- Ⓒ that the high expectations of others may be difficult to meet
- Ⓓ that reflection is necessary to improve relationships with others

Part B

Which sentence from *Emma* **best** illustrates an idea similar to the answer to Part A?

- Ⓐ “Emma, I must once more speak to you as I have been used to do: a privilege rather endured than allowed, perhaps, but I must still use it.” (paragraph 12)
- Ⓑ “Her situation should secure your compassion.” (paragraph 17)
- Ⓒ “He had misinterpreted the feelings which had kept her face averted, and her tongue motionless.” (paragraph 18)
- Ⓓ “He had turned away, and the horses were in motion.” (paragraph 18)

- 8 Read the quotations from the excerpts and determine whether each quotation **mainly** expresses insincerity, annoyance, or embarrassment.

"She willed herself to play the role of a composed young woman who was genuinely pleased about other people's happiness." (paragraph 5 of *The Signature of All Things*)

- Ⓐ insincerity
- Ⓑ annoyance
- Ⓒ embarrassment

"Alma took some solace in the fact that nobody, aside from Prudence, knew about her past love for George Hawkes." (paragraph 8 of *The Signature of All Things*)

- Ⓐ insincerity
- Ⓑ annoyance
- Ⓒ embarrassment

"I have a great deal of vivacity in my own way, but I really must be allowed to judge when to speak and when to hold my tongue." (paragraph 7 of *Emma*)

- Ⓐ insincerity
- Ⓑ annoyance
- Ⓒ embarrassment

“Emma recollected, blushed, was sorry, but tried to laugh it off.”
(paragraph 13 of *Emma*)

- Ⓐ insincerity
- Ⓑ annoyance
- Ⓒ embarrassment

For this question, you will write an essay based on the passage(s). Write your essay in the space provided on the next two pages. Your writing should:

- Present and develop a central idea/thesis.
- Provide evidence and/or details from the passage(s).
- Use correct grammar, spelling, and punctuation.

- 9 Based on the excerpts, write an essay explaining how Hanneke in *The Signature of All Things* and Mr. Knightley in *Emma* each play a significant role in the life of the main character. Be sure to use details from **both** excerpts to develop your essay.

Write your answer on the next two pages.

You have a total of two pages on which to write your response.

9

Lined area for writing response.

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

The Abenaki people were among the original inhabitants of the area known today as New England. Read the poems written by Abenaki authors and then answer the questions that follow.

Ndakinna is an Abenaki word that means “our land.” In this poem, the speaker explores what the natural world means to the Abenaki people.

Ndakinna

by Joseph Bruchac III

5 You cannot understand
our land with maps
lines drawn as if earth
were an animal’s carcass
cut into pieces, skinned,
divided, devoured—
though always less eaten
than is thrown away.

10 See this land instead
with the wind eagle’s eyes,
how the rivers and streams
link like sinew through a leather garment
sewed strong to hold our people,
patterns of flowers
15 close to the brown soil.

20 Do not try to know
this land by roads,
hard lines ripped
through old stones,
roads which still
call for blood
of not just those who cross,
wild eyes blinded

25 by twin suns startling the night,
but also those who seek to follow
the headlong flow
atop that dark frost
unthawed by the sun—
though seasons and
30 the insistent lift
of the smallest seeds
seek, without ceasing,
space for the old soil.

"Ndakinna" by Joseph Bruchac III, from *Dawnland Voices: An Anthology of Indigenous Writing from New England*. Copyright © 2003 by Joseph Bruchac III. Reprinted by permission of the author.

In this poem, the speaker references Abenaki names for various bodies of water in New England while exploring what water means to the Abenaki people.

Naming Water

by Carol Willette Bachofner

Gwantigok, Penobscot,
 Passamaquoddy, Pashipakokee,
long rivers, long through the land you flow
long through us will you flow,
5 flowing from where the rocks widen,
from where pollack¹ feed us.

Piscataqua, Androscoggin, Cobbosseecontee,
 Olamantegok, Quahog,
where water lies between the hills
10 through the sheltering place,
to where sturgeon² gather together
to red ochre river, color of our children.
Shellfish place, treaty-making place.

Sebastivcook, Seninebik,
15 *Skowhegan, Baskahegan,*
our stories flow
through little channels,
bearing rocks and memories
from where salmon leap the falls

¹pollack—a type of fish

²sturgeon—a type of fish

20 to broad open waters,
turning back to where wild onions grow,
with birch and ash along their backs,
long rivers of first light
through our families flowing:
25 *Wazwtegok, Winoztegok,*
Zawakwtegw, Gwantigok.
Ndakinna.

"Naming Water" by Carol Willette Bachofner, from *Dawnland Voices: An Anthology of Indigenous Writing from New England*. Copyright © by Carol Willette Bachofner.

- 10 Read the dictionary entry in the box.

sinew: *n.* **1.** a tendon **2.** the chief supporting force

Based on lines 9–15 of “Ndakinna,” which phrase **best** supports the definition of *sinew* as “the chief supporting force”?

- Ⓐ “with the wind eagle’s eyes,” (line 10)
 - Ⓑ “. . . through a leather garment” (line 12)
 - Ⓒ “. . . strong to hold our people,” (line 13)
 - Ⓓ “close to the brown soil.” (line 15)
- 11 What is the **main** effect of using the Abenaki names for bodies of water throughout “Naming Water”?
- Ⓐ It highlights the unique habitats the different bodies of water support.
 - Ⓑ It pays tribute to the individual bodies of water that the Abenaki value.
 - Ⓒ It suggests the frequency with which the Abenaki travel on the bodies of water.
 - Ⓓ It describes the proximity the bodies of water have to important sites in the region.

- 12** The speaker addresses “you” in each poem. How is the “you” in “Ndakinna” different from the “you” in lines 3 and 4 of “Naming Water”?
- Ⓐ The speaker in “Ndakinna” addresses the elders, while the speaker in “Naming Water” addresses the trees.
 - Ⓑ The speaker in “Ndakinna” addresses the reader, while the speaker in “Naming Water” addresses the rivers.
 - Ⓒ The speaker in “Ndakinna” addresses visitors to the region, while the speaker in “Naming Water” addresses the reader.
 - Ⓓ The speaker in “Ndakinna” addresses future generations, while the speaker in “Naming Water” addresses the children of outsiders.

- 13 Both “Ndakinna” and “Naming Water” use imagery to describe the natural world. Based on the poems, choose the phrase that best completes each sentence.

In “Ndakinna,” the physical lines on a map **mainly** convey the

- Ⓐ extent of regional trade.
- Ⓑ destruction and division of land.
- Ⓒ position of landmarks and memorials.

In “Naming Water,” the bodies of water are **mainly** described as tracing

- Ⓐ favorite sites for gathering food.
- Ⓑ secret histories of important tales.
- Ⓒ significant locations for the culture.

The imagery that appears in the poems suggests that the land and the bodies of water are

- Ⓐ sources of life and renewal.
- Ⓑ places of sadness and reflection.
- Ⓒ forces to be tamed and possessed.

Grade 10 English Language Arts

SESSION 2

This session contains 17 questions.

Directions

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in this Test & Answer Booklet.

For most questions, you will mark your answers by filling in the circles in your Test & Answer Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. Write your response in the space provided. Only responses written within the provided space will be scored.

Read the articles about early recruiting of youth athletes and then answer the questions that follow.

This article explores a mother's concern for her young son, Neiko Primus, as he gains attention for his abilities in basketball.

He Needs to Be a Kid

In Neiko Primus, the basketball world sees a No. 1-ranked phenom. His mom sees a 9-year-old with only one chance to grow up.

by Jesse Dougherty

- 1 Neiko Primus had been in the gym for close to two hours, his shoelaces scraping the worn wooden floor and his bony arms tired from shooting, before he challenged a taller, stockier kid to a game of one-on-one.
- 2 "Oh, look look look," Michelle Munday, his mother, whispered from the other end of the court. "That kid is at least 13, maybe 14."
- 3 "Oh, he doesn't know what he's getting into," said Byron Jones, who had just finished working Neiko out. "Watch. Just watch. Neiko is going to cook him."
- 4 The game was first to five, and it took Neiko just three minutes out of this May evening to discard his opponent at the community center near his home in Temple Hills, Md. First he nailed a floater from the baseline. Next he high-stepped into the lane, pirouetted like a seasoned ballerina and tossed the ball through the rim. Finally, with the teenager gasping for air, Neiko darted to the elbow, slammed to a stop and unleashed a high-arching jumper.
- 5 Neiko turned his back to the basket and shouted "Game!" as his shot swished through the net. He never looked at the teenager again. Then he glanced at Munday as a big, toothy smile crept across his face, a little kid making sure his mom was watching.
- 6 He is, after all, only 9 years old, even if he can dribble like a high school point guard and make three-pointers with ease. Even if he is, by a small handful of accounts, considered the best rising fourth-grader in the country. Even if Munday has been contacted by middle schools, high schools, AAU¹ programs and an agent, all looking for at least a small piece of her 5-foot-1 baby boy.

¹AAU—Amateur Athletic Union

- 7 In the grass-roots basketball ecosystem, there is a perpetual search for the next big thing, and Neiko's anointment as the latest young phenom has him somewhere between a normal childhood and a too-early promise of fame. Neiko sees it as fun, harmless. Munday sees her son being grabbed at by an irrational world.
- 8 He needs to be a kid. He needs to just be Neiko," she said in June. "Who knows if he's going to be good when he's older? No one. But I do know he only has one chance to grow up. Youth basketball is crazy and puts so much pressure on these kids at such a young age. I am doing my best to protect him from all that."
- 9 After his one-on-one win, Neiko fixed his attention on jumping up to touch the bottom of the net. He tried six times before his fingers grazed the nylon and looked down to see both his shoes untied. He bounced over to Munday so she could double-knot them, and Batman socks stuck out of his size-6 1/2 shoes.
- 10 "You know, baby," Munday said, laughing, as she ran the laces through her hands. "Soon you'll be dunking."
- 11 Neiko looked up at her and grinned, then picked up a ball and dribbled back to the court.
- 12 By June 2016, Munday could feel the pressure and expectations caving in. Neiko was excelling in AAU basketball on an 8-and-under team with New World, a D.C.-based program. People were starting to recognize him at tournaments and when they went out to eat. Teams would base their gameplans around slowing him down, often sending two defenders to chase him. Opposing parents would chide him from the sidelines.
- 13 Still, she wasn't ready for the phone call from Jamaal McKnight Sr., Neiko's New World coach, that took things to another level.
- 14 "Michelle, they have him ranked No. 1 in the country," she remembers McKnight saying through the phone.
- 15 "Jamaal, we're not going to tell Neiko," Munday remembers answering. "I don't want him to know."
- 16 The ranking and exposure of pre-high school basketball players is only expanding in the social media age.

- 17 People are always searching for that next superstar talent, the next LeBron James,² no matter how unlikely that may be—and there is no shortage of figures looking to profit from it.
- 18 The organization that ranked Neiko as the best player in the Class of 2026 is called Coast 2 Coast Preps.
- 19 Billing itself as “The Worldwide Leader in Prep Basketball Coverage,” Coast 2 Coast puts out a watch list for second-graders before rankings start with the third grade.
- 20 The rankings, as explained by Coast 2 Coast founder Deron Breeze, serve as a marketing tool for the organization’s camps and showcase tournaments. Breeze is planning a camp in D.C. that will be open to the Class of 2029. Those players just graduated from kindergarten.
- 21 “It used to be somebody who is going to be in college in two years,” said Jeff Borzello, a basketball recruiting analyst for ESPN. “And then it was three years, and then it dropped down to middle school. Now I guess middle school is not enough for some people, so they are going a little bit further.
- 22 “It’s impossible to project what a third-grader can do, or a sixth-grader, or even an 11th-grader. It gets harder and harder as you go down in ages.” . . .
- 23 “There’s just a market for it,” Breeze said, adding that Coast 2 Coast saw Neiko play in person and polls coaches around the country to compile its rankings. “I know a lot of them ain’t going to pan out, you know what I’m saying? But you got that No. 1 ranking now. Whether you want or not . . . people are going to be shooting for you.”
- 24 Munday could only keep the No. 1 ranking from Neiko for a few days.
- 25 He was at a summer camp in Northwest Washington, sitting with the rest of the kids during morning announcements. That’s when the adults revealed that the best 8-year-old basketball player in the country was among the campers. Everyone cheered and clapped. Neiko wondered why they were all looking at him.
- 26 When he got home that day he asked Munday if he was ranked No. 1 in the nation. She nodded her head yes, tears in her eyes, embarrassed that she had kept a positive achievement from her son.
- 27 “You could have told me,” Neiko said, hugging his mom’s legs. “It wouldn’t change me at all.”

²LeBron James—a professional basketball player

- 28 But she wasn't worried about Neiko changing. She was worried about everyone else.
- 29 Neiko burst through the front door and onto the porch, announcing himself by hopping into Munday's lap. It was a muggy June afternoon at his grandparents' house in Northwest Washington. Neiko had sprinted out back to play Wiffle ball with a few of the neighborhood boys, and came back with dirt all over his hands. The tips of his fingers were then covered with orange cheese from Dynamite chips, and his teeth were stained red from juice.
- 30 He stared at Munday before closing his eyes for a few seconds, a child drained at the heart of summer.
- 31 "You want to play basketball and football when you're older, right?" Munday asked him, and just the mention of basketball caused Neiko to perk up.
- 32 "No, just basketball," he answered.
- 33 "What? Why?" she asked him.
- 34 "The NBA offers guaranteed money," he replied.
- 35 Munday looked at him sternly.
- 36 "I know, I know," Neiko said, as if the exact conversation had happened before. "High school, college, I know."
- 37 "Good," Munday said as she leaned back in her chair. "You can't get too far ahead of yourself."
- 38 But basketball wants him to grow up fast. After Neiko helped New World win the 8U AAU nationals last July, the attention picked up. An Instagram account posted "exclusive player comparisons" for the Class of 2026, and Neiko's name was at the top of the list.
- 39 His NBA play-a-like: LeBron James.
- 40 Munday started and runs an Instagram account for Neiko—which has more than 1,500 followers—and sometimes posts videos of him missing a shot to remind his followers that he is 9.
- 41 Instagram accounts for other players on the same rankings lists as Neiko have significantly more followers, with one topping 41,000 followers and 1,400 posts.

- 42 "It's sort of scary when your son has people that act like fans," Munday said. "I think it's crazy. People will tell me 'your kid is like a celebrity.' He's not a celebrity. He's Neiko. He's 9."
- 43 Munday is constantly straddling the line between wanting Neiko to succeed and shielding him from people who want to profit off that. She estimates that she spends between \$6,000 and \$8,000 a year for Neiko to play basketball, between travel, entertainment while on the road, tournament fees, team fees and gear. She works three jobs to do so, managing two community centers in Temple Hills and working part-time at a group home in Virginia on the weekends, all so Neiko isn't financially tied to anyone but her.
- 44 In June, the NY Elite 145 camp put Neiko's face on a poster and listed him as a "Confirmed" attendee. Munday was never asked if her son could be used as a marketing tool. Neiko was never going to attend. The camp cost \$150 for three days.
- 45 . . . "I don't profit off my son, so no one else is going to profit off my son. Once you let people pay for something or give you something for free, then they are going to expect something in the future. My son isn't going to owe anyone anything."
- 46 Munday was recently contacted by an agent offering to be Neiko's mentor. He dangled his connection with Under Armour and stressed that he wasn't asking for anything in return. She declined and has told multiple middle schools and high schools that she isn't ready to talk about scholarships.
- 47 AAU teams have offered to fly Neiko to tournaments and told Munday she wouldn't have to pay for travel or tournament fees. Again, she said no.
- 48 Munday did not want to use the names of those who have contacted her about Neiko, worried that they could hold it against her son in the future. *The Washington Post* was shown texts and emails to confirm the interactions she described.
- 49 "He's not fully mature enough to realize that a lot of people aren't going to be getting into his life to help him," said Enrique Barnes, who is the biological father of Neiko's older brother, E.J., and is referred to by Munday as a "co-parent" for both of the boys. "Not everyone is going to do that. Some people are going to be there to help themselves. We'll have to show him that if this stuff continues." . . .

- 50 Neiko wore a frustrated look as the game zoomed back and forth and begged for the ball at half-court. It was the final day of the Maryland Invitational Tournament in June, and New World was steamrolling its way to the championship. There was no divider between the two courts and no way to tell what coaches were yelling or which whistles were for which game. Earlier that morning, a game between two other teams ended early because parents couldn't stop arguing in the stands. At least five dads had camcorders fixed on the action as New World battled a team from Philadelphia.
- 51 It was just another chance for Neiko to impress, but he was struggling. As the third quarter started, he walked onto the court with his shoulders slumped and his long arms dangling at his sides.
- 52 "Whatcha gonna do?" Munday, who often pesters Neiko about taking good shots and getting back on defense, yelled from the sideline. "Let's go, boy! Wake up!"
- 53 Like that, Neiko snapped out of the lull and took full control. He made two backdoor cuts for easy layins. He finished a floater through contact and made the free throw for a three-point play. He hit a three from the corner and held his follow-through in the air as he jogged back on defense.
- 54 Here, in this cramped gym, Neiko couldn't be reached by the outsized expectations of the outside world. There is no telling if all this success—the AAU wins, the No. 1 ranking, the trophies that are taller than him—will spill into his future.
- 55 But now, if only for a few moments, the ball and the game were resting comfortably in Neiko's hands. As the third quarter wound down, Neiko sprung for a steal, tiptoed along the sideline and burst into the open floor. The clock reached one second as he took a running three-pointer, and the ball swished through the rim as the buzzer sounded.
- 56 A row of adults pushed off a side wall and celebrated the improbable shot. The entire New World team turned and sprinted toward Neiko. He kept running, smiling from ear-to-ear, skipping into a crowd of teammates, looking like a kid playing a kid's game.
- 57 Then the scorekeeper put six minutes on the clock for the fourth quarter. Neiko straightened his face into a scowl, bent at the waist and grabbed the edges of his shorts. There was still more basketball to play, and he prepared himself for what was coming next.

"He Needs to Be a Kid" by Jesse Dougherty, from the *Washington Post* website (July 13, 2017). Copyright © 2017 by Washington Post. Reprinted by permission of Washington Post.

This article considers the consequences of kids committing to play a sport in college before they have entered high school.

Committing to Play for a College, Then Starting 9th Grade

by Nathaniel Popper

- 1 SANFORD, Fla.—Before Haley Berg was done with middle school, she had the numbers for 16 college soccer coaches programmed into the iPhone she protected with a Justin Bieber case.
- 2 She was all of 14, but Hales, as her friends call her, was already weighing offers to attend the University of Colorado, Texas A&M and the University of Texas, free of charge.
- 3 Haley is not a once-in-a-generation talent like LeBron James. She just happens to be a very good soccer player, and that is now valuable enough to set off a frenzy among college coaches, even when—or especially when—the athlete in question has not attended a day of high school. For Haley, the process ended last summer, a few weeks before ninth grade began, when she called the coach at Texas to accept her offer of a scholarship four years later.
- 4 “When I started in seventh grade, I didn’t think they would talk to me that early,” Haley, now 15, said after a tournament late last month in Central Florida, where Texas coaches showed up to watch her juke past defenders, blond ponytail bouncing behind.
- 5 “Even the coaches told me, ‘Wow, we’re recruiting an eighth grader,’” she said.
- 6 In today’s sports world, students are offered full scholarships before they have taken their first College Boards, or even the Preliminary SAT exams. Coaches at colleges large and small flock to watch 13- and 14-year-old girls who they hope will fill out their future rosters. This is happening despite N.C.A.A.* rules that appear to explicitly prohibit it.
- 7 The heated race to recruit ever younger players has drastically accelerated over the last five years, according to the coaches involved. It is generally traced back to the professionalization of college and youth sports, a shift that has transformed soccer and other recreational sports from after-school activities into regimens requiring strength coaches and managers.

*N.C.A.A.—National Collegiate Athletic Association

- 8 The practice has attracted little public notice, except when it has occasionally happened in football and in basketball. But a review of recruiting data and interviews with coaches indicate that it is actually occurring much more frequently in sports that never make a dime for their colleges. . . .
- 9 While women's soccer is generally viewed as having led the way in early recruiting, lacrosse, volleyball and field hockey have been following and occasionally surpassing it, and other women's and men's sports are becoming involved each year when coaches realize a possibility of getting an edge.
- 10 Precise numbers are difficult to come by, but an analysis done for *The New York Times* by the National Collegiate Scouting Association, a company that consults with families on the recruiting process, shows that while only 5 percent of men's basketball players and 4 percent of football players who use the company commit to colleges early—before the official recruiting process begins—the numbers are 36 percent in women's lacrosse and 24 percent in women's soccer.
- 11 At universities with elite teams like North Carolina and Texas, the rosters are almost entirely filled by the time official recruiting begins.
- 12 While the fierce competition for good female players encourages the pursuit of younger recruits, men's soccer has retained a comparably relaxed rhythm—only 8 percent of N.C.S.A.'s male soccer athletes commit early.
- 13 For girls and boys, the trend is gaining steam despite the unhappiness of many of the coaches and parents who are most heavily involved, many of whom worry about the psychological and physical toll it is taking on youngsters.
- 14 "It's detrimental to the whole development of the sport, and to the girls," Haley's future coach at Texas, Angela Kelly, said at the Florida tournament.
- 15 The difficulty, according to Ms. Kelly and many other coaches, is that if they do not do it, other coaches will, and will snap up all of the best players. Many parents and girls say that committing early ensures they do not miss out on scholarship money.
- 16 After the weekend in Florida, the coach at Virginia, Steve Swanson, said, "To me, it's the singular biggest problem in college athletics."

- 17 The N.C.A.A. rules designed to prevent all of this indicate that coaches cannot call players until July after their junior year of high school. Players are not supposed to commit to a college until signing a letter of intent in the spring of their senior year.
- 18 But these rules have enormous and widely understood loopholes. The easiest way for coaches to circumvent the rules is by contacting the students through their high school or club coaches. Once the students are alerted, they can reach out to the college coaches themselves with few limits on what they can talk about or how often they can call.
- 19 Haley said she was having phone conversations with college coaches nearly every night during the eighth grade.

‘It’s Killing All of Us’

- 20 The early recruiting machine was on display during the Florida tournament, where Haley played alongside hundreds of other teenage girls at a sprawling complex of perfectly mowed fields.
- 21 A Sunday afternoon game between 14-year-olds from Texas and Ohio drew coaches from Miami, Arizona, Texas and U.C.L.A.—the most recent Division I national champion. Milling among them was the most storied coach in women’s soccer, Anson Dorrance of North Carolina, who wore a dark hat and sunglasses that made him look like a poker player as he scanned the field.
- 22 Mr. Dorrance, who has won 22 national championships as a coach, said he was spending his entire weekend focusing on the youngest girls at the tournament, those in the eighth and ninth grades. Mr. Dorrance is credited with being one of the first coaches to look at younger players, but he says he is not happy about the way the practice has evolved.
- 23 “It’s killing all of us,” he said.
- 24 Mr. Dorrance’s biggest complaint is that he is increasingly making early offers to players who do not pan out years later.
- 25 “If you can’t make a decision on one or two looks, they go to your competitor, and they make an offer,” he said. “You are under this huge pressure to make a scholarship offer on their first visit.”
- 26 The result has been a growing number of girls who come to play for him at North Carolina and end up sitting on the bench.

- 27 “It’s killing the kids that go places and don’t play,” he said. “It’s killing the schools that have all the scholarships tied up in kids who can’t play at their level. It’s just, well, it’s actually rather destructive.”
- 28 The organizer of the Florida event, the Elite Clubs National League, was set up a few years ago to help bring together the best girls’ soccer teams from around the country, largely for the sake of recruiters. At the recent event, in an Orlando suburb, an estimated 600 college coaches attended as 158 teams played on 17 fields over the course of three days.
- 29 Scouts were given a hospitality tent as well as a special area next to the team benches, not accessible to parents, to set up their folding chairs. Nearly every youth club had a pamphlet—handed out by a parent during the games—with a head shot, academic records, soccer achievements and personal contact information for each player. . . .

Fearing a Toll on Minds

- 30 At the Florida tournament, many players said they had given up all other recreational sports in middle school to play soccer year round.
- 31 A growing body of academic studies has suggested that this sort of specialization can take a toll on young bodies, leading to higher rates of injury.
- 32 For many parents, though, the biggest worry is the psychological pressure falling on adolescents, who are often ill equipped to determine what they will want to study in college, and where.
- 33 These issues were evident on the last morning of the Florida event, on the sidelines of a game involving the Dallas Sting. Scott Lewis, the father of a high school sophomore, said his daughter switched to play for the Sting before this season because her old team was not helping steer the recruiting process enough. He watched scholarship offers snapped up by girls on other teams, he said.
- 34 “Is it a little bit sick? Yeah,” he said. “You are a little young to do this, but if you don’t, the other kids are going to.”
- 35 A parent standing next to Mr. Lewis, Tami McKeon, said, “It’s caused this downward spiral for everybody.” The spiral is moving much faster, she said, than when her older daughter went through the recruiting process three years ago.

- 36 Ms. McKeon's younger daughter, Kyla, was one of four players on the Sting who committed to colleges last season as freshmen. Kyla spent almost 30 minutes a day writing emails to coaches and setting up phone calls. The coaches at two programs wanted to talk every week to track her progress. Throughout the year, Kyla said, she "would have these little breakdowns."
- 37 "You are making this big life decision when you are a freshman in high school," she said. "You know what you want in a week, but it's hard to predict what you'll want in four years."
- 38 Kyla said that when she told Arkansas that she was accepting its offer, she was happy about her choice, but it was as if a burden had been lifted from her.
- 39 "I love just being done with it," she said.

"Committing to Play for a College, Then Starting 9th Grade" by Nathaniel Popper, from *The New York Times* website (January 26, 2014). Copyright © 2014 by The New York Times Company. Reprinted by permission of The New York Times Company.

- 14 In paragraph 6 of “He Needs to Be a Kid,” what does the repetition of the phrase “even if” highlight?
- Ⓐ that the publicity Neiko receives is undeserved
 - Ⓑ that Neiko is too young to resist the temptations of fame
 - Ⓒ that there is a disparity between Neiko’s abilities and his age
 - Ⓓ that those seeking to influence Neiko’s career may have hidden motives

- 15 Read the sentence from paragraph 43 of “He Needs to Be a Kid” in the box.

Munday is constantly straddling the line between wanting Neiko to succeed and shielding him from people who want to profit off that.

Which detail from the article **best** describes an example of Munday “straddling the line”?

- Ⓐ ““You want to play basketball and football when you’re older, right?” Munday asked him, and just the mention of basketball caused Neiko to perk up.” (paragraph 31)
- Ⓑ ““Good,” Munday said as she leaned back in her chair.” (paragraph 37)
- Ⓒ “Munday was recently contacted by an agent offering to be Neiko’s mentor.” (paragraph 46)
- Ⓓ “Munday did not want to use the names of those who have contacted her about Neiko, worried that they could hold it against her son in the future.” (paragraph 48)

- 16 Which statement **best** explains how paragraphs 56 and 57 of “He Needs to Be a Kid” support an idea that is developed throughout the article?
- Ⓐ Paragraph 56 shows Neiko as a kid caught up in the thrill of a game, while paragraph 57 shows how seriously he takes the game.
 - Ⓑ Paragraph 56 shows how Neiko benefits from basketball, while paragraph 57 shows how others benefit from playing with him.
 - Ⓒ Paragraph 56 shows Neiko disengaging from his fans, while paragraph 57 shows his anxiety about winning the game.
 - Ⓓ Paragraph 56 shows that Neiko plays basketball regularly, while paragraph 57 shows that he thinks like an adult.

- 17 Read the sentence from paragraph 7 of “Committing to Play for a College” in the box.

It is generally traced back to the professionalization of college and youth sports, a shift that has transformed soccer and other recreational sports from after-school activities into regimens requiring strength coaches and managers.

Based on the sentence, which phrase best defines the word *regimen*?

- Ⓐ a program directed by parents
- Ⓑ a program financed by outsiders
- Ⓒ a program with demanding expectations
- Ⓓ a program that offers relaxation techniques

- 18 Based on “Committing to Play for a College,” what is the **main** reason some young female soccer players feel pressured to accept scholarships early?
- Ⓐ The players want to be noticed.
 - Ⓑ The players are interested in other sports.
 - Ⓒ The players fear losing opportunities to others.
 - Ⓓ The players are too good for middle school athletics.
- 19 Which statement **best** describes how paragraph 7 of “He Needs to Be a Kid” and paragraph 6 of “Committing to Play for a College” serve a similar function in each article?
- Ⓐ Both explore the concerns of an academic audience.
 - Ⓑ Both link an individual’s experience to a broader issue.
 - Ⓒ Both appeal to the reader’s previously formed attitudes.
 - Ⓓ Both insert a counterargument into a larger explanation.

20 Part A

Which negative impact of early recruiting is the focus of paragraph 21 of “He Needs to Be a Kid”?

- Ⓐ the continuing expansion of the practice to lower grades
- Ⓑ the profitability of the practice for agents who engage in it
- Ⓒ the potential for dishonesty among coaches who participate
- Ⓓ the inherent unfairness of the evaluation system used by scouts

Part B

Which detail from “Committing to Play for a College” **best** provides additional evidence of the negative impact identified in the answer to Part A?

- Ⓐ “The heated race to recruit ever younger players has drastically accelerated over the last five years, according to the coaches involved.” (paragraph 7)
- Ⓑ “The practice has attracted little public notice, except when it has occasionally happened in football and in basketball.” (paragraph 8)
- Ⓒ “But these rules have enormous and widely understood loopholes.” (paragraph 18)
- Ⓓ “Scouts were given a hospitality tent as well as a special area next to the team benches, not accessible to parents, to set up their folding chairs.” (paragraph 29)

- 21** In both articles, the authors develop the idea that parents may have conflicting feelings about their children’s involvement in activities that draw attention from recruiters. Select one detail from each article that shows these conflicting feelings.

Select one detail from “He Needs to Be a Kid” that shows conflicting feelings.

- Ⓐ “‘Oh, look look look,’ Michelle Munday, his mother, whispered from the other end of the court. ‘That kid is at least 13, maybe 14.’” (paragraph 2)
- Ⓑ “‘You know, baby,’ Munday said, laughing, as she ran the laces through her hands. ‘Soon you’ll be dunking.’” (paragraph 10)
- Ⓒ “Munday started and runs an Instagram account for Neiko—which has more than 1,500 followers—and sometimes posts videos of him missing a shot to remind his followers that he is 9.” (paragraph 40)

Select one detail from “Committing to Play for a College” that shows conflicting feelings.

- Ⓐ “At the recent event, in an Orlando suburb, an estimated 600 college coaches attended as 158 teams played on 17 fields over the course of three days.” (paragraph 28)
- Ⓑ “Nearly every youth club had a pamphlet—handed out by a parent during the games—with a head shot, academic records, soccer achievements and personal contact information for each player.” (paragraph 29)
- Ⓒ “‘Is it a little bit sick? Yeah,’ he said. ‘You are a little young to do this, but if you don’t, the other kids are going to.’” (paragraph 34)

For this question, you will write an essay based on the passage(s). Write your essay in the space provided on the next two pages. Your writing should:

- Present and develop a central idea/thesis.
- Provide evidence and/or details from the passage(s).
- Use correct grammar, spelling, and punctuation.

- 22 Based on “He Needs to Be a Kid” and “Committing to Play for a College,” write a speech to deliver at a school assembly that argues against the practice of early recruiting of young athletes. Be sure to include information from **both** articles to develop your speech.

Write your answer on the next two pages.

You have a total of two pages on which to write your response.

22

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

Read the articles about how automation is impacting the human workforce. Then answer the questions that follow.

This article discusses workers' responses to automation in the hotel industry.

The Quiet Ways Automation Is Remaking Service Work

Workers may not be replaced by robots anytime soon, but they'll likely face shorter hours, lower pay, and stolen time.

by Sidney Fussell

- 1 When blue-collar workers go on strike, demands such as wage increases and better hours are usually the objective. But when nearly 8,000 Marriott International employees marched outside hotels for two months in late 2018, one request stood out among the rest: protection against the automated technology that's remaking the hotel industry.
- 2 Marriott employees are right to worry. Over the past few years, the service industry has started hacking worker schedules by outsourcing human duties to machines. Automated experiments include robots that take over bartending and salad-making duties on cruise ships and in airports, and that deliver food to hotel guests' rooms. More hotels are offering automated check-in via app or even—in China—via facial recognition. Alexa-enabled speakers¹ in hotel rooms let guests ask for sightseeing tips and order toothbrushes without talking to staff.
- 3 The Marriott workers' priorities included updated language for health care and buyout packages. But they also wanted assurance that their jobs would not be filled by robots.
- 4 "You lose the humanness," said Kirk Paganelli, a waiter and bartender at a Marriott property in San Francisco. Paganelli worked in the service industry for 23 years before joining hundreds of Marriott employees across the Bay Area in a 61-day strike. In an emailed statement, a Marriott spokesperson told *The Atlantic* most of the new technology being added to hotels, such as Alexa, "is about personalizing the guest experience and enhancing the stay [and] hasn't necessarily had significant impact on workers."
- 5 "People go to a bar to vent, to have experiences, to ask questions," Paganelli said. "How are you going to do that with a robot?"

¹Alexa-enabled speakers—speakers supported by a virtual assistant named Alexa

- 6 Worker demands also included implementing new technologies they say will increase safety, such as GPS-enabled panic buttons to combat harassment and motorized cleaning carts, which are less physically stressful for maids. Unlike employees at fast-food chains and coffee shops, which are both undergoing automation pains of their own, many hotel workers see a lifetime career in their industry. Paganelli, for example, said he hopes to retire from his job at Marriott. That means he can't afford to ignore changes coming five or even 10 years down the line.
- 7 Rather than fully replacing human workers with *The Jetsons*²-style robots, the service industry is more likely to adopt a system of partial automation. Simple tasks will be automated so that workers' hours can be cut down, or so that a two-person job, say janitorial services or manning the front desk overnight, can be assigned to one person aided by a robot.
- 8 Such tech-enabled labor reshuffling may appear to "save" time for the businesses that engage in it. But that time is also taken away from workers in the form of hours cut. These changes are difficult to quantify at a large scale because they may not be reflected in employment numbers or even in hourly wages, but in the hours each employee works weekly. "Robots aren't taking your job," Brennan Hoban of the Brookings Institution wrote last year, "just your paycheck."
- 9 Of course, automation is only one technology remaking the industry. More and more, hotel guests opt for food-delivery apps such as Grubhub or Postmates over room service. They're generally cheaper, and chains sometimes offer coupon codes for guests who decide to order out. But hotel workers have complained that when apps eclipse room service, hotel chains staff fewer room-service workers.
- 10 Food-delivery apps aren't automation, but the choice between room service and Grubhub represents a give-and-take between gig-economy³ workers and employees. For smaller hotels especially, it may be more cost-effective to offer coupon codes to guests in lieu of staffing around-the-clock room service. That makes things cheaper for both the hotel and the guest, but workers miss out on hours and opportunities for tips. . . .

²*The Jetsons*—a children's cartoon set in the future that featured robots and automation as part of everyday life

³gig-economy—a market system that involves temporary contract positions for independent workers

- 11 The facial-recognition technology used to automate hotel check-in . . . relies on patterns and templates fed by millions of images of people's faces. These databases are often furnished by universities, which may pay students to scrape the internet for pictures or enroll themselves. The self-driving cars that may one day deliver groceries to your door are monitored by human test drivers, who are paid hourly wages to sit in the front seat while the car pilots itself, taking over control in case of emergencies. Automation, again, masks time.
- 12 When the Marriott strike ended, workers were granted many of the protective measures they sought. Crucially, all employees will receive 165 days' notice before certain automated technology is implemented, as well as the option for retraining if their job is affected enough that their hours change. Employees will also be given severance if, ultimately, their position is eliminated. This won't save Marriott's workers from the larger tech trends remaking the service industry, but it does give them more time to prepare for an uncertain future.
- 13 The iPad in the lobby and the salad-prep machine in the kitchen represent a shift in the relationship between workers and their employer. Automation may not be a nuclear strike against the service industry, wiping out all of its jobs. Instead, it may quietly reduce the time, pay, and visibility employees are given as they complete their increasingly vulnerable jobs.

"The Quiet Ways Automation Is Remaking Service Work" by Sidney Fussell, from *The Atlantic* website (January 11, 2019). Copyright © 2019 by The Atlantic Monthly Group LLC. Reprinted by permission of The Atlantic Monthly Group LLC.

This article explores how robots are used in a grocery warehouse and how this may affect human workers in the future.

Welcome to the Automated Warehouse of the Future

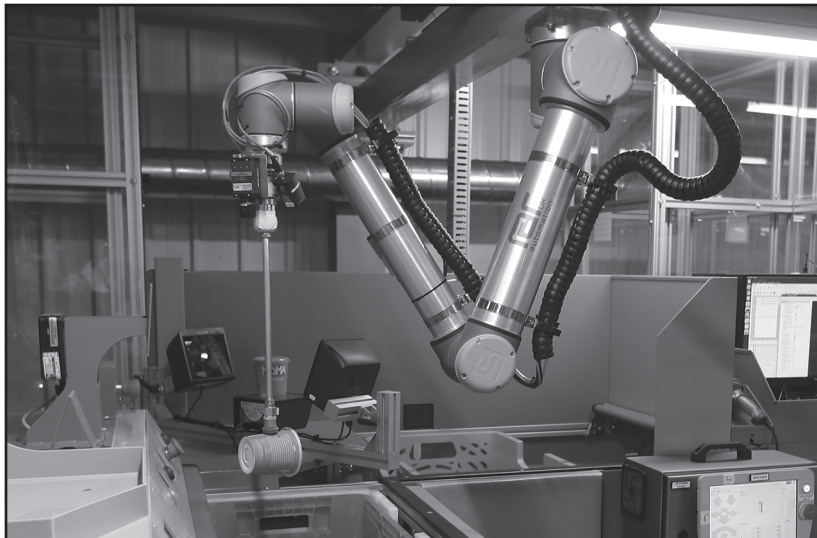
How British supermarket Ocado is using robots to make online grocery shopping faster

by James Vincent

- 1 They call it “the hive,” or “the grid.” Or sometimes just: “the machine.” It’s a huge structure that fills a warehouse on the outskirts of Andover, a small and quiet town in southeast England. It’s impossible to take in at a single glance, but standing on a maintenance walkway near the building’s rafters, you look over what seems to be a huge chessboard, populated entirely by robots. There are more than a thousand of them, each the size and shape of a washing machine, and they wheel about, night and day, moving groceries. Their job is to be cheaper and more efficient than humans, and they are very good at it.
- 2 The hive-grid-machine is the creation of Ocado, a British online-only supermarket that’s made a name for itself in recent years designing highly automated warehouses and selling the tech to other grocery chains. When fully up and running, Ocado’s Andover operation will be its most advanced yet, processing 3.5 million items or around 65,000 orders every week. It’s also a perfect example of the wave of automation slowly hitting countries around the world. The tasks being undertaken by Ocado’s bots are so basic they’re best described by simple verbs—“lifting,” “moving,” “sorting”—and that means they exist in various forms in a range of industries. And when the price is right, someone will want a machine to do those jobs, too.
- 3 Although robots are the main attraction at Andover, there are still plenty of humans knocking about. One of those is Ocado’s chief technology officer, Paul Clarke, who joined the company more than a decade ago and has been tasked with developing its automated operations.

- 4 He explains that Ocado's goal is to "disrupt itself;" to continually upgrade its technology so it can't be overtaken by competitors. In the company's older, now-outdated warehouses (which Clarke claims are still some of the most advanced in the world) groceries are processed in a roughly linear fashion. Deliveries are unpacked into crates; crates are placed onto conveyors; and conveyors carry the crates to shelves, where human "pickers" take what they need to fill customers' orders. The new paradigm, though, is all about using space as efficiently as possible. Items are still placed in crates, but those crates are now stored in huge stacks, up to 17 boxes high. Their position in this stack seems to be at random—a box of razors next to cod fillets, for example—but it's algorithmically decided; with frequently accessed items placed on the top and rarer purchases near the bottom. On top of this hoard, the robots do their work.
- 5 Each of the bots has a central cavity and a set of claws it uses to grab crates and pull them up into its interior, like an alien abduction in a supermarket aisle. It can then move the crate to a new location or drop it down a vertical chute to a picking station. At these stations, human employees grab the items they need from the crate (a screen in front of them tells them what to take) and place them in a shopping bag in *another* crate. Both these crates are then sent back into the grid, to be refilled with shopping items or moved on to the delivery bay.
- 6 Imagine a huge machine, with groceries going in one end and shopping orders coming out the other. Humans do the unpacking and packing, while in the middle, robots sort and rearrange this vast inventory 24 hours a day.
- 7 Individually, the bots aren't intelligent; they don't make decisions for themselves. But their actions are all coordinated by a central computer. Clarke explains that this system means the robots can be used as efficiently as possible. For example, by teaming up to quickly dig down through the stack and retrieve uncommon items. "If you want to pick a typical, 50-item Ocado order, they will help each other," he says. A group of robots can come together in a huddle, split up, "and pick that order in a matter of minutes." In a traditional warehouse where items are scattered around on distant shelves, this process can take hours.

- 8 As well as the boost to speed, the hive-grid-machine has the advantages of being scalable and modular. If customers want to increase the size of their operation they just add more crates and robots. And if any individual robot breaks down, it doesn't matter, because any of the other bots can do its job; they're all interchangeable. This means Ocado has just one robot to "design, evolve, manufacture, and support," adds Clarke. "And that leads to economies of scale, because we've reduced all that mechanistic diversity down to one common component."
- 9 This sales pitch obviously has something to it, as over the last year, Ocado has made deals with supermarket chains in France, Canada, and Sweden to upgrade their warehouses. Such deals should make it easier for these firms to offer online grocery shopping (the UK is a relatively early adopter of this trend) and will help stave off fears of technologically savvy rivals muscling in on their territory. See, for example, Amazon buying Whole Foods.
- 10 But while the focus here is on technological advances, on more and more automation, we shouldn't forget that in the middle of these machines—metaphorically and literally, in the case of the Andover warehouse—there are humans.



Ocado's experimental industrial robot arm, designed to take over the work currently done by human "pickers."

- 11 You may have seen some pretty impressive headlines about artificial intelligence (AI) trouncing humans at this or that task, but it's worth remembering that nothing stumps a robot quite like a bag of oranges. They just can't deal with it. The bag moves in too many weird ways, there are no obvious bits to grab hold of, and if you squeeze too hard you end up with orange juice instead. That's why Ocado still employs plenty of humans.
- 12 They work in a number of key positions in the warehouse which are also, if you know what to look for, technological bottlenecks. Robots can't yet unpack the wide variety of bulk deliveries that arrive in Andover every day; nor can they speedily move pallets around a busy warehouse on forklifts. And although they can't yet handle bags of oranges (or any other delicate, or irregularly shaped items), Ocado is working on a solution.
- 13 Placed—somewhat insensitively some might say—next to the picking stations crewed by humans, is an experimental booth where a robot arm is learning to do what comes naturally to its fleshy colleagues. Namely, picking items out of crates and putting them in shopping bags. The arm is equipped with a suction cup, which is great for grabbing hold of objects with stiff, flat surfaces, like cans and cartons, but still can't deal with more delicate items. For that, Ocado is developing a soft robotic hand that uses rubber fingers filled with pressurized air. Watching it grasp a lime is an unsettling experience, with its synthetic fingers curling around the fruit like pythons.
- 14 Neither the suction cup nor the rubber hand are ready for prime time just yet, but Ocado says robots like this should be integrated into its warehouses in the coming years. And it isn't the only company working on the problem. Amazon organizes an annual "picking challenge" where teams vie to create the fastest robot pickers. (They're competing for prize money and prestige, but some are also hoping Amazon will pick them as an acquisition.) Well-funded startups are also building their own solutions. One named Embodied Intelligence uses AI to create robots that learn by watching humans. Another, Kindred, uses traditional robot arms, but has human engineers that can operate them remotely using virtual reality when they get stuck.

- 15 It may seem like a lot of effort to solve a relatively trivial task, but the better robots get at mimicking humans' capacity to manipulate delicate objects, the more use they are to pretty much any other manufacturing process you can think of. A recent study found the field of logistics has been an early adopter of robots and AI, mainly because the tasks involved are relatively routine and therefore easy to automate. But experts say the technology being incubated here will be adopted by other sectors.
- 16 "[Picking] is an issue that people are trying to solve for lots and lots of different use cases," Euan Cameron, an analyst at PWC, tells *The Verge*. "And these solutions will be picked up and transferred to other industries."
- 17 Estimates for how many jobs might be lost to robots and AI vary, but a recent study by the OECD* suggested that around 14 percent of occupations in developed countries (like the US, Canada, and Japan) are at high risk. And a big chunk of these are in logistics and related fields like warehousing, distribution, and fulfillment. A report by PWC found that in the UK alone, just under 1 million logistics workers are at risk of having their jobs automated in the next 15 years.
- 18 When I ask Clarke if the end-goal for the company's factories is to have no human workers at all, he offers a balanced answer: "In theory. But that's not something we're going to get to in the foreseeable future." He points out that even in industries that have invested heavily in automation, such as car manufacturing, there are still lots of humans involved. "And for us, it's just the same journey we've been on since day one: to look for the next thing to automate, whether that's putting plastic bags in crates, or moving goods around our sheds. We start with the obvious thing and move on to automate the next thing and the next thing. You never get to the end."

*OECD—Organisation for Economic Co-operation and Development

"Welcome to the Automated Warehouse of the Future" by James Vincent, from *The Verge* website (May 8, 2018). Copyright © 2018 by Vox Media Inc. Reprinted by permission of Vox Media, Inc. Photograph copyright © Peter Nicholls/Reuters/Adobe Stock.

23 Based on paragraph 11 of “The Quiet Ways Automation Is Remaking Service Work,” which statement **best** explains the author’s worry that automation “masks time”?

- Ⓐ Employees usually try harder when their work is appreciated.
- Ⓑ It is easier to undervalue the work a person does when it is not clearly visible.
- Ⓒ It is easy for consumers to feel overwhelmed by the variety of conveniences available.
- Ⓓ Customers are more likely to purchase something if they appreciate how it was made.

24 Read paragraph 10 of “Welcome to the Automated Warehouse of the Future” in the box.

But while the focus here is on technological advances, on more and more automation, we shouldn’t forget that in the middle of these machines—metaphorically and literally, in the case of the Andover warehouse—there are humans.

Based on the article, how does the paragraph **best** support a main idea of the article?

- Ⓐ It introduces the idea that human workers are confused about the machines that are taking their jobs.
- Ⓑ It develops the idea that human workers will ultimately decide how effectively they work with the machines.
- Ⓒ It emphasizes the idea that there are humans who feel excited about working in the same industries as machines.
- Ⓓ It reinforces the idea that there are humans who work to create and improve the machines as well as work alongside them.

- 25 Which claim is **best** developed by paragraph 11 of “Welcome to the Automated Warehouse of the Future”?
- Ⓐ There are inconsistencies in how human workers interact with automation.
 - Ⓑ There are contradictory viewpoints about how automation will affect human employees.
 - Ⓒ Despite the recent trends in innovation, automation design will never surpass human capabilities.
 - Ⓓ While advancements in automation have been made, there are many tasks that still require human intervention.
- 26 Which detail from “Welcome to the Automated Warehouse of the Future” **best** explains why companies use automation?
- Ⓐ “[The robots’] job is to be cheaper and more efficient than humans, and they are very good at it.” (paragraph 1)
 - Ⓑ “But [the robots’] actions are all coordinated by a central computer.” (paragraph 7)
 - Ⓒ “And although they can’t yet handle bags of oranges (or any other delicate, or irregularly shaped items), Ocado is working on a solution.” (paragraph 12)
 - Ⓓ “But experts say the technology being incubated here will be adopted by other sectors.” (paragraph 15)

- 27 Read the sentences from the articles in the box.

- More hotels are offering automated check-in via app or even—in China—via facial recognition. (paragraph 2 of “The Quiet Ways Automation Is Remaking Service Work”)
- The tasks being undertaken by Ocado’s bots are so basic they’re best described by simple verbs—“lifting,” “moving,” “sorting”—and that means they exist in various forms in a range of industries. (paragraph 2 of “Welcome to the Automated Warehouse of the Future”)

What is the **most likely** purpose of the dashes in the sentences?

- Ⓐ to set off specific examples
- Ⓑ to offer historical information
- Ⓒ to introduce new perspectives
- Ⓓ to emphasize academic language

- 28 Read the sentence from paragraph 7 of “The Quiet Ways Automation Is Remaking Service Work” in the box.

Rather than fully replacing human workers with *The Jetsons*-style robots, the service industry is more likely to adopt a system of partial automation.

Which detail from “Welcome to the Automated Warehouse of the Future” **best** illustrates “partial automation” in the warehouse industry?

- Ⓐ “Humans do the unpacking and packing, while in the middle, robots sort and rearrange this vast inventory 24 hours a day.” (paragraph 6)
- Ⓑ “And if any individual robot breaks down, it doesn’t matter, because any of the other bots can do its job; they’re all interchangeable.” (paragraph 8)
- Ⓒ “For that, Ocado is developing a soft robotic hand that uses rubber fingers filled with pressurized air.” (paragraph 13)
- Ⓓ “One named Embodied Intelligence uses AI to create robots that learn by watching humans.” (paragraph 14)

29 Part A

What is the central argument in “The Quiet Ways Automation Is Remaking Service Work”?

- Ⓐ Automation in the service industry has been accelerated due to customer demands.
- Ⓑ Employees in the service industry are concerned about losing their jobs to automation.
- Ⓒ Automation in the service industry has been complicated by obstacles to technological efficiency.
- Ⓓ Employees in the service industry are optimistic about the ways automation can aid with specific tasks.

Part B

Which detail from “Welcome to the Automated Warehouse of the Future” provides the **best counterargument** to the answer to Part A?

- Ⓐ “In a traditional warehouse where items are scattered around on distant shelves, this process can take hours.” (paragraph 7)
- Ⓑ “As well as the boost to speed, the hive-grid-machine has the advantages of being scalable and modular.” (paragraph 8)
- Ⓒ “Well-funded startups are also building their own solutions.” (paragraph 14)
- Ⓓ “He points out that even in industries that have invested heavily in automation, such as car manufacturing, there are still lots of humans involved.” (paragraph 18)

- 30 In “Welcome to the Automated Warehouse of the Future,” the author claims that there is a “wave of automation slowly hitting countries around the world.” Select one detail from **each** article that provides evidence for the author’s claim.

Select one detail from paragraphs 1–3 of “The Quiet Ways Automation Is Remaking Service Work” that provides evidence for the author’s claim.

- Ⓐ “. . . demands such as wage increases and better hours are usually the objective.” (paragraph 1)
- Ⓑ “Marriott employees are right to worry.” (paragraph 2)
- Ⓒ “. . . robots that take over bartending and salad-making duties on cruise ships and in airports, and that deliver food to hotel guests’ rooms.” (paragraph 2)
- Ⓓ “The Marriott workers’ priorities included updated language for health care and buyout packages.” (paragraph 3)

Select one detail from paragraphs 16–18 of “Welcome to the Automated Warehouse of the Future” that provides evidence for the author’s claim.

- Ⓐ “[Picking] is an issue that people are trying to solve for lots and lots of different use cases, . . .” (paragraph 16)
- Ⓑ “A report by PWC found that in the UK alone, just under 1 million logistics workers are at risk of having their jobs automated in the next 15 years.” (paragraph 17)
- Ⓒ “. . . that’s not something we’re going to get to in the foreseeable future.” (paragraph 18)
- Ⓓ “. . . it’s just the same journey we’ve been on since day one. . . .”

Grade 10 English Language Arts
Spring 2022 Released Operational Items

PBT Item No.	Page No.	Reporting Category	Standard	Item Type*	Item Description	Correct Answer (SR)**
1	10	<i>Reading</i>	RL.9-10.2	SR	Determine the purpose of the author's choice of words in an excerpt.	A
2	10	<i>Reading</i>	RL.9-10.5	SR	Determine the relationship between two sentences in an excerpt.	A
3	11	<i>Reading</i>	RL.9-10.4	SR	Determine the tone of a character in an excerpt.	B
4	11	<i>Language</i>	L.9-10.4	SR	Determine the meaning of an unknown word using context.	D
5	12	<i>Language</i>	L.9-10.2	SR	Compare the purposes of parenthetical information in two excerpts.	B
6	12	<i>Reading</i>	RL.9-10.6	SR	Determine how characters in two different excerpts are similar.	A
7	13	<i>Reading</i>	RL.9-10.2	SR	Determine the meaning of a quotation from an excerpt and identify a quotation from another excerpt that has a similar meaning.	A;C
8	14	<i>Reading</i>	RL.9-10.4	SR	Determine the tones of specific details from two excerpts.	A;C;B;C
9	16	<i>Language, Writing</i>	L.9-10.1, L.9-10.2, L.9-10.3, W.9-10.2, W.9-10.4	ES	Write an essay explaining how characters support the main character in two different excerpts; use information from each excerpt to develop the essay.	
10	23	<i>Language</i>	L.9-10.4	SR	Determine which phrase provides context to support the meaning of a word.	C
11	23	<i>Reading</i>	RL.9-10.2	SR	Determine how an author uses specific details to develop a central idea in a poem.	B
12	24	<i>Reading</i>	RL.9-10.3	SR	Determine who or what the speaker addresses in a poem.	B
13	25	<i>Reading</i>	RL.9-10.2	SR	Determine which central ideas are supported by details in two poems.	B;C;A
14	38	<i>Reading</i>	RI.9-10.6	SR	Analyze the effect of repetition in an article.	C
15	38	<i>Reading</i>	RI.9-10.1	SR	Identify evidence to support an idea in an article.	D
16	39	<i>Reading</i>	RI.9-10.5	SR	Evaluate how paragraphs in an article support the development of key ideas.	A
17	39	<i>Language</i>	L.9-10.4	SR	Determine the meaning of an unknown word based on context.	C
18	40	<i>Reading</i>	RI.9-10.1	SR	Make an inference based on information provided in an article.	C
19	40	<i>Reading</i>	RI.9-10.5	SR	Compare how paragraphs from two different texts serve similar functions.	B
20	41	<i>Reading</i>	RI.9-10.2	SR	Identify how a paragraph supports a central idea in one article and select evidence from another article that also supports the idea.	A;A
21	42	<i>Reading</i>	RI.9-10.3	SR	Select details from two articles that illustrate an idea developed in both articles.	C;C

PBT Item No.	Page No.	Reporting Category	Standard	Item Type*	Item Description	Correct Answer (SR)**
22	43	<i>Language, Writing</i>	L.9-10.1, L.9-10.2, L.9-10.3, W.9-10.1, W.9-10.4	ES	Write an argument in the form of a speech on a topic presented in two articles; use information from the articles to develop the argument.	
23	54	<i>Reading</i>	RI.9-10.1	SR	Make an inference about an author's point of view based on a paragraph in an article.	B
24	54	<i>Reading</i>	RI.9-10.2	SR	Identify how a paragraph supports the main idea of an article.	D
25	55	<i>Reading</i>	RI.9-10.5	SR	Identify a claim developed in a paragraph of an article.	D
26	55	<i>Reading</i>	RI.9-10.3	SR	Identify evidence that supports a claim from an article.	A
27	56	<i>Language</i>	L.9-10.2	SR	Analyze the purpose of punctuation in a pair of sentences.	A
28	57	<i>Reading</i>	RI.9-10.4	SR	Identify a detail from one article that best illustrates a phrase from another article about a similar topic.	A
29	58	<i>Reading</i>	RI.9-10.8	SR	Identify arguments and counterarguments in two articles on similar topics.	B;D
30	59	<i>Reading</i>	RI.9-10.8	SR	Select evidence to support a specific claim made by authors in two articles on similar topics.	C;B

* ELA item types are: selected-response (SR) and essay (ES).

** Answers are provided here for selected-response items only. Sample responses and scoring guidelines for essay items will be posted to the Department's website later this year.