

Read the sample passage and answer the sample questions that follow.

Excerpt from *Black Beauty*

by Anna Sewell

- 1 The first place that I can well remember was a pleasant meadow with a pond of clear water in it. Over the hedge on one side we looked into a plowed field, and on the other we looked over a gate at our master's house, which stood by the roadside. While I was young I lived upon my mother's milk, as I could not eat grass. In the daytime I ran by her side, and at night I lay down close by her. When it was hot we used to stand by the pond in the shade of the trees, and when it was cold we had a warm shed near the grove.
- 2 There were six young colts in the meadow beside me; they were older than I was. I used to run with them, and had great fun; we used to gallop all together round the field, as hard as we could go. Sometimes we had rather rough play, for they would bite and kick, as well as gallop.

Excerpt from *Black Beauty*, by Anna Sewell. January 16, 2006 [EBook #271]. Copyright © 2006, Gutenberg.org. In the public domain.

Sample 1: Multiple choice (one correct response)

1 What does the word pleasant mean in paragraph 1?

- A.** nice
- B.** large
- C.** open
- D.** empty

Sample 2: Multiple select (multiple correct responses)

- 2** Which **two** sentences from the passage describe the narrator's life in the meadow?
- M.** "The first place that I can well remember was a pleasant meadow with a pond of clear water in it." (paragraph 1)
 - P.** "Over the hedge on one side we looked into a plowed field, and on the other we looked over a gate at our master's house, which stood by the roadside." (paragraph 1)
 - R.** "While I was young I lived upon my mother's milk, as I could not eat grass." (paragraph 1)
 - S.** "In the daytime I ran by her side, and at night I lay down close by her." (paragraph 1)
 - T.** "I used to run with them, and had great fun; we used to gallop all together round the field, as hard as we could go." (paragraph 2)

Sample 3: Two-part multiple choice (with evidence responses)

- 3** The following item has two parts. Answer Part A and then answer Part B.

Part A

How does the narrator describe life in the meadow?

- A.** The narrator was unhappy.
- B.** The narrator felt very lonely.
- C.** The narrator enjoyed himself.
- D.** The narrator was eager to leave.

Part B

Which detail from the story supports the correct answer in Part A?

- M.** The narrator could not eat grass at first.
- P.** The narrator had great fun with the other colts.
- R.** The narrator looked over the gate at the house.
- S.** The narrator stayed in a shed when it was cold.

Sample 4: Editing task

There are one or more underlined parts in the passage. They may contain errors to be corrected, or they may need to be changed for better wording. If a change is needed, select the correct replacement. If no change is needed, select “No change.”

The creator of Mickey Mouse was born December 5, 1901, in Chicago. His name was Walter Disney. He began drawing pictures when he were a young boy. His first drawings were of his neighbor’s horse, Rupert.

- 4** Which change, if any, is needed to the underlined text?

were

- A.** is
- B.** was
- C.** am
- D.** No change



Do not go on to the next page until told to do so.

**No test material
on this page**

**No test material
on this page**

Read the passage and answer Questions 1 through 7.

Excerpt from *Emma*

by Jane Austen

- 1 Emma Woodhouse, handsome, clever, and rich, with a comfortable home and happy disposition, seemed to unite some of the best blessings of existence; and had lived nearly twenty-one years in the world with very little to distress or vex her.
- 2 She was the youngest of the two daughters of a most affectionate, indulgent father; and had, in consequence of her sister's marriage, been mistress of his house from a very early period. Her mother had died too long ago for her to have more than an indistinct remembrance of her caresses; and her place had been supplied by an excellent woman as governess, who had fallen little short of a mother in affection.
- 3 Sixteen years had Miss Taylor been in Mr. Woodhouse's family, less as a governess than a friend, very fond of both daughters, but particularly of Emma. Between *them* it was more the intimacy of sisters. Even before Miss Taylor had ceased to hold the nominal¹ office of governess, the mildness of her temper had hardly allowed her to impose any restraint; and the shadow of authority being now long passed away, they had been living together as friend and friend very mutually attached, and Emma doing just what she liked; highly esteeming² Miss Taylor's judgment, but directed chiefly by her own.
- 4 The real evils, indeed, of Emma's situation were the power of having rather too much her own way, and a disposition to think a little too well of herself; these were the disadvantages which threatened alloy³ to her many enjoyments. The danger, however, was at present so unperceived, that they did not by any means rank as misfortunes with her.
- 5 Sorrow came — a gentle sorrow — but not at all in the shape of any disagreeable consciousness. — Miss Taylor married. It was Miss Taylor's loss which first brought grief. It was on the wedding-day of this beloved friend that Emma first sat in mournful thought of any continuance. The wedding over, and the bride-people gone, her father and herself were left to dine together, with no prospect of a third to cheer a long evening. Her father composed himself to sleep after dinner, as usual, and she had then only to sit and think of what she had lost.

- 6 The event had every promise of happiness for her friend. Mr. Weston was a man of unexceptionable character, easy fortune, suitable age, and pleasant manners; and there was some satisfaction in considering with what self-denying, generous friendship she had always wished and promoted the match; but it was a black morning's work for her. The want of Miss Taylor would be felt every hour of every day. She recalled her past kindness — the kindness, the affection of sixteen years — how she had taught and how she had played with her from five years old — how she had devoted all her powers to attach and amuse her in health — and how nursed her through the various illnesses of childhood. A large debt of gratitude was owing here; but . . . the last seven years, the equal footing and perfect unreserve which had soon followed Isabella's⁴ marriage, on their being left to each other, was yet a dearer, tenderer recollection. She had been a friend and companion such as few possessed: intelligent, well-informed, useful, gentle, knowing all the ways of the family, interested in all its concerns, and peculiarly interested in herself, in every pleasure, every scheme of hers — one to whom she could speak every thought as it arose, and who had such an affection for her as could never find fault.
- 7 How was she to bear the change? — It was true that her friend was going only half a mile from them; but Emma was aware that great must be the difference between a Mrs. Weston, only half a mile from them, and a Miss Taylor in the house; and with all her advantages, natural and domestic, she was now in great danger of suffering from intellectual solitude. She dearly loved her father, but he was no companion for her. He could not meet her in conversation, rational or playful.
- 8 The evil of the actual disparity in their ages (and Mr. Woodhouse had not married early) was much increased by his constitution and habits; for having been a valetudinarian⁵ all his life, without activity of mind or body, he was a much older man in ways than in years; and though everywhere beloved for the friendliness of his heart and his amiable temper, his talents could not have recommended him at any time.

¹ **nominal:** in name only

² **esteeming:** regarding highly

³ **alloy:** dilute; reduce the purity of

⁴ **Isabella:** Emma's older sister

⁵ **valetudinarian:** someone overly anxious about his or her health

Excerpt from *Emma* by Jane Austen. January 21, 2010 [EBook #158]. Copyright © 2010, Gutenberg.org. In the public domain.

1 In paragraph 3, what does the phrase “shadow of authority” suggest about the relationship between Emma and Miss Taylor?

- A. Miss Taylor had kept constant watch over Emma.
- B. Miss Taylor had been saddened by Emma’s attitude.
- C. Miss Taylor had little control of Emma’s behavior.
- D. Miss Taylor had been jealous of Emma’s carefree life.

2 How does the author’s choice of words in paragraph 4 impact the tone of the passage?

- M. They create a judgemental tone by implying that Emma is uncaring and believes her character is superior to others.
- P. They support an expectant and mildly suspenseful tone by implying that Emma is likely to have her character tested.
- R. They create a reassuring tone by indicating that Emma’s strong sense of self will help her overcome challenges.
- S. They support a conceited tone by indicating that Emma’s upbringing will ensure her a place in high society.

3 Which set of statements **best** summarizes the passage?

- A. Emma is pleased that her governess has married and has every promise of happiness. However, after the wedding Emma is saddened by the prospect of having only her father to dine with in the evenings.
- B. Emma is pretty, clever, rich, and happy. The wedding of Miss Taylor, her governess, prompts Emma to recall with fondness the loving care and attention Miss Taylor provided over the years.
- C. Emma is a privileged, happy young woman who has had a carefree life. She is faced with the prospect of feeling lonely, perhaps for the first time, when her governess and good friend marries and leaves the household.
- D. Emma is very close to her governess, Miss Taylor, who has been a good friend since Emma was a young child. After Miss Taylor marries, Emma worries about how she will get along with her father, whose personality is very different from Emma’s.

- 4** The following item has two parts. Answer Part A and then answer Part B.

Part A

What does the reader understand about Emma that she does not understand about herself?

- M.** She is self-centered and somewhat spoiled.
- P.** She resents having to be the mistress of her father's house.
- R.** Miss Taylor is her good friend only because Emma's father pays her.
- S.** Her fears of being lonely are unfounded.

Part B

Select the quote from the passage that **best** supports the correct answer to Part A.

- A.** "Emma Woodhouse, handsome, clever, and rich, with a comfortable home and happy disposition, seemed to unite some of the best blessings of existence; . . ." (paragraph 1)
- B.** "The wedding over, . . . her father and herself were left to dine together, with no prospect of a third to cheer a long evening." (paragraph 5)
- C.** "She recalled her past kindness — the kindness, the affection of sixteen years — how she had taught and how she had played with her from five years old — . . ." (paragraph 6)
- D.** "[Miss Taylor] had been a friend and companion such as few possessed: . . . peculiarly interested in herself, in every pleasure, every scheme of hers — . . ." (paragraph 6)

5 Read this sentence from paragraph 6.

Mr. Weston was a man of unexceptionable character, easy fortune, suitable age, and pleasant manners; and there was some satisfaction in considering with what self-denying, generous friendship she had always wished and promoted the match; but it was a black morning's work for her.

What does this sentence reveal about Emma's character?

- M.** She is jealous of her friend's marriage.
- P.** She thinks her friend has made a mistake.
- R.** She is determined to remain close to her friend.
- S.** She feels she has sacrificed for her friend's happiness.

6 What does the word disparity mean as it is used in paragraph 8?

- A.** doubt
- B.** disapproval
- C.** difference
- D.** deceit

- 7** The following item has two parts. Answer Part A and then answer Part B.

Part A

Which sentence **best** states a theme of this passage?

- M.** Adjusting to new circumstances can be difficult.
- P.** Close friendships take time to develop.
- R.** Memories of long ago can often be inaccurate.
- S.** Loneliness finds everyone at times.

Part B

How does Miss Taylor's approach to her work as Emma's governess relate to the theme of this passage?

- A.** Miss Taylor's permissive style leaves Emma unprepared to handle her leaving.
- B.** Miss Taylor's changing relationship with Emma reflects Emma's growing maturity.
- C.** Miss Taylor's many years of loyal service provide an example to Emma about friendship.
- D.** Miss Taylor's decision to marry gives Emma a chance to grow stronger and more independent.

Read the passage and answer the questions that follow.

Excerpt from “The Lord of the Forest: the American Chestnut”

- 1 The American chestnut ruled our forests for centuries, but a killer blight made up of microscopic spores needed only 50 years to wipe the giant from the face of North America. But we still have buildings made from it, and we still have people pulling for it. An organization based in Asheville wants to bring it back from memory and make the chestnut stand tall again.
- 2 We have to imagine it — there is no other way. Once, the springtime canopies of western North Carolina forests were an unmatched floral display, thanks to a tree that nearly vanished. The American chestnut rose 100, sometimes 120, feet above the loamy forest floor. Most were nearly barren of branches for 50 feet or better, living up to what would become their nickname, “the redwood of the East.” These were massive trunks, some 16 feet in diameter. And they lorded over the forest. In most places, every fourth tree was a chestnut, and along vast ridges, fully 7 out of 10 trees would have been of the tribe *Castanea dentata*. All told, perhaps 4 billion chestnut trees grew from southern Maine to Georgia, and they put on a pageant. . . .
- 3 Chestnut made things. You could rock a baby in a chestnut cradle and bury a loved one in a chestnut coffin. You could wear leather gloves cured with the tannins from chestnut bark. You could eat chestnut bread and chestnut-stuffed wild turkey and bear fattened on the mast. You could fall asleep to a chestnut-log fire. You could roast wild, pure-strain American chestnuts on it.
- 4 No longer. For now, we must conjure it all in our minds. We can read about the magnificent chestnut forests and gaze at the old photographs of monstrous trees rising like furrowed cliff sides toward a sky blotted out with their serrated leaves and wonder what it was like. But we can witness it no longer. “All words about the American chestnut are now but an elegy for it . . . gone down like a slaughtered army,” wrote the naturalist Donald Culross Peattie.
- 5 For now.
- 6 But there may come a day.
- 7 The demise of the American chestnut is woven into the nation’s lore like the tragic wartime death of a beloved family member. The killing fungus — *Cryphonectria parasitica* — was first discovered in 1904 on a chestnut growing in the New York Zoological Park. Originating in Asia, the blight had little effect on Asiatic chestnuts that evolved with it, but American chestnuts were defenseless to it. The fungus entered the tree through cracks in the bark, creating sunken, orange-black cankers on the trunk. Vast networks of unseen, threadlike filaments

encircled the tree, choking off water and nutrients, killing each one down to the ground.

- 8 Once affected, a single tree became a spore-producing blight factory, infecting its neighbors. Spores hitched a ride on the wind. Insects and birds picked up blight spores on their wings and legs, and carried the disease to distant forests. The blight raced across the Appalachian range at an average rate of 50 miles a year. Within eight years, it swept New England.
- 9 To halt the genocide, a mile-wide chestnut blight “firebreak” was carved across Pennsylvania, but to no avail — the fungus leapt this botanical Maginot Line. It showed up in North Carolina as early as 1912, and by 1925, the fungus had invaded 75 percent of the chestnut’s North American range. A few decades later, perhaps 4 billion chestnut trees stood dying or lay dead.
- 10 The American chestnut forest was erased from the face of the planet. It was an unnatural cataclysm, a complete victory of an alien invader, and it changed forever the forests of North Carolina and much of the eastern United States. Gone was the tree that nurtured Native Americans, passenger pigeons, and pioneer communities. Gone was the forest that had evolved over millennia. In its place, there are oaks and hickories and poplars, but these trees are stand-ins, substitutes for the native chestnuts whose grandeur can only be imagined. . . .
- 11 The tree was critical to the building of America and beloved by early horticulturists. Philadelphia botanists John and William Bartram listed the American chestnut in the first American nursery catalog, published in 1783. They sent chestnuts to George Washington’s Mount Vernon and Thomas Jefferson’s Monticello.
- 12 Chestnut wood was used for furniture, interior paneling, charcoal, and telegraph and then telephone poles. In 1919, North Carolina produced 70 million board feet of chestnut lumber — trailing only West Virginia and Pennsylvania. Chestnut bark is rich in tannins, and untold tons of bark were shipped to tanneries, where it was chipped and boiled and then used to soften the hides of deer and bear that had, themselves, fattened on its nuts. In a single year — 1909 — 100,000 cords of chestnut fed five large tanneries in the Asheville region alone. . . .
- 13 Here’s the curiosity: You can still find American chestnut trees. A few escaped the blight, and hang on. In North Carolina, several hundred mature chestnuts still stand, but their future is precarious. And throughout the high country, young trees are fairly common. You can find them along the Appalachian Trail, in sunny clearings along the Blue Ridge Parkway, in state parks and private woodlots. One of the more insidious aspects to chestnut blight was that its cankers choked the trees to death down to the ground but left stumps and roots grasping tenuously to life. All these years later, these ancient stumps still sprout. The young trees shoot for the sky, saw-toothed leaves catching the sun, by every indication a sapling on the way to grand stature. It is a short-lived exuberance. The rare

tree might grow large enough to produce a few flowers and prickly seed burs, but chestnut blight fungus still lives in the bark of blight-resistant oaks and ash. It infects and kills most young chestnuts before they are more than a few inches in diameter.

- 14 But at this very moment, on farms and woodlots scattered across North Carolina and the rest of the native range of the species, an army of volunteers is working on perhaps the most audacious conservation project of our time: bringing back the American chestnut. While state and federal agencies take part in restoration research and fieldwork, most of these workers are part of The American Chestnut Foundation, founded in 1983 by a trio of plant scientists. TACF, which is headquartered in Asheville, now has chapters in 16 states.
- 15 The premise behind this dream is a bit of botany 101. Chinese chestnuts evolved with the blight and carry blight-resistant genes, which American-strain trees lack. By crossing an American chestnut with a Chinese chestnut, you end up with a tree that has half the genetic material of each. Cross the progeny of that tree back to an American chestnut, and nuts from that tree will carry 75 percent of the genetics of a true American chestnut. By continuing this backcrossing for generation after generation, ACF hopes to produce trees with all the characteristics of American chestnuts, and the blight resistance of the Chinese trees.

Excerpt from "The Lord of the Forest: the American Chestnut." Our State Magazine, 2017. <https://www.ourstate.com/american-chestnut/>. In the public domain.

8 What is the meaning of the word cataclysm as it is used in paragraph 10?

- M. disaster
- P. strategy
- R. process
- S. triumph

9 In paragraph 13, the author states that the chestnut trees' "future is precarious." Which detail in paragraph 13 supports this claim?

- A.** "Here's the curiosity: You can still find American chestnut trees."
- B.** "And throughout the high country, young trees are fairly common."
- C.** "The young trees shoot for the sky, saw-toothed leaves catching the sun, by every indication a sapling on the way to grand stature."
- D.** "It infects and kills most young chestnuts before they are more than a few inches in diameter."

10 The following item has two parts. Answer Part A and then answer Part B.

Part A

Based on the passage, what is the author's point of view regarding the loss of the American chestnut?

- M.** The disappearance of the American chestnut is a great tragedy.
- P.** The loss of the chestnut is just one result of a natural process.
- R.** The American chestnut had its time in history, but it is now best forgotten.
- S.** Botanists and horticulturists did not do enough to save the American chestnut.

Part B

Which sentence from the passage **best** supports the correct answer to Part A?

- A.** "But we still have buildings made from it, and we still have people pulling for it." (paragraph 1)
- B.** "The demise of the American Chestnut is woven into the nation's lore like the tragic wartime death of a beloved family member." (paragraph 7)
- C.** "The blight raced across the Appalachian range at an average rate of 50 miles per year." (paragraph 8)
- D.** "The tree was critical to the building of America and beloved by early horticulturists." (paragraph 11)

11 In paragraph 8, how does the phrase “spore-producing blight factory” help the reader understand the fungus?

- M.** It explains how the fungus originated.
- P.** It indicates how fast the fungus could spread.
- R.** It illustrates how the spores moved from tree to tree.
- S.** It gives a picture of how birds and insects spread the fungus.

12 Which statement is a central idea of the passage?

- A.** The American chestnut has disappeared, but it has been replaced with forests of oak, hickory, and poplar trees.
- B.** Despite many efforts to save the American chestnut, millions of trees have died in forests from Georgia to Maine.
- C.** The American chestnut had many uses, but a fungus from Asia ruined the chestnut wood and made the chestnuts inedible.
- D.** Although the American chestnut was nearly wiped out about 100 years ago by a fungus, some scientists are working to bring the tree back.

- 13** How does paragraph 9 connect to the rest of the passage?
- M.** It underscores how quickly the blight spread in the eastern states.
 - P.** It illustrates how a spore is spread from tree to tree.
 - R.** It describes a major effort that failed to stop the spread of the fungus.
 - S.** It describes the destruction of chestnut trees like a battle in World War II.
- 14** Which **two** sentences contain information that should be included in a summary of the passage?
- A.** "The American chestnut ruled our forests for centuries, but a killer blight made up of microscopic spores needed only 50 years to wipe the giant from the face of North America." (paragraph 1)
 - B.** "Once, the springtime canopies of western North Carolina forests were an unmatched floral display, thanks to a tree that nearly vanished." (paragraph 2)
 - C.** "Gone was the tree that nurtured Native Americans, passenger pigeons, and pioneer communities." (paragraph 10)
 - D.** "In a single year — 1909 — 100,000 cords of chestnut fed five large tanneries in the Asheville region alone." (paragraph 12)
 - E.** "But at this very moment, on farms and woodlots scattered across North Carolina and the rest of the native range of the species, an army of volunteers is working on perhaps the most audacious conservation project of our time: bringing back the American chestnut." (paragraph 14)

There are seven underlined parts in the passage. They may contain errors to be corrected, or they may need to be changed for better wording. If a change is needed, select the correct replacement. If no change is needed, select "No change."

Nathaniel tightened the laces on his left skate and used his hockey stick for balance as he climbed to his feet. Eyeing the practice goal at the far end of the frozen pond he slipped a puck from his coat pocket and dropped it to the ice.

If the world were to fall away, Nathaniel would be happy as long as the glassy surface of the pond remained. The only sound was the *kishkish* of his skates scratching the ice he pushed the previous evening's playoff game from his mind. Nathaniel forgot about his missed penalty shot, his teammate's disappointed faces, and his coach's promise of a championship the following year.

Out here Nathaniel was not the mediocre player who had botched the more important shot of the game. No, out here he was an ice hockey superstar. The pond was a professional ice hockey arena. The squirrels and birds nestled in the nearby trees were fans screaming for his autograph. His substitute goalie, an overturned garbage can, mocked him like a real-life opponent.

Gathering speed, Nathaniel went around the back part of the goal and then moved toward center ice. With the puck now in position, he pulled back his stick and swung down with all his might.

- 15** Which change, if any, is needed to the underlined text?

Eyeing the practice goal at the far end of the frozen pond he slipped

- M.** Eyeing the practice goal, at the far end of the frozen pond he, slipped
- P.** Eyeing the practice goal, at the far end of the frozen pond he slipped
- R.** Eyeing the practice goal at the far end of the frozen pond, he slipped
- S.** No change

- 16** Which change, if any, is needed to the underlined text?

If the world were to fall away,

- A.** If the world will fall away
- B.** If the world is falling away
- C.** If the world falls away
- D.** No change

- 17** Which change, if any, is needed to the underlined text?

ice he

- M.** ice, but he
- P.** ice, he
- R.** ice. He
- S.** No change

- 18** Which change, if any, is needed to the underlined text?

teammate's disappointed faces

- A.** teammates disappointed face's
- B.** teammates' disappointed faces
- C.** teammate's disappointed faces'
- D.** No change

- 19** Which change, if any, is needed to the underlined text?

more important

- M.** most important
- P.** fully important
- R.** best important
- S.** No change

- 20** Which change, if any, is needed to the underlined text?

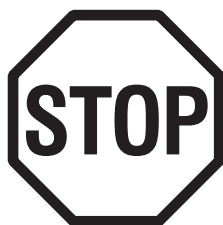
goalie, an overturned garbage can, mocked him like a real-life opponent

- A.** goalie mocked him like a real-life opponent, an overturned garbage can
- B.** goalie mocked him, an overturned garbage can, like a real-life opponent
- C.** goalie mocked him like an overturned garbage can, a real-life opponent
- D.** No change

- 21** Which change, if any, is needed to the underlined text?

went around the back part of the goal and then moved

- M.** went near the goal and then went
- P.** drifted to the rear of the goal and then coasted
- R.** raced behind the goal and then skated
- S.** No change



This is the end of the test.

**No test material
on this page**

Name: _____

Subpart 1 Practice Test Questions1. ☐ A ☐ B ☐ C ☐ D2. ☐ M ☐ P ☐ R ☐ S3. ☐ A ☐ B ☐ C ☐ D**Subpart 2 Practice Test Questions**1. ☐ A ☐ B ☐ C ☐ D2. ☐ M ☐ P ☐ R ☐ S3. ☐ A ☐ B ☐ C ☐ D4. **Part A:** ☐ M ☐ P ☐ R ☐ S **Part B:** ☐ A ☐ B ☐ C ☐ D5. ☐ M ☐ P ☐ R ☐ S6. ☐ A ☐ B ☐ C ☐ D7. **Part A:** ☐ M ☐ P ☐ R ☐ S **Part B:** ☐ A ☐ B ☐ C ☐ D8. ☐ M ☐ P ☐ R ☐ S9. ☐ A ☐ B ☐ C ☐ D10. **Part A:** ☐ M ☐ P ☐ R ☐ S **Part B:** ☐ A ☐ B ☐ C ☐ D11. ☐ M ☐ P ☐ R ☐ S12. ☐ A ☐ B ☐ C ☐ D13. ☐ M ☐ P ☐ R ☐ S14. ☐ A ☐ B ☐ C ☐ D ☐ E (select **two**)

- 15.** Ⓜ Ⓟ Ⓡ Ⓢ
- 16.** Ⓐ Ⓑ Ⓒ Ⓓ
- 17.** Ⓜ Ⓟ Ⓡ Ⓢ
- 18.** Ⓐ Ⓑ Ⓒ Ⓓ
- 19.** Ⓜ Ⓟ Ⓡ Ⓢ
- 20.** Ⓐ Ⓑ Ⓒ Ⓓ
- 21.** Ⓜ Ⓟ Ⓡ Ⓢ



Subpart 1 Practice Test Questions

1. ☐ A ☒ ☐ C ☐ D
2. ☐ M ☐ P ☐ R ☒
3. ☐ A ☐ B ☒ ☐ D

Subpart 2 Practice Test Questions

1. ☐ A ☐ B ☒ ☐ D
2. ☐ M ☒ ☐ R ☐ S
3. ☐ A ☐ B ☒ ☐ D
4. **Part A:** ☒ ☐ P ☐ R ☐ S
 Part B: ☐ A ☐ B ☐ C ☒
5. ☐ M ☐ P ☐ R ☒
6. ☐ A ☐ B ☒ ☐ D
7. **Part A:** ☒ ☐ P ☐ R ☐ S
 Part B: ☒ ☐ B ☐ C ☐ D
8. ☒ ☐ P ☐ R ☐ S
9. ☐ A ☐ B ☐ C ☒
10. **Part A:** ☒ ☐ P ☐ R ☐ S
 Part B: ☐ A ☒ ☐ C ☐ D
11. ☐ M ☒ ☐ R ☐ S
12. ☐ A ☐ B ☐ C ☒
13. ☒ ☐ P ☐ R ☐ S
14. ☒ ☐ B ☐ C ☐ D ☒ (select **two**)

15. Ⓐ Ⓑ ● Ⓒ
16. Ⓐ Ⓑ Ⓒ ●
17. Ⓐ Ⓑ ● Ⓒ
18. Ⓐ ● Ⓒ Ⓓ
19. ● Ⓐ Ⓓ Ⓒ
20. Ⓐ Ⓑ Ⓒ ●
21. Ⓐ Ⓑ ● Ⓒ