Student Name _____

Teacher Name _____

School _____

System _____

Tennessee Comprehensive Assessment Program

Achievement Test ~ Grade 7

Item Sampler

Version B

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Introduction

What is the TCAP Achievement Test?

The TCAP Achievement Test is a multiple-choice test designed to measure student achievement in certain skills in four content areas: Reading/Language Arts, Mathematics, Science, and Social Studies. The sample questions in this on-line Item Sampler are representative of the item types and item formats that will be used in the actual test, including those questions with and without art.

What are the questions testing?

Questions are written to test student performance in state content standards. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education. These Standards and Performance Indicators are listed on the State Department of Education Web site at http://www.state.tn.us/education/curriculum.shtml.

Who will be tested?

All students in grades 3 through 8 will be tested.

How long will the tests take?

The length of the tests will vary, depending on the grade level. The time limits are generous and allow most students time to finish. Extended time limits only apply to students who are eligible for special or English Language Learner (ELL) accommodations.

How do I use the sample questions?

These questions provide information about the TCAP Achievement Test. The questions in the on-line Item Sampler are representative of questions that will be on the TCAP Achievement Test.

In a classroom learning session, these questions can be used to prepare students for the actual test. Item types with and without art are presented to better familiarize students with the actual test format.

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An answer key for the sample questions is provided at the end of this on-line Item Sampler.

How will the tests be scored?

The test answers will be machine scored. Results from the test provide information about how well students performed on the content being tested.

May calculators be used?

Calculators may be used on Part 1 and 2 of the Mathematics portions of the TCAP Achievement Test (grades 3–8) as per system policy.

Which test accommodations may be used?

The Achievement Test may be administered using various procedures that are used during the student's daily educational program. Certain conditions must be met for students to be eligible for special and ELL accommodations.

Here are some tips for preparing students for the test.

Remind students to:

Relax: It is normal to be somewhat anxious before the test. Remember that the score is only one of a number of measures of performance.

Listen: Listen to and read the test directions carefully.

Plan Use of Time: First, answer all the questions you are sure about. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later if you have extra time.

Pause and Think: If you are not sure how to answer a question, carefully read it again. Rule out answer choices that you know are incorrect and then choose from those that remain.

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Reading and Language Arts

Directions **Read the passage. Then answer Numbers 1 through 6.**

Saving the Family Orchard

1 Henry was lost in thought as he walked through his family's apple orchard. Usually his concerns melted away when the scent of the ripening fruit floated around him, but today was different.

2 This morning, Henry's father explained that the land on which the orchard stood might be sold to another family, the Johnsons. Henry's great-grandfather had planted the orchard, and Henry always assumed it would be his legacy, the part of the farm that he would inherit and continue.

3 "Dad, why are we selling the orchard?" Henry had questioned. "There are other places where they could build a house."

4 "Henry, I'm sorry, but we don't have the resources to keep land that doesn't bring a profit," his father had replied.

5 As he continued his walk, Henry thought about the drought. Maintaining the apple orchard over the last two years had been expensive. Irrigating one hundred acres took a lot of time and money, and no profit was made unless apples were sold. This orchard was so special to Henry and his family. It just could not be sold!

6 Henry's mind was spinning as he thought of possible ways that the orchard could pay for itself. He thought back to last year when he and his family had traveled to Wisconsin to visit his aunt and uncle, who also had an orchard on their land. The whole orchard was not much bigger than the orchard on Henry's farm, but his aunt and uncle had made it an attraction and encouraged people to visit their farm, despite the cold weather. Henry had been shocked by how frigid the air had been on the first morning of their visit; his lungs hurt a little just breathing in the cold air. However, he was still enthusiastic about examining his uncle's farm, just as the rest of the tourists were.

7 Henry turned and began walking back to his house. He created a mental list of all the activities his family could offer visitors if they were to open their farm to the public. They could allow customers to pick their own fruit. An old tractor and an old hay wagon could be used to provide transportation for

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the customers. His father could even give hay rides to school children. Henry's family could open a small shop and sell apple butter, applesauce, apple cider, and caramel apples to the visitors. This little farm could become a real business.

8 Henry knew the orchard could be successful, but his family would need to advertise the farm and all the activities. Henry wondered how they could let people know about the farm.

9 When Henry walked into the house, his parents were talking about the orchard. The Johnsons had changed their minds. Henry breathed a sigh of relief, but he knew that the land would be sold eventually if his plan didn't work.

10 Suddenly, Henry recalled the upcoming state fair. He knew the fair had a contest for the best pie. An expert would judge the overall quality of the pies in search of the best-tasting entry. The grand champion's name and picture would be on the cover of the post-fair magazine sent to every resident in the state. That type of recognition would be perfect advertisement for the orchard he was planning. And Henry knew he could win because his mother had taught him to make the perfect apple pie.

11 The day before the contest, Henry woke early. He went to the orchard to gather some ripe apples. Then he went to work in the kitchen with his family's recipe. He peeled, cored, and sliced his apples. Then he mixed flour, shortening, and water together for his crust and rolled it out on a flour-dusted counter. He carefully laid the crust in his pan and began mixing the apples with lemon juice, sugar, brown sugar, butter, and a pinch of salt. Finally, he added the ingredient that made his pie special — some homemade applesauce! After weaving together strips of crust on top of the pie and sprinkling cinnamon and sugar over it, Henry baked the pie until it was bubbly and golden brown.

12 The following morning, Henry rode with his parents to the state fairgrounds. Henry placed his entry in the spot assigned to him and set up the display card with his name. It read "Henry Bailey and the Bailey Family Orchard." Soon the judging began. The contestants followed the judge with their eyes as she moved from pie to pie. She always followed the same process: smell the pie, cut a small slice, contemplate the filling, smell again, take a small bite, and chew slowly. Occasionally, the judge would nod her head, but no one could tell what she was thinking.

13 After all pies were tasted, the ribbons emerged — a white ribbon for third place, a red ribbon for second, and a blue ribbon for first place. Henry's pie, however, received no ribbon, and his plan to save the family orchard seemed to have failed. But then the judge went to her table again and pulled out a purple ribbon. It was the "Grand Champion" prize. The judge circled all of the pies one last time. Finally, she hung that last ribbon. The other excited contestants and the rest of the crowd were blocking Henry's view, but he could hear as the winner of that last, most desired prize was announced. "Grand Champion: Henry Bailey!"

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14 Henry beamed from ear to ear. Now the Bailey Family Orchard would become a reality. The orchard would receive publicity for being the home of the "Grand Champion Apple Pie." People from all over the state certainly would come to the orchard now. Henry's brain began to spin with ideas. Now was the time to convince his parents.

Reporting Category: **2 Vocabulary**

Performance Indicator: **0701.1.19 Replace unknown words in context with appropriate synonyms or antonyms.**

1 **Read these sentences from Paragraph 12.**

The contestants followed the judge with their eyes as she moved from pie to pie. She always followed the same process: smell the pie, cut a small slice, contemplate the filling, smell again, take a small bite, and chew slowly.

The underlined word could best be replaced with

A blend.

B devour.

C consider.

D remove.

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Reporting Category: **2 Vocabulary**

Performance Indicator: **0701.1.20 Recognize and use grade appropriate and/or content specific vocabulary within context**

2 **Read these sentences from Paragraph 10.**

Suddenly, Henry recalled the upcoming state fair. He knew the fair had a contest for the best pie. An expert would judge the overall quality of the pies in search of the best-tasting entry.

What does the underlined word mean?

F responded

G returned

H requested

J remembered

Reporting Category: **6 Informational Text**

Performance Indicator: **0701.6.1 Formulate clarifying questions before, during, or after reading.**

3 **Which question is not answered with information in the passage?**

A Why did Henry's family need to consider selling the land for the orchard?

B How much money would the Baileys charge people to visit the orchard?

C Why did Henry think that the State Fair would be a perfect place to start his plan for the orchard?

D What types of products would be offered to customers at the Baileys' orchard?

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Reporting Category: **6 Informational Text**

Performance Indicator: **0701.6.2 Identify the main idea and supporting details in text.**

4 **Which sentence from the passage supports the idea that Henry enjoyed the orchard?**

F Usually his concerns melted away when the scent of the ripening fruit floated around him, but today was different.

G Henry knew the orchard could be successful, but his family would need to advertise the farm and all the activities.

H Henry breathed a sigh of relief, but he knew that the land would be sold eventually if his plan didn't work.

J That type of recognition would be a perfect advertisement for the orchard he was planning.

Reporting Category: **7 Literature**

Performance Indicator: **0701.8.4 Determine the common characteristics of literary drama, nonfiction, novels, poetry, and short stories**

5 **This passage is similar to a literary drama because the passage**

A introduces a conflict.

B contains a moral.

C is meant to be acted on stage.

D utilizes stage direction.

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Reporting Category: **7 Literature**

Performance Indicator: **0701.8.7 Identify flashback, foreshadowing, and symbolism within context**

6 **Which paragraph from the passage contains flashback?**

F Paragraph 1

G Paragraph 2

H Paragraph 6

J Paragraph 7

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Directions **This speech was given to the school board by a student at River Street Middle School. Read the speech. Then answer Numbers 7 through 12.**

Let Us Serve

1 Good evening. My name is Johanna Lindsay. I would like to start by thanking the school board for allowing me to speak this evening. I hope you and the parents, faculty, and students also in attendance will consider my proposal seriously.

2 We have often heard the expression, "It takes a village to raise a child." I believe that the child should be an active participant in the village as well. We are capable of contributing to our community even though we are young. I think we should be given every opportunity to do so.

3 In the past year, there have been several examples of student volunteers helping their communities in meaningful ways. For example, students in one area worked to clean up branches when trees were pruned in their parks. Other students planted new trees and shrubs in public places in their towns. Still another group of students picked up litter in public places after a crowded holiday gathering. States and communities would have needed to pay employees to perform these services had it not been for these student volunteers. These jobs required heavy labor, but the students who were involved felt proud to help their communities.

4 These are just a few examples of how students can be actively involved in their communities. I am here to suggest a way for River Street Middle School students to get involved in the community. That is why I am asking you to add a community service day to our school calendar. This day could be on a weekend. On this day, the school would support students while they volunteer in our community.

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5 Some sources state that student volunteers play a major role in the economy of the United States. The University of Nevada estimates the nationwide value of teenage volunteerism at 34.3 billion dollars annually. Imagine the economic effect student volunteers could have on our community! Students could be encouraged to perform services that the city would have to pay for otherwise. We could plant flowers at the parks, clean litter along the roads, or catalog books at the library. Also, remember that many local charities have limited funding. We could volunteer our services to those charities too. Volunteer work can also be done on a personal level. Some of our students could spend a day running errands or doing chores for a neighbor. Many of us have neighbors who need help doing yard work, organizing their garages, or cleaning their attics.

6 Helping the local economy isn't the only reason to encourage students to volunteer, though. Volunteering helps build character. Students who volunteer are more likely to succeed in school. Additionally, research shows that people who volunteer may have fewer health problems than people who do not volunteer. Volunteering can also develop job skills. Students learn leadership and communication skills while working within a group. Finally, volunteer work can build a strong work ethic. Students learn that others rely on them when they make a commitment to help.

7 Due to these findings, many schools around the country already recognize the importance of community service. Some schools even have programs that encourage student volunteer activities. Many students are required to complete a certain number of volunteer hours to receive a high school diploma. Most colleges consider student volunteer service experience an admission requirement. However, few schools set aside time for students to perform community service. By establishing a school-sponsored student service day, the school board would make a public commitment to students and to the community.

8 How can only one day of volunteering have all of these benefits? The message is very clear and powerful. We are committed to serving our community. I hope that after an experience such as the one I am proposing, many students will volunteer on a regular basis. I hope they will see the value and continue to support the community in this way.

9 This year, I hope you will consider the idea of adding a community service day to the calendar. Together we can found a day that will benefit everyone and will be observed as a tradition for many years to come. Thank you so much for your time.

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Reporting Category:	2 Vocabulary
Performance Indicator:	0701.1.17 Use context clues and background knowledge of roots and affixes to determine the meaning of multi-meaning words.

7 **Read this sentence from Paragraph 9.**

Together we can found a day that will benefit everyone and will be observed as a tradition for many years to come.

Which sentence uses found in the same way it is used in the sentence?

A The jury found the defendant not guilty and all the pending charges were dropped.

B After making a drastic career change, James felt like he had finally found himself.

C The winning candidate realized that her campaign had found its mark with voters.

D Several investors worked together to found the new business school at the local college.

Reporting Category:	4 Communication and Media
Performance Indicator:	0701.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).

8 **What is the main purpose of this speech?**

F to describe various successful projects for volunteers

G to persuade a school board to organize a program for volunteers

H to explain that students are capable of helping communities

J to inform a school about several community needs that require attention

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0701.2.3 Identify the thesis and main points of a speech.**

9 **Choose the sentence from the speech that best states the main idea.**

A I hope you and the parents, faculty, and students also in attendance will consider my proposal seriously.

B We are capable of contributing to our community even though we are young.

C In the past year, there have been several examples of student volunteers helping their communities in meaningful ways.

D That is why I am asking you to add a community service day to our school calendar.

Reporting Category: **4 Communication and Media**

Performance Indicator: **0701.2.5 Organize ideas in the most effective order for an oral presentation.**

10 **Johanna used these note cards to organize ideas for her speech.**

1. Extra benefits of volunteering	2. Economic benefits of volunteering
3. School programs for volunteers	4. Local volunteer activities

Based on the speech, what is the correct order of the note cards?

F 3, 4, 2, 1

G 2, 3, 4, 1

H 3, 1, 2, 4

J 2, 4, 1, 3

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0701.2.9 Distinguish between a summary and a critique.**

11 **Which sentence is a critique of the speech?**

A Johanna mentions facts about volunteering and shares her plan for a volunteer day at her school.

B Johanna should make sure that her proposed activities are possible for underage students.

C Johanna explains that the benefits of volunteering are one reason students get involved with their communities.

D Johanna reveals ways that students can participate in community projects.

Reporting Category: **4 Communication and Media**

Performance Indicator: **0701.7.2 Select the visual image that best reinforces a viewpoint or enhances a presentation.**

12 **Which photograph could Johanna show to the audience to make her speech more effective?**

F a teacher speaking in front of a class

G a young person being interviewed for a job

H students picking up trash around a pond

J students gathered in front of a school building

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Directions **Read the passage. Then answer Number 13.**

Lumberjack Art

1 When people think of an artist, they probably do not imagine a lumberjack cutting down trees with a chainsaw. People are more likely to imagine a sculptor working with clay and marble. Yet many lumberjacks consider themselves to be artists. Instead of patiently chipping away at a large block of marble, however, lumberjacks use chainsaws to carve their masterpieces from wood.

Folk Art

2 Wooden sculptures created with chainsaws are perfect examples of folk art. Everyday tools are used to create art that focuses on subjects found in nature, such as bears or other forest animals. Modern lumberjacks work in forested areas and use chainsaws daily, so they are inspired on a regular basis to carve their wooden sculptures. Not all lumberjacks are artists, but some chainsaw artists have been lumberjacks.

3 A lumberjack who is also an artist might cut down a tree during a workday. If the stump, or the bottom of the tree, is a good size, the artist might be motivated to sculpt the stump into the shape of a forest animal. The chainsaw artist might also carve other large blocks of wood. Sometimes a homeowner might cut down a tree in the yard and then hire a chainsaw artist to create an outdoor sculpture from the stump. So, this art owes its origins to everyday tasks and nature.

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Artist carving an owl

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Artistic Variety

4 The origins of chainsaw art may be humble, but the practice has expanded well beyond turning a backyard stump into a pretty memory of the tree that once stood there. Chainsaw artists today often purchase the wood they use. In some ways they are like traditional woodcarvers. One artist said that using chainsaws is simply more practical. This person began his work as a traditional woodcarver — that is, he used hand tools to carve the wood into the shapes he wanted. To save time, he began using a chainsaw to remove some portions of the wooden block. This artist realized that the chainsaw not only trimmed down large pieces of wood quickly, but it also produced a distinctive and beautiful pattern on the wood. These patterns would not be seen in other pieces of art. Eventually, the artist began using the chainsaw for nearly all of his carvings.

5 Because these chainsaw artists use large sections of trees, they like to create outdoor wildlife sculptures. Moose are popular subjects, as are wolves and raccoons. One popular sculpture is the mascot of the National Forest Service, Smokey Bear. People sometimes want mascots of their favorite sports teams too.

© craft images/Alamy #BAYTKP
Bear chainsaw sculpture

Potential Pitfalls

6 Chainsaw artists must be aware of several potential problems in their work. Possible challenges involve the limitations of the wood they use. Some blocks of wood have knots, or hard dark circles, in them, and the artist has to take these flaws into consideration when planning a design. Dealing with such pitfalls is important to completing a beautifully finished product.

7 The age of the wood after it is cut is another challenge for the artist to consider. Experienced chainsaw artists do not waste their time carving wood that has not cured or dried out. Such wood is referred to as "green" or "raw." If an artist carves a green log, the sculpture is more likely to crack and split as it dries. Using dried wood helps prevent this problem, and once the sculpture is finished, wood oil or varnish can be used to protect it. Careful treatment is particularly important with chainsaw art. After all, these sculptures are typically intended to be displayed outdoors in all kinds of weather.

Art Events

8 Chainsaw art is not only displayed outdoors; it is often created in very public outdoor places as well. Some sculptors carve on the street or directly in front of their shops. These exhibitions of their skill help them draw customers. Indeed, people often appreciate the art more when they are aware of the process used to create it. Each year, there are many gatherings of chainsaw artists at which they can demonstrate their techniques as well as show off their artwork. These events, like Pennsylvania's annual Ridgeway Chainsaw Carver's Rendezvous, give artists a chance to impress onlookers with skills such as speed, subject matter, and artistry. Tens of thousands of spectators attend the Rendezvous annually.

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The Art of the Chainsaw

9 However unusual it may seem, chainsaw art is here to stay. People who use tree trunks and their work tools to create art may not fit our image of typical artists. However, it is good to remember that even sculptors who create masterpieces from marble use power tools these days. Of course, the ultimate test of success for any type of art is the enthusiasm and acceptance of the public. That verdict is in: people love watching chainsaw artists work, and people love the sculptures they create.

Reporting Category:	**5 Logic**
Performance Indicator:	**0701.5.5 Select the correct word or phrase to complete an analogy, using synonyms, antonyms, homonyms, categories, subcategories, whole/part, functions, verb forms).**

13 **Read this analogy based on the passage.**

Problem is to pitfall as practical is to _____.

Complete the analogy.

A limited

B useful

C carefree

D thorough

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Directions **Read the story. Then answer Number 14.**

Unexpected Outcome

1 Keesha sighed as she reached Mrs. Sampson's front steps. Climbing them slowly, she tried to shake off her disappointment. She had planned to spend her day at the library researching ideas for her history project. Keesha loved learning and could not wait to sit down in front of the computer and find inspiration. Instead, she was spending the day with her neighbor, Mrs. Sampson, because her mother was called to work unexpectedly. Keesha did not want to hurt Mrs. Sampson's feelings, but it was difficult to imagine how the two of them would pass the time.

2 Before Keesha could knock, the door opened and Mrs. Sampson stood before her, smiling widely. Though stooped with age, her brown eyes twinkled with warmth as she welcomed her young visitor. Stepping aside, Mrs. Sampson invited Keesha into her warm and cozy living room.

3 "Hello, dear," Mrs. Sampson said in a voice that reminded Keesha of warm honey. "I am so happy you are going to spend the day with me. What fun to have a young visitor!"

4 "Yes," Keesha replied, offering a smile that did not quite reach her eyes. "What fun."

5 Mrs. Sampson chuckled knowingly, causing Keesha's cheeks to redden with embarrassment. "Now, I know this is not the way you had planned to spend your Saturday, but I bet we can find something to keep you occupied."

6 Mrs. Sampson turned and shuffled off toward the kitchen. "Sit right here in the living room," she called over her shoulder. "I'll be right back."

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7 Instead of sitting, Keesha walked slowly around the living room, scanning the trinkets and collectibles lining the shelves and tables. As she turned, a basket sitting on the mantle above the fireplace caught Keesha's eye. The basket appeared to be intricately woven out of some type of grass, and the result was a beautiful and complex design. It was wide and round at the base, had an impossibly narrow neck that rose up several inches, and was topped with a tiny lid. Keesha was fascinated by how the artist had been able to weave the grass in such a tight pattern. She was still examining the piece when Mrs. Sampson returned with a tray of cookies and two glasses of milk.

8 Keesha pointed out the basket and asked Mrs. Sampson where she had gotten it.

9 "Oh, I made it," Mrs. Sampson replied in a tone that almost concealed the pride in her voice.

10 Keesha turned and stared open-mouthed at her neighbor. "*You* made *this*?" she inquired. "How? When?"

11 Mrs. Sampson threw back her head and laughed long and hard. When she had finally caught her breath, she said, "Well, now, don't look so surprised, honey. My family has been weaving these sweetgrass baskets for generations. Sweetgrass grows to be more than a foot tall and can be found along the South Carolina coast where I grew up. My mother taught me how to make the baskets. Her mother taught her, and so on."

12 The two sat in the living room, and for the next half-hour, Mrs. Sampson shared with Keesha the tradition of sweetgrass basket weaving. Keesha sat entranced, nibbling cookies while Mrs. Sampson told her how she began weaving when she was a little girl, much younger than Keesha was now. As she talked, Mrs. Sampson pointed to various examples of her work that were hidden throughout the room: a decorative bowl sitting on a table, several small pieces that looked like vases, and finally, a large basket that sat on the floor next to her rocking chair. Inside, Keesha could see pieces of loose grass waiting to be woven.

13 When Mrs. Sampson paused for a sip of milk, Keesha asked timidly, "Do you think you could teach me how to weave?"

14 Mrs. Sampson was not able to hide the surprise in her eyes. "Why, I would love to do that, and there is no time like the present."

15 Keesha watched as Mrs. Sampson collected her supplies and then positioned herself next to Keesha. She handed Keesha a small disk of woven grass.

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16 "This is the base of a basket I started. Why don't you finish it up for me?" Mrs. Sampson handed Keesha a pointed tool and showed her how to twist, roll, and poke the grass around the base of the basket. Keesha worked diligently to make her grass rolls as tight as the ones she'd seen on Mrs. Sampson's baskets, but she found herself having to go very slowly in order to maintain the proper technique. As the two worked together, Mrs. Sampson shared stories of her family and spoke with pride about this unique tradition that had been passed down in her family through generations.

17 Keesha had doubled the size of her basket base when she was startled by a knock at the door. Looking up, she saw her mother and was stunned when she realized that nearly three hours had passed since she had arrived. Keesha's mother thanked Mrs. Sampson and then motioned for Keesha to do the same.

18 "Thank you for letting me stay with you and for showing me how to weave," Keesha said formally. Then, grinning shyly, she asked, "Do you think I could come over next Saturday and learn how to build the sides of my basket?"

19 Mrs. Sampson smiled happily. "Well, now, I think that would be just fine."

20 After they said their goodbyes, Keesha and her mother walked back across the lawn toward their house.

21 "How about I take you to the library so you can research ideas for your history project topic?" Mom asked.

22 Keesha smiled and put an arm around her mother's waist. "I definitely need to go to the library, but not for a topic."

23 Keesha laughed at her mother's puzzled look. "I need to find sources on the history of basket weaving."

Reporting Category:	**7 Literature**
Performance Indicator:	**0701.8.6 Identify how the author reveals character (i.e., what the author tells us, what the characters say about him or her, what the character does, what the character says, what the character thinks).**

14 **In the story, Keesha's character traits are <u>best</u> revealed by what**

F Mrs. Sampson says to Keesha.

G Mrs. Sampson thinks to herself.

H Keesha says to Mrs. Sampson.

J Keesha's mother says about Keesha.

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Directions Read and answer Numbers 15 through 20.

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0701.3.13 Select the most appropriate format for writing a specific work-related text (i.e., instructions, directions, letters, memos, e-mails, reports).**

15 **A photocopier in a workroom often experiences paper jams. How should the office manager best convey instructions to other employees for clearing the machine of the jammed paper?**

A an email sent to everyone in the office

B a list of directions posted at the copier

C a formal letter explaining the situation

D a report about the problems with the copier

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Reporting Category:	3 Writing and Research
Performance Indicator:	0701.3.9 Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas.

16 **Read this introductory paragraph from an essay.**

Igneous rocks are the most interesting type of rocks. Formed by volcanoes, they come in two types. One type is formed underneath the soil when molten rock is trapped there. The other type is formed above the soil, such as when a volcano erupts. This division between the two types of igneous rocks is a primary distinction. Knowing how to tell the one from the other is essential.

To best support the essay, the author should include

F an explanation of how igneous rocks form.

G an illustration of a volcano during an eruption.

H a diagram showing a rock forming under the soil.

J a chart comparing the two types of igneous rocks.

Reporting Category:	3 Writing and Research
Performance Indicator:	0701.4.3 Determine the most appropriate research source for a given research topic.

17 **A writer is researching the history of the first radio stations in America. Which source would provide the best information?**

A a book about radio stations

B a local radio station web site

C a journal entry from a radio announcer

D a newspaper article about a radio station

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Reporting Category:	5 Logic
Performance Indicator:	0701.5.4 Identify examples of persuasive devices (i.e., bandwagon, loaded terms, testimonial, name-calling, plain folks).

18 **Read this paragraph from a speech.**

The proposed street connecting Broadway Avenue and Mossy Lane will improve life in the city. Those who oppose it do so for selfish reasons. It does not matter to these stubborn citizens that many people have to travel ten minutes out of their way just to get to Broadway Avenue. These citizens are simply foolish.

Which persuasive device does the author use most in this speech?

F name-calling

G testimonial

H bandwagon

J plain folks

Reporting Category:	3 Writing and Research
Performance Indicator:	0701.4.4 Distinguish between primary (i.e., interviews, letters, diaries, newspapers, personal narratives) and secondary (i.e., reference books, periodicals, Internet, biographies) sources.

19 **Jonah is writing a report about the invention of cell phones. Which source is a primary source?**

A a book about the invention of cell phones

B an article about the inventor of cell phones

C a journal entry written by the inventor of cell phones

D an Internet timeline about the invention of cell phones

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Reporting Category: **5 Logic**

Performance Indicator: **0701.5.7 Identify a false premise in text.**

20 **Read this paragraph from a speech.**

As you already know, starting a new club is a thankless task. That is why I have hesitated to propose a new club even though Mrs. Dehaven invited us to. I have spoken with many other students, and a great many of them agree that a science club would be a great addition. Judging by the number of students who have already expressed an interest, we should have enough students for the club.

Which sentence from the paragraph is an example of false premise?

F As you already know, starting a new club is a thankless task.

G That is why I have hesitated to propose a new club even though Mrs. Dehaven invited us to.

H I have spoken with many other students, and a great many of them agree that a science club would be a great addition.

J Judging by the number of students who have already expressed an interest, we should have enough students for the club.

Go On ▶

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Directions **Read the drama. Then answer Numbers 21 through 27.**

The Fundraiser

CHARACTERS:
NICK, 13-year-old boy
HOSHI, 13-year-old girl
ALLYSON, 14-year-old girl
PEDRO, 14-year-old boy

(Setting: HOSHI's living room on a Saturday afternoon. HOSHI, NICK, ALLYSON, and PEDRO enter, each carrying a violin case.)

NICK: *(Collapses on the couch.)* What are we going to do? I can't believe our quartet finally has, as Ms. Valente would say, "the opportunity to attend one of the most renowned music workshops in the state," and now it looks like we won't be able to go. All the best groups will be there. It's just not fair!"

HOSHI: Calm down, Nick. We haven't lost anything yet. Try to be optimistic.

ALLYSON: Optimistic? It would be easier to climb Mount Everest than to go to the workshop.

NICK: You heard what Ms. Valente said, Hoshi. Because of a computer glitch, the coordinators for the Winchester Music Workshop didn't send us the invitation on time. Now we only have a month to earn the money to pay for the bus to take us there! The other groups received their invitations last month, so they have already had a month to plan their fundraisers.

HOSHI: We can find a way to earn the money. We've been playing violin in the county youth orchestra since we were all about seven years old. If we can learn to play Mozart, surely we can think of a fundraiser idea. We've done it before. *(She takes a pad and pencil from a drawer in the coffee table and sits down next to NICK.)* Come on, let's brainstorm some ideas.

ALLYSON: *(Sits in a chair next to the couch.)* Raising the money is not impossible, but it has to be something we can do quickly.

PEDRO: And easily. We've got to spend the next month rehearsing. We don't want to earn the money, go to the workshop, and then give a "substandard performance," as Ms. Valente would say.

HOSHI: So . . . any ideas?

ALLYSON: What about a craft fair? The one we organized last year raised more than enough money for us to attend the Sumner County Battle of the Bands.

HOSHI: That's a great idea, Allyson, but last year we had three months to organize the craft fair.

PEDRO: Yeah. We could have used four months because it took so long to make the crafts. Anyway, I don't know how many more violin-shaped pencil holders I can make!

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NICK: *(Sighs.)* This is ridiculous. We don't have time for a fundraiser. Any time we spend organizing it is time taken away from rehearsing.

PEDRO: Well, instead of making crafts, why don't we order and sell a pre-made product? We'll let someone else do the work for us.

ALLYSON: What do you mean?

PEDRO: Maybe we could take orders for something . . . like T-shirts! We could go door to door selling them, like when we sold magazines for our class trip. Then we could send the orders and the money to the T-shirt company. It's simple.

HOSHI: Maybe the company could even send the T-shirts directly to the customers.

NICK: We'd have tons of time to practice. Good thinking, Pedro.

ALLYSON: *(Shakes her head.)* T-shirts might save us time, but they wouldn't raise enough money.

NICK: Why not? We'd make a lot of money. I vote for T-shirts.

ALLYSON: T-shirts are overpriced. If a company charges us $10 per shirt, we'd have to charge customers more than that to make a profit. Who's going to want to pay more than $10 for a T-shirt? Plus, the printing company would make us pay printing and shipping charges first. Any profit we'd make would be insignificant.

HOSHI: Allyson's right. T-shirts are too expensive. *(Her shoulders slump.)* What about you, Nick? Any ideas?

NICK: Actually, yeah. A garage sale! Maybe people could find some old stuff in their attics and garages to donate to us. Then we could sell the stuff for a profit.

ALLYSON: *(Sarcastically.)* Good idea, Nick. That's probably why we voted to hold a garage sale for the summer fundraiser, which is coming up in a few months.

PEDRO: *(Adds in.)* And you were the one who suggested it, remember?

NICK: *(Chuckles, embarrassed.)* Oh yeah.

ALLYSON: This is frustrating! How can we possibly earn money without losing rehearsal time?

PEDRO: If I had a dollar for every hour I've spent practicing my violin, then we wouldn't need a fundraiser at all.

HOSHI: That's it! We need to get paid *and* have time to practice! We need sponsors! We need to find sponsors who will pay us a certain amount of money for each hour we spend practicing. They are investing in our talent.

ALLYSON: Now, that's a great idea! When people are going to run in a charity marathon, they collect pledges from sponsors before the race. The sponsors pay for the completed race, usually by the miles that were run. We could prepare a special concert for our sponsors after the workshop. That way, our sponsors get a return on their investment.

PEDRO: Our parents could tell their friends, we could tell friends from school, and we definitely have to ask some local businesses too.

Go On ▶

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HOSHI: *(Is thinking out loud.)* The sponsors could pay us a certain amount for each hour of practice. We have practices every Tuesday and Thursday afternoon, and we'll probably need a few extra Saturday rehearsals. That adds up to about thirty hours of rehearsal before the workshop. We need to recruit as many sponsors as we can so that we get the money we need.

NICK: This plan is perfect because we'll earn money *and* work on our skills at the same time, but we have to get started now!

HOSHI: OK. Let's each write down the names of possible sponsors. Just think of all the practice we'll get. Isn't that what the workshop is all about — becoming better musicians? Any extra money we earn could be used for next year's trip.

PEDRO: *(Excitedly.)* So?

ALLYSON: So . . . what?

PEDRO: How long do you think it will take me to fill this violin case with donations from sponsors?

ALLYSON: Just think how much more I could collect if I were carrying a cello case instead!

(The group laughs. As the lights fade the musicians are writing lists of possible sponsors and talking excitedly.)

CURTAIN

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0701.1.21 Decode unknown grade level words in context, using previously learned strategies as aids in determining meaning.**

21 **Read this line from the drama.**

> ***NICK:*** *. . . Because of a computer glitch, the coordinators for the Winchester Music Workshop didn't send us the invitation on time. . . .*

The word glitch means the same as

A program.

B misuse.

C problem.

D restart.

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Reporting Category: **5 Logic**

Performance Indicator: **0701.5.1 Make predictions about the outcome of a given text.**

22 **If the drama continued, what will most likely happen next?**

F The students will plan a garage sale prior to attending the workshop.

G The students will wear T-shirts from their fundraiser to the workshop.

H The students will conduct a pledge drive to raise money for the workshop.

J The students will organize a craft fair like the one they had done previously.

Reporting Category: **5 Logic**

Performance Indicator: **0701.5.3 Identify stated or implied cause-effect relationships.**

23 **The students discuss using pre-made products in their fundraiser because**

A making items for fundraisers is the least popular idea among the students.

B pre-made items are more popular with customers than handmade items.

C making items will keep the students from being prepared for the workshop.

D pre-made items are less expensive to produce than handmade items.

Go On ▶

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Reporting Category: **7 Literature**

Performance Indicator: **0701.8.1 Demonstrate an understanding of the basic elements of plot: exposition, rising action, climax, falling action, resolution/denouement.**

24 **Read this excerpt from the drama.**

> ***NICK:*** *This plan is perfect because we'll earn money and work on our skills at the same time, but we have to get started now!*

The part of the plot that is represented in this excerpt is the

F exposition.

G rising action.

H climax.

J resolution.

Reporting Category: **7 Literature**

Performance Indicator: **0701.8.3 Distinguish among different genres (e.g., poetry, drama, biography, novel) using their distinguishing characteristics.**

25 **The characteristics that distinguish this passage as a drama are**

A plot structure and theme.

B literary and sound devices.

C descriptions and narration.

D dialogue and stage directions.

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Reporting Category: **7 Literature**

Performance Indicator: **0701.8.5 Identify the stated or implied theme of a literary text.**

26 **Which statement best describes the theme of this drama?**

F Successful fundraisers require organization and dedication.

G Workshops are important opportunities for improvement.

H Solutions to problems may be too obvious to recognize at first.

J Building strong friendships produces better music.

Reporting Category: **7 Literature**

Performance Indicator: **0701.8.9 Identify the kind(s) of conflict present in a literary plot (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology).**

27 **The main conflict in this drama can be described as**

A person vs. self.

B person vs. person.

C person vs. technology.

D person vs. environment.

Go On ▶

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Directions **Read the passage. Then answer Numbers 28 through 32.**

The New Seven Wonders of the World

A Big Announcement

1 In early September 2000, the eyes of the world were focused on Sydney, Australia, the host of the Summer Olympics that same year. For Swiss adventurer and filmmaker Bernard Weber, it was the perfect opportunity to advertise his new project and enlist others to help him choose the new Seven Wonders of the World.

2 Weber attracted public attention when he splashed down in Sydney Harbor with a special plane that could land on water. Just as he had hoped, this stunt got the media buzzing. News organizations quickly reported the details of the contest Weber was hosting. It was a contest he had been planning for over a year.

3 In interviews, Weber explained his idea. He wanted to update the official listing of the Seven Wonders of the World by holding a worldwide voting contest. His idea was to involve all of the countries and people of the world in selecting the most extraordinary monuments. Weber's landing in Sydney was the official start of his campaign to rally public attention and support for what would become a seven-year project for him.

A List Long Ago

4 Two thousand years ago, historians made a list of the Seven Wonders of the World. Their list probably served as a guide for travelers during ancient times. The historians noted the most impressive sights, most of which were located around the Mediterranean Basin in countries like Greece, Italy, and Egypt. Some of the early wonders included the Great Pyramid of Egypt, the Hanging Gardens of Babylon, and the enormous Lighthouse of Alexandria.

5 Over time, however, all but one of those original seven wonders were destroyed by earthquakes, fires, or other disasters. The only wonder that still remains is the Great Pyramid at Giza in Egypt. Weber thought it was time to update the list. With so many amazing structures around the world, Weber knew he would have no trouble finding wonders. In fact, he had the opposite problem. There were now far too many choices. How could he pick just seven?

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Pyramid at Giza (Egypt)

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A Matter of Public Opinion

6 Weber thought he had a great solution to this problem. He would let the people of the world decide! Thanks to telephones and the Internet, it would be possible, for the first time in history, for people from all over the world to vote on the same issue. Weber decided to create a foundation called "New7Wonders" in 2001. The foundation website would give information about how people of all ages and countries could place a vote for what they considered to be the top seven wonders of the world.

7 But first, Weber needed a list of candidates — places, that were amazing enough to be considered wonders. As people in different countries learned about the contest, suggestions poured in to the New7Wonders website from all over the world. A panel of well-known architects helped narrow a list of the top 77 places down to 21 finalists. This list contained many of the world's best-known monuments: the Statue of Liberty (United States), the Eiffel Tower (France), Stonehenge (England), and the giant statues on Easter Island (Chile).

8 At last, it was time for the people of the world to vote for the top seven monuments! Weber decided that people would have one year to vote, either by telephone or on the website. The winning monuments would be announced on July 7, 2007. But would people bother to vote? To make sure they would, Weber went on a world tour, visiting each of the 21 locations. Whenever possible, he traveled in an exotic way, such as on the back of a camel, in a hot-air balloon, or by water plane! Often, his arrival was celebrated with performers wearing traditional clothing.

9 The competition heated up as the deadline drew near. Kings, queens, presidents, prime ministers, and leaders all over the world urged citizens to vote for "their" wonder. Weber encouraged friendly competition, but he also encouraged people to view all the places on the list as symbols of our shared human heritage.

The Results Are In!

10 In all, 100 million people from all over the world cast votes for the new seven wonders. On July 7, 2007, the results of this first-ever "global election" were announced in a special ceremony in Portugal. Musical performances and famous guests added to the excitement as New7Wonders revealed the seven final contenders. The winning wonders included the Great Wall of China; the Taj Mahal, in India; Machu Picchu, the ruins of the Incan city in Peru; the Christ the Redeemer statue, in Brazil; the Colosseum, in Rome; the Mayan ruins of Chichen Itza, in Mexico; and Petra, an ancient city in Jordan.

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Colosseum, Rome (Italy)

11 Weber was ecstatic so many people voted since his main goal was to open dialogue between people from all of the countries in the world. These votes meant that people were actually talking to each other! As a result of his success, he launched a new voting contest. This one allows people to vote for their favorite seven wonders of nature. Results will be announced in 2011. Weber hopes this new contest will continue his foundation's efforts to raise awareness of the incredible heritage that all people share.

Go On ▶

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0701.4.1 Select the most focused research topic**

28 **Which research topic is the most focused?**

F construction achievements near the Mediterranean Basin through the ages

G journals belonging to famous explorers of the Mediterranean Basin

H challenges of construction around the Mediterranean Basin

J architectural records of ancient structures near the Mediterranean Basin

Reporting Category: **5 Logic**

Performance Indicator: **0701.5.2 Evaluate text for fact and opinion.**

29 **Which sentence from the passage is an opinion?**

A He wanted to update the official listing of the Seven Wonders of the World by holding a worldwide voting contest.

B Two thousand years ago, historians made a list of the Seven Wonders of the World.

C Weber decided that people would have one year to vote, either by telephone or on the website.

D Musical performances and famous guests added to the excitement as New7Wonders revealed the seven final contenders.

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Reporting Category:	**6 Informational Text**
Performance Indicator:	**0701.6.3 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).**

30 **Under which heading can the reader find the names of the original Seven Wonders of the World?**

F A Big Announcement

G A List Long Ago

H A Matter of Public Opinion

J The Results Are In!

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0701.6.6 Identify the organizational structure of an informational text (i.e., chronological, cause-effect, comparison-contrast, sequential, problem-solution).**

31 **Which organizational structure is used in the section "A Matter of Public Opinion"?**

A cause-effect

B comparison-contrast

C chronological

D problem-solution

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0701.7.4 Draw an inference from a non-print medium.**

32 **After viewing the photographs in the passage, a reader can conclude that the Wonders of the World**

F will be replaced on another list soon.

G represent a variety of building styles.

H are impossible to duplicate with modern technology.

J look similar to buildings designed today.

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Directions **Thea wrote this report for her science class. It contains mistakes. Read the report and then answer Number 33.**

Green Jeans

(1) Many people concerned with keeping Earth clean choose to act in a way that helps grass and trees stay green and healthy. (2) So people recycle or work to help the environment, they are "going green." (3) Now a person can even go green while they purchase a pair of jeans. (4) The Levi Strauss Company a leader in the clothing industry has started using all-natural materials to create its new line of jeans. (5) These all-natural, or organic, materials used in the product benefit Earth because they are grown using less pesticide. (6) Therefore, fewer harsh chemicals enter Earth's soil and water supply. (7) Additionally, even the process the company uses to make these jeans are minimizing damage to Earth. (8) The new jeans reflect the companys plans to protect the environment.

(9) The materials used for the new Levi's® jeans come from nature, the denim cloth is made from 100 percent organic cotton. (10) The wasteband buttons are fashioned from coconut shells. (11) All-natural products such as, potatoes mimosa flowers starch and a special French soap are mixed together to give the jeans a blue color. (12) The materials used are safe for the environment and protect the planet. (13) These materials produced a great pair of pants.

(14) The way the Levi Strauss Company makes jeans is as important as using natural products. (15) The company uses a new process that avoids wasting natural resources. (16) For example, a study showed that about 920 gallons of water was needed when each pair of Levi's jeans was produced. (17) That water is like running for 106 minutes through a garden hose. (18) With this new process, 28 percent less water is used while manufacturing Levi's "Water<Less"™ jeans.

(19) Levi Strauss is not the first company to make Earth-friendly clothing. (20) However, among all major brands, it's the first company to offer fully organic denim jeans. (21) It is hoped that more companies will follow the example of the Levi Strauss Company. (22) This could mean that consumers will stop wearing "blue jeans" and start wearing "green jeans."

Go On ▶

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Reporting Category: **1 Language**

Performance Indicator: **0701.1.14 Form singular and plural possessives using apostrophes correctly.**

33 **Read Sentence 8.**

The new jeans reflect the companys plans to protect the environment.

Choose the correct revision of the underlined words.

A The new jeans reflect the company's plans' to protect the environment.

B The new jeans reflect the companys' plans to protect the environment.

C The new jeans reflect the company's plans to protect the environment.

D The new jeans reflect the companys' plans' to protect the environment.

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Directions Read and answer Numbers 34 through 40.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0701.4.5 Discern irrelevant research material from written text.**

34 **A student created these notes after researching various types of barns constructed in nineteenth-century America. Read these notes.**

- *Most barns were rectangular.*
- *Some barns were round.*
- *Some featured a ramp to an upper floor for horse-drawn wagons.*
- *Colors varied, but red and white were typical colors.*
- *There is a much wider range of paint colors for houses today.*

Which fact should not be included in the report?

F Most barns were rectangular.

G Some featured a ramp to an upper floor for horse-drawn wagons.

H Colors varied, but red and white were typical colors.

J There is a much wider range of paint colors for houses today.

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Reporting Category: **5 Logic**

Performance Indicator: **0701.5.6 Identify an example of deductive or inductive reasoning in text.**

35 **Read this paragraph from an article in a student newspaper.**

Mrs. Carmody, nutritionist for Westwood Middle School, is trying hard to offer foods that are both healthy and attractive to students. I've noticed more students choosing the salad bar than the main line, so it does seem that students prefer a line with options. Mrs. Carmody has increased the number of options for students in both lines. She believes that it is the obligation of the school to offer healthy options.

Which sentence from the paragraph shows an example of inductive reasoning?

A Mrs. Carmody, nutritionist for Westwood Middle School, is trying hard to offer foods that are both healthy and attractive to students.

B I've noticed more students choosing the salad bar than the main line, so it does seem that students prefer a line with options.

C Mrs. Carmody has increased the number of options for students in both lines.

D She believes that it is the obligation of the school to offer healthy options.

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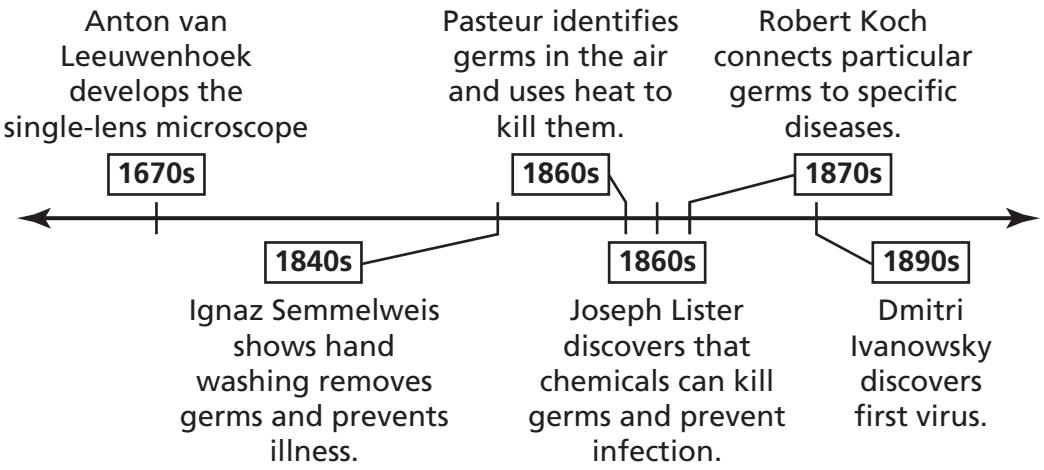
Reporting Category:	**6 Informational Text**
Performance Indicator:	**0701.6.4 Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).**

36 **Read this timeline.**



Based on this timeline, who made the <u>most</u> important step in discovering that germs can cause disease?

F Anton van Leeuwenhoek

G Ignaz Semmelweis

H Joseph Lister

J Robert Koch

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0701.7.1 Choose the most appropriate medium for a prescribed purpose and audience.**

37 **Kenneth is giving a speech about how to chop an onion correctly. Which medium would best help his classmates understand his speech?**

A a poster showing onions growing in a field

B a picture of a knife used for chopping onions

C a series of diagrams showing an onion being chopped

D a video with demonstrations of chefs adding onions to a dish

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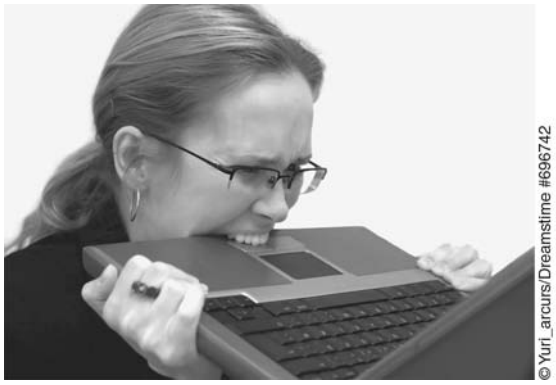
Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0701.7.6 Identify the type of conflict (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.**

38 **Look at this picture.**



What type of conflict is shown in the picture?

F person vs. person

G person vs. self

H person vs. environment

J person vs. technology

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Reporting Category: **1 Language**

Performance Indicator: **0701.1.10 Identify the correct use of colons (i.e., in business letters, preceding list of items) within context.**

39 **Read this sentence.**

Essays and speeches written during the Revolutionary War often called for government to protect three basic ideas life, liberty, and property.

How should the underlined part of the sentence be revised to correctly use a colon?

A for government to protect: three basic ideas life, liberty, and property

B for government: to protect three basic ideas life, liberty, and property

C for government to protect three basic ideas: life, liberty, and property

D for government to protect three basic: ideas life, liberty, and property

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0701.7.5 Choose the statement that best summarizes/communicates the message presented by a medium.**

40 **Look at this photograph.**

A public service group is using this photograph in a poster promoting the health benefits of eating fruits and vegetables. Which caption would be best for the poster?

F Just What the Doctor Ordered!

G An Apple a Day!

H Time to Eat Your Vegetables!

J Fresh from the Garden!

Go On ▶

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Directions **Read the poem. Then answer Numbers 41 through 47.**

A View for Few

Blue forever — sprinkled with white clouds on top.
More clouds than the eye can see — no two alike.
Angry clouds race by, wispy clouds creep along, organized clouds, random clouds,
clouds that display power; all posed on a beautiful, brilliant, blue backdrop.

Cities display a richness of lights woven across the nightscape.
The lights are tendrils of hair outlined with a glimmering aura.
Colored patterns caught in a dimension between geography and culture,
Revealing the inventions of mankind.

Later, flashes leap from cloud to cloud, illuminating the sky —
the fireworks of stormy nights.
Some are balls of light, while others are streaks;
An unforgettable view cast in the heights.

The night sky is an inky black curtain speckled with diamonds.
Stars surround Earth and wrap her horizon in a blanket of light.
I swim in a sea of beautiful night, captivated by its vastness.
It is an overwhelming, inspiring, amazing delight!

I view all of this from a porthole in space.
The blue is not the sky but the ocean.
From my vessel, hovering on the other side of the sky,
I witness the glory of earth as few will ever do.

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Earth and the Sun

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Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0701.1.18 Use context clues and background knowledge of roots and affixes to determine the meaning of unfamiliar words.**

41 **Read Lines 17 and 18.**

> *I swim in a sea of beautiful night, captivated by its vastness.*
> *It is an overwhelming, inspiring, amazing delight!*

The underlined word means

A conquering.

B calming.

C astounding.

D puzzling.

Reporting Category:	**5 Logic**
Performance Indicator:	**0701.5.8 Make inferences and draw conclusions based on evidence in text.**

42 **The phrase "inventions of mankind" in Line 10 most likely refers to**

F new developments in technology.

G clever solutions to social problems.

H the importance of human civilization.

J the people of modern cities.

Go On ▶

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Reporting Category: **7 Literature**

Performance Indicator: **0701.8.2 Identify the author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).**

43 **Which point of view is used in the poem?**

A third-person omniscient

B third-person limited

C third-person objective

D first person

Reporting Category: **7 Literature**

Performance Indicator: **0701.8.8 Analyze the effects of sound (i.e., accent, alliteration, onomatopoeia, repetition, rhyme, internal rhyme) in context.**

44 **Read this excerpt from Line 5.**

. . . all posed on a beautiful, brilliant, blue backdrop.

The sound device used in the excerpt is

F repetition to create a dramatic contrast between colors.

G alliteration to paint memorable imagery in the poem.

H onomatopoeia to describe the scene with playful language.

J internal rhyme to connect the descriptions in a more rhythmic way.

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Reporting Category:	**7 Literature**
Performance Indicator:	**0701.8.10 Identify and analyze figurative language (i.e., hyperbole, simile, metaphor, personification, pun) within context.**

45 **Read Lines 2 and 3.**

More clouds than the eye can see — no two alike.
Angry clouds race by, wispy clouds creep along, organized clouds, random clouds,

The figurative language used in these lines is

A a simile to clarify the shapes and colors of clouds.

B personification to characterize the uniqueness of clouds.

C hyperbole to emphasize the mysteries of clouds.

D a pun to communicate the size and purpose of each cloud.

Reporting Category:	**7 Literature**
Performance Indicator:	**0701.8.11 Recognize and identify words within context that reveal particular time periods and cultures.**

46 **Choose the words from the poem that best indicate that it is written in modern times.**

F a dimension between geography and culture

G illuminating the sky

H from a porthole in space

J witness the glory of earth

Go On ▶

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Reporting Category: **7 Literature**

Performance Indicator: **0701.8.12 Identify the author's purpose for writing.**

47 **The author wrote this poem to**

A describe the power of a planet.

B share a rare experience.

C narrate an outer space adventure.

D express feelings about the weather.

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Directions **Julie wrote this letter. It contains mistakes. Read the letter and then answer Numbers 48 through 57.**

Dear Ms. Warner:

(1) I am Orchard Middle School's representative for the seventh-grade class. (2) On behalf of my class, I would like to thank you for the tour of the chocolate factory. (3) Very few of us knew much about the history and production of chocolate before the visit. (4) The tour was very educational and interesting to us all.

(5) We enjoyed Our Sweetest Dreams, the film we watched before the tour. (6) It wasn't surprising to learn why Evelyn and Howard Frank opened the factory. (7) It was understandable for their customers that the Franks needed workers and more space to make enough candy. (8) We couldn't imagine trying to make so much fudge at home. (9) Although that is what the Franks did at first. (10) Learning about the Franks' success story was very inspiring.

(11) We were excited to begin the tour of the factory. (12) Jamal was our knowledgable tour guide. (13) He informed us that the cocoa beans your company uses are harvested in Africa, South America, and other tropical lands. (14) He showed us the many machines used to process the beans. (15) The number of machines amazed us. (16) The machine that sorts the beans by the country where they were grown was a big surprise. (17) No one couldn't have imagined that cocoa beans grown in different countries would have such distinct tastes! (18) We thought it was fascinating that a machine combines exactly the right mixture of beans creating the special flavor of Southern Chocolate!

(19) The chocolate-making process is impressive, however, we think that your employees are even more remarkable. (20) Jamal a longtime employee guided us expertly through the factory. (21) Many workers paused to explain their role in the chocolate-making process. (22) It is obvious that the factory employees are proud of the product they make. (23) Each of the employees we met were well informed and helpful.

(24) At the end, of our tour Jamal arranged a special chocolate-tasting experience for us. (25) Jamal taught us how to identify the taste of dark, milk, and white chocolates.

(26) Our tour of the Frank Chocolate Factory was definitely educational, it was also fun and delicious! (27) Thank you again for allowing us to visit.

Sincerely,

Julie Mehall
Seventh-Grade Class Representative

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Reporting Category: **1 Language**

Performance Indicator: **0701.1.2 Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases) within context.**

48 **Read Sentence 23.**

Each of the employees we met <u>were</u> well informed and helpful.

Choose the correct way to rewrite the underlined part of the sentence.

F will be

G are

H was

J correct as is

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Reporting Category: **1 Language**

Performance Indicator: **0701.1.4 Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context.**

49 **Read Sentence 26.**

Our tour of the Frank Chocolate Factory was definitely educational, it was also fun and delicious!

Which is the best way to rewrite the sentence using a conjunction?

A Our tour of the Frank Chocolate Factory was definitely educational, so it was also fun and delicious!

B Our tour of the Frank Chocolate Factory was definitely educational, but it was also fun and delicious!

C Our tour of the Frank Chocolate Factory was definitely educational, because it was also fun and delicious!

D Our tour of the Frank Chocolate Factory was definitely educational, or it was also fun and delicious!

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Reporting Category: **1 Language**

Performance Indicator: **0701.1.5 Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context**

50 **Read Sentence 7.**

It was understandable for their customers that the Franks needed workers and more space to make enough candy.

Which revision shows the best placement of the underlined phrase?

F For their customers it was understandable that the Franks needed workers and more space to make enough candy.

G It was understandable that the Franks needed workers for their customers and more space to make enough candy.

H It was understandable that the Franks needed workers and more space for their customers to make enough candy.

J It was understandable that the Franks needed workers and more space to make enough candy for their customers.

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Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.6 Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.**

51 **Read Sentence 24.**

At the end, of our tour Jamal arranged a special chocolate-tasting experience for us.

How should the underlined part of the sentence be written?

A At the end of our tour, Jamal

B At the end of our tour Jamal

C At the end, of our tour, Jamal

D At the end of our tour, Jamal,

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Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.7 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses).**

52 **Read Sentences 8 and 9.**

We couldn't imagine trying to make so much fudge at home. Although that is what the Franks did at first.

What is the correct way to combine these sentences?

F We couldn't imagine trying to make so much fudge at home; although that is what the Franks did at first.

G We couldn't imagine trying to make so much fudge at home, although that, is what the Franks did at first.

H We couldn't imagine trying to make so much fudge at home, although that is what the Franks did at first.

J We couldn't imagine trying to make so much fudge at home: although that is what the Franks did at first.

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Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.8 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context**

53 **Read Sentence 19.**

The chocolate-making process is impressive, however, we think that your employees are even more remarkable.

Which shows the best way to correct the run-on sentence?

A The chocolate-making process is impressive however. We think that your employees are even more remarkable.

B The chocolate-making process is impressive. However, we think that your employees are even more remarkable.

C The chocolate-making process is impressive however we think that your employees are even more remarkable.

D The chocolate-making process is impressive, however; we think that your employees are even more remarkable.

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Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.9 Recognize usage errors occurring within context (i.e., double negatives, troublesome word pairs: {to/to/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery}).**

54 **Read Sentence 17.**

No one couldn't have imagined that cocoa beans grown in different countries would have such distinct tastes!

What is the correct way to write the underlined part of the sentence?

F No one could have not imagine

G No one couldn't imagine

H No one could have imagined

J No one could imagined

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Reporting Category: **1 Language**

Performance Indicator: **0701.1.12 Identify the correct use of infinitives and infinitive phrases within context.**

55 **Read Sentence 18.**

We thought it was fascinating that a machine combines exactly the right mixture of beans creating the special flavor of Southern Chocolate!

Choose the correct way to rewrite the underlined part of the sentence using an infinitive.

A beans to create

B beans and created

C beans and creating

D beans to have created

Reporting Category: **1 Language**

Performance Indicator: **0701.1.13 Select the appropriate use of underlining/italicizing with titles, specific words, numbers, and letters.**

56 **Read Sentence 5.**

We enjoyed Our Sweetest Dreams, the film we watched before the tour.

What is the correct way to write the title of the film?

F "Our Sweetest Dreams"

G "Our Sweetest Dreams"

H *Our Sweetest Dreams*

J *Our Sweetest Dreams*

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Reporting Category: **1 Language**

Performance Indicator: **0701.1.16 Identify correctly and incorrectly spelled words in context.**

57 **Read Sentence 12.**

Jamal was our knowledgable tour guide.

What is the correct way to spell the underlined word?

A knowlegable

B knowledgible

C knowlageable

D knowledgeable

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Directions **Felicity wrote this report. It contains mistakes. Read the report and answer Numbers 58 through 59.**

How Chameleons Change Color

1 No lizard is as interesting, or as misunderstood, as the chameleon. One myth about chameleons seems almost universally believed: they change color to blend in with their environment. People may believe this myth because they usually see a green chameleon perched on a green leaf however this myth is not true. Chameleons don't change their skin color in order to match their environments; they change color depending on light and temperature. They also use color to express their moods.

2 Approximately one hundred different species of chameleons exist. Although these different species of chameleons live in a variety of environments and are many different colors, they do share common skin characteristics. They have very thin skin, and underneath their skin are several layers of cells called chromatophores, which can be stimulated to produce many different shades of color. There are two layers of chromatophores just underneath the skin. The upper layer has red and yellow chromatophores, and the lower layer has blue and white chromatophores. These three primary colors, red, blue, and yellow, plus white, can produce many shades of color, from green to orange to black.

3 In contrast, if the weather is cold, the chameleon's brain sends a message to the skin to activate the blue and red cells. The blue and red cells grow more large and show through the lizard's thin skin. This makes the color of the chameleon darker and allows the lizard to absorb heat more from the sun.

4 Chameleons fasinate people because they change color, but how they change color is just as amazing. The stimulation of chromatophores located below the skin creates these colors. Although they don't change color to blend in with their environments, they do change color in response to their own feelings. Chameleons might change their color just to feel more comfortable. Many people may still believe that chameleons change color to conform to their environments.

5 In hot weather, the chromatophores with the lighter yellow and white colors grow larger, reflecting the sun and the heat. Chameleons can also change color to show anger; some change to black, while others become yellow.

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Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.3 Identify the correct use of adjectives (i.e., common/proper, comparative/superlative, adjective clauses) and adverbs (comparative and superlative forms) within context.**

58 **Read this sentence from Paragraph 3.**

The blue and red cells grow more large and show through the lizard's thin skin.

Choose the correct way to write the underlined part of the sentence.

F most larger

G more largest

H larger

J largest

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0701.3.4 Rearrange a multi-paragraphed work in a logical and coherent order.**

59 **Paragraph 5 is incorrectly placed in the report. Where should it be moved?**

A before Paragraph 1

B before Paragraph 2

C before Paragraph 3

D before Paragraph 4

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Directions Read and answer Numbers 60 through 61.

Reporting Category: 6 Informational Text

Performance Indicator: 0701.6.5 Choose the correct order of a set of instructions.

60 **Read these instructions for entering a password code into a computer keypad.**

6. *Press the * key to start.*
2. *After the * key is pressed, wait for the prompt message CODE.*
3. *Press ENTER after you type in the numerical code.*
4. *After CODE appears, it is safe to enter the numerical code.*
5. *The password entry is successful if OKAY appears on the screen.*

Choose the correct order for these steps.

F 1, 2, 5, 3, 4

G 1, 2, 4, 3, 5

H 1, 4, 2, 5, 3

J 1, 4, 5, 3, 2

Reporting Category: 4 Communication and Media

Performance Indicator: 0701.7.3 Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).

61 **A student is watching a film about a character who wants to build his own airplane out of discarded lawn mower parts. The purpose of the film is most likely to**

A persuade viewers to use old machines to create new machines.

B describe to viewers how hard it is to build an airplane.

C entertain viewers with a story about imagination.

D inform viewers about how to build an airplane.

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Directions **Amelia wrote this book report for her English class. It may contain mistakes. Read the book report and answer Numbers 62 through 71.**

1 Jefferson Fanning's book *The King of My Neighborhood* is a cross between mystery and comedy. The two main characters, Eddie and Riley, try to solve a mystery surrounding a family that is new to their neighborhood. The father of the new family, Clarence Adetola, behaves in a way that leads the boys to conclude that he must be a king who has been forced to leave his home country. Eddie tells Riley I think that Clarence is a king visiting America. He wants to experience what life here is like without reporters following him.

2 The boys are not imagining the entire situation. Clarence has many unusual qualities. Eddie and Riley also find many clues that support Eddie's argument. One night the boys hear marching-band music coming from the house. They think that it must be a national anthem of some kind. The plot thickens when Clarence appears another day in a bright-red uniform with gold stripes. Still another day, as Clarence rushes to get inside a car, he looks as if he is hiding something. The boys wonder if it could be a crown.

3 After that, the boys are sure that they are close to solving what seems to be true intrigue. They imagine that Clarence might have international importance. The boys scan newspapers and visit the library to see if there are any kings missing. I have never met any internationally famous kings who have gotten lost.

4 No one else accepts the arguments that Riley and Eddie offer. One friend thinks that the music and the uniform suggest that Clarence is a band director. Another friend believes that the music is merely a coincidence. A group of friends discusses whether Clarence's uniform indicates that he is a doorman at a hotel or a chauffeur. Some friends think Clarence might even be an actor. Their friends' arguments make the boys begin to doubt that the new neighbor is a king.

5 Interestingly enough, the author doesn't reveal the answer to the central question of *The King of My Neighborhood* until the very end of the book. As a result, the reader must keep track of the clues about whether Clarence is "King Clarence" or just a regular neighbor. When the boys find out whether or not Clarence is a king, it no longer matters to them. They like and respect him. The message of the book is that we all have dignity and royalty within us.

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Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.15 Choose the correct use of quotation marks and commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks).**

62 **Read these sentences from Paragraph 1.**

Eddie tells Riley I think that Clarence is a king visiting America. He wants to experience what life here is like without reporters following him.

Which revision of the sentences is punctuated correctly?

F Eddie tells Riley "I think that Clarence is a king visiting America. He wants to experience what life here is like without reporters following him, Eddie explains."

G Eddie tells Riley "I think that Clarence is a king visiting America." He wants to experience what life here is like without reporters following him, Eddie explains.

H Eddie tells Riley, "I think that Clarence is a king visiting America. He wants to experience what life here is like without reporters following him."

J Eddie tells Riley, "I think that Clarence is a king visiting America. He wants to experience what life here is like without reporters following him", Eddie explains.

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0701.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade, to entertain).**

63 **The main purpose of this book report is to**

A inform readers about the events in a new book by Jefferson Fanning.

B describe for people the many behaviors that make Clarence interesting.

C entertain readers with a funny story about two boy detectives.

D persuade people to look for mysteries in their neighborhoods.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0701.3.2 Identify the audience for which a text is written.**

64 **Who would be most interested in reading this book report?**

F writers who are looking for new story ideas

G students who enjoy suspenseful mysteries

H people who like to argue about clues to puzzles

J teachers who are interested in solving problems

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0701.3.3 Select an appropriate thesis statement for a writing sample.**

65 **Which sentence from the book report is the thesis statement?**

A Jefferson Fanning's book *The King of My Neighborhood* is a cross between mystery and comedy.

B The plot thickens when Clarence appears another day in a bright-red uniform with gold stripes.

C One friend thinks that the music and the uniform suggest that Clarence is a band director.

D Interestingly enough, the author doesn't reveal the answer to the central question of *The King of My Neighborhood* until the very end of the book.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0701.3.5 Select the appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.**

66 **Read these sentences from Paragraph 2.**

Eddie and Riley also find many clues that support Eddie's argument. _____, one night the boys hear marching-band music coming from the house.

Choose the transition that belongs in the blank.

F However

G Sometimes

H At first

J For example

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0701.3.6 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.**

67 **Which sentence best supports the ideas in Paragraph 4?**

A Based on the behaviors they observe, Clarence is obviously someone important.

B Their friends explain the peculiarities about Clarence with simple solutions.

C Clarence enjoys listening to music so much that he just might be a conductor.

D It is true, however, that kings often wear brightly colored uniforms.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0701.3.7 Identify the sentence(s) irrelevant to a paragraph's theme or flow.**

68 **Which sentence from Paragraph 3 is unnecessary?**

F After that, the boys are sure that they are close to solving what seems to be true intrigue.

G They imagine that Clarence might have international importance.

H The boys scan newspapers and visit the library to see if there are any kings missing.

J I have never met any internationally famous kings who have gotten lost.

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0701.3.8 Select an appropriate concluding sentence for a well-developed paragraph.**

69 **Which sentence is the best conclusion for Paragraph 1?**

A The boys' attempts to prove that their neighbor is royalty add to the humor of the book.

B The reader is able to solve the mystery the author is describing by the end of the book.

C Eddie, Riley, and Clarence become great friends and have great adventures together.

D In the end, the book becomes more of a comedy than a mystery, which makes it very enjoyable.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0701.3.10 Select an appropriate title that reflects the topic of a written selection.**

70 **Choose the best title for Amelia's book report.**

F Who Is the Real King Around Here?

G Eddie and Riley Solve a Local Mystery!

H Could There Be a King in the Neighborhood?

J Fame and Royalty — A Winning Combination!

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0701.3.11 Identify individual writing selections as technical, narrative, persuasive and/or descriptive in mode.**

71 **This book report is an example of which type of writing?**

A technical

B narrative

C descriptive

D biographical

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Directions **Brian gave this speech in his social studies class. Read the speech and answer Numbers 72 through 74.**

Taking a Break from Technology

1 For many people, being without any electronic devices creates an uneasy feeling. I recently experienced a weekend without electronics. I am now convinced that all people can benefit from turning off their electronics from time to time. Allow me to share my experience.

2 Last month, my family and I drove to my Aunt Nan's home, which is in a remote mountain village. My aunt was preparing to move closer to where we live. The purpose of our visit was to help her pack her belongings. During the long car ride, my dad informed us that Aunt Nan's style of living was more primitive than we were accustomed to. We wouldn't hear cell phones ring because signals for electronic devices are not reliable in the mountains. My dad also told us that Aunt Nan had a television but received very few channels. My mother added that my aunt doesn't own a computer and that I would need to write my English paper on Aunt Nan's typewriter. I felt panic rising at the thought of having to write without spell check.

3 Once we finally arrived at Aunt Nan's house, there was plenty of work to do. We organized books, packed household items, and moved boxes into the garage. Very quickly, however, I realized that it was difficult to figure out what to do in my free moments. I was used to watching television or DVD movies in my spare time. I was becoming restless.

4 I'm sure that adults you know have shared anecdotes about when they were kids. They frequently tell us stories about the games they played and how they had time to think quietly when they were our age. I had never understood why thinking quietly was a good thing. Our parents grew up at a time when electronic devices were not advanced, so instant communication with friends and family wasn't even possible. Cordless phones and cell phones hadn't been invented. Even stranger is the fact that until the 1980s, most computers were bigger than refrigerators. E-mail was extremely rare and instant messaging had yet to be invented.

5 Once the packing was finished, there seemed to be nothing else to do. All the quiet thinking time made me uncomfortable, so I began writing my English paper using my aunt's typewriter. A story idea popped into my head right away. I wrote about a futuristic fantasy world that was suddenly deprived of all electronic devices. The old typewriter was fun to use, but I had to be a lot more careful about making typing mistakes since there was no delete key. The best part of using the typewriter was hearing the clacking sound that the keys made and the dinging of a bell when I finished typing every line.

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6 I soon finished my paper. Reflecting on some of the stories my parents had shared with me helped me write my own story. My characters had time to hike, draw, make unusual crafts, and design original games using everyday objects—much like my parents and grandparents did. The process of putting these ideas on paper made me think that our dependence on electronics has dulled our creativity.

7 On the last night of our trip, my family gathered on my aunt's porch and regarded the mountain view for the last time. I entertained everyone by reading my story to them. At the end of the story, everyone clapped and cheered. Even I grinned sheepishly; I understood the irony of borrowing their stories to write my own. With my paper I was admitting that life and even fun are possible without telephones, or televisions, or movies.

8 I must admit that the temporary loss of electronic devices was a positive experience. I learned that having time to think quietly is refreshing. I also learned that I didn't miss the constant interruptions from phone calls or texts during conversations with my family. Spending time without television or instant messages actually seemed to enhance my creativity. As further proof of the benefits of time without modern devices, I was able to complete my school assignment easily. Happily, I got an "A" on my short story.

9 I hope my speech convinces you that there are advantages to turning off electronic devices once in a while. In short, I think that our reliance on electronics limits our ability to concentrate and think creatively. I challenge you to spend a Saturday, or even a whole weekend, without turning on any electronic devices. Maybe you will discover the benefit of thinking quietly as well.

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0701.2.2 Identify the targeted audience of a speech.**

72 **Who is Brian mainly targeting in his speech?**

F his peers at school

G history teachers

H a group of parents

J a computer company

Reporting Category: **4 Communication and Media**

Performance Indicator: **0701.2.4 Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).**

73 **What can Brian do to best engage his audience?**

A speak in a soft tone of voice

B look at the back wall of the room

C pronounce words clearly

D read directly from notecards

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0701.2.6 Discern the organizational pattern of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).**

74 **The organizational structure Brian uses in Paragraph 5 is mainly**

F chronological.

G comparison-contrast.

H problem-solution.

J cause-effect.

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Directions Read and answer Numbers 75 through 81.

Reporting Category: 1 Language

Performance Indicator: 0701.1.1 Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate) and pronouns (i.e., agreement, reflexive, interrogative, demonstrative) within context.

75 Read this sentence.

Renee and her friends decided to put up the posters herself since she had no volunteers.

Which pronoun best replaces the underlined word?

A itself

B ourselves

C themselves

D correct as is

Reporting Category: 1 Language

Performance Indicator: 0701.1.11 Identify the correct use of appositives and appositive phrases within context

76 Which sentence uses an appositive correctly?

F Don who could not wait to leave, was the first to return.

G Frieda the director, of the center, highlighted their activities.

H Larry, who understood the rules clarified the point to the players.

J Theodora, the president of the club, was present at every meeting.

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Reporting Category:	2 Vocabulary
Performance Indicator:	0701.1.22 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage).

77 **Read these sentences.**

Lorena had the strangest sensation of having been to the amusement park before. Even her actions seemed strangely familiar.

These sentences describe a feeling of

A *du jour.*

B *faux pas.*

C *déjà vu.*

D *bon voyage.*

Reporting Category:	4 Communication and Media
Performance Indicator:	0701.2.7 Select the most appropriate behaviors for participating productively in a team (e.g., ask primarily relevant questions that move the team toward its goal and contribute to the topic of discussion, articulate the goals that have been provided for the team work and ask clarifying questions, come to agreement by seeking consensus or following the majority).

78 **During a group project, if a team member feels that the instructions are unclear, he or she should**

F remind the team of the project goals.

G ask the other members questions.

H call for a vote on the project goals.

J quietly copy what other members are doing.

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0701.2.8 Identify the functions and responsibilities of individual roles within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).**

79 **Duane is a member of a project group and spends most of his time in the library. He is most likely the group's**

A leader.

B recorder.

C timekeeper.

D information gatherer.

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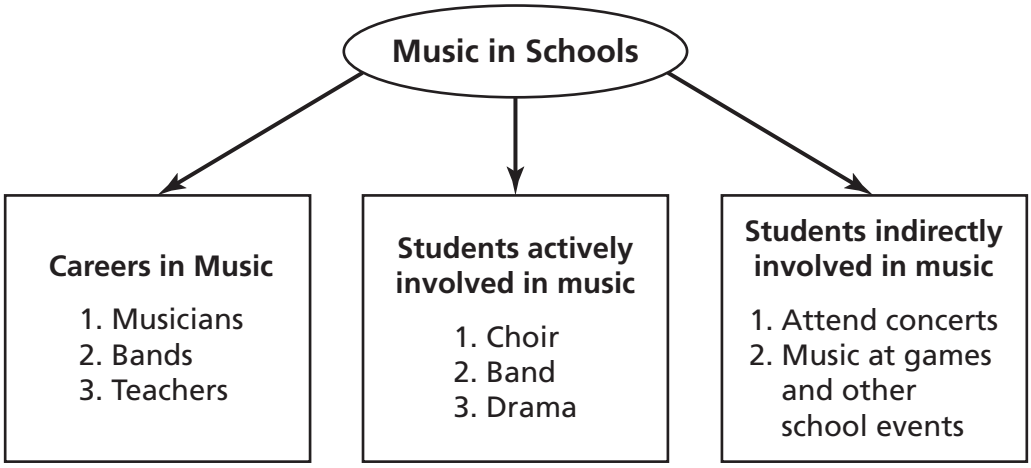
Reporting Category: **3 Writing and Research**

Performance Indicator: **0701.3.12 Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection.**

80 **Jules is writing a report titled "The Importance of Music in Schools." Look at her planning web.**



Read the rough draft of Jules's first paragraph.

Music is often viewed as a small part of the school curriculum, but for many students it is central. Many students are interested in music, both as their primary extracurricular activity in school, but also as holding the potential of a musical career after graduation. Some students may become professional singers and instrumentalists. A few might even become recording artists. Students can letter in band or choir even as they prepare for a career as a musician or a music teacher.

What information did Jules include in the planning web but leave out of the paragraph?

F Why students might pursue a career in music?

G How do students outside of band or choir benefit from music?

H How much student interest is expressed about taking music classes?

J What kinds of careers in music could a student pursue?

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0701.4.2 Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).**

81 **Which resource would provide the most reliable information about the music of Hungarian composer Franz Liszt?**

A an Internet article written by a music teacher about Liszt's interest in folk music

B a newspaper article about a forthcoming concert of Liszt's music

C an Internet web page constructed by a person who listens to Liszt's songs

D a letter to the editor written by a conductor who performs Liszt's music

STOP

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Mathematics

Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0706.1.1 Use proportional reasoning to solve mixture/concentration problems.**

1 To make a certain concentration of a chemical, a scientist mixes 81 milliliters of the chemical with 180 milliliters of distilled water. To make more of this chemical concentration, exactly how many milliliters of the chemical should the scientist mix with 260 milliliters of distilled water?

A 36 milliliters

B 56 milliliters

C 117 milliliters

D 161 milliliters

Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0706.1.2 Generalize a variety of patterns to a symbolic rule from tables, graphs, or words.**

2 Lauren and Cody are playing a game. First, Cody says a number. Next, Lauren increases the number Cody says by 4 and multiplies the sum by 7. Which equation could be used to find n, the number Lauren calculates based on c, the number Cody says?

F $n = 4c + 7$

G $n = 7c + 4$

H $n = 4(c + 7)$

J $n = 7(c + 4)$

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Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0706.1.3 Recognize whether information given in a table, graph, or formula suggests a directly proportional, linear, inversely proportional, or other nonlinear relationship.**

3 Which table represents a relationship between *x* and *y* that is inversely proportional?

A

x	*y*
0	15
2	13
5	10
7	8
9	6

B

x	*y*
1	36
2	18
3	12
4	9
6	6

C

x	*y*
0	0
2	6
5	15
7	21
9	27

D

x	*y*
1	1
2	4
3	9
4	16
6	36

Go On ▶

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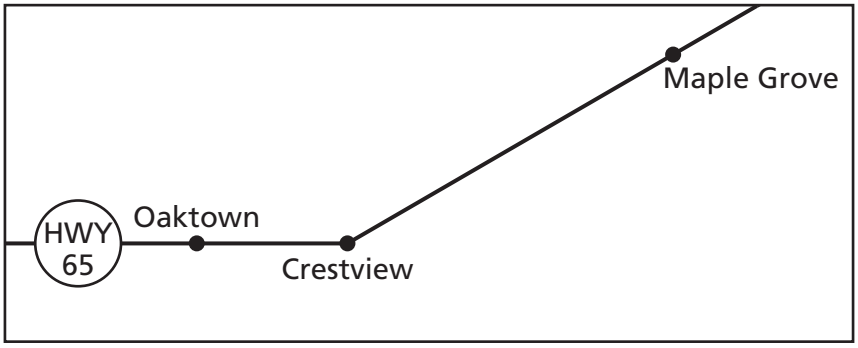
4 The map below shows three towns on the same highway. The scale shown on the map relates centimeters (cm) to kilometers (km).



Scale
0.5 cm = 7 km

- The distance between Oaktown and Crestview is 2 cm on the map.
- The distance between Crestview and Maple Grove is 5 cm on the map.

According to the scale, what is the actual distance between Oaktown and Maple Grove along this highway?

F 98 km

G 70 km

H 49 km

J 28 km

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Reporting Category: **2 Number and Operations**

Performance Indicator: **0706.2.1 Simplify numerical expressions involving rational numbers.**

5 What is the value of the expression shown below?

$$9.4 - 2\frac{2}{5} + \frac{1}{3} \cdot 1.2$$

A $10\frac{3}{5}$

B $8\frac{4}{5}$

C $7\frac{2}{5}$

D $5\frac{2}{5}$

Reporting Category: **2 Number and Operations**

Performance Indicator: **0706.2.2 Compare rational numbers using appropriate inequality symbols.**

6 Which inequality is <u>true</u>?

F $\frac{7}{12} < 0.8 < \frac{2}{3}$

G $\frac{7}{12} < 0.7 < \frac{2}{3}$

H $\frac{7}{12} < 0.6 < \frac{2}{3}$

J $\frac{7}{12} < 0.5 < \frac{2}{3}$

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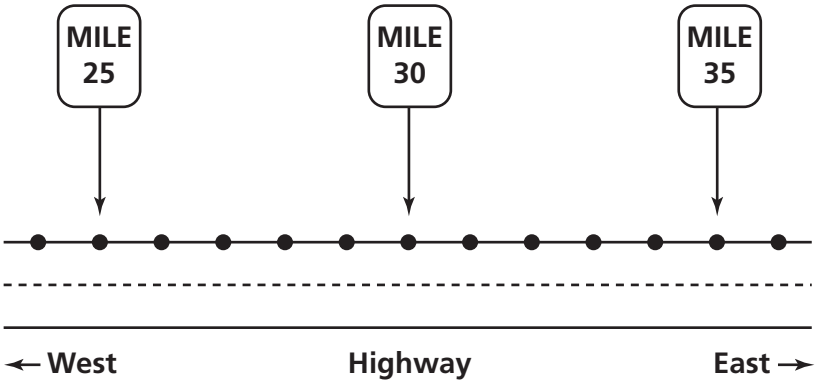
7 An east-west highway has mile markers that show greater numbers to the east. Part of this highway is represented below.

Mile Markers on Highway



- Mr. Simon got on the highway at mile marker 31.
- He drove east on the highway for 5 miles and stopped to pick up a friend.
- He then drove west on the highway for 12 miles to his office.

Which integer best describes the number on the mile marker that is closest to Mr. Simon's office?

A 48

B 38

C 24

D 14

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Reporting Category: **2 Number and Operations**

Performance Indicator: **0706.2.6 Express the ratio between two quantities as a percent, and a percent as a ratio or fraction.**

8 Mrs. Nelson drives an ice-cream truck. On Friday, $\frac{2}{5}$ of the ice-cream bars she sold were chocolate. What percent of the ice-cream bars Mrs. Nelson sold on Friday were not chocolate?

F 25%

G 35%

H 40%

J 60%

Reporting Category: **2 Number and Operations**

Performance Indicator: **0706.2.7 Use ratios and proportions to solve problems.**

9 Frank needs to purchase cans of soda for a picnic. At the grocery store, he can purchase two 12-packs of soda for a total cost of $5.99. At this rate, what will be the total cost to purchase 144 cans of soda?

A $35.94

B $71.88

C $125.99

D $143.76

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Reporting Category: **3 Algebra**

Performance Indicator: **0706.3.1 Evaluate algebraic expressions involving rational values for coefficients and/or variables.**

10 What is the value of $3(2p + 4r)$ when $p = 0.8$ and $r = 1.5$?

F 10.8

G 13.2

H 18.6

J 22.8

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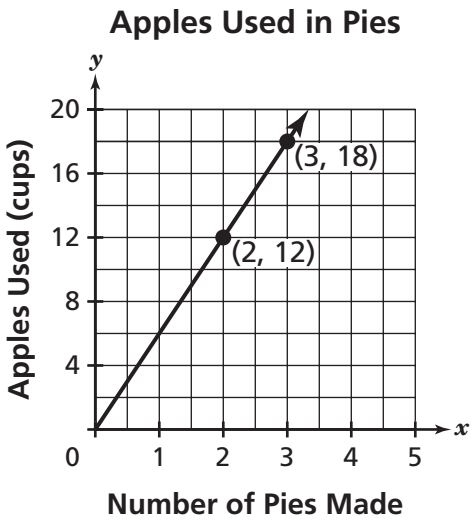
Reporting Category: **3 Algebra**

Performance Indicator: **0706.3.4 Interpret the slope of a line as a unit rate given the graph of a proportional relationship.**

11 Apple pies are made at a restaurant. The graph below shows the relationship between the number of pies made and the number of cups of apples used.



Which statement best represents the meaning of the slope of this graph?

A For every 3 cups of apples used, 2 pies are made.

B For every 2 cups of apples used, 3 pies are made.

C For every 1 pie made, 6 cups of apples are used.

D For every 6 pies made, 1 cup of apples is used.

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12 Ben is drawing a series of regular polygons. Every side in every polygon is the same length. The table below shows the relationship between the number of sides in the polygon and the perimeter of the polygon.

Regular Polygon Perimeters

Number of Sides	Perimeter (in centimeters)
3	21
5	35
6	42
8	56

Ben will draw a regular polygon with 12 sides that are all the same length as the sides in the other polygons. What will the perimeter of the 12-sided polygon be?

F 63 inches

G 77 inches

H 84 inches

J 98 inches

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Reporting Category: **3 Algebra**

Performance Indicator: **0706.3.6 Solve linear equations with rational coefficients symbolically or graphically.**

13 What value of x is the solution to the equation $\frac{3}{4}x + 12 = 24$?

A 9

B 16

C 27

D 48

Reporting Category: **3 Algebra**

Performance Indicator: **0706.3.7 Translate between verbal and symbolic representations of real-world phenomena involving linear equations.**

14 A drinking fountain dispenses water at a rate of 3.6 fluid ounces per second. Haley partially filled a glass with water by using the drinking fountain for 3 seconds. If the glass has a total capacity of 12 fluid ounces, which equation can be used to find x, the capacity of the glass, in fluid ounces, not filled with water?

F $3.6(3) = 12 - x$

G $3.6(3) = x - 12$

H $3.6 + 3 = 12 - x$

J $3.6 + 3 = x - 12$

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Reporting Category: **3 Algebra**

Performance Indicator: **0706.3.8 Solve contextual problems involving two-step linear equations.**

15 Mr. Kendall bought a new car for a total price of $22,500. He received a rebate of $1,500 and will pay the remainder of the price of the car in 60 equal payments. The equation below can be used to find p, the amount of each payment, in dollars.

$$1,500 + 60p = 22,500$$

What value of p makes the equation true?

A $350

B $375

C $400

D $435

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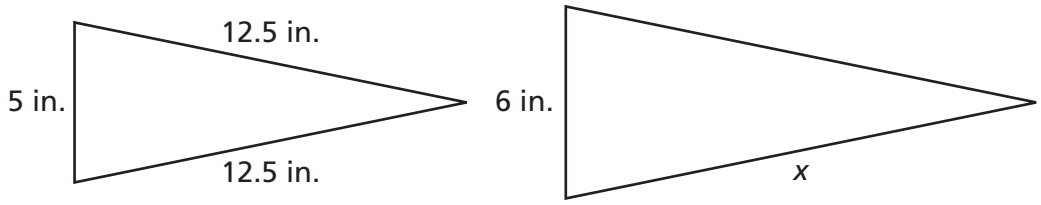
16 Shawn has the two flags shown below.



The flags are similar in shape. What is the value of *x*, if it represents one of the longer sides of the larger flag?

F 12.6 inches

G 13.5 inches

H 14 inches

J 15 inches

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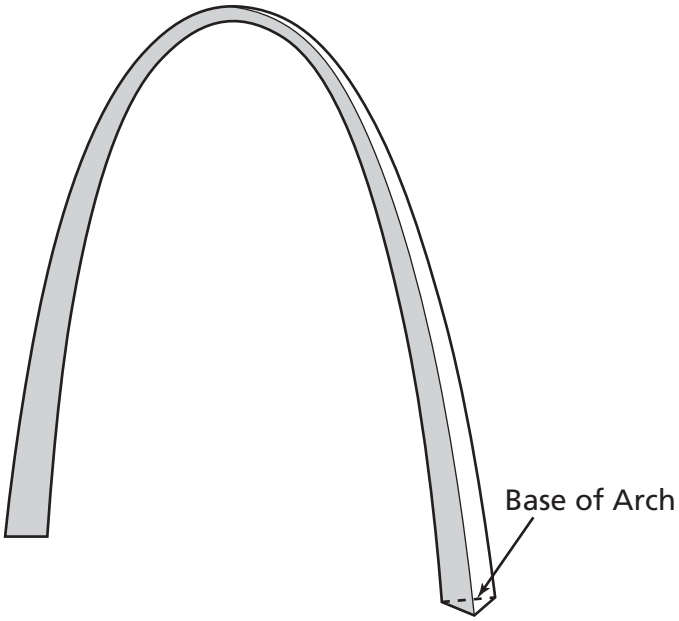
Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0706.4.3 Apply scale factor to solve problems involving area and volume.**

17 Keziah built a scale model of the Gateway Arch in St. Louis, Missouri. A picture of the arch is shown below.



The base at each end of the actual arch is shaped like an equilateral triangle with side lengths of 54 feet. Keziah built her model using equilateral triangles for each base that were $\frac{1}{2}$ foot long on each side. Which statement about the areas of these triangles is true?

A The area of the triangle at the base of the actual arch is 27 times the area of the triangle Keziah used for the base of her model.

B The area of the triangle at the base of the actual arch is 108 times the area of the triangle Keziah used for the base of her model.

C The area of the triangle at the base of the actual arch is 729 times the area of the triangle Keziah used for the base of her model.

D The area of the triangle at the base of the actual arch is 11,664 times the area of the triangle Keziah used for the base of her model.

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Reporting Category: **5 Data Analysis, Statistics, and Probability**

Performance Indicator: **0706.5.3 Calculate and interpret the mean, median, upper-quartile, lower-quartile, and interquartile range of a set of data.**

18 The heights, in inches, of the five starting players on a basketball team are listed below.

73, 79, 76, 74, 73

What is the mean of this data set?

F 73 inches

G 74 inches

H 75 inches

J 76 inches

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Reporting Category: **5 Data Analysis, Statistics, and Probability**

Performance Indicator: **0706.5.4 Use theoretical probability to make predictions.**

19 Hector's art teacher is giving prizes to the 10 students who worked on a mural for the school. The teacher will write the name of one prize on each of 10 slips of paper, as shown below.

- She will write "set of markers" on 4 slips of paper.
- She will write "set of colored pencils" on 3 slips of paper.
- She will write "drawing paper" on 2 slips of paper.
- She will write "set of watercolor paints" on 1 slip of paper.

The teacher will then randomly select one of the slips of paper, and Hector will win the prize that is written on the slip of paper. What is the probability that Hector will win a set of markers or a set of colored pencils?

A $\frac{1}{5}$

B $\frac{3}{7}$

C $\frac{1}{2}$

D $\frac{7}{10}$

STOP

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Science

Reporting Category: **Inquiry and Technology**

Performance Indicator: **0707.INQ.1 Design a simple experimental procedure with an identified control and appropriate variables.**

1 **Students investigated four different brands of disinfectant wipes. The students rubbed each brand of wipe on a different desk. They collected a bacteria sample from each wiped desk with a cotton swab, then transferred the bacteria to a petri dish. The students also took a bacteria sample from an unwiped desk. After three days, the students compared the amount of bacterial growth in all five petri dishes. Which of these was the experimental control?**

A the sample with the greatest amount of bacterial growth

B the sample from the unwiped desk

C the length of time the bacteria was allowed to grow

D the number of brands of disinfectant wipes tested

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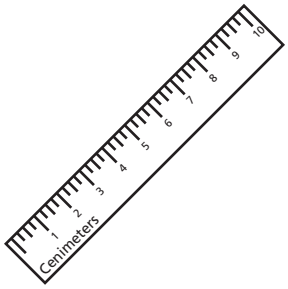
Reporting Category: **Inquiry and Technology**

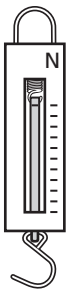
Performance Indicator: **0707.INQ.2 Select tools and procedures needed to conduct a moderately complex experiment.**

2 **A student studying geology wanted to determine the mass and volume of a small rock. Which set of tools should the student use to determine both properties?**

F

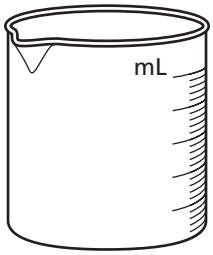


Ruler

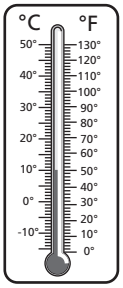


Spring Scale

G



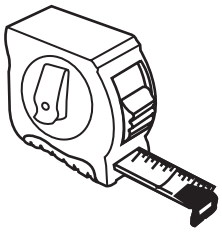
Beaker



Thermometer

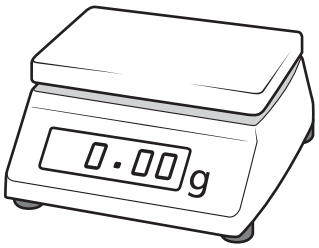
H

Test Tube

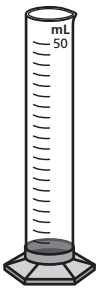


Tape Measure

J



Electronic Balance



Graduated Cylinder

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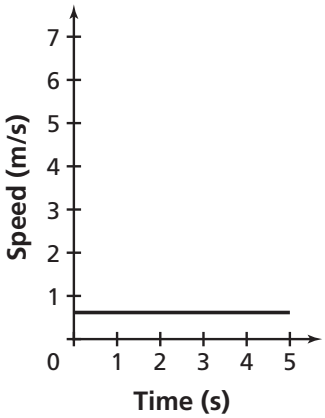
3 The chart below shows the speed of a toy car over a 5-second period.

Toy Car Data

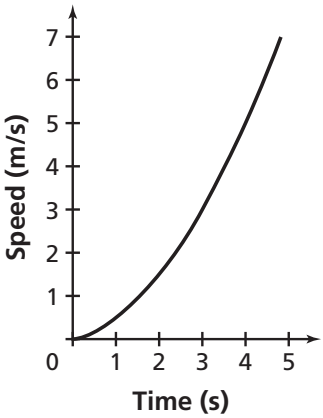
Time (seconds)	Speed (meters/second)
0	0
1	0.5
2	1.5
3	3
4	5
5	7.5

Which graph <u>best</u> represents the data contained in the chart?

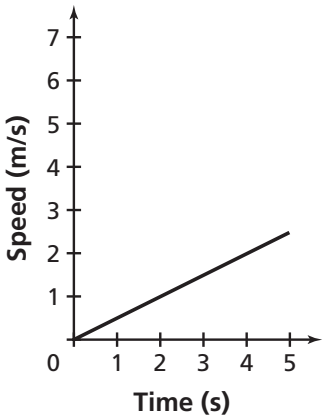
A



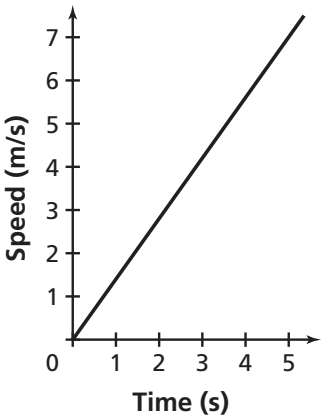
C



B



D



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4 **The table below shows the speed of a 1-kilogram object moving across a smooth horizontal surface over a 10-second period.**

Data Table

Time (seconds)	Speed (meters/second)
0	0.0
1	0.5
2	1.0
3	1.5
4	2.0
5	2.5
6	2.0
7	1.5
8	1.0
9	0.5
10	0.1

Which of these is a conclusion that can be made about the motion of the object based on these data?

F The object changed direction after 5 seconds.

G The object will travel faster after 10 seconds.

H Gravity will cause the object to accelerate.

J A force caused the object to slow.

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Reporting Category: **Inquiry and Technology**

Performance Indicator: **0707.INQ.5 Identify a faulty interpretation of data that is due to bias or experimental error.**

5 **A student investigated how much water different soil types can hold. The student placed each soil in a container with small holes in the bottom. The student poured water into the container of soil, then recovered the water that drained from the soil. Data from this investigation are shown in the table below.**

Soil Test Results

Soil Type	Amount of Water Poured into Soil (milliliters)	Amount of Water Drained from Soil (milliliters)
Sand	10	8
Clay	20	5
Loam	30	15

After reviewing the data, the student concluded that sand could not hold as much water as clay or loam. Which is the most likely reason this is an invalid conclusion?

A The student should have tested more than three types of soil.

B The student should have poured different types of liquid over the soils.

C The student should have poured the same amount of water over each soil.

D The student should have recovered the same amount of water from each type of soil.

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Reporting Category: **Inquiry and Technology**

Performance Indicator: **0707.TE.1 Identify the tools and procedures needed to test the design features of a prototype.**

6 **A company makes a prototype of a new insulating material that covers electrical wires. The insulating material is designed to keep the wire cool when electricity is conducted through it. What tool should be used to test the insulating material to be sure that it works properly?**

F electromagnet

G thermometer

H spring scale

J hot plate

Reporting Category: **Inquiry and Technology**

Performance Indicator: **0707.TE.2 Evaluate a protocol to determine if the engineering design process was successfully applied.**

7 **A tire company plans to design a tire that reduces the amount a car slides on icy roads. Which step should the company perform first?**

A perform a survey to find out if drivers prefer non-slip tires

B compare the costs of different types of tire materials

C test a set of tires in different weather conditions

D research the ability of different materials to grip road surfaces

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Reporting Category:	Inquiry and Technology
Performance Indicator:	0707.TE.3 Distinguish between the intended benefits and the unintended consequences of a new technology.

8 **Technology developed for the space program has resulted in both intended and unintended benefits. Which of these is the most likely intended benefit of Hubble Space Telescope technology?**

F lenses that filter dangerous light that comes from the sun

G video headsets that magnify people's views of their surroundings

H cordless, rechargeable remote-controlled devices

J detailed, sharp images of distant objects in the universe

Reporting Category:	Inquiry and Technology
Performance Indicator:	0707.TE.4 Differentiate between adaptive and assistive engineered products.

9 **Which statement best explains why a book with large print is classified as an assistive technology?**

A The technology to produce books with large print already exists.

B Large-print books help people who have poor vision read more clearly.

C Large-print books are less expensive to produce than standard-print books.

D More people enjoy books with large print than books with standard print.

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Reporting Category: LIFE SCIENCE 1: Cells, Flow of Matter and Energy

Performance Indicator: 0707.1.1 Identify and describe the function of the major plant and animal cell organelles.

10 **What is a function of the endoplasmic reticulum?**

F transporting materials

G manufacturing ribosomes

H producing energy for the cell

J controlling cell activities

Reporting Category: LIFE SCIENCE 1: Cells, Flow of Matter and Energy

Performance Indicator: 0707.1.2 Interpret a chart to explain the integrated relationships that exist among cells, tissues, organs, and organ systems.

11 **The chart represents increasing levels of organization in an organism.**

Levels of Organization

Cell
Tissue
Organ
Organ System
Organism

A stomach is made up of multiple tissues. What level of organization is a stomach?

A Cell

B Organ

C Organ System

D Organism

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Reporting Category: LIFE SCIENCE 1: Cells, Flow of Matter and Energy

Performance Indicator: 0707.1.3 Explain the basic functions of a major organ system.

12 What organ system sends signals from the brain to the muscles?

F circulatory

G digestive

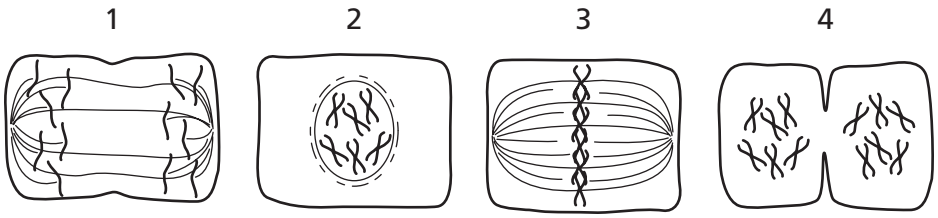
H nervous

J skeletal

Reporting Category: LIFE SCIENCE 1: Cells, Flow of Matter and Energy

Performance Indicator: 0707.1.4 Sequence a series of diagrams that depict chromosome movement during plant cell division.

13 Four stages of plant cell division are shown out of sequence.



What is the correct sequence of plant cell division?

A 2, 3, 1, 4

B 2, 4, 3, 1

C 4, 2, 1, 3

D 1, 3, 4, 2

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Reporting Category: LIFE SCIENCE 1: Cells, Flow of Matter and Energy

Performance Indicator: 0707.1.5 Explain how materials move through simple diffusion.

14 **Which statement best describes particle movement during simple diffusion?**

F Particles move out of a cell when the cell becomes full.

G Particles move in and out of a cell at a constant rate.

H Particles move from an area of high concentration to an area of low concentration.

J Particles move in a way that keeps them as close to each other as possible.

Reporting Category: LIFE SCIENCE 1: Cells, Flow of Matter and Energy

Performance Indicator: 0707.3.1 Compare the chemical compounds that make up the reactants and products of photosynthesis and respiration

15 **Part of the equation for photosynthesis is shown below. A substance released during cellular respiration is missing.**

$$\boxed{?} + \text{Water} \xrightarrow{\text{Sunlight}} \text{Glucose} + \text{Oxygen}$$

What substance belongs in place of the question mark?

A Carbon

B Hydrogen

C Nitrogen dioxide

D Carbon dioxide

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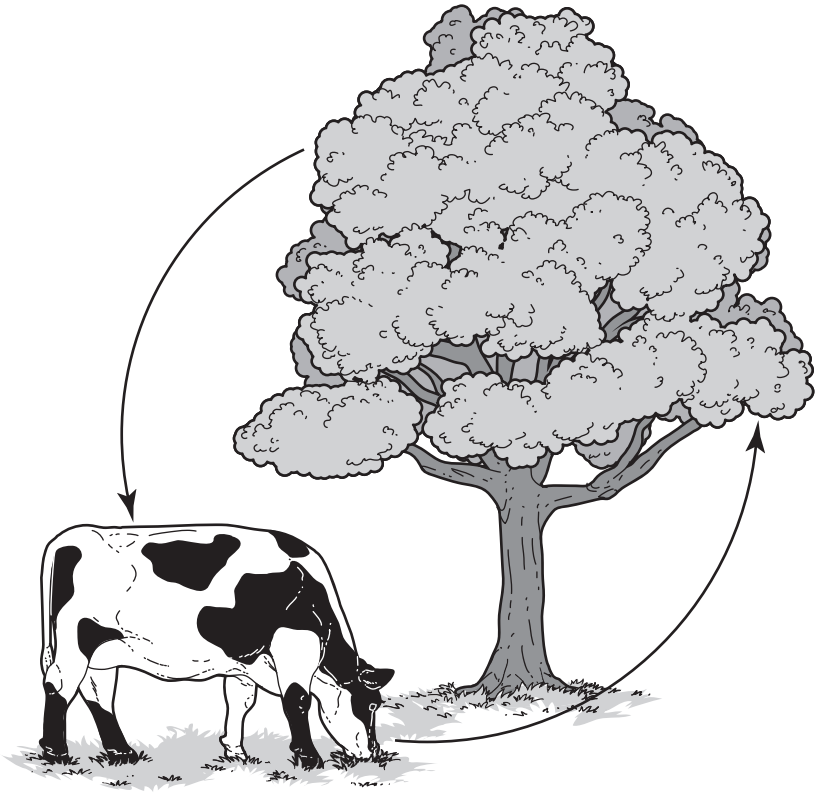
Reporting Category: LIFE SCIENCE 1: Cells, Flow of Matter and Energy

Performance Indicator: 0707.3.2 Interpret a diagram to explain how oxygen and carbon dioxide are exchanged between living things and the environment.

16 The diagram below represents a gas exchange between organisms.



What gas is released by animals during respiration and used by plants for photosynthesis?

F hydrogen

G oxygen

H carbon dioxide

J nitrous oxide

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Reporting Category: LIFE SCIENCE 2: Heredity

Performance Indicator: 0707.4.1 Classify methods of reproduction as sexual or asexual.

17 **Which statement correctly describes a difference between sexual and asexual reproduction?**

A Sexual reproduction only happens in animals, while asexual reproduction only happens in plants.

B Sexual reproduction requires fertilization of one gamete by another gamete, while asexual reproduction requires only one parent to produce an offspring.

C Sexual reproduction only happens in single-celled organisms, while asexual reproduction only happens in multicellular organisms.

D Sexual reproduction only happens when cells have a nucleus, while asexual reproduction only happens when cells do not have a nucleus.

Reporting Category: LIFE SCIENCE 2: Heredity

Performance Indicator: 0707.4.2 Match flower parts with their reproductive functions.

18 **What flower parts must be pollinated in order for a plant to produce seeds?**

F ovules

G anthers

H filaments

J petals

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Reporting Category: **LIFE SCIENCE 2: Heredity**

Performance Indicator: **0707.4.3 Describe the relationship among genes, chromosomes, and inherited traits.**

19 **What structures contain genetic information that is passed from one generation to the next?**

A hormones

B enzymes

C chromosomes

D carbohydrates

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20 In pea plants, tall plants (T) are dominant to short plants (t). Which Punnett square accurately represents a cross between parents with genotypes TT and tt?

F

	T	T
t	TT	TT
t	TT	TT

G

	T	T
t	tt	tt
t	tt	tt

H

	T	T
t	Tt	Tt
t	TT	Tt

J

	T	T
t	Tt	Tt
t	Tt	Tt

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21 **A student has an unidentified mineral. The student wants to identify the mineral using information from the Mohs hardness scale, shown below. The student has a mineral identification kit that includes a piece of plastic, a copper coin, a glass plate and a steel file.**

Mohs Hardness Scale

Mineral	Hardness
Talc	1
Gypsum	2
Calcite	3
Fluorite	4
Apatite	5
Orthoclase	6
Quartz	7
Topaz	8
Corundum	9
Diamond	10

← Piece of plastic, 1

← Fingernail, 2.5

← Copper coin, 4.5

← Glass plate, 5.5

← Steel file, 6.5

Based on these hardness values, which result could identify the mineral as apatite?

A The mineral can be scratched by both a fingernail and a piece of plastic.

B The mineral can be scratched by a glass plate, but not by a copper coin.

C The mineral can be scratched by a steel file but not by a glass plate.

D The mineral can be scratched by both a copper coin and a glass plate.

Go On ▶

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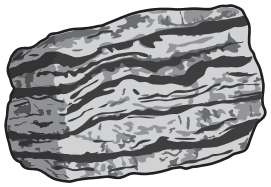
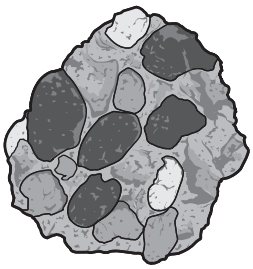
22 **A student studying different rock types observed four unidentified rocks. The student wrote a description of each rock under its picture, as shown below.**

1. A smooth, glassy rock with sharp edges

2. A light-colored rock that contains fossils



3. A rock with alternating bands of light and dark minerals



4. A rock composed of pebbles and small pieces of rocks cemented together

Which rock should the student classify as an igneous rock?

F 1

G 2

H 3

J 4

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Reporting Category: EARTH AND SPACE SCIENCE: The Earth

Performance Indicator: 0707.7.3 Identify the major processes that drive the rock cycle.

23 **Which processes must occur to change a metamorphic rock into an igneous rock?**

A melting and cooling

B weathering and erosion

C heat and pressure

D sedimentation and cementation

Reporting Category: EARTH AND SPACE SCIENCE: The Earth

Performance Indicator: 0707.7.4 Differentiate among the characteristics of the earth's three layers.

24 **Which of these best describes the composition of the inner core of Earth?**

F liquid water and rock crystals

G oxygen and carbon dioxide gas

H liquid iron and nickel

J solid nickel and iron

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Reporting Category: EARTH AND SPACE SCIENCE: The Earth

Performance Indicator: 0707.7.5 Recognize that lithospheric plates on the scale of continents and oceans continually move at rates of centimeters per year.

25 **The Andes Mountains are located in South America where the Nazca plate moves towards the South American plate. Which best describes the rate of movement of the Nazca plate?**

A 7 centimeters per year

B 70 centimeters per year

C 7 meters per year

D 70 meters per year

Reporting Category: EARTH AND SPACE SCIENCE: The Earth

Performance Indicator: 0707.7.6 Describe the relationship between plate movements and earthquakes, mountain building, volcanoes, and sea floor spreading.

26 **Which feature is formed by the movement of tectonic plates?**

F volcanic island chain

G river delta

H beach

J continental glacier

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Reporting Category: EARTH AND SPACE SCIENCE: The Earth

Performance Indicator: 0707.7.7 Analyze and evaluate the impact of man's use of earth's land, water, and atmospheric resources.

27 **Plastic shopping bags are a common form of litter. In sunlight, these shopping bags break down into small plastic pieces. When these small plastic pieces end up on beaches, ocean animals will sometimes consume them. Litter from shopping bags is most likely to affect**

A sea levels.

B food chains.

C ground water.

D global temperatures.

Reporting Category: PHYSICAL SCIENCE: Motion

Performance Indicator: 0707.11.1 Differentiate between the six simple machines.

28 **A student needs to move a heavy object across 50 meters of level ground. Which simple machine will most help the student move the object?**

F lever

G screw

H inclined plane

J wheel and axle

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29 **A student applied a force of 30 newtons to pull a wagon a distance of 10 meters in the direction of the applied force.**

$$\text{Work}(w) = \text{Force}(F) \times \text{Distance}(d)$$

How much work did the student do on the wagon?

A 3 newton-meters

B 20 newton-meters

C 40 newton-meters

D 300 newton-meters

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Reporting Category:	**PHYSICAL SCIENCE: Motion**
Performance Indicator:	**0707.11.3 Apply proper equations to solve basic problems pertaining to distance, time, speed, and velocity.**

30 **A ball rolls 12 meters in 4 seconds.**

$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$

$$s = \frac{d}{t}$$

What is the average speed of the ball?

F 3 meters/second

G 8 meters/second

H 16 meters/second

J 48 meters/second

Go On ▶

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31 **A falling rock has an acceleration of about 10 meters/second^2.**

$$\text{Mass} = \frac{\text{Force}}{\text{Acceleration}}$$

$$m = \frac{F}{a}$$

If the force of gravity on the rock is 40 newtons, what is the mass of the rock?

A 0.25 kilogram

B 4 kilograms

C 50 kilograms

D 400 kilograms

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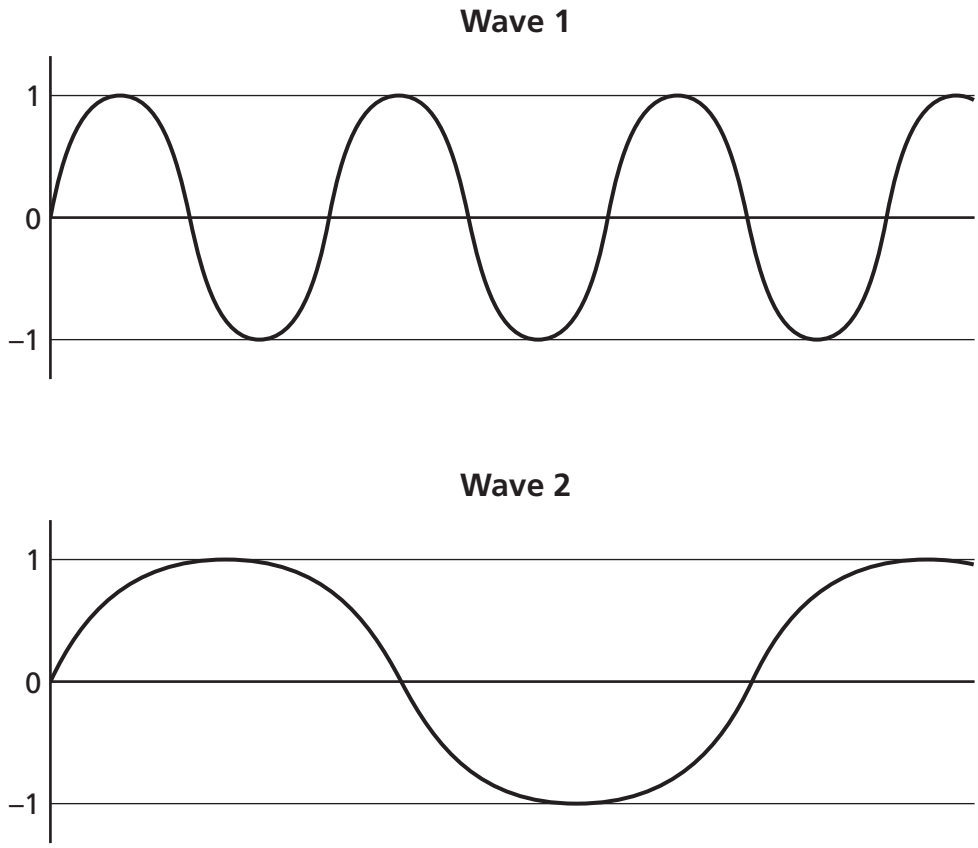
32 **The diagram below shows two waves.**



Which statement best compares the waves?

F Wave 1 has a greater amplitude than Wave 2.

G Wave 1 has taller crests than Wave 2.

H Wave 2 has a higher frequency than Wave 1.

J Wave 2 has a greater wavelength than Wave 1.

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Reporting Category:	**PHYSICAL SCIENCE: Motion**
Performance Indicator:	**0707.11.6 Differentiate between transverse and longitudinal waves in terms of how they are produced and transmitted.**

33 **All of these are transverse waves except**

A radio waves.

B x-ray waves.

C ultraviolet waves.

D sound waves.

STOP

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Social Studies

Reporting Category: 1 Economics

Performance Indicator: 7.2.1 Recognize basic economic concepts (i.e., imports, exports, barter system, tariffs, closed and emerging markets, supply and demand, inflation, recession, depression).

1 Which headline is reporting the best example of inflation?

A Gas Prices Rise Due to Increased Annual Demand

B U.S. Signs a Regional Free Trade Agreement

C Unemployment Declines during Summer Months

D European Union to Raise Tariffs on Some Goods

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Reporting Category: **1 Economics**

Performance Indicator: **7.2.2 Define renewable and nonrenewable resources.**

2 Study the photographs below.

1. Stove Using Propane

© Skm2000/Dreamstime #6974990

2. Machines Mining Coal for Production

© Dragunov1981/Dreamstime #5643898

3. Pumps Used for Gasoline

© Aprescindere/Dreamstime #16350740

4. Fans Using Wind to Produce Energy

© Icefields/Dreamstime #16458780

Which photograph shows the use of a renewable resource?

F 1

G 2

H 3

J 4

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3 **Study the table below.**

Tennessee's Top 4 Industries by Number of Paid Employees, 2003 and 2008

Industry	2003	2008
Manufacturing	393,832	363,793
Health Care and Social Assistance	317,456	358,884
Retail	304,207	326,762
Accommodation and Food Service	209,672	246,650

Source: U.S. Census Bureau

Based on the table, which industry had the greatest increase in the number of paid employees?

A Manufacturing

B Health Care and Social Assistance

C Retail

D Accommodation and Food Service

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Reporting Category: **1 Economics**

Performance Indicator: **7.2.5 Select the major resources, industrial, and agricultural products for the three grand divisions from a map of Tennessee.**

4 **Which agricultural product is grown in the Western Grand Division of Tennessee?**

F oranges

G bananas

H indigo

J cotton

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Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**7.4.1 Define the different types of governments (i.e., democracy, autocracy, oligarchy, monarchy, dictatorship).**

5 **Study the picture below.**

Queen Elizabeth I

© pictore/iStockphoto #16145680

The individual in this picture ruled in a

A democracy.

B oligarchy.

C monarchy.

D theocracy.

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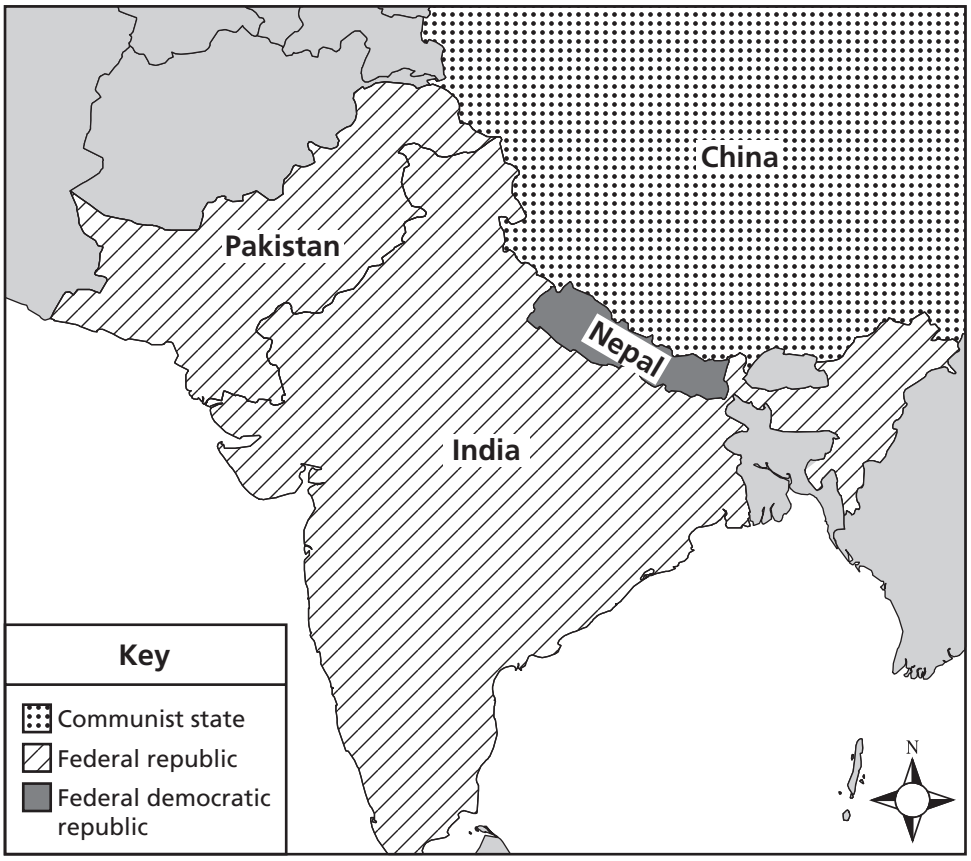
Reporting Category: **2 Governance and Civics**

Performance Indicator: **7.4.2 Using a map key, locate various governance systems.**

6 **Study the map below.**

Southern Asia, 2011



Source: CIA World Factbook

Based on the map, in which country would a citizen have the fewest personal freedoms?

F Pakistan

G India

H Nepal

J China

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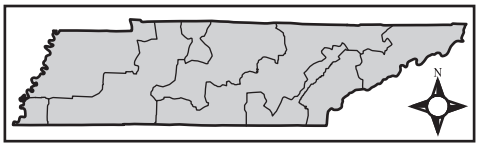
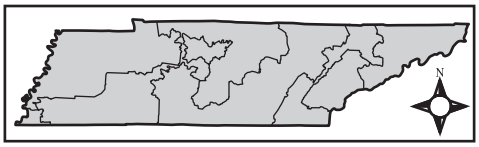
Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**7.4.3 Recognize how the boundaries of Congressional districts change in the State of Tennessee (i.e., statutory requirements, population shifts, political power shifts).**

7 **Study the maps below.**

Tennessee Congressional Districts 1985



Tennessee Congressional Districts 2011



Which group in Tennessee is responsible for changing the congressional district boundaries shown on the maps should a population shift occur?

A the state legislature

B the voting public

C a federal panel

D an independent commission

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Reporting Category: **2 Governance and Civics**

Performance Indicator: **7.6.2 Differentiate between the rights, roles and state of the individual in relation to the general welfare in various regions of the world.**

8 **Which headline shows a practice of individual freedoms supported by most Western-European governments but limited in governments ruled by dictators?**

F Protesters Rally against Tax Policies

H Religious Services Outlawed throughout City

G Police Silence Opposition Party Leaders

J Limits Placed on Allowable Education

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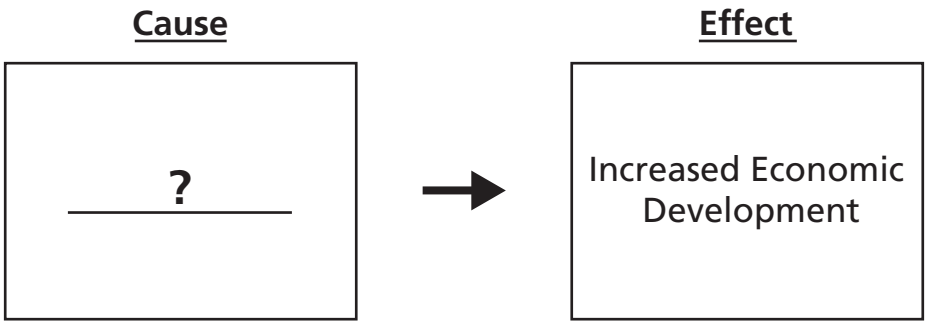
Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**7.6.3 Recognize the causes, consequences and possible solutions applied by governing bodies to persistent global issues (i.e. health, security, resource allocation, economic development, environmental quality).**

9 **Study the diagram below.**



Which action would best complete the diagram for a developing nation?

A Introduction of Trade Restrictions

B Passage of Safety Regulations

C Support of Foreign Investments

D Adoption of Immigration Reforms

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10 **Study the information below.**

- What goods should be produced?
- How will goods be distributed?
- Who will purchase the goods and services?

Which term outlines the answers to the questions above?

F economic system

G federal budget

H state laws

J political system

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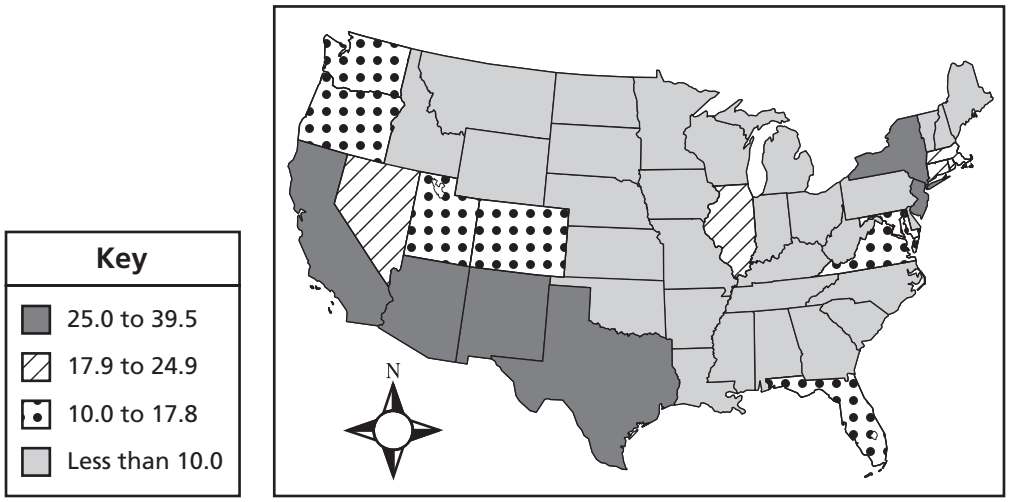
Reporting Category: **3 Human Geography**

Performance Indicator: **7.1.2 Locate cultural information on a thematic map (i.e., languages, political systems, economic systems, religions).**

11 **Study the map below.**

Percentage of People Who Spoke a Language Other than English at Home, Continental United States, 2000



Source: U.S. Census Bureau

Based on the map, which region has the greatest percentage of people who speak a language other than English at home?

A Midwest

B Northeast

C Southeast

D Southwest

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Reporting Category: **3 Human Geography**

Performance Indicator: **7.2.3 Define demographic concepts (i.e., population, population distribution, population density, growth rate).**

12 **Study the information below.**

- Number of people immigrating into an area
- Number of people emigrating from an area
- Number of births and deaths

Which demographic concept is being described by the information in this list?

F population growth

G population density

H population control

J population distribution

Reporting Category: **3 Human Geography**

Performance Indicator: **7.3.4 Distinguish the differences among rural, suburban, and urban communities.**

13 **Which characteristic distinguishes a rural area from other communities?**

A limited agricultural activity

B numerous industrial centers

C low population density

D greater cultural opportunities

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Reporting Category:	3 Human Geography
Performance Indicator:	7.3.8 Define demographic concepts (i.e., population, population distribution, population density, growth rate, family size, and infant mortality).

14 **Study the information below.**

Population ___?___

The total population divided by the size of a given area of land

Which term best completes the title?

F Composition

G Density

H Growth

J Distribution

Reporting Category:	3 Human Geography
Performance Indicator:	7.3.13 Recognize the definitions of modifications on the physical environment (i.e., global warming, deforestation, desert, urbanization).

15 **Which term best defines the process of population growth in towns and cities due to migration?**

A globalization

B industrialization

C urbanization

D culturalization

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Reporting Category:	**3 Human Geography**
Performance Indicator:	**7.3.14 Distinguish between types of maps (i.e. political, physical, climatic, land-use resource, contour, elevation, topographic).**

16 **Study the map below.**

Crater Lake, Oregon

© Tanyapanina/Dreamstime #10532427

Which type of map would most accurately portray changes in the elevation of this landscape?

F topographic

G climatic

H resource

J political

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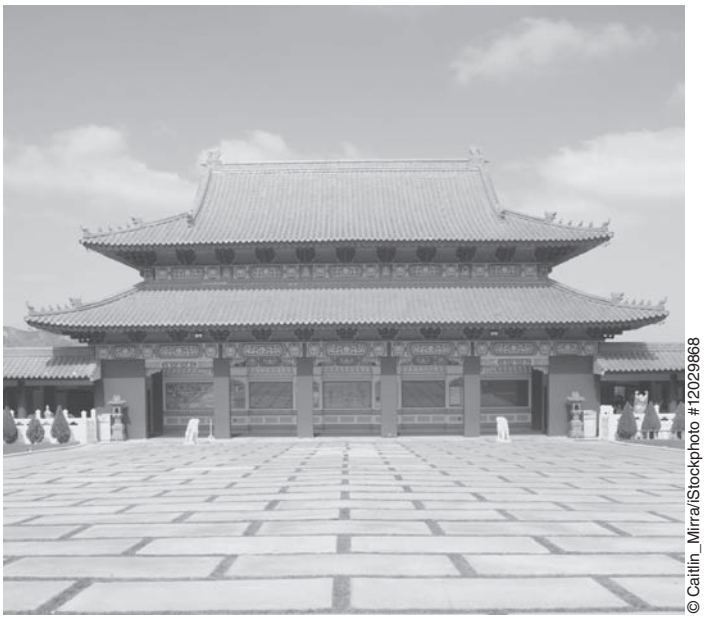
Reporting Category:	**3 Human Geography**
Performance Indicator:	**7.3.16 Demonstrate understanding of characteristics and implications of a diverse global culture.**

17 **Study the photograph below.**

Hsi Lai Temple, California



© Caitlin_Mirra/iStockphoto #12029868

The photograph represents an influence on United States culture from

A East Asia.

B Western Europe.

C Latin America.

D the Caribbean.

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Reporting Category:	**3 Human Geography**
Performance Indicator:	**7.3.18 Analyze the environmental consequences of humans changing their physical environment (i.e., air and water pollution, mining, deforestation, global warming).**

18 **Study the diagram below.**

Deforestation in Amazon

Increased farmland

?

Which long-term result best completes this diagram?

F Increased energy supplies

G Decreased employment opportunities

H Increased environmental destruction

J Reduced foreign investment

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Reporting Category:	**3 Human Geography**
Performance Indicator:	**7.3.19 Predict the consequences of population changes on the Earth's physical environment (i.e., air and water pollution, mining, deforestation, global).**

19 **Which factor is most likely to take place as the Earth's population increases?**

A fewer residents living in cities

B growth of dictatorships

C higher levels of water pollution

D reduced class sizes in public schools

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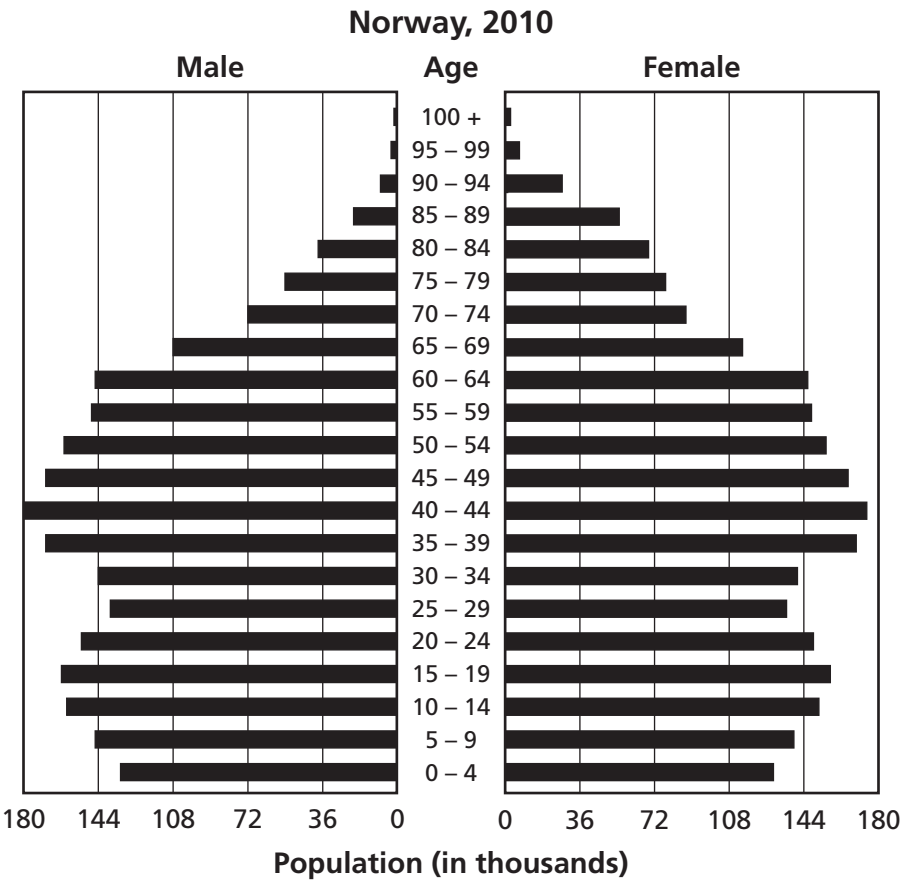
20 Study the population pyramid below.



Source: U.S. Census Bureau

Based on the population pyramid, in which given age group did males outnumber females the most?

F 40 – 44

G 55 – 59

H 65 – 69

J 70 – 74

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Reporting Category: **4 Physical Geography**

Performance Indicator: **7.3.1 Identify and use the basic elements of maps and mapping.**

21 **Which map element conveys information about direction?**

A projection

B legend

C bar scale

D compass rose

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Reporting Category: **4 Physical Geography**

Performance Indicator: **7.3.2 Locate the Earth's major physical characteristics (i.e., 7 continents, 4 oceans).**

22 **Study the map below.**

The World

Which number on the map is correctly matched with its corresponding ocean?

F 1 – Pacific Ocean

G 2 – Atlantic Ocean

H 3 – Pacific Ocean

J 4 – Atlantic Ocean

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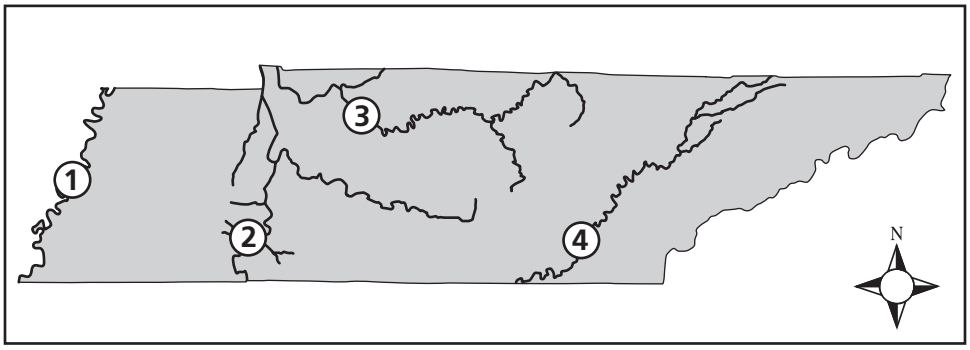
Reporting Category: **4 Physical Geography**

Performance Indicator: **7.3.3 Identify the major river systems of Tennessee.**

23 **Study the map below.**

Tennessee River Systems



Which number on the map is paired with the correct river system?

A 1 – Tennessee

B 2 – Holston

C 3 – Cumberland

D 4 – Mississippi

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Reporting Category:	**4 Physical Geography**
Performance Indicator:	**7.3.5 Select the natural resources found in the 3 grand divisions of Tennessee (coal, copper, timber, plants, animals).**

24 **Which resource is found in large quantities throughout East Tennessee?**

F gypsum

G zinc

H timber

J cotton

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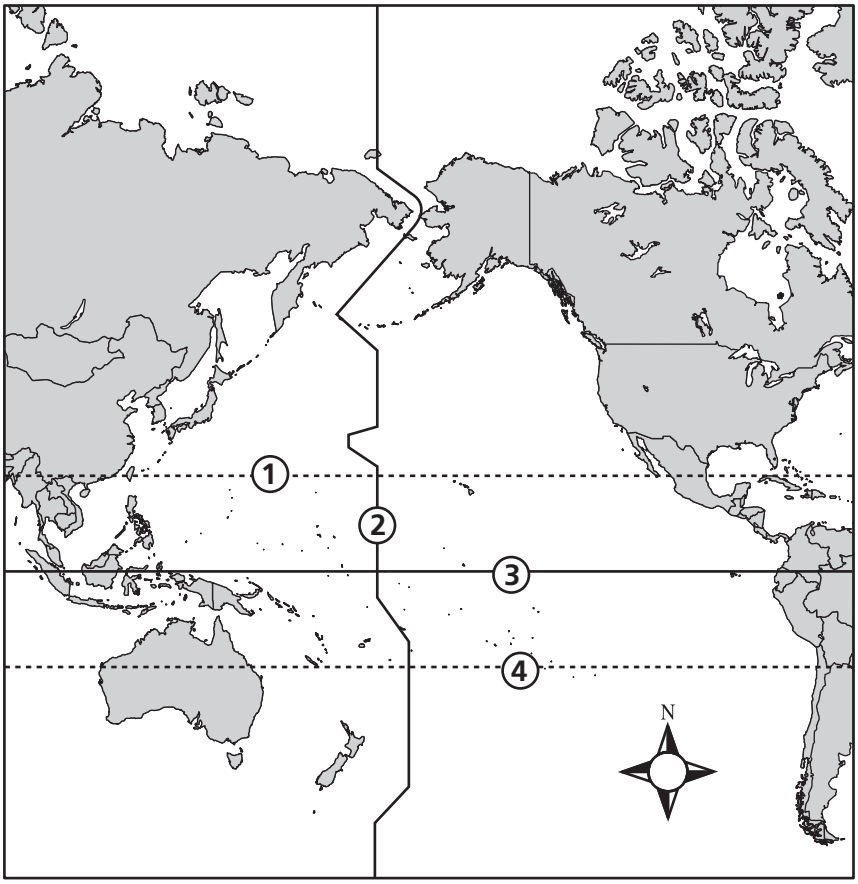
Reporting Category:	**4 Physical Geography**
Performance Indicator:	**7.3.6 Locate on a map specific lines of longitude and latitude (i.e., Prime Meridian, International Date Line, Equator, North and South Poles, Tropics of Cancer and Capricorn, Arctic and Antarctic circles).**

25 Study the map below.

The Pacific Ocean



Which number on the map represents the International Date Line?

A 1

B 2

C 3

D 4

Go On ▶

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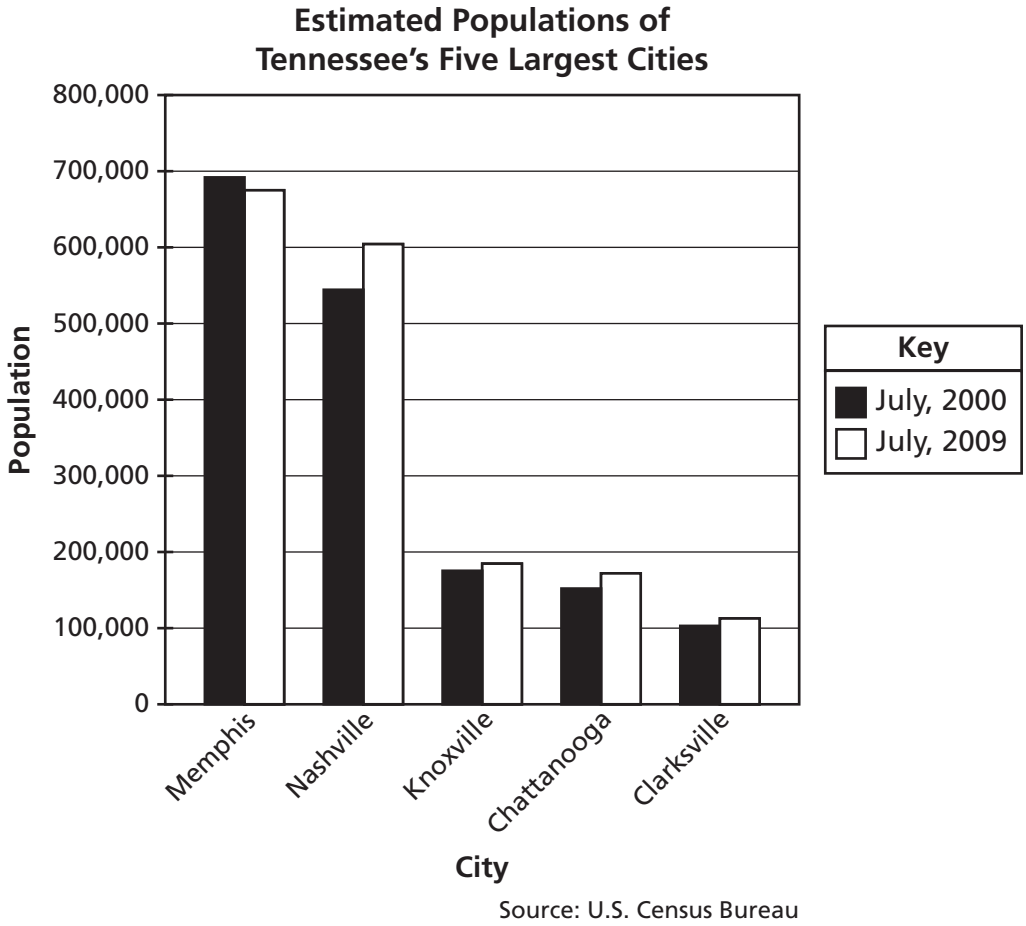
Performance Indicator: 7.3.7 Compare the five largest cities of Tennessee using a bar graph.

26 Study the graph below.



Based on the graph, which city experienced a population decrease?

F Memphis

G Nashville

H Knoxville

J Chattanooga

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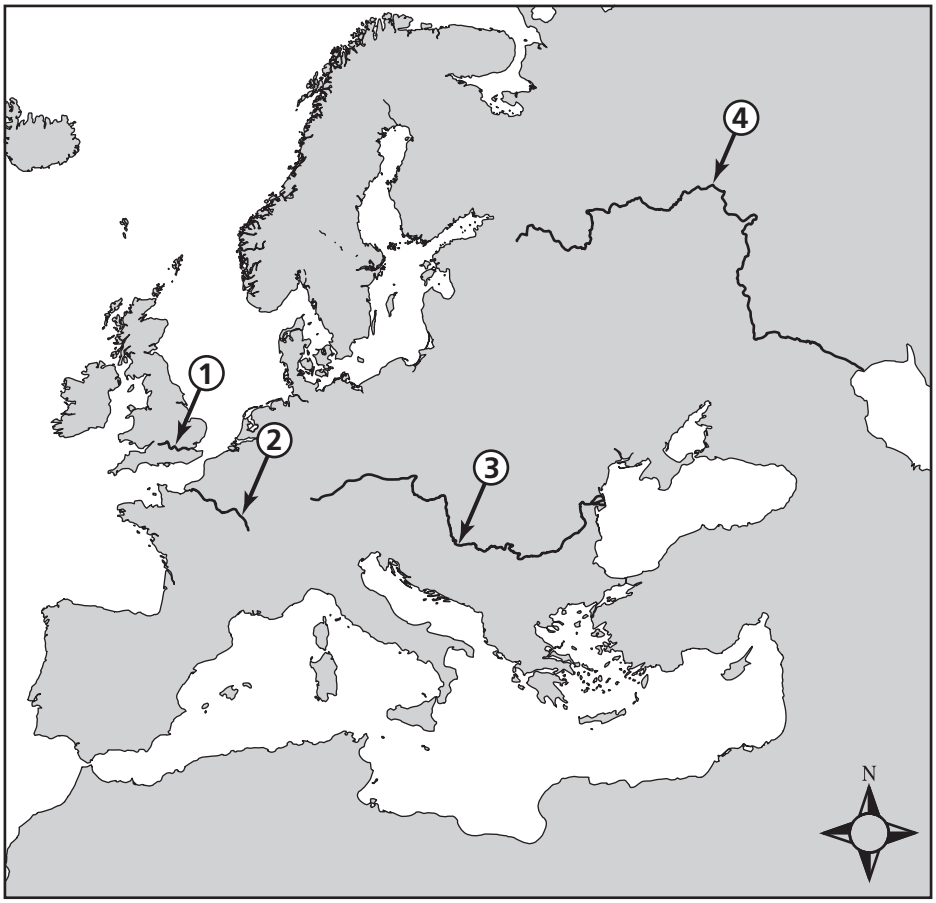
Reporting Category: **4 Physical Geography**

Performance Indicator: **7.3.9 Identify the location of Earth's major landforms and bodies of water (i.e., Rockies, Andes, Himalayas, Alps, Urals, Sahara Desert, Nile River Valley, Great Plains, Mississippi River, Amazon River, Thames River, Seine River, Rhine River, Danube River, Tigris River, Euphrates River, Ganges River, Volga River, Yellow River).**

27 Study the map below.

Major Rivers of Europe



Which number on the map is pointing to the Thames River?

A 1

B 2

C 3

D 4

Go On ▶

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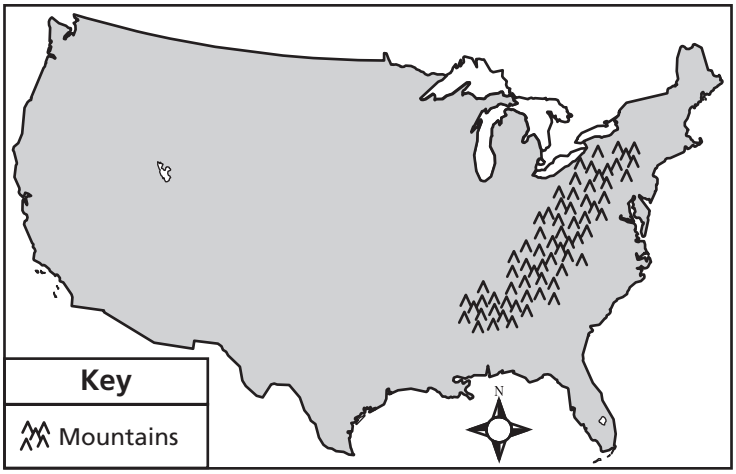
28 **Study the map below.**

Continental United States



Which feature primarily defines the darker-shaded region on the map?

F climate

G economic

H cultural

J topographic

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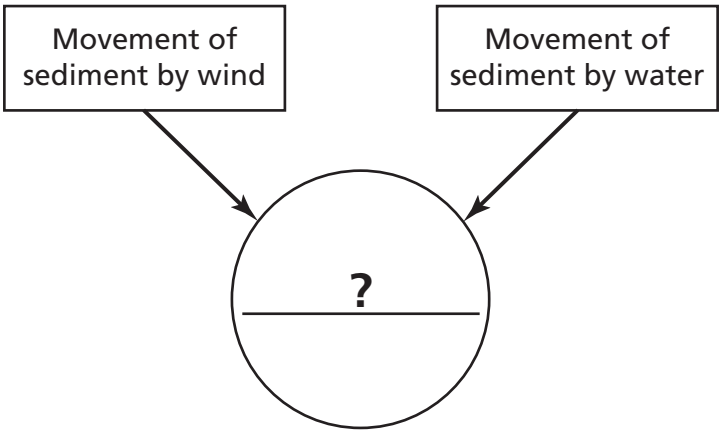
Reporting Category:	**4 Physical Geography**
Performance Indicator:	**7.3.11 Recognize specific physical processes that operate on the Earth's surface (i.e., erosion, volcanoes, earthquakes, wind and water currents, plate tectonics, and weathering).**

29 **Study the diagram below.**



Which statement best completes this diagram?

A Causes of Erosion

B Impact of Plate Tectonics

C Consequences of Highland Climates

D Results of Solar Energy

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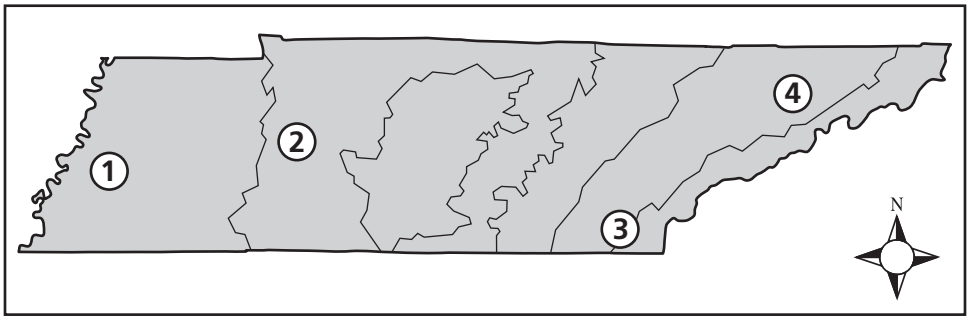
Reporting Category:	**4 Physical Geography**
Performance Indicator:	**7.3.12 Identify the six physical regions of Tennessee (i.e., Unaka Mountains, Valley and Ridge, Cumberland Plateau, Highland Rim, Central Basin, Gulf Coastal Plain).**

30 Study the map below.

Tennessee



Which number on the map is closest to the Highland Rim?

F 1

G 2

H 3

J 4

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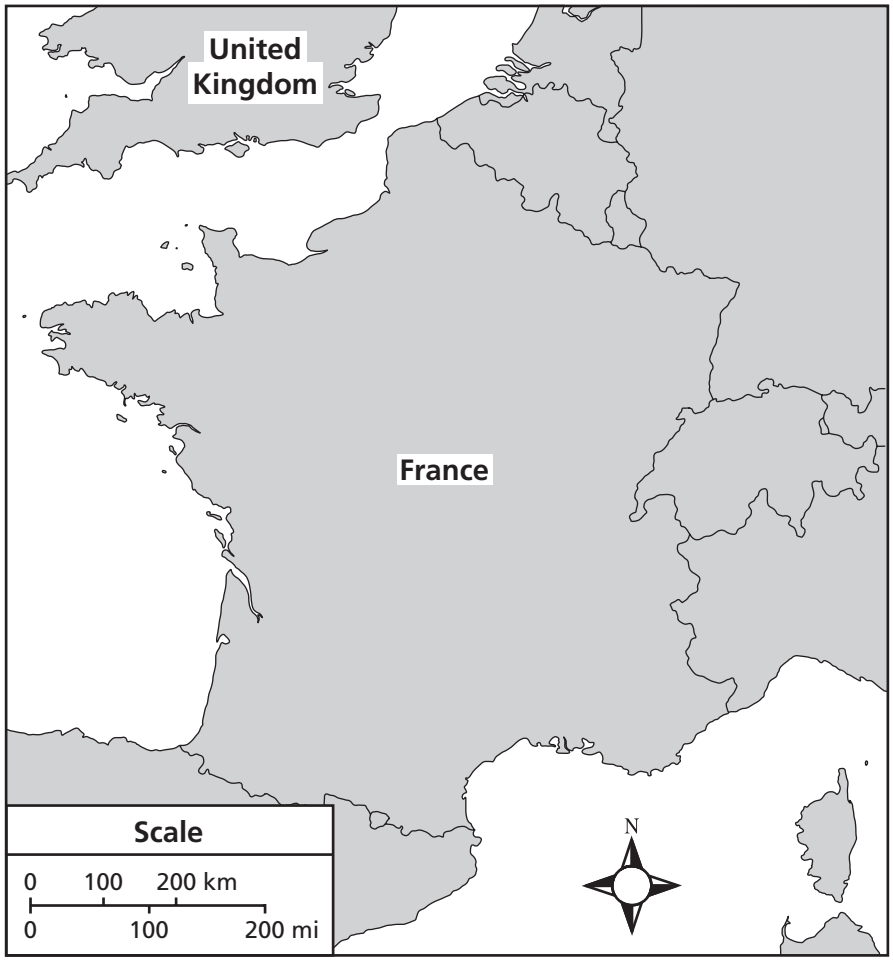
31 **Study the map below.**

Western Europe



Based on the map, what is the shortest distance between the coastlines of France and the United Kingdom?

A less than 50 miles

B between 50 and 100 miles

C between 100 and 150 miles

D more than 150 miles

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32 **Study the map below.**

The Continental United States

Based on the map, a family who travels from Atlanta to Denver would have the correct time after setting their watches

F an hour later.

G an hour earlier.

H two hours later.

J two hours earlier.

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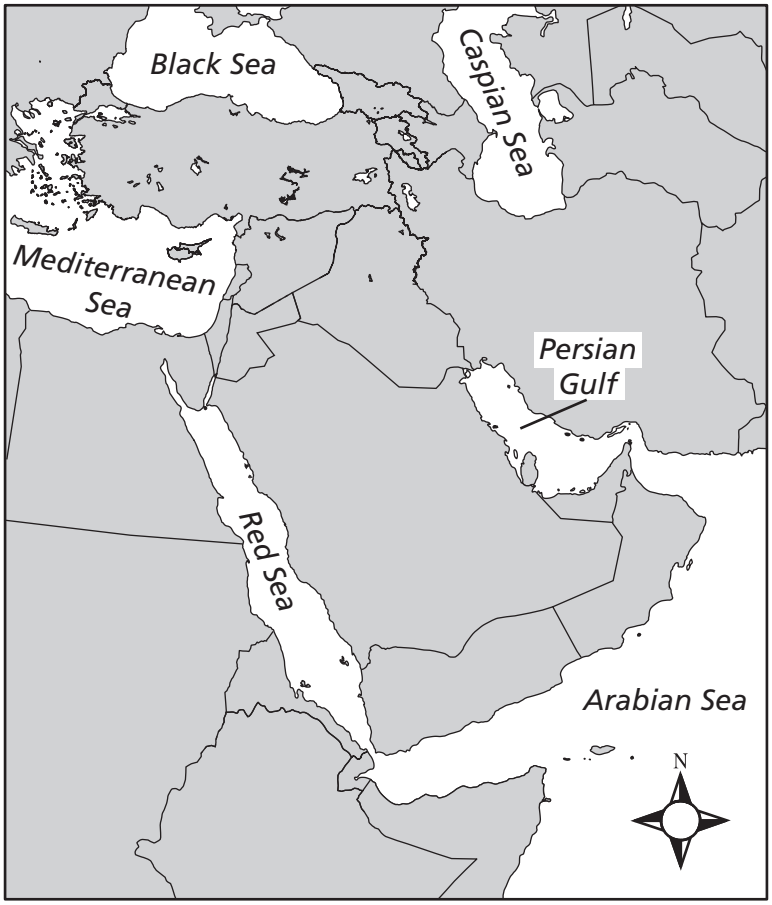
Reporting Category:	**5 History**
Performance Indicator:	**7.1.3 Compare and contrast the tenets of the five major world religions (i.e., Christianity, Buddhism, Islam, Hinduism, Judaism).**

33 **Study the map below.**

The Middle East



What is one similarity among the three major world religions that began in this region?

A practice of monotheism

B belief in reincarnation after death

C practice of ancestor worship

D belief in enlightenment

Go On ▶

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Reporting Category: **5 History**

Performance Indicator: **7.3.21 Examine reasons and patterns of human migration through the use of maps, charts, diagrams (i.e., famine, natural disasters, political and religious oppression, wars).**

34 **Study the table below.**

Push Factors for Migration
Unemployment
Natural Disasters
Civil War
?

Which push factor can be added to the table?

F Agricultural Prosperity

G Health Services

H Technological Advancements

J Religious Oppression

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Reporting Category:	**5 History**
Performance Indicator:	**7.5.1 Identify the causes and consequences of urbanization (i.e., industrial development, education, health care, cultural opportunities, poverty, overcrowding, disease, pollution, crime).**

35 **Study the process below.**

> The world is undergoing the largest wave of urban growth in history. In 2008, for the first time in history, more than half of the world's population will be living in towns and cities. By 2030, this number will swell to almost 5 billion . . .
>
> — United Nations Population Fund

Which consequence will most likely result from the process described?

A Health care services will increase.

B Levels of criminal activity will decrease.

C Land reserved for parks will increase.

D Air pollution levels will begin to decrease.

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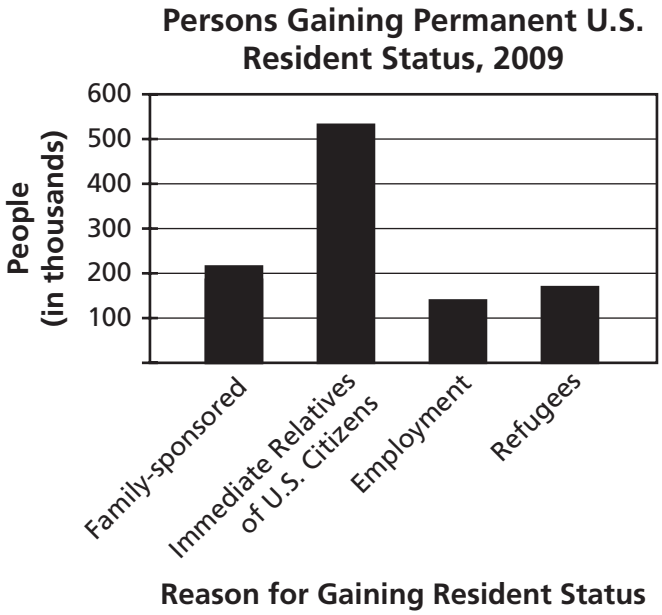
Performance Indicator: 7.5.2 Identify reasons why people choose to settle in different places (i.e., occupation, family, climate, natural resources).

36 Study the graph below.



Source: 2009 Yearbook of Immigration Statistics, Office of Immigration Statistics

Which statement is supported by the graph?

F Employment opportunities is the major cause of migration.

G Political instability in home countries guarantees resident status.

H Family connections often make legal status possible.

J Economic pressure from relatives reduces migration.

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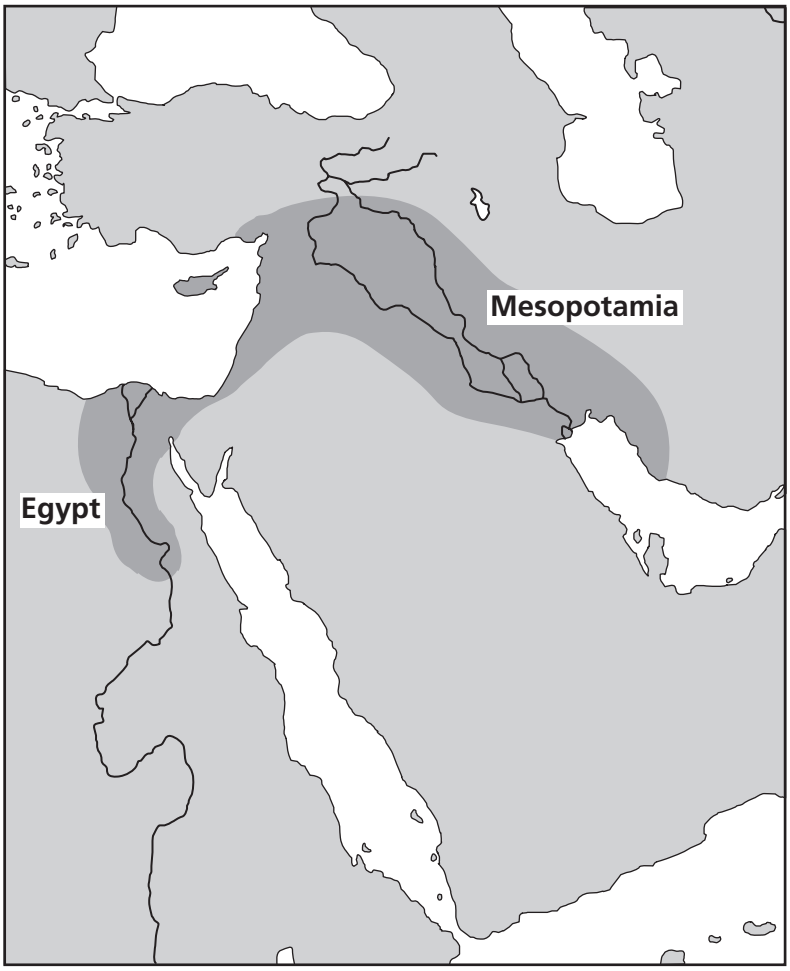
37 Study the map below.

Locations of Ancient Civilizations



Which factor most contributed to the development of civilizations in the darker-shaded area?

A Seas provided protection from invasion.

B Fresh water was used to irrigate farmland.

C Mountains were mined for iron ore.

D Arid land provided building materials.

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Reporting Category: **5 History**

Performance Indicator: **7.5.4 Analyze the causes and effects of change in a place over time from a written passage.**

38 **Study the passage below.**

> Deforestation is a major challenge. Between 1990 and 2010 Latin America and the Caribbean and Sub-Saharan Africa experienced the greatest forest losses, followed by the Arab States.
>
> — United Nations, Human Development Report, 2011

Which effect does the environmental change described in this passage have on local areas?

F increase in rural populations

G decrease of available ranch lands

H increase in natural disasters

J decrease of animal habitats

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Reporting Category: **5 History**

Performance Indicator: **7.6.1 Identify ways family, groups, and community influence daily life and personal choices.**

39 **Study the information below.**

> In India, Hindu social structures were traditionally based on a caste system where birth into a particular family determined class status. Life choices, such as marriage and careers, were limited based on caste.

How has the caste system most influenced India?

A It helped eliminate religious rivalries.

B It limited mobility within society.

C It influenced the expansion of urban areas.

D It established a communal way of life.

STOP

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Reading and Language Arts
Answer Key

1	C
2	J
3	B
4	F
5	A
6	H
7	D
8	G
9	D
10	J
11	B
12	H
13	B
14	H
15	B
16	J
17	A
18	F
19	C
20	F
21	C

22	H
23	C
24	J
25	D
26	H
27	D
28	J
29	D
30	G
31	C
32	G
33	C
34	J
35	B
36	G
37	C
38	J
39	C
40	F
41	C
42	F

43	D
44	G
45	B
46	H
47	B
48	H
49	B
50	J
51	A
52	H
53	B
54	H
55	A
56	H
57	D
58	H
59	C
60	G
61	C
62	H
63	A

64	G
65	A
66	J
67	B
68	J
69	A
70	H
71	C
72	F
73	C
74	G
75	C
76	J
77	C
78	G
79	D
80	G
81	A

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Mathematics
Answer Key

1	C
2	J
3	B
4	F
5	C

6	H
7	C
8	J
9	A
10	J

11	C
12	H
13	B
14	F
15	A

16	J
17	D
18	H
19	D

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Science
Answer Key

1	B
2	J
3	C
4	J
5	C
6	G
7	D
8	J
9	B

10	F
11	B
12	H
13	A
14	H
15	D
16	H
17	B
18	F

19	C
20	J
21	B
22	F
23	A
24	J
25	A
26	F
27	B

28	J
29	D
30	F
31	B
32	J
33	D

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Social Studies
Answer Key

1	A
2	J
3	B
4	J
5	C
6	J
7	A
8	F
9	C
10	F

11	D
12	F
13	C
14	G
15	C
16	F
17	A
18	H
19	C
20	F

21	D
22	G
23	C
24	H
25	B
26	F
27	A
28	J
29	A
30	G

31	A
32	J
33	A
34	J
35	A
36	H
37	B
38	J
39	B

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Tennessee Comprehensive Assessment Program

Achievement Test ~ Grade 7

Item Sampler

Version B