Student Name _____

Teacher Name _____

School _____

System _____

Tennessee Comprehensive Assessment Program

English Linguistically Simplified Assessment ~ Grade 3

Item Sampler

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Introduction

What is the TCAP English Linguistically Simplified Assessment (ELSA)?

The TCAP English Linguistically Simplified Assessment (ELSA) is the TCAP Achievement Test in "simplified" English. It 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 who are Limited English Proficient (LEP) 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 ELSA. The questions in the on-line Item Sampler are representative of questions that will be on the TCAP ELSA.

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.

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

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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 ELSA (grades 3–8) as per system policy.

Which test accommodations may be used?

The English Linguistically Simplified Assessment may be administered using various procedures (or ELL accommodations) 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/Language Arts

Directions **Jesse wrote a report about his favorite food. It contains mistakes. Read the report and answer Numbers 1 through 8.**

Flat Bread

(1) One of my favorite foods is bread. (2) I love going to the bakery and helping my mother pick out rolls bagels and wheat bread. (3) I also enjoy breads from other cultures.

(4) My grandmother makes *piki* when she visiting. (5) *Piki* is flat bread from the Hopi, a Native American tribe. (6) It is made from blue cornmeal. (7) The Hopi used to cook the bread on a special flat rock. (8) *Piki* is as thin as a sheet of paper. (9) It crunches when you bite it.

(10) Tanji is my friend from india. (11) Her familly makes flat bread called *naan*. (12) It is made in a round oven. (13) *Naan* is soft and smooth. (14) It is not as flat as *piki*, though.

(15) When I go to my friend Mike's house, his grandfather cooks for us. (16) The last thing he made for us was a flat Greek bread called *pita*. (17) It is round and has a pocket in the middle. (18) *Pita* is also called pocket bread, and it is fun to eat.

Reporting Category: **1 Language**

Performance Indicator: **0301.1.2 Identify the correct use of verbs (i.e., present, past, and future tense) within context.**

1 **Read Sentence 17.**

It is round and <u>has</u> a pocket in the middle.

Choose the correct form of the underlined verb.

A have

B having

C will have

D correct as is

Go On ▶

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Reporting Category: **1 Language**

Performance Indicator: **0301.1.5 Select the simple subject and predicate of a sentence.**

2 **Read Sentence 3.**

I also enjoy breads from other cultures.

Which word is the simple predicate in this sentence?

F I

G enjoy

H breads

J from

Reporting Category: **1 Language**

Performance Indicator: **0301.1.6 Select the compound sentence that correctly combines two simple sentences.**

3 **Read Sentences 8 and 9.**

Piki is as thin as a sheet of paper. It crunches when you bite it.

What is the best way to combine these sentences?

A *Piki* is as thin as a sheet of paper because it crunches when you bite it.

B *Piki* is as thin as a sheet of paper so crunches when you bite it.

C *Piki* is as thin as a sheet of paper or it crunches when you bite it.

D *Piki* is as thin as a sheet of paper and crunches when you bite it.

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Reporting Category: **1 Language**

Performance Indicator: **0301.1.7 Recognize correct capitalization and end punctuation within context.**

4 **Read Sentence 10.**

Tanji is my friend from india.

Which sentence uses capital letters correctly?

F Tanji is my Friend from india.

G Tanji is my Friend from India.

H Tanji is my friend from India.

J Tanji is My friend from india.

Reporting Category: **1 Language**

Performance Indicator: **0301.1.8 Choose the correct formation of contractions and plurals within context.**

5 **Read Sentence 18.**

Pita is also called pocket bread, and <u>it is</u> fun to eat.

What is the correct way to write the underlined words as a contraction?

A it'is

B its'

C it's

D i'ts

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Reporting Category: **1 Language**

Performance Indicator: **0301.1.9 Identify the correct use of commas with dates, addresses, items in a series, and the greeting and closing of a friendly letter.**

6 **Read Sentence 2.**

I love going to the bakery and helping my mother pick out rolls bagels and wheat bread.

What is the correct way to place the commas in this sentence?

F I love going to the bakery and helping my mother pick out rolls, bagels, and wheat bread.

G I love going to the bakery and helping my mother pick out rolls, bagels, and, wheat bread.

H I love going to the bakery and helping my mother pick out rolls, bagels and wheat, bread.

J I love going to the bakery and helping my mother pick out rolls bagels and, wheat bread.

Reporting Category: **1 Language**

Performance Indicator: **0301.1.12 Choose correctly (or incorrectly) spelled words in context.**

7 **Read Sentence 11.**

Her <u>familly</u> makes flat bread called *naan*.

What is the correct spelling for the underlined word?

A family

B fammily

C familey

D famly

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Reporting Category: **1 Language**

Performance Indicator: **0301.1.15 Recognize root words and their various inflections (e.g., walks, walking, walked).**

8 **Read Sentence 4.**

My grandmother makes *piki* when she visiting.

Choose the correct form of the underlined root word.

F visited

G visit

H visits

J correct as is

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Directions **A student wrote the following passage. It contains mistakes. Read the passage and answer Numbers 9 through 16.**

Wiggly Worms

(1) Many people may dislike worms because they are slimy and wiggly. (2) However, many kinds of worm are good for the earth. (3) Earthworms are one type of worm that help the soil.

(4) Earthworms like to eat dirt, dead insects, and plants. (5) This helps the soil to become rich. (6) Rich soil helps farmers to grow food. (7) Worms also dig tunnels in the dirt. (8) The tunnels bring air and water into the soil to help plants grow.

(9) Earthworms have amazing bodies. (10) They don't not have legs, arms, or eyes. (11) However, they can sense light and many will move away from brightness. (12) If a worm loses its tail, the tail will grow back.

(13) Baby earthworms are born out of cocoons that are as small as a grain of rice. (14) Earthworms start small. (15) Some earthworms can grow up to twelve feet long. (16) The longer earthworm ever found was in South Africa. (17) It was twenty-two feet long!

(18) Earthworms may be wiggly, but they are fun to learn about.

Reporting Category: **1 Language**

Performance Indicator: **0301.1.1 Identify the correct use of nouns (i.e., as subjects, singular and plural) within context.**

9 **Read Sentence 2.**

However, <u>many kinds of worm</u> are good for the earth.

Choose the correct way to write the underlined words.

A many kinds of worms

B many kind of worms

C many kind of worm

D correct as is

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Reporting Category: **1 Language**

Performance Indicator: **0301.1.2 Identify the correct use of verbs (i.e., present, past, and future tense) within context.**

10 **Read Sentence 12.**

If a worm loses its tail, the tail will grow back.

Choose the correct way to write the underlined words.

F grow

G grew

H will grows

J correct as is

Reporting Category: **1 Language**

Performance Indicator: **0301.1.3 Identify the correct use of adjectives (i.e., comparative and superlative) within context.**

11 **Read Sentence 16.**

The longer earthworm ever found was in South Africa.

Choose the correct way to write the underlined word.

A more longer

B longest

C long

D most long

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Reporting Category: **1 Language**

Performance Indicator: **0301.1.5 Select the simple subject and predicate of a sentence.**

12 **Read Sentence 6.**

Rich soil helps farmers to grow food.

What is the simple subject of the sentence?

F soil

G helps

H farmers

J grow

Reporting Category: **1 Language**

Performance Indicator: **0301.1.6 Select the compound sentence that correctly combines two simple sentences.**

13 **Read Sentences 14 and 15.**

Earthworms start small. Some earthworms can grow up to twelve feet long.

Which sentence shows the best way to combine the sentences above?

A Earthworms start small but can grow up to twelve feet long.

B Earthworms start small, or they can grow up to twelve feet long.

C Earthworms start small so can grow up to twelve feet long.

D Earthworms start small, for they can grow up to twelve feet long.

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Reporting Category:	**1 Language**
Performance Indicator:	**0301.1.13 Recognize grade level compound words, contractions, and common abbreviations within context.**

14 **Which word from the passage is a contraction?**

F wiggly

G tunnels

H don't

J brightness

Reporting Category:	**1 Language**
Performance Indicator:	**0301.1.14 Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to/too/two; their/there/they're).**

15 **Read Sentence 10.**

They don't not have legs, arms, or eyes.

What is the correct way to write this sentence?

A They don't not have any legs, arms, or eyes.

B They don't have no legs, arms, or eyes.

C They don't have none legs, arms, or eyes.

D They don't have legs, arms, or eyes.

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Reporting Category: **2 Vocabulary**

Performance Indicator: **0301.1.18 Distinguish individual sounds, including consonant blends, within words.**

16 **Read Sentence 13.**

Baby earthworms are born out of cocoons that are as small as a grain of rice.

In which word below does the ea have the same sound as the ai in grain?

F meal

G dream

H break

J leave

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Directions **Jan gave the following speech. Read the speech and answer Numbers 17 through 25.**

Adopt-a-Highway

1 Hello. I'm Jan from Mrs. Lake's class. My class wants to work together to help the community. We think we have found a great way to do this. Last month we did a class project on state highways. We learned about the Adopt-a-Highway Program. This program brings people together to pick up litter along the roads. We think it would be a great idea for all Bolton Elementary students to join the program and adopt a highway.

2 Adopting a highway is not like adopting a pet. When a highway is adopted, only part of the highway is cared for by a group of people. The group agrees to work every week to keep its part of the highway clean. Each group gets its own sign that has the name of the group printed on it. The sign is put up alongside the road. This sign lets drivers know who is keeping that area of the road clean.

3 The Adopt-a-Highway Program is a great way for people to help their community look nicer. Also, the state does not have to send out as many road workers. This saves money. Finally, people may try harder to keep roads clean if they see people, especially kids like us, cleaning them up.

4 We will need volunteers to help care for our adopted highway. If you want to feel great and keep our roads clean, please come with your parents to the meeting next week. We will meet in Mrs. Lake's room on Wednesday at 6:00 P.M. Please take a flier when you leave today. It tells all about the Adopt-a-Highway Program. At the meeting, we will talk about which roads are the messiest as a result of people's unkind acts. Then we'll try to pick an area to adopt and clean up.

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5 I look forward to seeing you at the meeting. Remember to keep Tennessee roads clean!

Go On ▶

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Reporting Category: **2 Vocabulary**

Performance Indicator: **0301.1.16 Determine word meanings using prefixes and suffixes and/or context clues.**

17 **Read this sentence from Paragraph 4.**

At the meeting, we will talk about which roads are the messiest as a result of people's unkind acts.

The word unkind means

A always helping.

B not nice.

C without wanting.

D very good.

Reporting Category: **4 Communication and Media**

Performance Indicator: **0301.2.1 Identify the main idea of a speech.**

18 **This speech is mostly about**

F why a new highway is needed.

G why students should work together.

H how to save money for a town.

J how to help keep a highway clean.

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0301.2.1 Identify the main idea of a speech.**

19 **Jan is mainly asking the listeners to**

A join a group that picks up litter along a road.

B learn about state highways.

C write letters to their parents.

D put up signs near their homes about picking up litter.

Reporting Category: **4 Communication and Media**

Performance Indicator: **0301.2.2 Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task), identify those that are appropriate (or inappropriate) for group activities.**

20 **How should students behave while Jan is talking?**

F ask her many questions

G tell her when there is a mistake

H listen carefully and look at her

J draw pictures and look down at their desks

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0301.2.3 Given a written summary of a speech, choose from a list of ideas the one not mentioned in the speech.**

21 **After listening to Jan's speech, a student wrote the following summary. Read the summary and answer the question.**

The Adopt-a-Highway Program is a good way for children to help their community. They can pick up trash and save money. Special signs warn drivers of danger. Children who are interested in the program should attend the meeting on Wednesday.

Which sentence from the summary is not an idea included in the speech?

A The Adopt-a-Highway Program is a good way for children to help their community.

B They can pick up trash and save money.

C Special signs warn drivers of danger.

D Children who are interested in the program should attend the meeting on Wednesday.

Reporting Category: **5 Logic**

Performance Indicator: **0301.5.2 Distinguish between fact and opinion within text.**

22 **Choose the sentence from the speech that is an opinion.**

F This program brings people together to pick up litter along the roads.

G When a highway is adopted, only part of the highway is cared for by a group of people.

H Each group gets its own sign that has the name of the group printed on it.

J The Adopt-a-Highway Program is a great way for people to help their community look nicer.

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Reporting Category: **5 Logic**

Performance Indicator: **0301.5.4 Determine sequence of events in text.**

23 **What should students do first if they want to join the Adopt-a-Highway Program?**

A put up signs alongside a road

B go to a meeting next Wednesday

C pick a spot they want to adopt

D ask Mrs. Lake if they can join

Reporting Category: **6 Informational Text**

Performance Indicator: **0301.6.2 Identify the stated main idea in a reading selection.**

24 **What is the main message of this speech?**

F Keep our roads looking good.

G Help people in our community.

H Take letters to your parents.

J Work with other students.

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0301.7.4 Choose the most effective medium to enhance a short oral presentation (e.g., still pictures, a model, short video clip, recording).**

25 **Which of these would be best for Jan to show the listeners during her speech?**

A a map of the main highways in Tennessee

B pieces of litter found around the school

C a picture of the students in Mrs. Lake's class

D pictures of a road before and after it was cleaned

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Directions **Matt wrote the following report for science class. It contains mistakes. Read the report and answer Numbers 26 through 36.**

1 Sea squirts are little animals that live in the ocean. They have hollow bodies that water flows through. The sea squirt gets its name from one special thing it does. It squirts out the water that goes through its body. There are many other little animals in the ocean.

2 Sea squirt babies look like tadpoles. They swim around by moving their tails. They swim until they find a home. They might find a home at the bottom of a boat, on a piece of wood, on a clamshell, or even on crabs and seaweed. When they decide on a place, they attach themselves to the new home by using a sucker on their head.

3 The sea squirt grows a rubbery skin, or coat. Sea squirt coats can be different colors. Some coats are so clear that a person can see the insides of the animal! As adults, most sea squirts are shaped like small potatoes with two holes near their tops.

4 Some sea squirts live in groups called colonies, but adult sea squirts don't move around like other animals do. They just stay in one place. They get their food from the water that passes through them and that they squirt right back out.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0301.3.1 Identify the purpose for writing (i.e., to entertain, to inform, to respond to a picture, story, or art).**

26 **The main purpose for writing this report is to**

F give an opinion about an unusual sea animal.

G explain how to care for sea animals.

H inform others about an unusual sea animal.

J ask people to help sea animals.

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0301.3.2 Identify the audience for which a text is written.**

27 **Who would be most interested in reading this report?**

A someone who likes to learn about fishing

B someone who enjoys funny stories

C someone who likes mystery books

D someone who enjoys learning about animals

Reporting Category: **3 Writing and Research**

Performance Indicator: **0301.3.3 Choose a topic sentence for a paragraph.**

28 **Which sentence would best begin Paragraph 3?**

F After a sea squirt finds a home, it begins to grow and change its shape.

G As a baby, a sea squirt will swim for many hours looking for a place to live.

H Sea squirts get food from the water that goes through their bodies.

J Sea squirts have been around for a long time.

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Reporting Category: 3 Writing and Research

Performance Indicator: 0301.3.4 Choose a supporting sentence that best fits the context and flow of ideas in a paragraph.

29 **Which supporting sentence could be added to Paragraph 3?**

A Most sea animals will not eat sea squirts.

B The coat helps protect the sea squirt from its enemies.

C Sea squirts look soft from far away.

D Most animals have some kind of outer skin or covering.

Reporting Category: 3 Writing and Research

Performance Indicator: 0301.3.5 Identify unnecessary information in a paragraph.

30 **Choose the sentence that does not belong in Paragraph 1.**

F Sea squirts are little animals that live in the ocean.

G The sea squirt gets its name from one special thing it does.

H It squirts out the water that goes through its body.

J There are many other little animals in the ocean.

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0301.3.7 Choose the most specific word to complete a simple sentence.**

31 **Read this sentence from Paragraph 2.**

They swim around by moving their tails.

Choose the most specific word to replace the underlined word in the sentence above.

A flowing

B getting

C holding

D wiggling

Reporting Category: **3 Writing and Research**

Performance Indicator: **0301.3.8 Select an appropriate title that reflects the topic of a written selection.**

32 **The best title for this report is**

F Animals in the Sea.

G All About Sea Squirts.

H Things That Squirt.

J Sticky Tadpoles.

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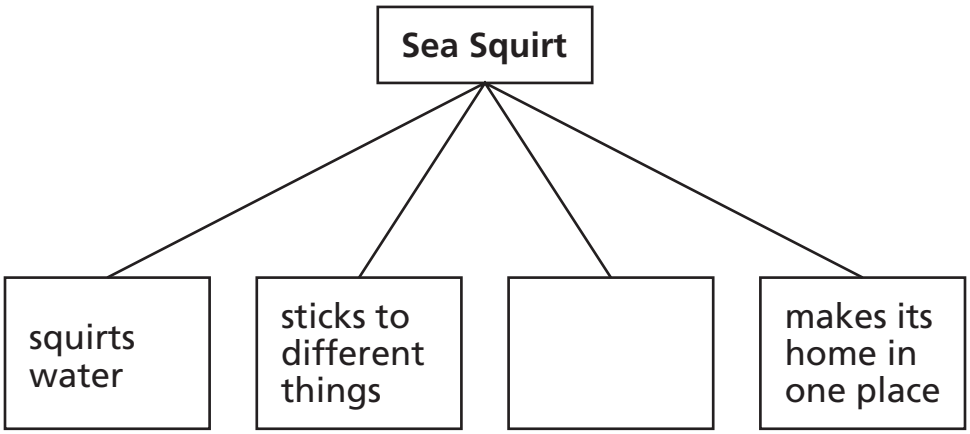
Reporting Category: **3 Writing and Research**

Performance Indicator: **0301.3.9 Complete a simple graphic organizer to group ideas for writing.**

33 **Look at the graphic organizer Matt made before writing her report.**



Which of these best completes the graphic organizer?

A is the size of a potato

B has bright colors

C grows a rubbery skin

D lives inside of boats

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0301.4.1 Identify the most reliable sources of information to support a research topic.**

34 **Matt's teacher wants him to research more information about sea squirts. Which book should Matt check out from the library for his research?**

F *How to Care for Sea Animals*

G *Strange Sea Animals*

H *Animals of South America*

J *Sea Tales for One and All*

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0301.4.4 From a given list, identify information that is (or is not) available in a certain reference source (e.g., what information does one find in a thesaurus).**

35 **Matt is using a thesaurus to revise his report. The thesaurus helps Matt to**

A add more facts to his report.

B discover the location of sea squirts on a map.

C find words that have similar meanings.

D look at pictures of sea squirts.

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0301.7.2 Select the most appropriate medium or media for accessing information, writing a report, or making a presentation.**

36 **Matt wants to add more information about baby sea squirts to Paragraph 2. Which source is <u>best</u> for him to use?**

F an online encyclopedia

G an online dictionary

H a Web site about tadpoles

J a Web site about seaweed

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Directions **Read the passage. Then answer Numbers 37 through 48.**

Koala Joey

by Buffy Silverman

1 Far away in Australia, a koala sits high in a eucalyptus tree. She grips a branch with the rough pads and sharp claws on her paws. In her pouch she hides something special—her baby.

2 At birth the baby koala, called a joey, does not look like his furry mom. He is pink and bald and as small as a jellybean. Although he cannot see, he moves his legs and crawls. He smells milk and, without any help, starts to feel his way to his mother's pouch. Five minutes later he slips inside.

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A koala eats a eucalyptus leaf.

3 Inside the pouch, the joey drinks his mother's milk and grows. His eyes open. His ears form, and he hears his mother's calls. Soon thick fur covers his body. By the time the joey is ready to explore the world, he looks like his mother.

4 At five months old, the joey peers out of his pouch. He eats a special soft food from his mother called pap. When the joey eats pap, he gets bacteria from his mother's stomach in his tummy too. He will need the bacteria to eat eucalyptus leaves, like grownup koalas do.

5 In another month, the joey leaves the pouch for the first time. He clings to his mother's belly while she climbs in the treetops. By the time he is eight months old, the joey no longer fits in his mother's pouch. But he still drinks her milk.

6 Now, for a few hours each night, the joey climbs on his mother's back for a ride. While riding piggyback, he reaches for eucalyptus leaves. Just like mom, he nips off leaves and chews them. The leaves have plenty of water in them, so koalas rarely go to the ground for a drink.

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A joey looks out of his mother's pouch.

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7 When the joey is about one year old, his piggyback days are over. Now he climbs to the treetops by himself. On each of his front paws, he has two thumbs opposite his three fingers. He can grip branches and grab leaves.

8 The young koala spends more and more time away from his mother. He no longer drinks her milk. He dozes alone on tree branches. Soon he will move to another tree and live on his own.

"Koala Joey" by Buffy Silverman, from *Click Magazine*, April 2007, Vol. 10, No. 4 © 2007 by Beth G. Silverman. Reprinted by permission of Cricket Magazine Group, Carus Publishing Company.

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A joey enjoys a piggyback ride.

Reporting Category: **2 Vocabulary**

Performance Indicator: **0301.1.17 Select appropriate synonyms and antonyms within context.**

37 **Read these sentences from Paragraph 6.**

While riding piggyback, he reaches for eucalyptus leaves. Just like mom, he nips off leaves and chews them.

Which word means about the same as nips?

A catches

B climbs

C runs

D bites

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Reporting Category: **2 Vocabulary**

Performance Indicator: **0301.1.19 Recognize grade appropriate vocabulary, including multiple-meaning words, within context.**

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

> He smells milk and, without any help, starts to feel his way to his mother's pouch. Five minutes later he slips inside.

The word slips means

F moves.

G gives.

H sleeps.

J uses.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0301.4.1 Identify the most reliable sources of information to support a research topic.**

39 **Which source would be best to use for finding more information on eucalyptus trees?**

A a map of Australia

B a newspaper from Australia

C a book about koalas in Australia

D a Web site about plants in Australia

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0301.4.2 Complete a simple graphic (e.g., chart, web) organizing information from text or technological sources.**

40 **Lisa made this chart after reading the passage.**

What a Joey Does at Different Ages

Five months old	Looks out of his pouch
Six months old	Leaves the pouch for the first time
Eight months old	
One year old	Climbs trees by himself

What information belongs in the empty space?

F Eats a food called pap

G Clings to his mother's belly

H Sleeps on tree branches

J Rides on his mother's back

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0301.4.4 From a given list, identify information that is (or is not) available in a certain reference source (e.g., what information does one find in a thesaurus).**

41 **Which information would a student find in an atlas?**

A the definition of the word bacteria

B a map that shows where Australia is

C a picture of a eucalyptus tree

D the number of hours a koala sleeps

Reporting Category: **5 Logic**

Performance Indicator: **0301.5.4 Determine sequence of events in text.**

42 **A joey stops drinking its mother's milk when it is about**

F five months old.

G six months old.

H eight months old.

J one year old.

Go On ▶

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Reporting Category: **6 Informational Text**

Performance Indicator: **0301.6.1 Select questions used to focus and clarify thinking before, during, and after reading text.**

43 **Choose the question that is answered in this passage.**

A How do koalas get the water they need?

B How much food do koalas eat?

C How large are adult koalas?

D How long do koalas sleep each day?

Reporting Category: **6 Informational Text**

Performance Indicator: **0301.6.2 Identify the stated main idea in a reading selection.**

44 **Paragraph 2 is mainly about**

F the name of a baby koala.

G what a newborn koala is like.

H what kind of fur a newborn koala has.

J the size of a baby koala.

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Reporting Category: **6 Informational Text**

Performance Indicator: **0301.6.3 Indicate which illustration or graphic best supports a particular text.**

45 **After reading the passage, what can the reader conclude about the last picture?**

A The joey has never been out of its mother's pouch before.

B The joey has just opened its eyes.

C The joey is about eight months old.

D The joey spends most of its days alone in the trees.

Reporting Category: **6 Informational Text**

Performance Indicator: **0301.6.6 From a list of statements, locate the factual statements from the fictional ones.**

46 **Read the list of facts about baby koalas.**

Baby Koalas

1. live in Australia
2. swing around in the trees
3. cannot see when born
4. have two thumbs

Which number is not true and should be taken off the list?

F Fact 1

G Fact 2

H Fact 3

J Fact 4

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0301.7.4 Choose the most effective medium to enhance a short oral presentation (e.g., still pictures, a model, short video clip, recording).**

47 **Caleb is giving a presentation to his class about baby koalas. Which of these would best help his classmates learn about baby koalas?**

A a map of an Australian forest

B a drawing of how koalas climb trees

C a photograph of a eucalyptus tree

D a timeline of how koalas grow

Reporting Category: **7 Literature**

Performance Indicator: **0301.8.5 Identify the author's purpose (e.g., to entertain, to inform, to describe, to share feelings).**

48 **The author most likely wrote this passage to**

F inform readers about baby koalas.

G tell a funny story about a baby koala.

H encourage people to protect baby koalas.

J compare a baby koala to other baby animals.

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Directions **Read the poem. Then answer Numbers 49 through 53.**

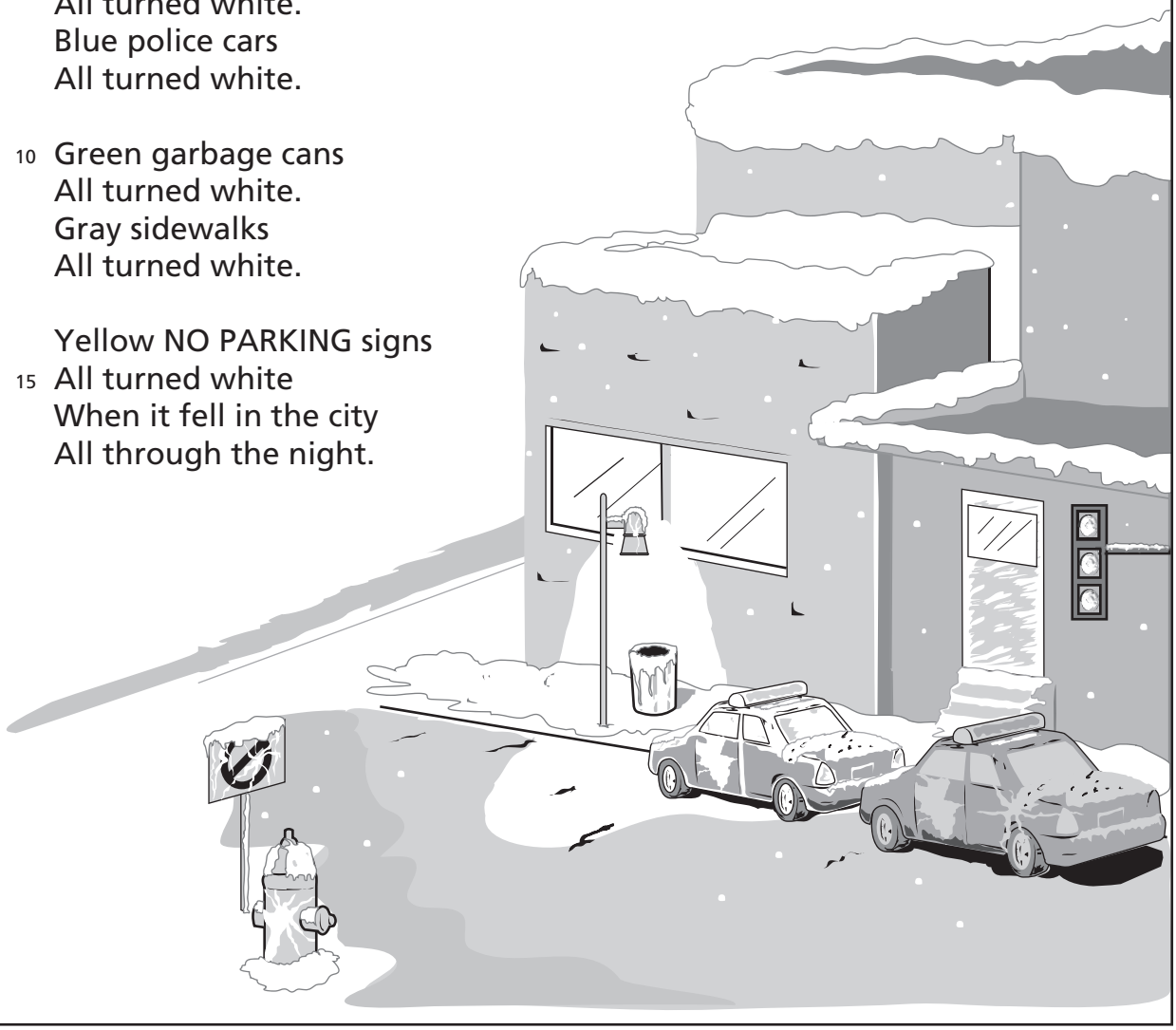
It Fell in the City
by Eve Merriam

It fell in the city,
It fell through the night,
And the black rooftops
All turned white.

Red fire hydrants
All turned white.
Blue police cars
All turned white.

Green garbage cans
All turned white.
Gray sidewalks
All turned white.

Yellow NO PARKING signs
All turned white
When it fell in the city
All through the night.



"It Fell in the City" from *Blackberry Ink* by Eve Merriam, copyright © 1985 by Eve Merriam. Used by permission of Marian Reiner.

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Reporting Category: **1 Language**

Performance Indicator: **0301.1.13 Recognize grade level compound words, contractions, and common abbreviations within context.**

49 **Which line from the poem contains a compound word?**

A It fell in the city,

B It fell through the night,

C And the black rooftops

D All turned white.

Reporting Category: **5 Logic**

Performance Indicator: **0301.5.1 Draw appropriate inferences and conclusions from text.**

50 **The reader can tell that this poem is about**

F ice.

G rain.

H snow.

J paint.

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Reporting Category: **7 Literature**

Performance Indicator: **0301.8.1 Identify and/or select rhyming words.**

51 **Choose the pair of words from the poem that rhyme.**

A hydrants, cars

B night, white

C signs, city

D rooftops, sidewalks

Reporting Category: **7 Literature**

Performance Indicator: **0301.8.3 Identify forms of text as poems, plays, or stories.**

52 **A reader can tell that "It Fell in the City" is a poem because it**

F takes place at night.

G is written in short lines.

H has one main idea.

J tells the color of different objects.

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Reporting Category: **7 Literature**

Performance Indicator: **0301.8.5 Identify the author's purpose (e.g., to entertain, to inform, to describe, to share feelings).**

53 **The author's main reason for writing this poem is to**

A tell a funny story.

B describe a scene.

C teach an important lesson.

D explain how to do a task.

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Directions **Read the story. Then answer Numbers 54 through 63.**

Sparrow's New Home

by Pam Miller

1 One day four birds met in a park. "Where do all of you live?" asked Robin.

2 "I live in the cherry tree in front of the school," said Cardinal.

3 "I live in the oak tree next to the library," said Blue Jay.

4 "And I live in the elm tree across from the bank," said Robin. "How about you, Sparrow?"

5 "I live in the *G* at George's," said Sparrow.

6 "What did you say?" said Blue Jay.

7 "I live in the *G* at George's Barbershop," repeated Sparrow. "It's right down the street from the bank. Follow me and I'll show you."

8 So all the birds flew down the street to George's Barbershop.

9 Across the top of the shop were large letters that spelled out "George's Barbershop." And there, nestled snugly in the curve at the bottom of the *G*, was a small nest.

10 "See," said Sparrow. "I told you I lived in the *G* at George's. I'm quite happy here. The top of the *G* keeps out the rain, and there's always plenty of hair lying about to weave into my nest."

11 "Well," said Robin, "I think you have selected a sensible spot."

12 "Yes, indeed," agreed Cardinal and Blue Jay.

13 The next day, the four birds again met together in the park. Sparrow looked a little flustered.

14 "Is anything wrong, Sparrow?" asked Robin.

15 "I'm afraid so," said Sparrow. "You see, George the barber is moving away. He has packed up all his combs. He has packed up all the scissors. He has loaded his chairs onto a truck, and now he's sweeping up all the hair."

16 "He's moving?" cried all the other birds at once. "What if he packs up the *G* in George's? The *G* with your nest in it! We'd better hurry over there."

17 The four birds flew away as fast as they could, but they arrived too late. All the letters in the sign at George's Barbershop were gone, and the nest had gone with them. All that was left was an empty store with no name across the top.

18 Sparrow looked even more flustered.

19 "You can come live with me!" cried Cardinal.

20 "Thanks," said Sparrow. "But I'm sure I'll manage somehow."

Go On ▶

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21 Every day after that, Cardinal, Blue Jay, and Robin met together in the park. But Sparrow did not come. The three friends were worried. Sparrow had looked so flustered the last time they had talked. Then one day, there was Sparrow, not looking flustered at all.

22 "Hello, hello," said Cardinal, Blue Jay, and Robin. "Where have you been?"

23 "I've moved," said Sparrow. "I've moved to the *P* in Pizza!"

24 "What did you say?" said Blue Jay.

25 "I live in the *P* in Pizza at Paul's Pizza Place, where the barbershop used to be. I can offer you some tasty crumbs of pizza crust if you're in the mood for a snack."

26 So the four birds flew down the street to Paul's Pizza Place to have a snack at Sparrow's new home.

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Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0301.1.19 Recognize grade appropriate vocabulary, including multiple-meaning words, within context.**

54 **Read these sentences from Paragraph 15.**

He has packed up all his combs. He has packed up all the scissors.

Which meaning of pack is used in these sentences?

F worn or carried

G crowded together

H completely filled with

J placed in something for moving

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0301.1.20 Determine word meaning through context clues.**

55 **Read Paragraphs 10 and 11 from the story.**

"See," said Sparrow. "I told you I lived in the *G* at George's. I'm quite happy here. The top of the *G* keeps out the rain, and there's always plenty of hair lying about to weave into my nest."

"Well," said Robin, "I think you have selected a sensible spot."

The underlined word means

A pretty.

B hidden.

C wise.

D difficult.

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Reporting Category: **5 Logic**

Performance Indicator: **0301.5.1 Draw appropriate inferences and conclusions from text.**

56 **Sparrow most likely chooses a home in the *P* in Pizza because**

F he wants to surprise his friends.

G he wants a home close to good food.

H it is close to his friends.

J it reminds him of his old home.

Reporting Category: **5 Logic**

Performance Indicator: **0301.5.3 Identify stated cause-effect relationships in text.**

57 **Sparrow stops meeting the other birds at the park because he is**

A moving to a new home.

B looking for the barber.

C busy eating crumbs off the sidewalk.

D planning a surprise for his friends.

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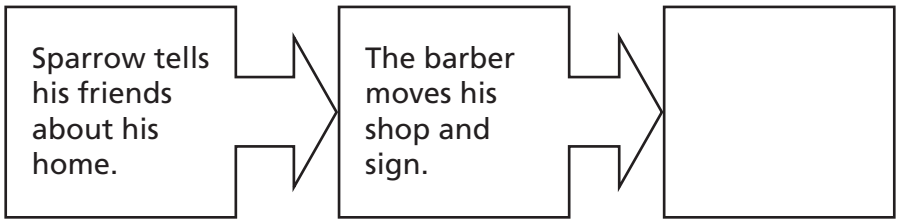
Reporting Category: **5 Logic**

Performance Indicator: **0301.5.4 Determine sequence of events in text.**

58 **Read the flow chart below.**



Which event belongs in the empty box?

F Sparrow finds a new home.

G Four birds meet in the park.

H Sparrow shows his friends his home at the barbershop.

J The barber puts his chairs into a truck.

Reporting Category: **6 Informational Text**

Performance Indicator: **0301.6.1 Select questions used to focus and clarify thinking before, during, and after reading text.**

59 **Choose the question that is not answered in the story.**

A Where is the pizza shop?

B Where does Blue Jay live?

C Why does the barber close his shop?

D Why do the birds worry about Sparrow?

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Reporting Category: **7 Literature**

Performance Indicator: **0301.8.2 Identify setting, characters, and plot in a reading selection.**

60 **Sparrow liked living in the sign above George's Barbershop because**

F it was a large place.

G it was cozy and dry.

H the building was empty.

J his friends lived there.

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Reporting Category: **7 Literature**

Performance Indicator: **0301.8.2 Identify setting, characters, and plot in a reading selection.**

61 **Where does this story take place?**

A in a school

B near a forest

C in a town

D near a desert

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Reporting Category: **7 Literature**

Performance Indicator: **0301.8.4 Recognize basic plot features of fairy tales, folk tales, fables, and myths.**

62 **This story is <u>most</u> like a fable because it**

F takes place mainly outdoors.

G has animals that speak like humans.

H tells something that happened long ago.

J tells about a problem that gets solved.

Reporting Category: **7 Literature**

Performance Indicator: **0301.8.6 Determine the problem in a story and recognize its solution.**

63 **What is the <u>main</u> problem in the story?**

A Sparrow loses his home.

B Sparrow misses his friends.

C Four birds have to live in a park.

D The barber has to find a new shop.

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Directions Read and answer Numbers 64 through 85.

Reporting Category: **1 Language**

Performance Indicator: **0301.1.4 Identify correctly used capital letters in names, dates, and addresses.**

64 **Which sentence uses capital letters correctly?**

F My mother's birthday is june 6, 1973.

G Our class trip is on the first friday of may.

H My cousins live in Louisville, kentucky.

J Our new address is 322 Lincoln Avenue.

Reporting Category: **1 Language**

Performance Indicator: **0301.1.4 Identify correctly used capital letters in names, dates, and addresses.**

65 **Which sentence is written correctly?**

A Did you send a letter to Aunt Frances?

B Many schools are closed on president's day.

C Rebecca goes to pineview elementary school.

D Sam has just finished reading a Chapter Book.

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Reporting Category: **1 Language**

Performance Indicator: **0301.1.7 Recognize correct capitalization and end punctuation within context.**

66 **Which sentence has the correct punctuation mark at the end?**

F On Saturday we picked out our new dog at the animal shelter.

G Our dog's name is Pebbles, and she is almost two years old,

H I asked my friend Anna to come to our house and meet Pebbles?

J Do you want to know if Anna and Pebbles like each other!

Reporting Category: **1 Language**

Performance Indicator: **0301.1.10 Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.**

67 **Read this sentence.**

Will you come to my baseball game next Sunday

Which punctuation mark belongs at the end of this sentence?

A a period

B an exclamation point

C a comma

D a question mark

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Reporting Category: **1 Language**

Performance Indicator: **0301.1.10 Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.**

68 **Which of these is an interrogative sentence?**

F Stay away from the river!

G This book is about a mystery.

H What time does the art class start?

J The chess club meets in that room.

Reporting Category: **1 Language**

Performance Indicator: **0301.1.11 Rearrange and identify words in alphabetical order (e.g., lists, phone directory).**

69 **Which word list is in alphabetical order?**

A porch
problem
print

B problem
porch
print

C porch
print
problem

D print
problem
porch

Go On ▶

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Reporting Category: 1 Language

Performance Indicator: 0301.1.11 Rearrange and identify words in alphabetical order (e.g., lists, phone directory).

70 **Look at these guide words from the top of a dictionary page.**

shy slipper

Choose the word that would appear on that dictionary page.

F shine

G silver

H sport

J sloppy

Reporting Category: 1 Language

Performance Indicator: 0301.1.12 Choose correctly (or incorrectly) spelled words in context.

71 **Read this sentence.**

Allen's bruther caught three spotted frogs near the creek.

Choose the underlined word that is spelled incorrectly.

A bruther

B caught

C spotted

D creek

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Reporting Category:	**1 Language**
Performance Indicator:	**0301.1.14 Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to/too/two; their/there/they're).**

72 **Read this sentence.**

The girls rode _____ bikes in the park.

Choose the word that belongs on the blank.

F their

G there

H the're

J they're

Reporting Category:	**1 Language**
Performance Indicator:	**0301.1.14 Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to/too/two; their/there/they're).**

73 **Which sentence uses the underlined word correctly?**

A Justin wrote a letter too his older brother.

B Maria showed her stories two the teacher.

C Some students wrote stories and poems to.

D One student drew two pictures of a squirrel.

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0301.2.2 Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task), identify those that are appropriate (or inappropriate) for group activities.**

74 **Read about four students who are working in a group to solve a problem in math class.**

Tyrese is taking notes.
Jorge is writing down ideas.
Mia is finishing his homework.
Jesse is reading the problem out loud.

Which student's behavior does not help the group?

F Tyrese

G Jorge

H Mia

J Jesse

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0301.3.6 Rearrange sentences to form a sequential, coherent paragraph.**

75 **Read these sentences.**

1. Saturday was cold and rainy, and Hanna was bored with being indoors.
2. Hanna was excited as she put on her raincoat and boots.
3. She asked her mother if she could play outside in the puddles.
4. Her mother said she had to dress for the weather.

Which is the best order for these sentences?

A 1, 2, 4, 3

B 1, 3, 4, 2

C 2, 4, 3, 1

D 4, 2, 3, 1

Reporting Category: **3 Writing and Research**

Performance Indicator: **0301.3.7 Choose the most specific word to complete a simple sentence.**

76 **Read this sentence.**

Tim _____ over the tall fence to get the lost softball.

Which of these is the most specific word to use in this sentence?

F got

G ran

H went

J climbed

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Reporting Category: 3 Writing and Research

Performance Indicator: 0301.4.3 Select appropriate sources from which to gather information on a given topic.

77 **A student is writing a report about how the telephone was invented. Which of these would probably not be a good source for this report?**

A an atlas

B an encyclopedia

C a Web site about the history of the telephone

D a book about important inventions

Reporting Category: 3 Writing and Research

Performance Indicator: 0301.4.3 Select appropriate sources from which to gather information on a given topic.

78 **Maddie is writing a report about the sun. Which of these sources would be the best place for Maddie to find information for her report?**

F a dictionary

G a short story

H a newspaper

J a science book

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Reporting Category: 6 Informational Text

Performance Indicator: 0301.6.4 Locate information using available text features (e.g., charts, maps, graphics).

79 Read this chart and answer the question.

State Birds, Flowers, and Trees

State	Bird	Flower	Tree
Tennessee	Mockingbird	Purple Iris	Yellow Poplar
Texas	Mockingbird	Bluebonnet	Pecan
Utah	American Seagull	Sego Lily	Blue Spruce
Vermont	Hermit Thrush	Red Clover	Sugar Maple
Wisconsin	Robin	Wood Violet	Sugar Maple

Which two states have the same state bird?

A Tennessee and Texas

B Texas and Utah

C Utah and Vermont

D Vermont and Wisconsin

Reporting Category: 6 Informational Text

Performance Indicator: 0301.6.5 Recognize the parts of a book (e.g., glossary, table of contents).

80 Which part of a book lists all of the chapters?

F the index

G the title page

H the glossary

J the table of contents

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Reporting Category: **6 Informational Text**

Performance Indicator: **0301.6.5 Recognize the parts of a book (e.g., glossary, table of contents).**

81 **Look at the information below.**

Chapter 1 **Cats 3**
bobcats
panthers
Canadian lynx

Chapter 2 **Wolves and Coyotes 10**
gray wolves
red wolves
Mexican wolves

Chapter 3 **Deer 14**
white-tailed deer
moose
elk

Chapter 4 **Bears 18**
grizzly bears
black bears
polar bears

What part of a book is shown above?

A glossary

B index

C table of contents

D title page

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Reporting Category:	6 Informational Text
Performance Indicator:	0301.6.6 From a list of statements, locate the factual statements from the fictional ones.

82 **Which statement is fiction?**

F A pet mouse can be very easy to care for.

G There are more than forty kinds of white mice.

H The little mouse will invite his friend to the party.

J Your pet mouse needs sawdust or paper in which to nest.

Reporting Category:	6 Informational Text
Performance Indicator:	0301.6.7 Arrange a set of instructions in a sequential, step-by-step order.

83 **Read these steps for making a mask of a story book character.**

1. To make the handle, glue the wooden craft stick on the bottom of the back side of the paper plate.
2. Color the face on the story character.
3. Cut out the face of the character.
4. Draw the face of the story character on the entire paper plate.
5. Gather supplies: paper plate, pencil, crayons, scissors, wooden craft stick, and glue.

What is the correct order of steps for making the mask?

A 4, 2, 1, 5, 3

B 5, 4, 3, 1, 2

C 4, 2, 3, 5, 1

D 5, 4, 2, 3, 1

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84 **Look at the picture.**

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This picture shows a boy who

F is unhappy about where he is.

G has lost something special.

H enjoys playing outside in the fall.

J is afraid of being in the leaves.

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0301.7.3 Recognize the sort of information available through a specific medium (e.g., the accent and emotion through audiotapes; visual images through videos).**

85 **Jarrett is watching a video called *Cheetahs in the Jungle*. While watching the video, he will be able to do all of these except**

A see what a cheetah's home is like.

B observe how the cheetah hunts.

C hear what a cheetah sounds like.

D smell the jungle where the cheetah lives.

STOP

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Mathematics

Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0306.1.1 Solve problems using a calendar.**

1 Fred started reading a book on September 5, as shown on the calendar.

September

Sun	Mon	Tues	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Fred finished reading the book on September 14. How many days did it take Fred to read the book?

A 3 days

B 5 days

C 10 days

D 14 days

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Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0306.1.2 Solve problems involving elapsed time.**

2 A movie started and ended at the times shown on these clocks.

Start Time

End Time

How many minutes did the movie last?

F 150 minutes

G 130 minutes

H 90 minutes

J 30 minutes

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Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0306.1.3 Determine the correct change from a transaction less than a dollar.**

3 Carletta buys a pen that costs $0.58. She uses these coins to pay.

Which set of coins shows the amount of change Carletta should receive?

A

B

C

D

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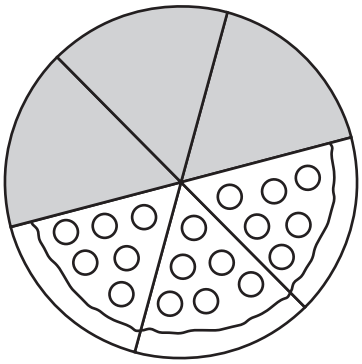
Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0306.1.4 Match the spoken, written, concrete, and pictorial representations of fractions with denominators up to ten.**

4 Dana made a pizza. The shaded part of the picture below shows the fraction of the pizza she ate.



What fraction of the pizza did Dana eat?

F $\frac{1}{6}$

G $\frac{1}{3}$

H $\frac{3}{6}$

J $\frac{3}{3}$

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Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0306.1.5 Represent problems mathematically using diagrams, numbers, and symbolic expressions.**

5 Candace had 12 strawberries. She gave 3 strawberries to Amanda.

Which number sentence could be used to find the number of strawberries Candace has left?

A $12 + 3 = \square$

B $12 - 3 = \square$

C $12 \div \square = 3$

D $\square \times 3 = 12$

Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0306.1.5 Represent problems mathematically using diagrams, numbers, and symbolic expressions.**

6 Tanya buys 4 cups of lemonade. Each cup of lemonade costs 20 cents. Which expression can be used to find the total amount Tanya spends on lemonade, in cents?

F $20 \div 4$

G 20×4

H $20 - 4$

J $20 + 4$

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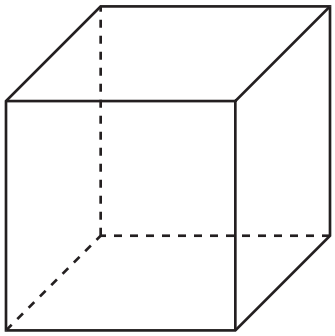
Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0306.1.6 Identify and use vocabulary to describe attributes of two- and three-dimensional shapes.**

7 Which statement about this cube is correct?



A It has exactly 4 faces.

B It has exactly 6 faces.

C It has exactly 4 vertices.

D It has exactly 6 vertices.

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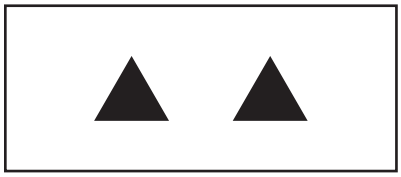
Reporting Category: **1 Mathematical Processes**

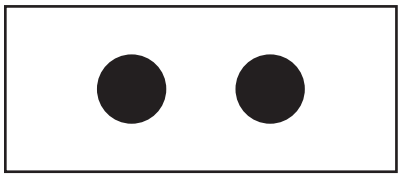
Performance Indicator: **0306.1.6 Identify and use vocabulary to describe attributes of two- and three-dimensional shapes.**

8 Which picture shows two shaded triangles inside a rectangle?

F



H



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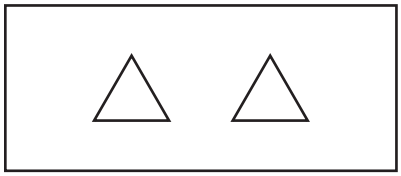

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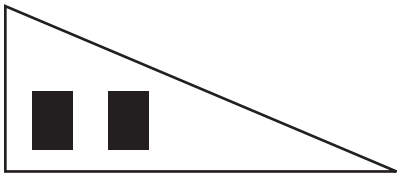

Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0306.1.7 Select appropriate units and tools to solve problems involving measures.**

9 Look at the picture of a crayon below.

Which measurement is most likely the length of the crayon?

A 3 feet

B 3 inches

C 3 meters

D 3 centimeters

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Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0306.1.7 Select appropriate units and tools to solve problems involving measures.**

10 A measuring tape is best used to measure

F the amount of water in a glass.

G the temperature of a room.

H the weight of a rock.

J the width of a door.

Go On ▶

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Reporting Category: **1 Mathematical Processes**

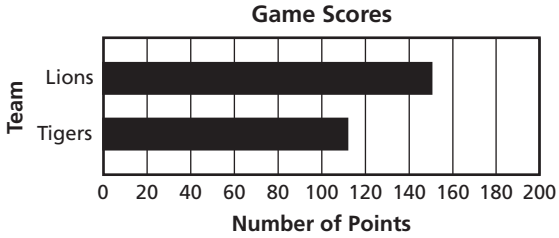
Performance Indicator: **0306.1.8 Express answers clearly in verbal, numerical, or graphical (bar and picture) form, using units when appropriate.**

11 Two teams played a game.

- The Lions scored 150 points.
- The Tigers scored 40 fewer points than the Lions.

Which graph correctly shows this information?

A



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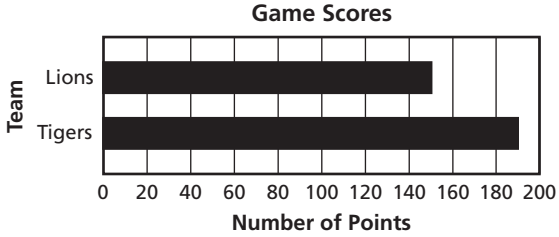

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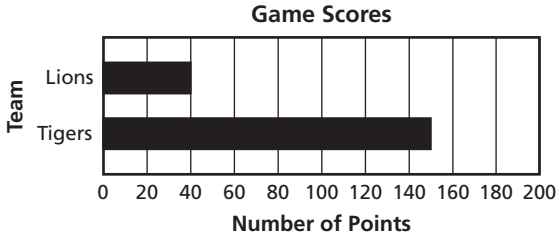

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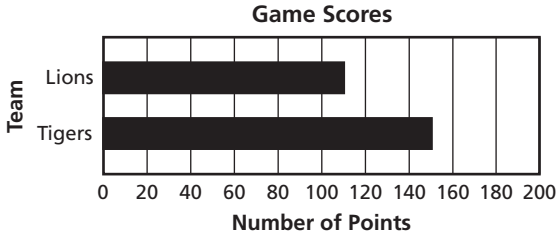

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0306.2.1 Read and write numbers up to 10,000 in numerals and up to 1,000 in words.**

12 How is the number nine hundred fifty-two written in standard form?

F 900,52

G 9,502

H 952

J 925

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0306.2.2 Identify the place value of numbers in the ten-thousands, thousands, hundreds, tens, and ones positions.**

13 Which number has a 7 in the thousands place and a 3 in the ones place?

A 23,702

B 17,003

C 7,131

D 3,597

Go On ▶

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Reporting Category: **2 Number and Operations**

Performance Indicator: **0306.2.2 Identify the place value of numbers in the ten-thousands, thousands, hundreds, tens, and ones positions.**

14 What is the place value of the 9 in 39,845?

F ones

G tens

H hundreds

J thousands

Reporting Category: **2 Number and Operations**

Performance Indicator: **0306.2.3 Convert between expanded and standard form with whole numbers to 10,000.**

15 How is 1,640 written in expanded form?

A $1{,}000 + 600 + 4$

B $1{,}000 + 60 + 4$

C $1{,}000 + 600 + 40$

D $1{,}000 + 60 + 40$

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0306.2.4 Compare and order numbers up to 10,000 using the words less than, greater than, and equal to, and the symbols <, >, =.**

16 Which number sentence is true?

F $5{,}070 = 8{,}428$

G $5{,}070 > 8{,}428$

H $6{,}076 = 5{,}070$

J $6{,}076 > 5{,}070$

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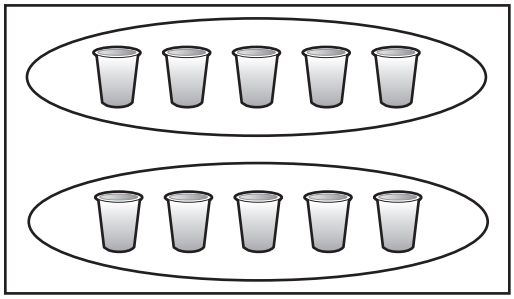
Reporting Category: **2 Number and Operations**

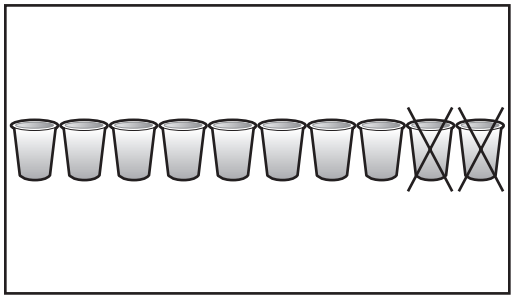
Performance Indicator: **0306.2.5 Identify various representations of multiplication and division.**

17 Which model best represents the expression 10 ÷ 2?

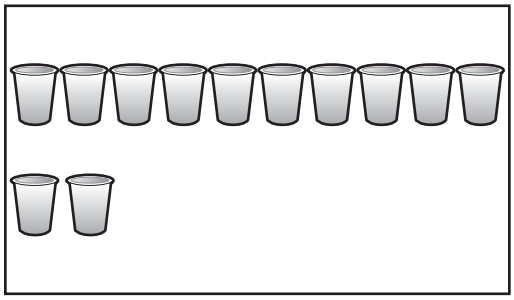
A



C



B



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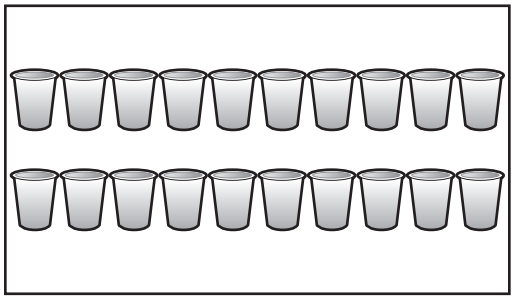

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Reporting Category: **2 Number and Operations**

Performance Indicator: **0306.2.6 Recall basic multiplication facts through 10 times 10 and the related division facts.**

18 Which two numbers can be placed in the boxes to make this number sentence true?

$$\square \times \square = 48$$

F 4 and 8

G 5 and 9

H 6 and 8

J 7 and 6

Reporting Category: **2 Number and Operations**

Performance Indicator: **0306.2.7 Compute multiplication problems that involve multiples of ten using basic number facts.**

19 A theater has 80 rows of seats. Each row has 60 seats. What is the total number of seats in these 80 rows?

A 20

B 140

C 2,400

D 4,800

Go On ▶

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Reporting Category: **2 Number and Operations**

Performance Indicator: **0306.2.8 Solve problems that involve the inverse relationship between multiplication and division.**

20 Look at the two number sentences below.

$$8 \times \square = 40$$

$$40 \div 8 = \square$$

Which number goes in each box to make each number sentence true?

F 5

G 6

H 7

J 8

Reporting Category: **2 Number and Operations**

Performance Indicator: **0306.2.9 Solve contextual problems involving the addition (with and without regrouping) and subtraction (with and without regrouping) of two- and three-digit whole numbers.**

21 Mr. Barrett baked 144 cookies on Friday. On Saturday, he baked 126 cookies. How many cookies did Mr. Barrett bake on Friday and Saturday together?

A 271

B 270

C 261

D 260

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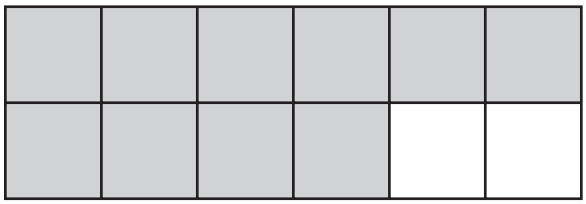
Reporting Category: **2 Number and Operations**

Performance Indicator: **0306.2.10 Identify equivalent fractions given by various representations.**

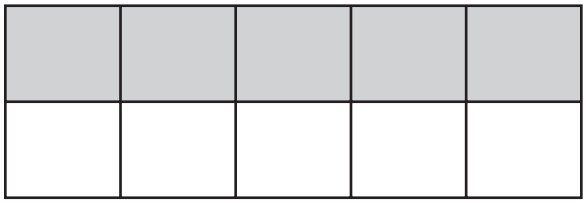
22 This model is shaded to represent a fraction.

Which model is shaded to represent a fraction that is equivalent to this fraction?

F



G



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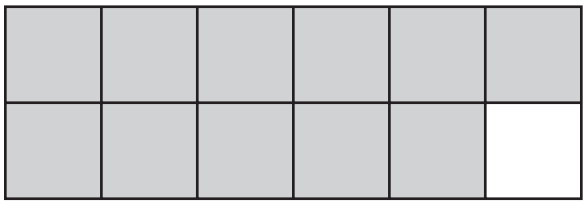
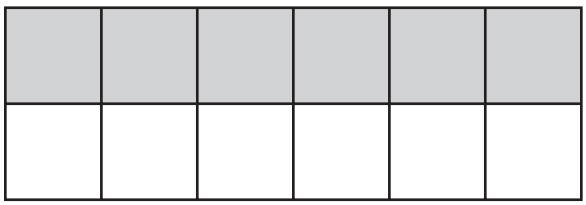


J



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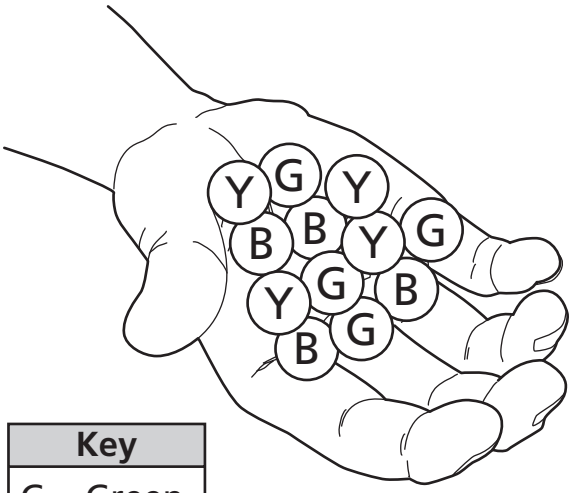
Reporting Category: **2 Number and Operations**

Performance Indicator: **0306.2.11 Recognize and use different interpretations of fractions.**

23 Chen has colored game pieces in his hand, as shown.



Key
G = Green B = Blue Y = Yellow

What fraction of all these game pieces is blue?

A $\frac{4}{8}$

B $\frac{4}{12}$

C $\frac{12}{8}$

D $\frac{12}{4}$

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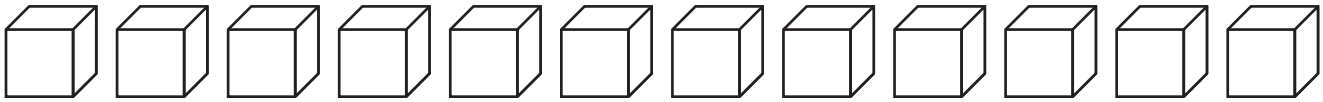
Reporting Category: **2 Number and Operations**

Performance Indicator: **0306.2.12 Name fractions in various contexts that are less than, equal to, or greater than one.**

24 All of the blocks in this set are white.



Which fraction represents the number of white blocks in this set?

F $\frac{0}{12}$

G $\frac{1}{12}$

H $\frac{12}{12}$

J $\frac{12}{1}$

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0306.2.13 Recognize, compare, and order fractions (benchmark fractions, common numerators, or common denominators).**

25 Which list shows the fractions in order from greatest to least?

A $\frac{7}{8}, \frac{7}{10}, \frac{7}{9}$

B $\frac{7}{10}, \frac{7}{9}, \frac{7}{8}$

C $\frac{7}{9}, \frac{7}{8}, \frac{7}{10}$

D $\frac{7}{8}, \frac{7}{9}, \frac{7}{10}$

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Reporting Category: **2 Number and Operations**

Performance Indicator: **0306.2.14 Add and subtract fractions with like denominators.**

26 José and Ivana shared a plate of crackers.

- José ate $\frac{2}{6}$ of the crackers.
- Ivana ate $\frac{3}{6}$ of the crackers.

What fraction of the plate of crackers did José and Ivana eat altogether?

F $\frac{1}{6}$

G $\frac{5}{6}$

H $\frac{6}{5}$

J $\frac{5}{12}$

Go On ▶

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Reporting Category: **3 Algebra**

Performance Indicator: **0306.3.1 Verify a conclusion using algebraic properties.**

27 Tim picked 3 red flowers, 4 yellow flowers, and 5 orange flowers. He used this number sentence to find the total number of flowers he picked.

$$(3 + 4) + 5 = 12$$

Which number sentence did Tim use to check his answer using the associative property?

A $3 + 4 + 5 = 3 \times 4$

B $(3 + 4) + 5 = 3 + (4 + 5)$

C $3 + 4 + 5 = 3 + 5 + 4$

D $(3 + 4) + 5 = (3 + 4) + (3 + 5)$

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Reporting Category: **3 Algebra**

Performance Indicator: **0306.3.2 Express mathematical relationships using number sentences/equations.**

28 Jared put fruit slices on a tray.

- He put 40 apple slices on the tray.
- He put 12 fewer orange slices than apple slices on the tray.

Which number sentence could be used to find the number of orange slices, $\square$, Jared put on the tray?

F $\square - 40 = 12$

G $40 + 12 = \square$

H $\square = 40 - 12$

J $40 = \square - 12$

Go On ▶

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Reporting Category: **3 Algebra**

Performance Indicator: **0306.3.3 Find the missing values in simple multiplication and division equations.**

29 Which number should replace the $\square$ to make this number sentence true?

$$\square \div 4 = 4$$

A 1

B 8

C 12

D 16

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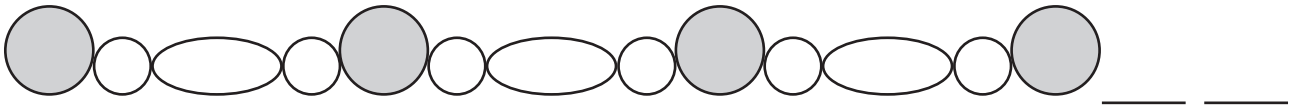
Reporting Category: **3 Algebra**

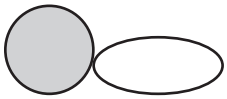
Performance Indicator: **0306.3.4 Describe or extend (including finding missing terms) geometric and numeric patterns.**

30 The first four figures repeat in this pattern.



Which two figures should be next in this pattern?

F

G 

H

J

Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0306.4.1 Recognize polygons and be able to identify examples based on geometric definitions.**

31 Cindy drew a polygon with exactly six sides. What is the name of this polygon?

A octagon

B hexagon

C pentagon

D quadrilateral

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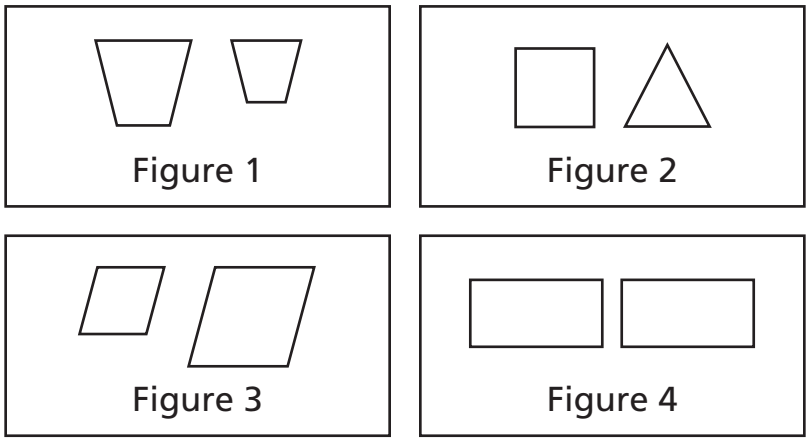
Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0306.4.2 Determine if two figures are congruent based on size and shape.**

32 Which figure shows two shapes that appear to be congruent?



F Figure 1

G Figure 2

H Figure 3

J Figure 4

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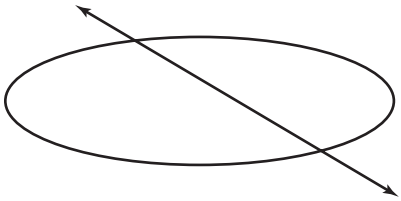
Reporting Category: **4 Geometry and Measurement**

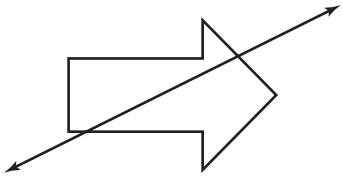
Performance Indicator: **0306.4.3 Identify the line of symmetry in a two-dimensional design or shape.**

33 Which figure correctly shows a line of symmetry?

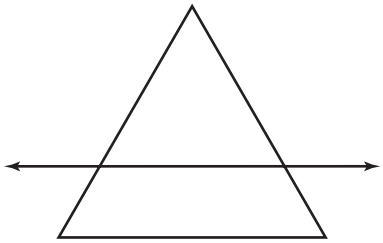
A



C



B



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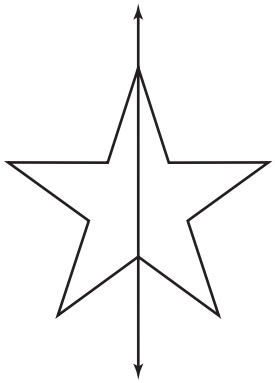

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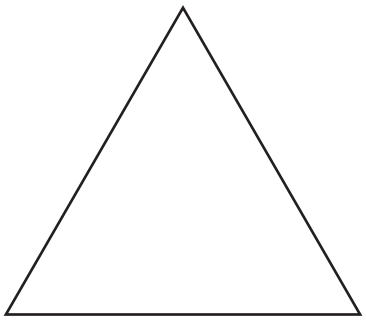
Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0306.4.4 Calculate the perimeter of shapes made from polygons.**

34 Each side of the triangle modeled below is 6 inches long.



What is the perimeter of the triangle?

F 12 inches

G 16 inches

H 18 inches

J 24 inches

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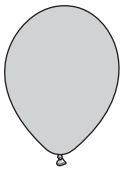
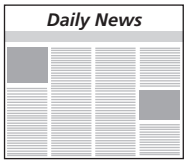
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0306.4.5 Choose reasonable units of measure, estimate common measurements using benchmarks, and use appropriate tools to make measurements.**

35 Which pair is most likely to have the greatest total weight?

A

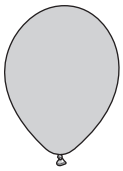


Balloon

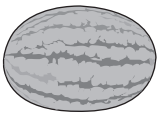


Newspaper

B

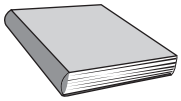


Balloon

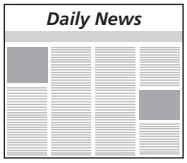


Watermelon

C

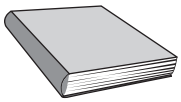


Math Book

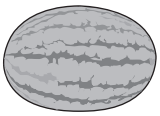


Newspaper

D



Math Book



Watermelon

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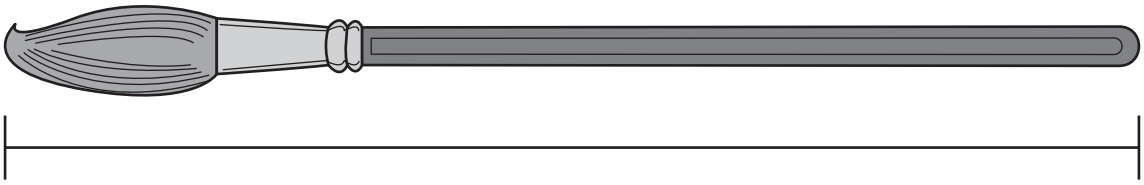
Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0306.4.6 Measure length to the nearest centimeter or half inch.**

36

Use the centimeter side of your ruler to measure the paintbrush to the nearest centimeter.



Which is closest to the length of this paintbrush?

F 15 centimeters

G 14 centimeters

H 6 centimeters

J 5 centimeters

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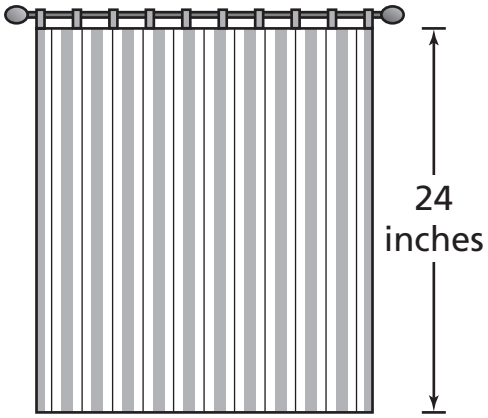
Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0306.4.7 Solve problems requiring the addition and subtraction of lengths.**

37 Mrs. Kendall has curtains in her bedroom. The picture below shows the length of the first curtain.



The second curtain is 28 inches longer than the first curtain. What is the length of the second curtain?

A 3 inches

B 4 inches

C 42 inches

D 52 inches

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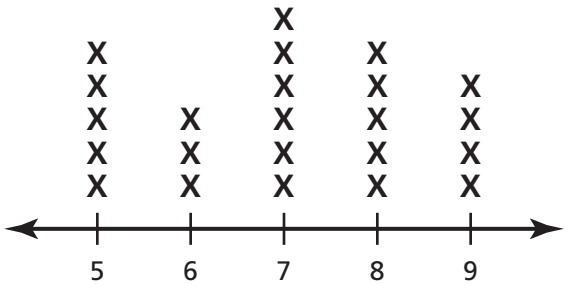
Reporting Category: **5 Data Analysis, Statistics and Probability**

Performance Indicator: **0306.5.1 Interpret a frequency table, bar graph, pictograph, or line plot.**

38 This line plot shows the number of roses on each rosebush in Terry's garden.

Roses in Terry's Garden



Number of Roses

Key
Each **X** represents 1 rosebush.

How many rosebushes in Terry's garden have at <u>least</u> 7 roses?

F 6

G 8

H 9

J 15

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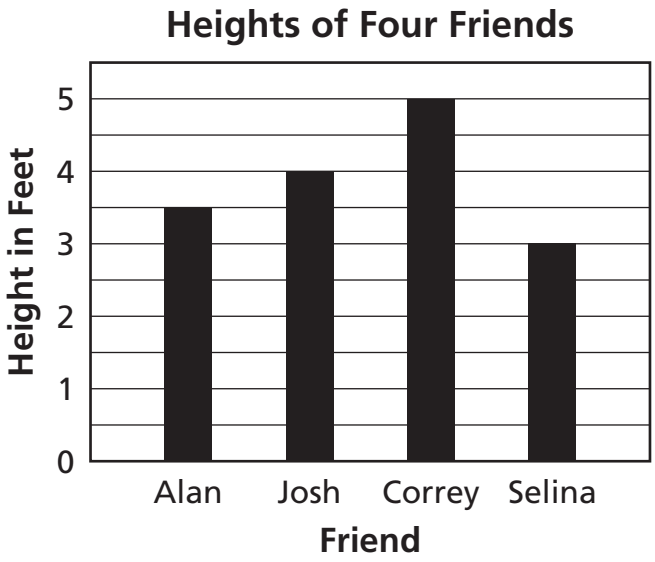
Reporting Category: **5 Data Analysis, Statistics and Probability**

Performance Indicator: **0306.5.1 Interpret a frequency table, bar graph, pictograph, or line plot.**

39 The graph below shows the heights of four friends.



Which friend is the tallest?

A Alan

B Josh

C Correy

D Selina

Go On ▶

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

Performance Indicator: **0306.5.2 Solve problems in which data is represented in tables or graph.**

40 The table shows the number of fiction and non-fiction books 4 students read.

Books Read

Student	Number of Fiction	Number of Non-fiction
Sam	14	14
Trudy	3	18
Victor	6	20
Zelda	15	1

What is the total number of fiction and non-fiction books these 4 students read?

F 91

G 75

H 53

J 38

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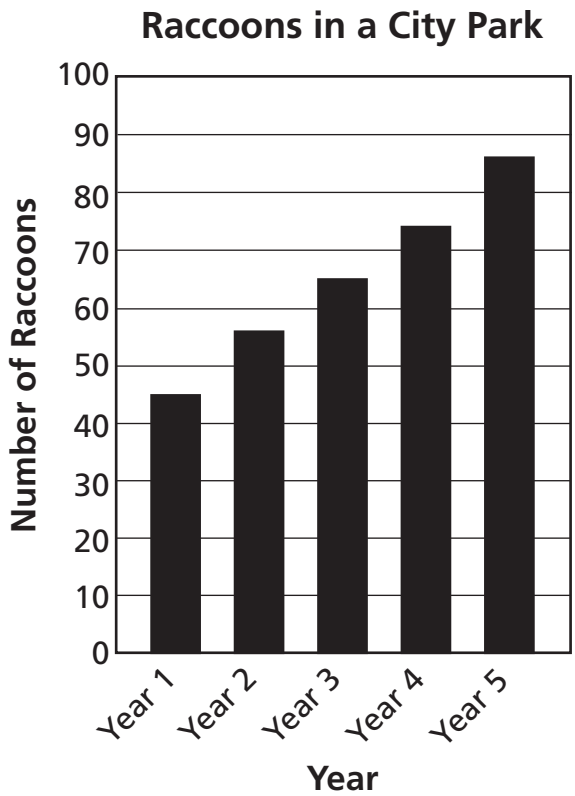
Reporting Category:	**5 Data Analysis, Statistics and Probability**
Performance Indicator:	**0306.5.3 Make predictions based on various representations of data.**

41 The bar graph below shows the number of raccoons counted each year in a city park.



Based on the graph, how many raccoons will most likely be counted in Year 6?

A 85

B 90

C 95

D 100

STOP

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Science

Reporting Category: **LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**

Performance Indicator: **0307.1.1 Identify specific parts of a plant and describe their function.**

1 **The magnifying glass shows the roots of a plant.**

What is the main function of the roots?

A to store food

B to make food

C to take in water

D to take in soil

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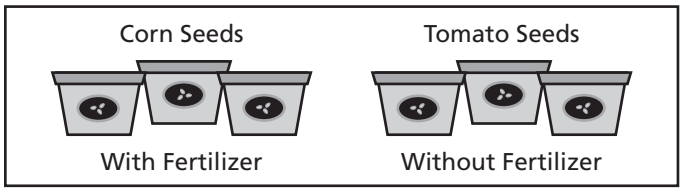
Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0307.INQ.1 Select an investigation that could be used to answer a specific question.**

2 A group of students have corn and tomato seeds. They ask the following question:

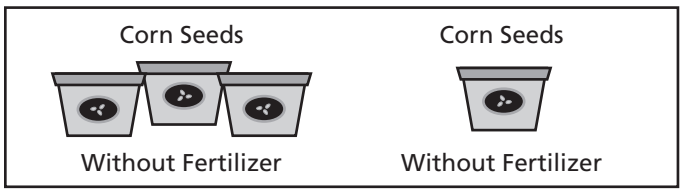
Will tomato seeds grow faster if we use fertilizer?

Which experiment will best help the students answer the question?

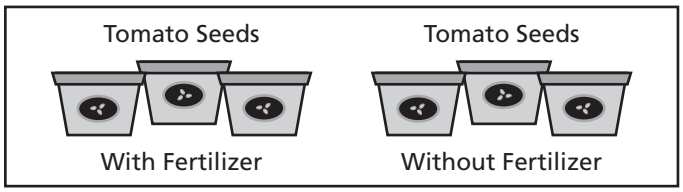
F



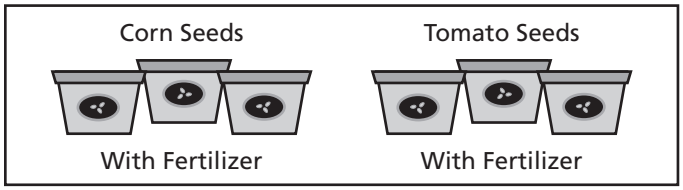
G



H



J



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Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0307.3.1 Identify the basic needs of plants and animals.**

3 **A student placed a healthy plant outside. Five days later, the student saw that the plant looked dried and wilted.**

Day 1 **Day 5**

The plant probably needed

A air.

B soil.

C water.

D sunlight.

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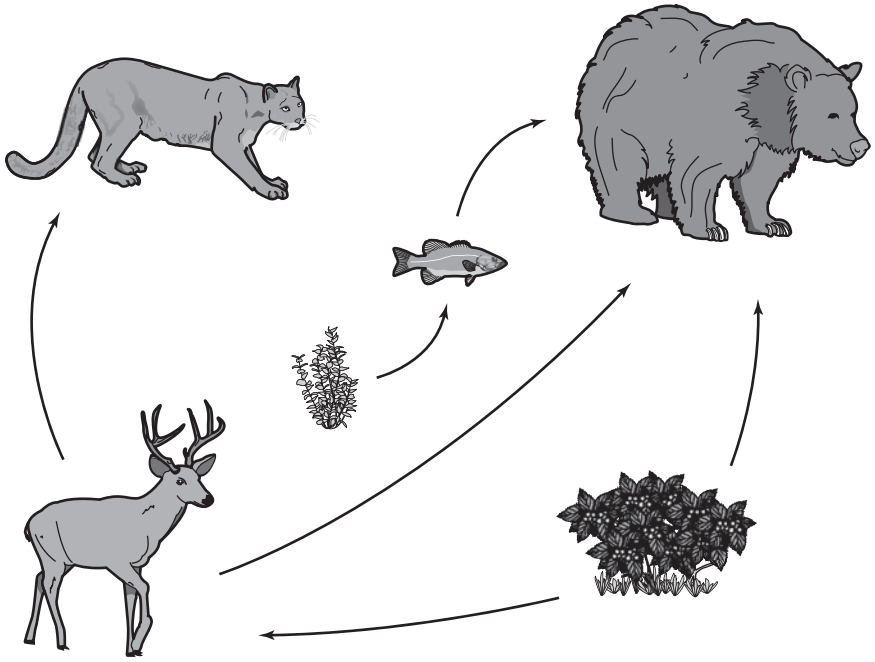
Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0307.3.2 Recognize that animals obtain their food by eating plants and other animals.**

4 The diagram shows a forest food web.



Forest Food Web

Which animal eats <u>both</u> plants and other animals for food?

F bear

G cougar

H fish

J deer

Go On ▶

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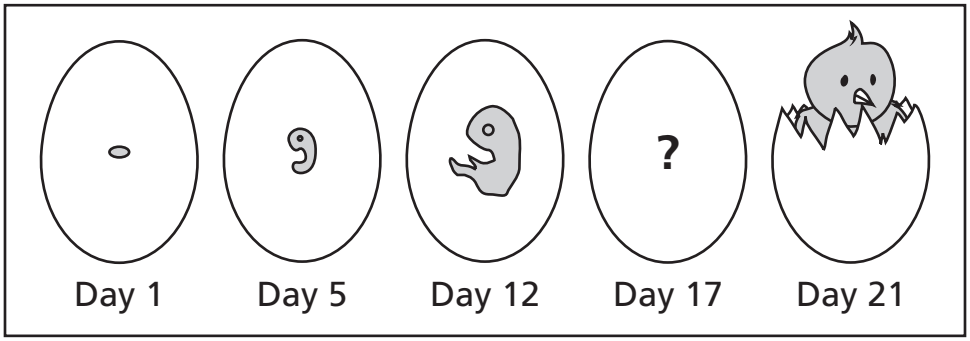
Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0307.4.1 Select an illustration that shows how an organism changes as it develops.**

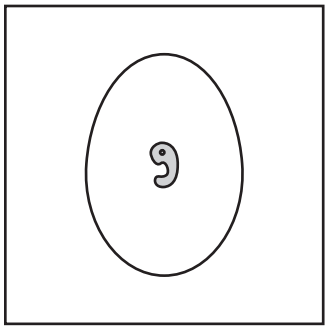
5 It takes about 21 days for a chicken egg to hatch.

Hatching Chicken Egg Diagram

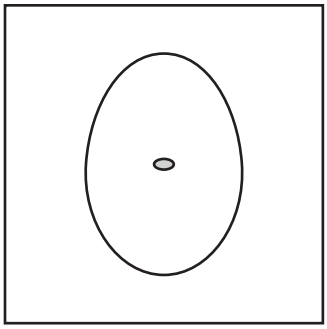


Which picture <u>best</u> shows the chicken egg on Day 17?

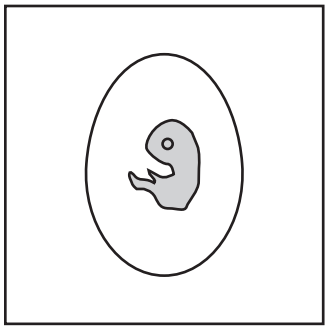
A



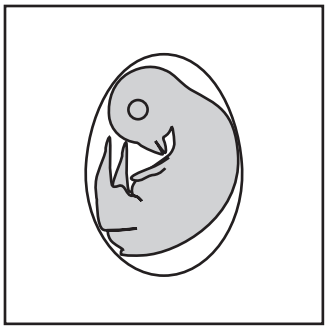
C



B



D



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Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0307.4.2 Distinguish between characteristics that are transmitted from parents to offspring and those that are not.**

6 **The picture shows a raccoon.**

Which feature is passed from a parent raccoon to its offspring?

F hunting for fish

G using trees as a home

H staying warm in the winter

J having black fur around the eyes

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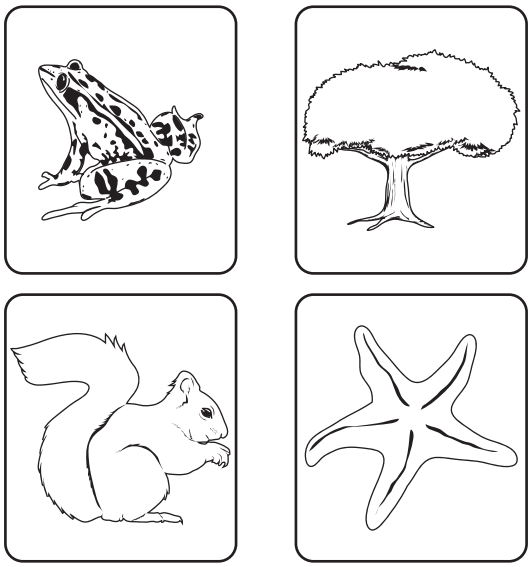
Reporting Category: **LIFE SCIENCE 2: Interdependence, Biodiversity & Change**

Performance Indicator: **0307.2.1 Distinguish between living and non-living things.**

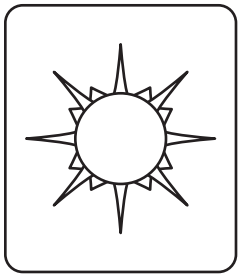
7 **Students have a stack of cards to sort into groups. On each card is a picture of a different object. The cards that belong to Group 1 are shown below.**

Group 1

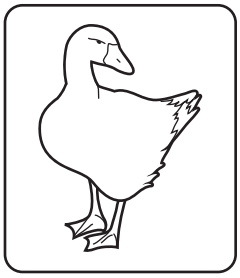


Which picture card should be placed into Group 1?

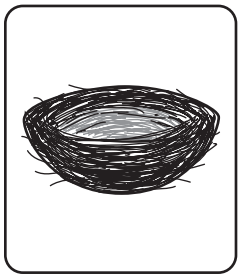
A



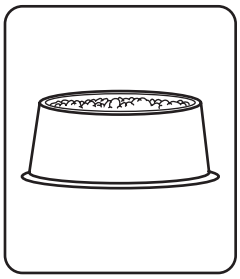
C



B



D



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Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0307.2.2 Determine how plants and animals compete for resources such as food, space, water, air, and shelter.**

8 **The chart shows facts about four animals.**

Animal Facts

Animal	What It Eats	Where It Lives
Squirrel	Nuts, berries	Trees
Owl	Insects, rodents	Trees
Fox	Berries, rodents	Ground
Bear	Berries, fish	Ground

Which animals probably compete for shelter?

F Squirrel and Fox

G Squirrel and Owl

H Owl and Fox

J Owl and Bear

Go On ▶

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Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0307.5.1 Investigate an organism's characteristics and evaluate how these features enable it to survive in a particular environment.**

9 **A tadpole has gills and a tail. The picture shows a tadpole.**

Tadpoles live in water. The gills <u>best</u> help the tadpole survive in water by

A helping the tadpole stay warm.

B helping the tadpole find prey.

C helping the tadpole get oxygen.

D helping the tadpole escape predators.

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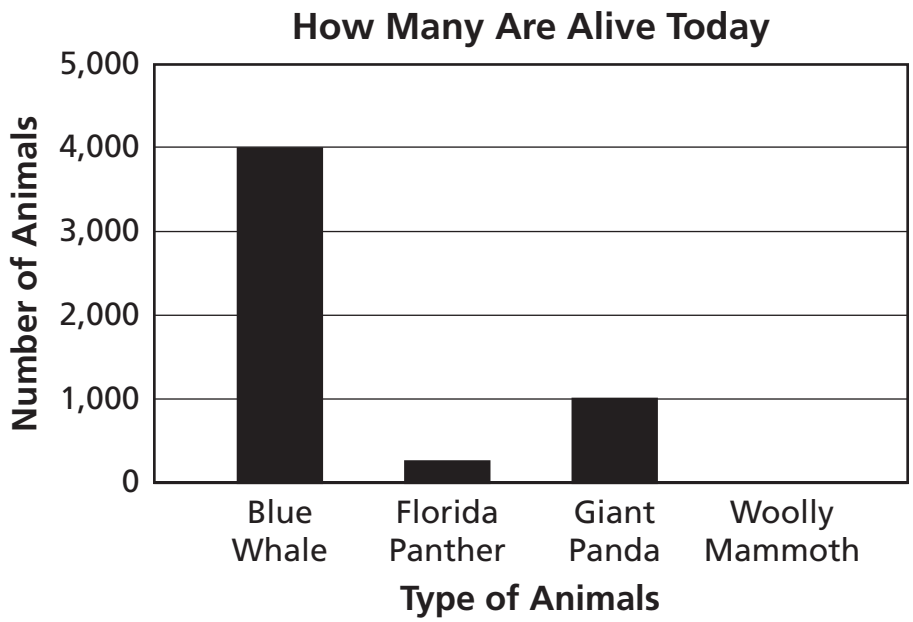
Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0307.5.2 Investigate populations of different organisms and classify them as thriving, threatened, endangered, or extinct.**

10 The graph shows the population of four animals.



Which animal is extinct?

F Blue Whale

G Florida Panther

H Giant Panda

J Woolly Mammoth

Go On ▶

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Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0307.5.2 Investigate populations of different organisms and classify them as thriving, threatened, endangered, or extinct.**

11 **A type of clam called a leaf shell has not been found alive in over 75 years. This clam is <u>best</u> described as**

A threatened.

B protected.

C thriving.

D extinct.

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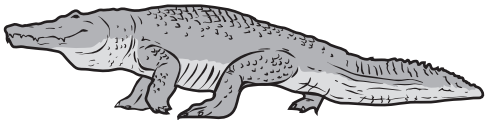
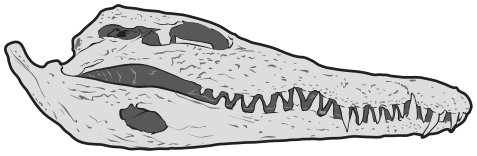
Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0307.5.3 Match the organism with evidence of its prior existence.**

12 The picture shows a crocodile.

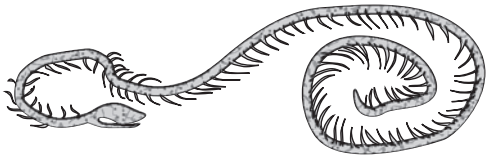


Which fossil is the best proof that crocodiles lived long ago?

F



H



G

J

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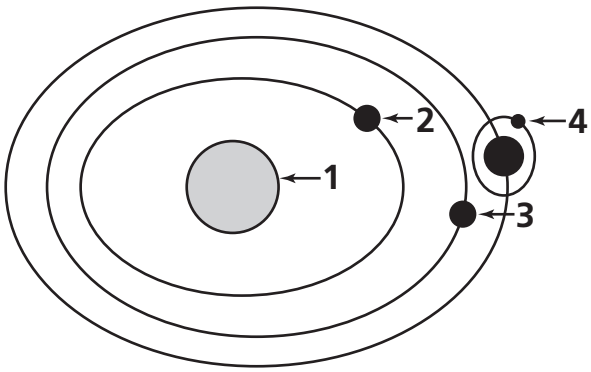
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0307.6.1 Identify the major components of the solar system, i.e., sun, planets and moons.**

13 **The diagram shows the solar system.**



Which object is probably a moon?

A Object 1

B Object 2

C Object 3

D Object 4

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Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0307.TE.2 Recognize the connection between a scientific advance and the development of a new tool or technology.**

14 **Early scientists discovered how to make magnifying lenses like the one shown below.**

Magnifying Lens

They used them to make things look bigger. Which of these tools was developed from these early magnifying lenses?

F telescope

G television

H window glass

J computer mouse

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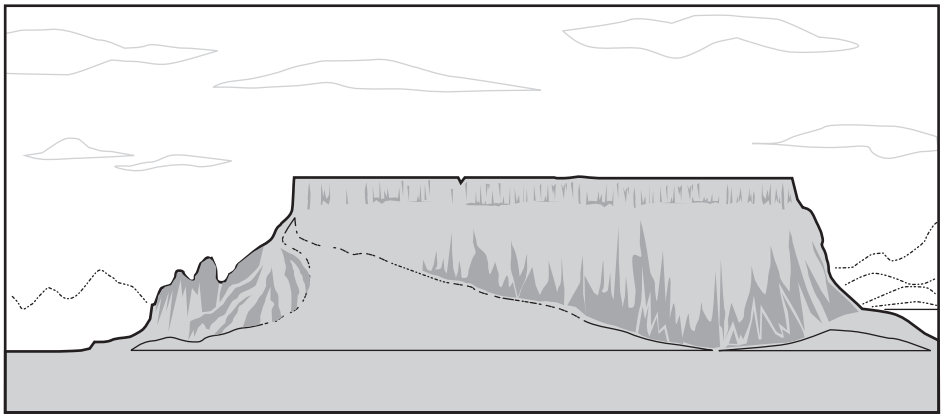
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0307.7.1 Classify landforms and bodies of water according to their geological features and identify them on a map.**

15 **The diagram shows a large, flat area that is higher than the land around it.**



What landform is shown in the diagram?

A a plateau

B a canyon

C a plain

D a valley

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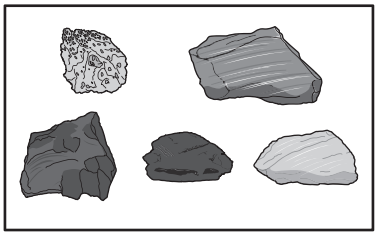
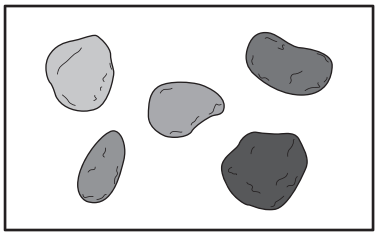
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0307.7.2 Describe how rocks can be classified according to their physical characteristics.**

16 Students sorted rocks into two groups.



Group 1



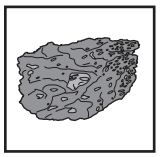
Group 2

Which rock would <u>best</u> fit into Group 2?

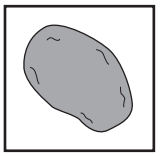
F

H

G



J



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Reporting Category: **EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**

Performance Indicator: **0307.7.3 Identify an object as natural or man-made.**

17 **Which of these is a natural object?**

A a fossil in a rock

B a picture of a fossil

C a clay model of a fossil

D a plaster mold of a fossil

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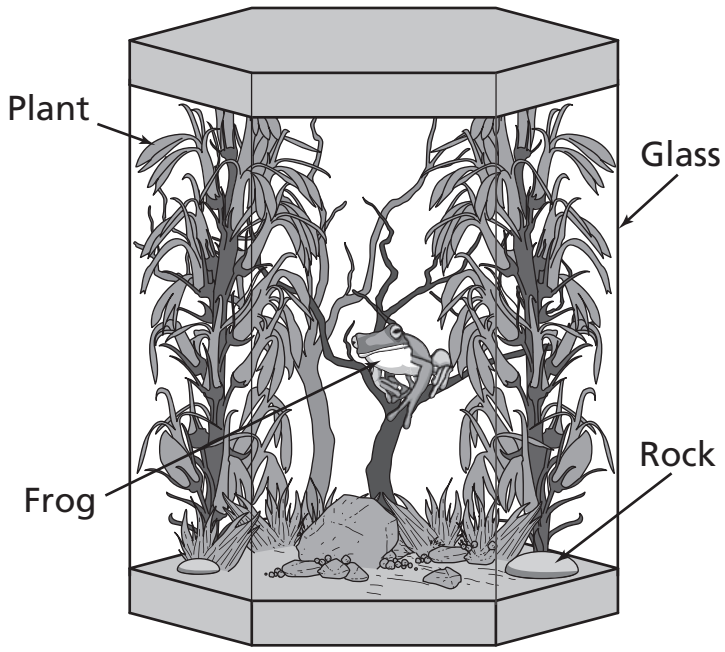
Reporting Category: **EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**

Performance Indicator: **0307.7.3 Identify an object as natural or man-made.**

18 **The diagram shows a terrarium.**

Terrarium



Which object used for the terrarium is man-made?

F Glass

G Rock

H Frog

J Plant

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Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0307.7.4 Determine methods for conserving natural resources.**

19 **A classroom setting is shown below.**

Which activity is an example of recycling?

A using chalk to write on the board

B using a trash can to throw trash away

C using a shoebox to plant seeds

D using scissors to cut paper

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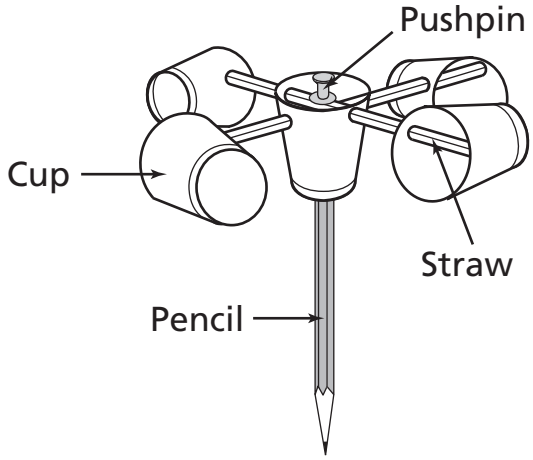
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0307.8.1 Choose the correct tool for measuring a particular atmospheric condition.**

20 **A student builds a model of a weather tool.**



Which weather condition does this tool best measure?

F rainfall

G air pressure

H wind speed

J temperature

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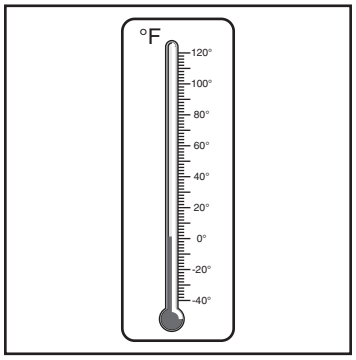
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0307.TE.1 Select a tool, technology, or invention that was used to solve a human problem.**

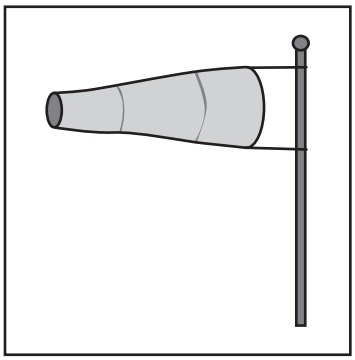
21 **Long ago, scientists did not know when a hurricane was coming. Which tool is used to help scientists warn people?**

A



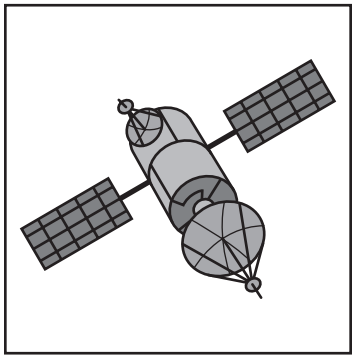
Thermometer

C



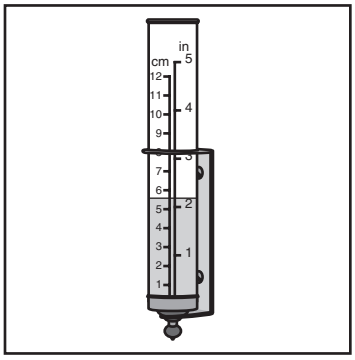
Windsock

B



Weather Satellite

D



Rain Gauge

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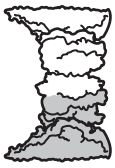
Reporting Category: EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere

Performance Indicator: 0307.8.2 Match major cloud types with specific atmospheric conditions.

22 Different types of clouds are used to forecast the weather.

Types of Clouds

	Picture	Description	Weather
Cirrus		Thin and wispy, high in the sky	No rain, fair weather
Cumulus		Large and puffy, have a flat bottom, low in sky	No rain
Cumulonimbus		Tall and wide, dark bottoms, low in the sky	Heavy rain, thunder and lightning
Stratus		Dark and gray, cover entire sky, low in the sky	Light to medium rain

What type of cloud is probably seen in the sky during a thunderstorm?

F Cirrus

G Cumulus

H Cumulonimbus

J Stratus

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Reporting Category: **PHYSICAL SCIENCE 1: Matter and Energy**

Performance Indicator: **0307.9.1 Describe a substance in terms of its physical properties.**

23 **The picture shows a person with a handful of rocks.**

© ranplett/iStockphoto #3285656

Which pair of words best describes these rocks?

A rough and flat

B smooth and oval

C rough and round

D smooth and layered

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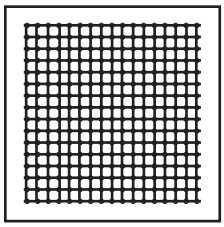
Reporting Category: PHYSICAL SCIENCE 1: Matter and Energy

Performance Indicator: 0307.9.2 Identify methods for separating different types of mixtures.

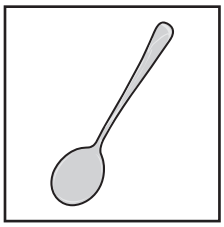
24 Small pieces of wood were mixed into a box of sand. Which of these would best separate the mixture?

F



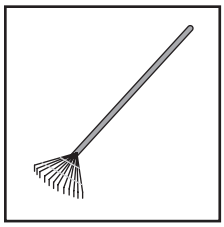
Screen

H



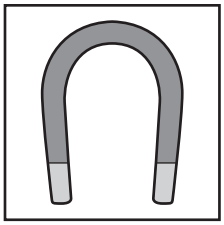
Spoon

G



Rake

J



Magnet

Go On ▶

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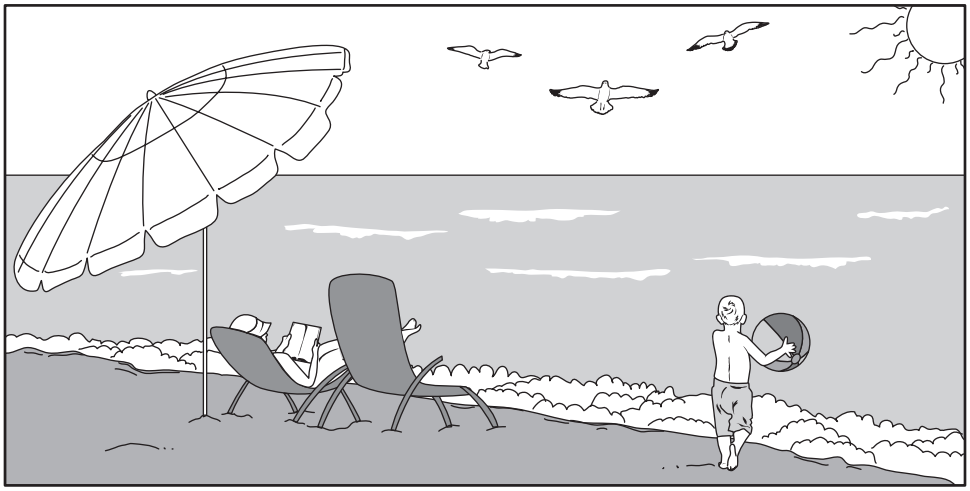
Reporting Category: **PHYSICAL SCIENCE 1: Matter and Energy**

Performance Indicator: **0307.10.1 Use an illustration to identify various sources of heat energy.**

25 **A picture of a beach is shown below.**



Which is the source of the greatest heat energy?

A the sun shining

B the birds flying

C the person reading

D the ball bouncing

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Reporting Category: PHYSICAL SCIENCE 1: Matter and Energy

Performance Indicator: 0307.10.2 Classify materials according to their ability to conduct heat.

26 A group of students wanted to see how fast snow would melt in different kinds of cups. The students put 10 grams of snow into four cups. The students then made a chart that showed how long it took the snow to melt in each cup.

Kind of Cup	Total Time for Snow to Melt (minutes)
Paper Cup	6
Metal Cup	5
Plastic Cup	7
Wooden Cup	9

Which cup was the <u>best</u> conductor of heat?

F Paper Cup

G Metal Cup

H Plastic Cup

J Wooden Cup

Go On ▶

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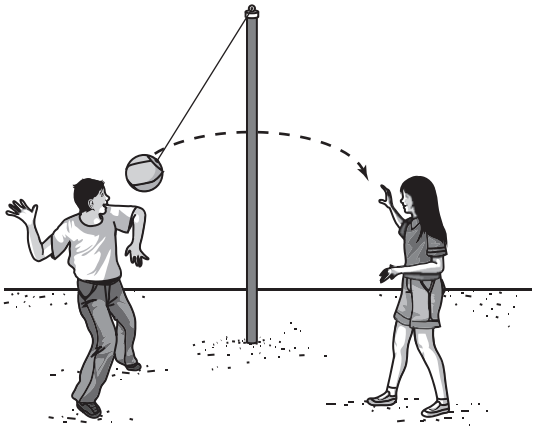
Reporting Category: PHYSICAL SCIENCE 2: Motion, Forces in Nature

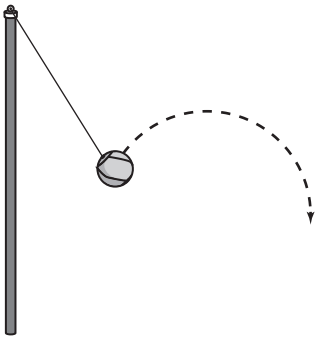
Performance Indicator: 0307.11.1 Identify how the direction of a moving object is changed by an applied force.

27 Tetherball is a game with a ball on a rope. The rope is tied to a pole. The ball is hit between two players.

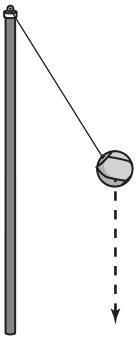


How does the direction of the ball change when the girl hits the ball to the boy?

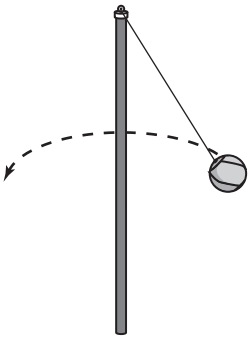
A



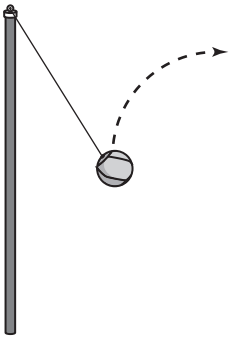
C



B



D



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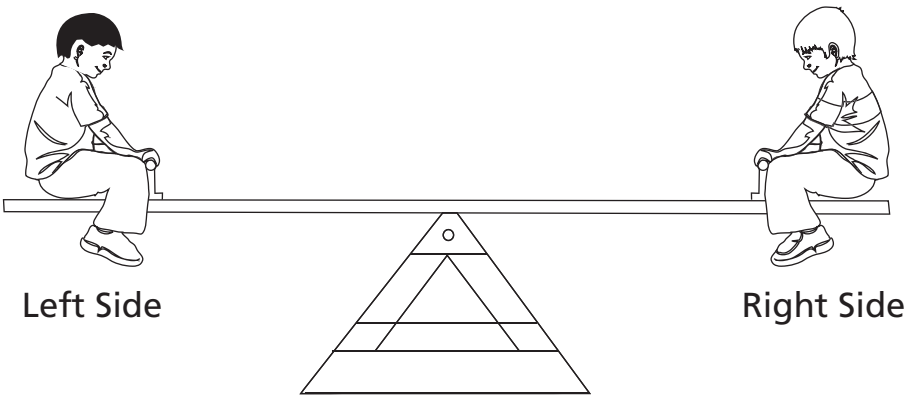
Reporting Category: **PHYSICAL SCIENCE 2: Motion, Forces in Nature**

Performance Indicator: **0307.11.2 Demonstrate how changing the mass affects a balanced system.**

28 **Two students sit on opposite ends of a balanced seesaw.**



What will happen if the student on the right side gets off the seesaw?

F The seesaw will stay balanced.

G The left side of the seesaw will drop to the ground.

H The left side of the seesaw will go up in the air.

J Both ends of the seesaw will drop to the ground.

Go On ▶

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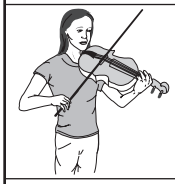
Performance Indicator: 0307.11.3 Distinguish between pitch and volume.

29 **Students were listening to musicians play different instruments. Each student was asked to write about the differences in pitches that were heard.**

Instrument	Pitch
Piccolo	
Tuba	
 Violin	
Bass	

Which words would <u>best</u> describe pitch?

A soft and loud

B high and low

C heavy and light

D strong and weak

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Reporting Category: PHYSICAL SCIENCE 2: Motion, Forces in Nature

Performance Indicator: 0307.11.3 Distinguish between pitch and volume.

30 **Which word means that sound can get louder or quieter?**

F pitch

G range

H volume

J vibrations

Reporting Category: PHYSICAL SCIENCE 2: Motion, Forces in Nature

Performance Indicator: 0307.11.4 Identify how sounds with different pitch and volume are produced.

31 **A guitar can make sounds when someone strums the strings.**

Which of these will cause the sound from the guitar to increase in volume?

A strumming strings for a longer time

B strumming strings harder

C strumming strings faster

D strumming shorter strings

Go On ▶

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Reporting Category:	**PHYSICAL SCIENCE 2: Motion, Forces in Nature**
Performance Indicator:	**0307.12.1 Recognize that magnets can move objects without touching them.**

32 **What can a teacher best show using a bar magnet and a pile of iron filings?**

F The poles of a magnet can change direction.

G All metals have magnetic properties.

H Magnetic forces are stronger than electrical forces.

J A magnet can move another object without touching it.

Reporting Category:	**PHYSICAL SCIENCE 2: Motion, Forces in Nature**
Performance Indicator:	**0307.12.2 Identify objects that are attracted to magnets.**

33 **The names of objects were written on two lists.**

List 1
Spoon
Nail
Paper Clip
Scissors
Metal Can

List 2
Sponge
Napkin
Paper
Cork
Rubber Band

The objects were placed on each list because the objects on List 1

A are lighter than the objects on List 2.

B are smaller than the objects on List 2.

C are magnetic, and the objects on List 2 are not magnetic.

D are made of metal, and the objects on List 2 are made of plastic.

STOP

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Social Studies

Reporting Category: **1 Economics**

Performance Indicator: **3.2.1 Distinguish the differences between a natural resource and finished product.**

1 **Which of these objects is a finished product?**

A computer

B horse

C flower

D mountain

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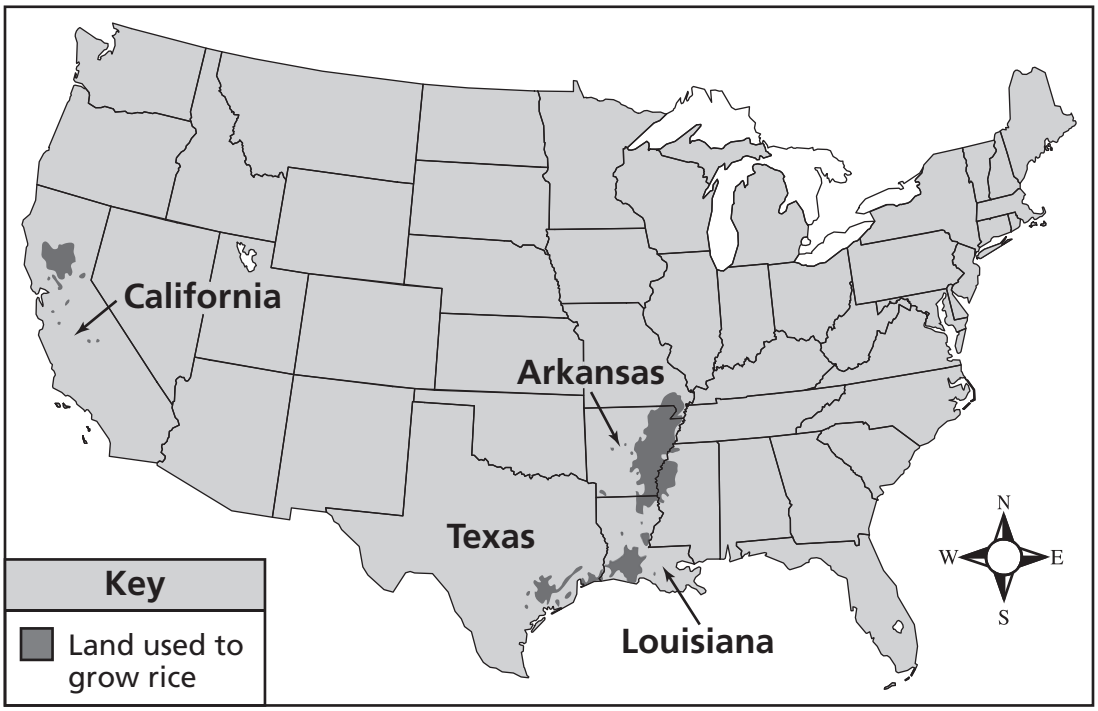
Reporting Category: **1 Economics**

Performance Indicator: **3.2.2 Interpret a map showing agricultural and industrial areas.**

2 **Read the map.**

Rice Grown in Four States in the United States, 1997



Source: 1997 Census of Agriculture

Which state used the <u>most</u> land to grow rice?

F California

G Texas

H Louisiana

J Arkansas

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Reporting Category: **1 Economics**

Performance Indicator: **3.2.3 Distinguish between import and export.**

3 **Read the passage.**

> Gina wrote a school report about five goods produced in India and sold to other countries.

What is the best title for Gina's report?

A Jobs in India

B Exports of India

C Consumers in India

D Items Brought to India

Go On ▶

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Reporting Category: **1 Economics**

Performance Indicator: **3.2.4 Differentiate the difference between a producer and a consumer using a picture.**

4 **Which picture shows a producer?**

F

A woman eating a sandwich

H

A girl buying a soft drink

G

A man painting a picture

J

A boy playing with a train

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Reporting Category: **1 Economics**

Performance Indicator: **3.2.5 Differentiate between money and barter economies.**

5 **An example of barter would be**

A Aaron giving Reggie $2.00 for a popular baseball card.

B Mrs. Adama's students buying popcorn from a store.

C Jen helping Roland study for math and Roland cleaning a birdcage for Jen.

D Lataya promising to pay 50¢ for Sergei's candy bar.

Go On ▶

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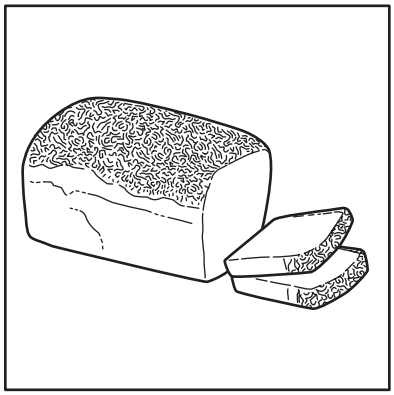
Reporting Category: **1 Economics**

Performance Indicator: **3.6.1 Classify needs and wants using pictures of common items (i.e., food, cleaning products, clothes, candy, makeup).**

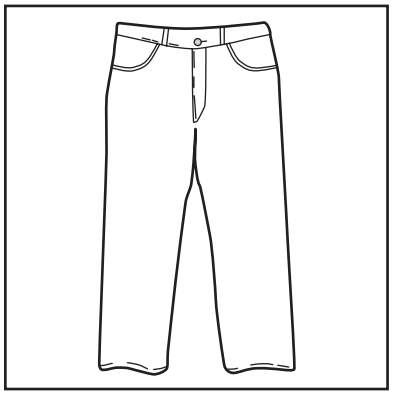
6 Which picture shows a want?

F



A Loaf of Bread

H

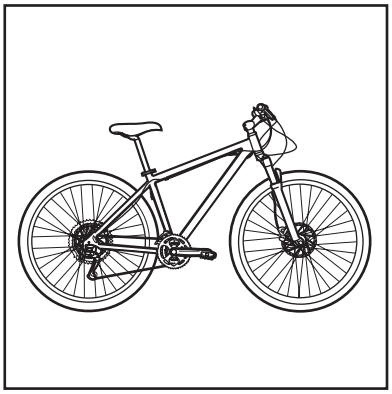


A Pair of Pants

G

A House

J



A Bicycle

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Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**3.4.1 Select from a set of visual representations a service provided by the government (i.e., parks, schools, and libraries).**

7 **Look at these pictures.**

Kendra

Joel

Ann

Tre

Who is enjoying a government service?

A Kendra

B Joel

C Ann

D Tre

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**3.4.2 Determine the representative acts of a good citizen (i.e., obeying speed limit, not littering, walking within the crosswalk).**

8 **To be a good citizen, you can**

F join a library club.

G throw away litter.

H shop for a new car.

J make a cake.

Go On ▶

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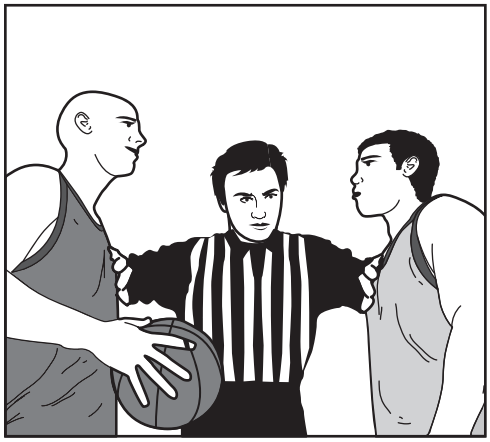
Reporting Category: 2 Governance and Civics

Performance Indicator: 3.6.2 Distinguish between conflict and cooperation within group interactions as represented by pictures.

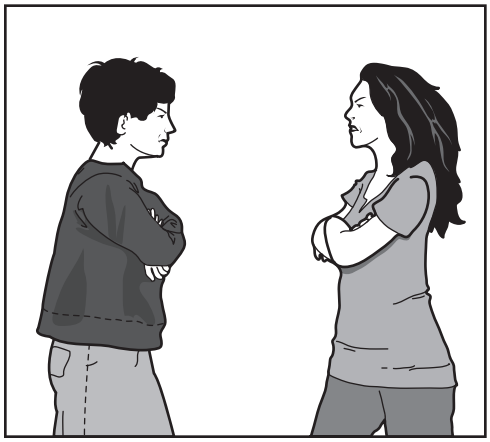
9 Which picture shows cooperation?

A

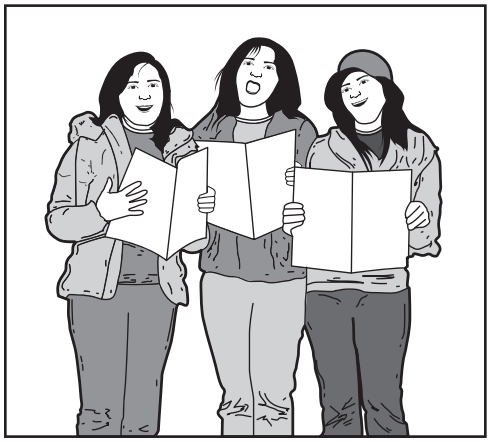
C



B



D



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Reporting Category:	**3 Human Geography**
Performance Indicator:	**3.1.1 Recognize some of the major components of a culture (i.e., language, clothing, food, art, and music).**

10 **Which of these words tells the most about culture?**

F sleep

G water

H states

J languages

Reporting Category:	**3 Human Geography**
Performance Indicator:	**3.1.1 Recognize some of the major components of a culture (i.e., language, clothing, food, art, and music).**

11 **Read the list.**

__?__ of Spain

- Language
- Food
- Art and music

Which word best completes the title of this list?

A Economy

B Culture

C Geography

D Government

Go On ▶

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Reporting Category:	**3 Human Geography**
Performance Indicator:	**3.1.2 Determine the similarities and differences in the ways different cultural groups address basic human needs (i.e., food, water, clothing, and shelter by interpreting pictures).**

12 **Frontier settlers lived in log cabins because the cabins**

F had many rooms.

G were fireproof.

H were easy to move.

J used natural materials.

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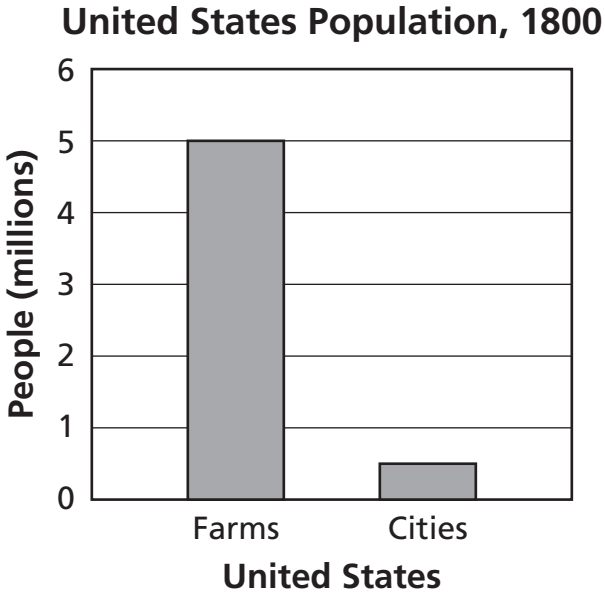
Reporting Category: 3 Human Geography

Performance Indicator: 3.1.3 Differentiate the cultural population distribution in the United States using a bar graph.

13 Read the graph.



The graph shows that

A more people lived on farms.

B most people liked cities.

C cities were crowded.

D farms were large.

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Reporting Category: **3 Human Geography**

Performance Indicator: **3.1.4 Interpret a chart or map identifying major cultural groups of the world.**

14 **Read the table.**

Some Religions of the World

Religion	Countries with the Most Followers
Christianity	United States, Brazil, Mexico
Islam	Indonesia, Pakistan, Turkey
Hinduism	India, Nepal, Sri Lanka
Buddhism	China, Japan, Vietnam

People from Vietnam would most likely follow

F Christianity.

G Islam.

H Hinduism.

J Buddhism.

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Reporting Category:	**3 Human Geography**
Performance Indicator:	**3.6.3 Recognize major global concerns (i.e., pollution, conservation of natural resources, global warming, destruction of rain forest).**

15 **What will help protect the air we breathe?**

A brick houses

B better highways

C clean engines for cars

D cool buildings

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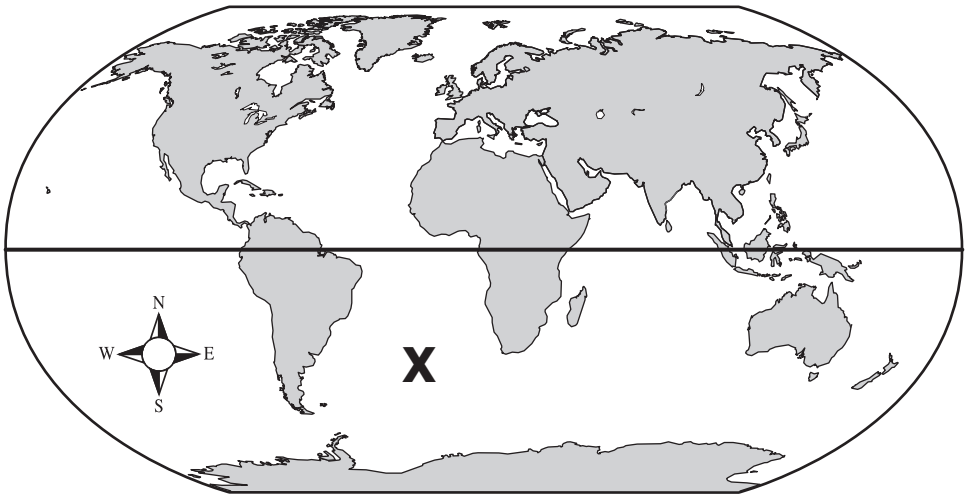
Reporting Category:	**4 Physical Geography**
Performance Indicator:	**3.3.1 Identify the major physical components of the world (i.e., oceans, equator, continents, and hemispheres).**

16 **Read the map.**

The World



The physical component marked with an X is

F the equator.

G an ocean.

H an island.

J a continent.

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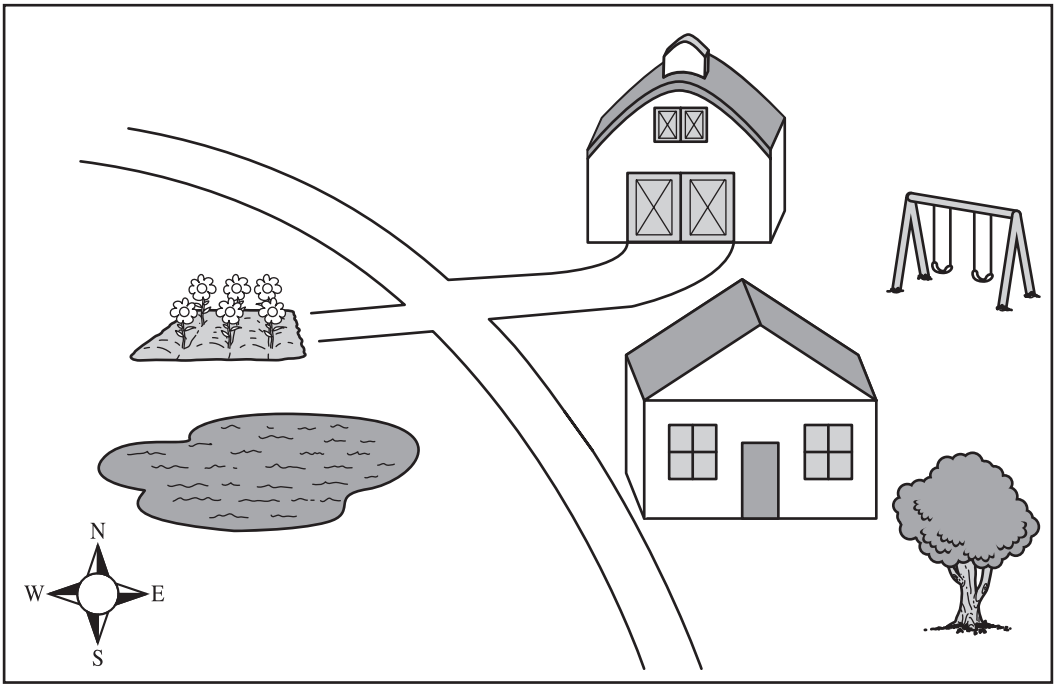
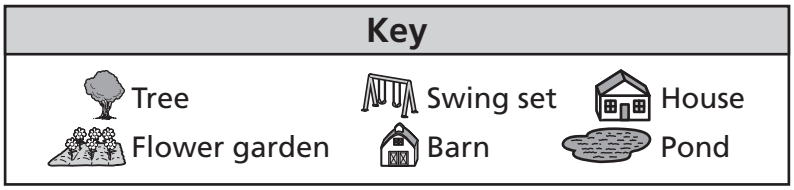
17 **Read the map.**

Mr. Mack's Farm





Directly north of the house is a

A Tree.

B Flower garden.

C Barn.

D Swing set.

Go On ▶

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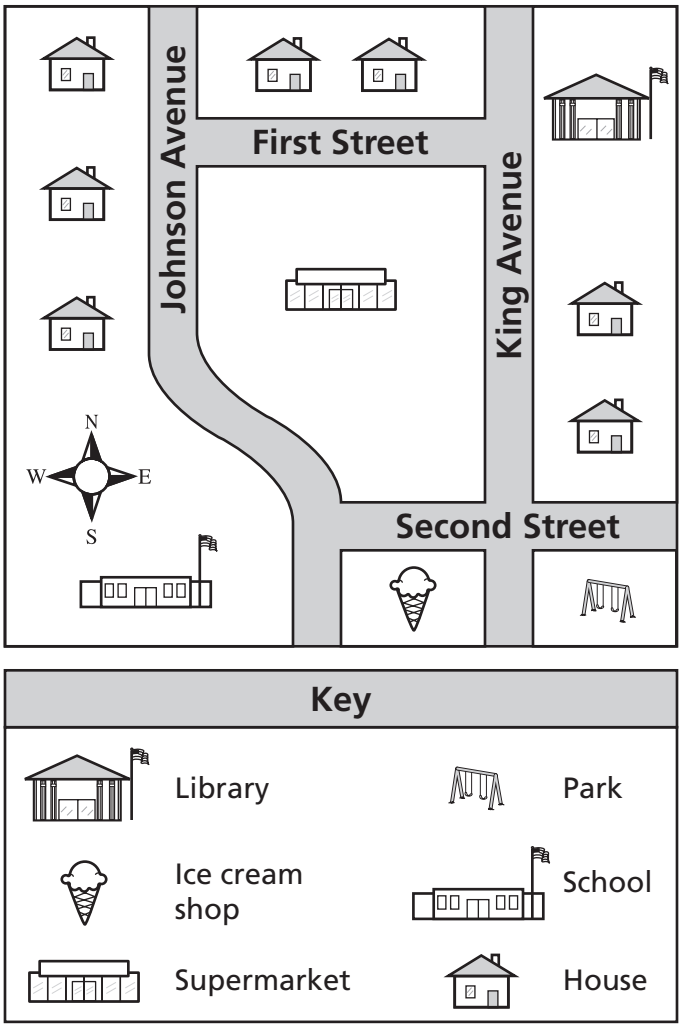
Performance Indicator: 3.3.3 Find a specific location on a school or community map.

18 Read the map.

City Map



To go from the Library to the Park, a person would walk

F north.

G south.

H east.

J west.

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Reporting Category:	**4 Physical Geography**
Performance Indicator:	**3.3.4 Use absolute and relative locations to identify places on a map (i.e., north, south, east, west, borders, lines of longitude and latitude, the equator, the north and south poles).**

19 **Read the map.**

The World

Which continent is completely south of the equator?

A Asia

B Africa

C Europe

D Australia

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Reporting Category: **4 Physical Geography**

Performance Indicator: **3.3.5 Identify basic components of Earth's systems (i.e., landforms, water, climate, and weather).**

20 **Which of these is a natural system of Earth?**

F schools

G government

H landforms

J money

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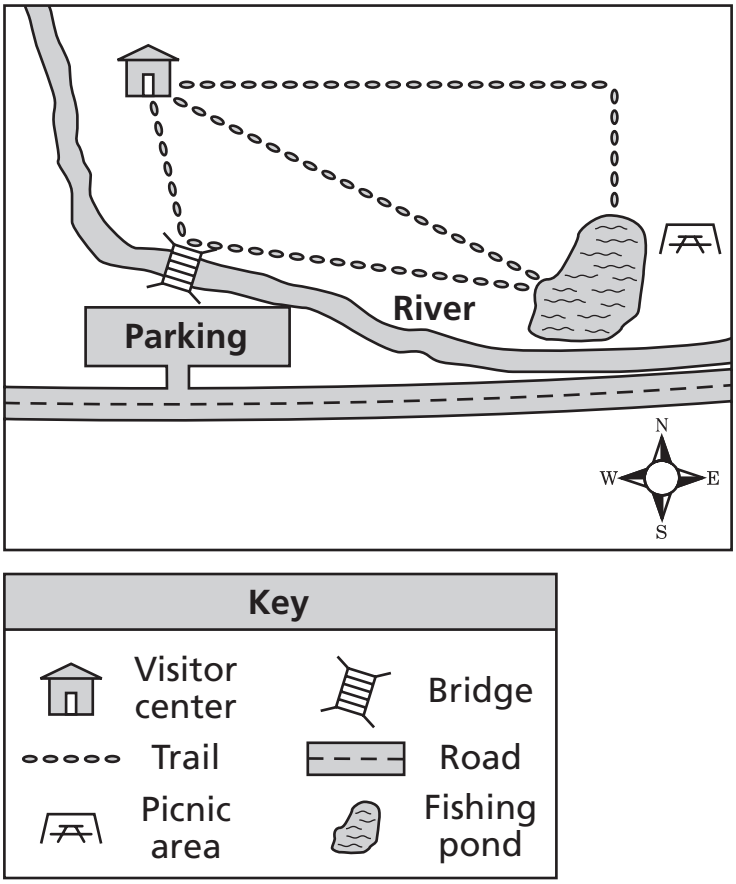
Reporting Category:	**4 Physical Geography**
Performance Indicator:	**3.3.6 Utilize skills to locate a place using cardinal directions and symbols given an appropriate map with a key.**

21 **Read the map.**

City Park



Laura ate lunch at the picnic area near the fishing pond. After lunch she walked west along the river and then south across the bridge. Where is Laura now?

A at the Visitor's center

B at the Fishing pond

C at the Parking area

D at the Picnic table

Go On ▶

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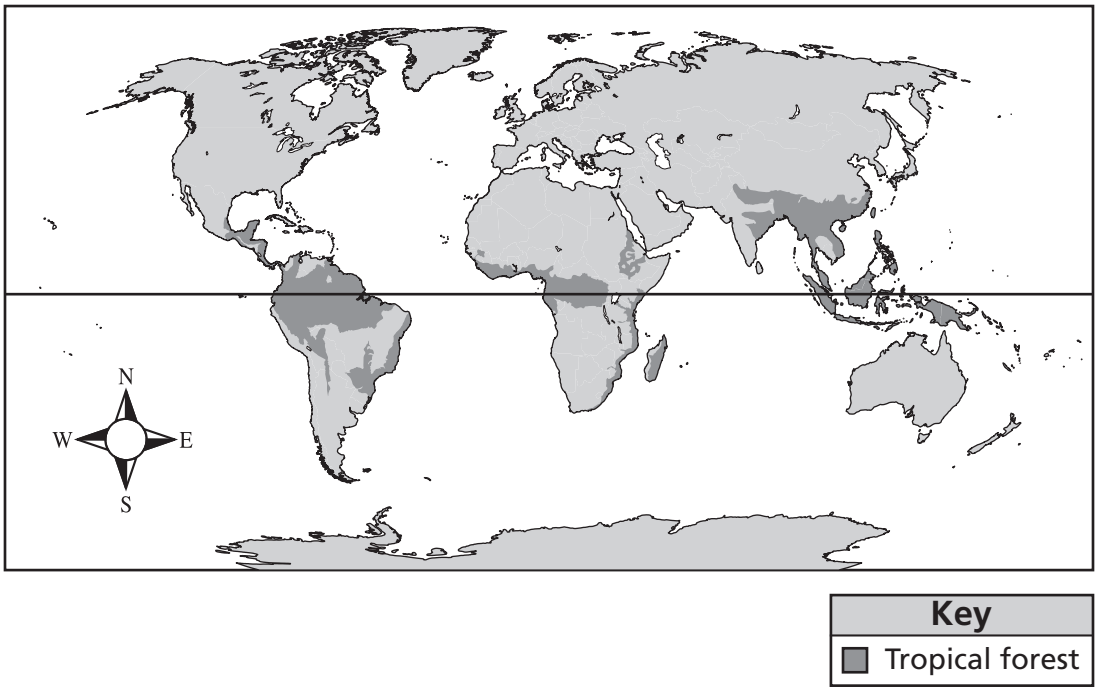
Reporting Category: **4 Physical Geography**

Performance Indicator: **3.3.7 Determine the climate of a specific region of the world using a map.**

22 **Read the map.**

Some Tropical Forests of the World



The darker-shaded areas on the map are

F hot and dry.

G cold and wet.

H warm and wet.

J cool and dry.

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Reporting Category: **4 Physical Geography**

Performance Indicator: **3.3.8 Differentiate the distinguishing characteristics of ecosystems (i.e., deserts, grasslands, rain forests).**

23 **Which region is usually hot, very dry, and has few trees?**

A rain forest

B desert

C grassland

D arctic

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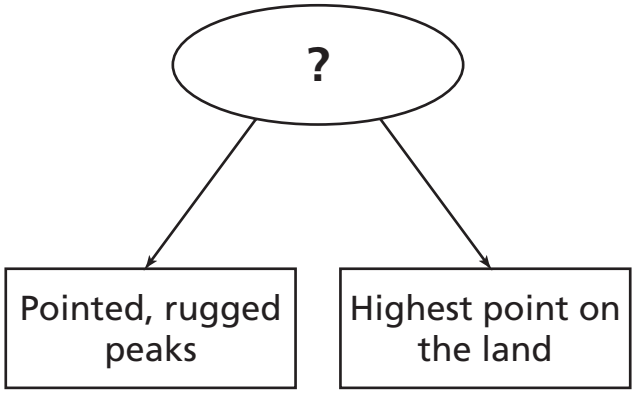
Reporting Category: **4 Physical Geography**

Performance Indicator: **3.3.9 Recognize the identifying characteristics of certain geographic features (i.e., peninsula, islands, continents, mountains, rivers, deserts, oceans, and forests).**

24 **Read the diagram.**



Which title best completes the diagram?

F Peninsula

G Island

H Mountain

J Desert

Reporting Category: **5 History**

Performance Indicator: **3.5.1 Label historical events as past, present and future.**

25 **Which sentence tells about a future event?**

A George Washington is on the dollar bill.

B The president will give a speech next week.

C France gave the Statue of Liberty to the United States.

D Thomas Jefferson was the third president of the United States.

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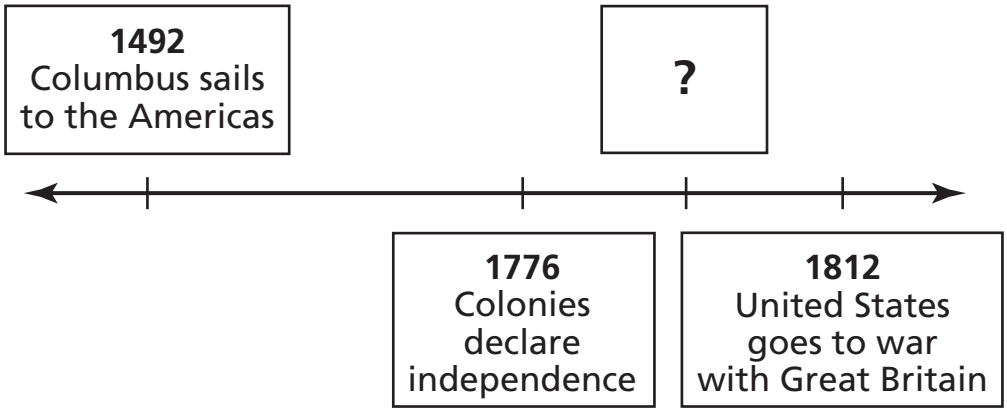
Reporting Category: **5 History**

Performance Indicator: **3.5.2 Use a timeline to determine the order of a historical sequence of events.**

26 **Read the timeline.**

Early History of America



Which event completes the timeline?

F Balboa reaches the Pacific, 1513

G Plymouth Colony is settled, 1620

H George Washington is elected president, 1788

J Florida joins the United States, 1819

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Reporting Category: **5 History**

Performance Indicator: **3.5.3 Read and interpret facts from a historical passage.**

27 **Read the passage.**

> . . . ask not what your country can do for you—ask what you can do for your country.

When President Kennedy spoke these words, what did he want citizens to do?

A go shopping

B play sports

C watch movies

D help others

STOP

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Reading/Language Arts
Answer Key

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

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

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

67	D
68	H
69	C
70	G
71	A
72	F
73	D
74	H
75	B
76	J
77	A
78	J
79	A
80	J
81	C
82	H
83	D
84	H
85	D

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Math
Answer Key

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

12	H
13	B
14	J
15	C
16	J
17	A
18	H
19	D
20	F
21	B
22	F

23	B
24	H
25	D
26	G
27	B
28	H
29	D
30	F
31	B
32	J
33	D

34	H
35	D
36	F
37	D
38	J
39	C
40	F
41	C

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Science
Answer Key

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

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

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

28	G
29	B
30	H
31	B
32	J
33	C

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Social Studies
Answer Key

1	A
2	J
3	B
4	G
5	C
6	J
7	C

8	G
9	D
10	J
11	B
12	J
13	A
14	J

15	C
16	G
17	C
18	G
19	D
20	H
21	C

22	H
23	B
24	H
25	B
26	H
27	D

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Tennessee Comprehensive Assessment Program

English Linguistically Simplified Assessment ~ Grade 3

Item Sampler