Student Name _____

Teacher Name _____

School _____

System _____

Tennessee Comprehensive Assessment Program

English Linguistically Simplified Assessment ~ Grade 6

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 **This passage is part of a student's journal. It contains mistakes. Read the journal and answer Numbers 1 through 8.**

April 20, 2009

(1) Studying the early settlers have been far more interesting than I thought it would be. (2) I was most fascinated with the experiences the early settlers had on their long journeys as they traveled by foot across the country. (3) To help me better understand their experiences, I decided to make a long journey of my own.

(4) My plan was to walk one hundred miles in eight weeks. (5) I kept a daily record of the distance I traveled and any unusual occurrences. (6) I remembered reading that the settlers often lacked a cart to haul supplies. (7) To make my trip as much like they'res as possible, I carried a backpack filled with supplies. (8) This included enough water to last for three days.

(9) I walked to all the places I normally go, such as school and friend's houses, but I also added two miles per day at the park. (10) On the first day, I noticed that it took me longer than usual to travel because I was carrying my heavy backpack. (11) I often had to stop to adjust the weight; because I was so uncomfortable.

(12) Some days a gentle breeze cooled my face, providing incouragement to continue. (13) Other times the wind blew or rain poured, making the walk more challenging. (14) I always completed my daily walk. (15) Regardless of the weather conditions.

(16) Four weeks later, I reviewed my journal. (17) At twenty-eight miles, I wasn't even close to being halfway to my goal! (18) I realized that the settlers must have become frustrated with the slow pace of their travels as well. (19) I began to understand how difficult their experience must have been. (20) More importantly I realized how much the settlers sacrificed in hopes of improving their lives.

Go On ▶

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Reporting Category: **1 Language**

Performance Indicator: **0601.1.3 Identify the correct use of adjectives (i.e., common/proper, comparative forms) and adverbs (i.e., comparative forms) within context.**

1 **Read Sentence 10.**

On the first day, I noticed that it took me longer than usual to travel because I was carrying my heavy backpack.

What is the correct way to write the underlined word above?

A long

B longest

C more long

D correct as is

Reporting Category: **1 Language**

Performance Indicator: **0601.1.5 Identify the correct use of conjunctions (i.e., coordinating and subordinating) and interjections within context.**

2 **Read Sentence 11.**

I often had to stop to adjust the weight; because I was so uncomfortable.

What is the best way to revise the sentence above?

F Because I was so uncomfortable I often had to stop to adjust the weight.

G I often had to stop to adjust the weight and it was because I was so uncomfortable.

H Because I often had to stop to adjust the weight; I was so uncomfortable.

J I often had to stop to adjust the weight because I was so uncomfortable.

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Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.7 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunctions, introductory words, appositives, interrupters).**

3 **Read Sentences 14 and 15.**

I always completed my daily walk. Regardless of the weather conditions.

What is the best way to combine the sentences above?

A I regardless of the weather conditions, always completed my daily walk.

B Regardless of the weather conditions; I always completed my daily walk.

C I always completed my daily walk, and regardless of the weather conditions.

D Regardless of the weather conditions, I always completed my daily walk.

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Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.9 Recognize usage errors occurring within context (i.e., double negatives, troublesome words {to/too/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among}).**

4 **Read Sentence 7.**

To make my trip as much like <u>they'res</u> as possible, I carried a backpack filled with supplies.

What is the correct way to write the underlined word above?

F theirs

G there's

H their's

J theres

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Reporting Category: **1 Language**

Performance Indicator: **0601.1.10 Identify the correct spelling of plurals and possessives.**

5 **Read Sentence 9.**

I walked to all the places I normally go, such as school and friend's houses, but I also added two miles per day at the park.

What is the correct way to write the underlined word above?

A friends

B friends'

C friends's

D correct as is

Reporting Category: **1 Language**

Performance Indicator: **0601.1.11 Identify sentences with correct subject-verb agreement (person/number) within context.**

6 **Read Sentence 1.**

Studying the early settlers have been far more interesting than I thought it would be.

What is the correct way to write the underlined words above?

F Studying the early settlers has been

G Studying the early settlers had been

H Studying the early settlers are being

J Studying the early settlers been

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Reporting Category: **1 Language**

Performance Indicator: **0601.1.12 Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.**

7 **Read Sentence 20.**

More importantly I realized how much the settlers sacrificed in hopes of improving their lives.

What is the correct way to write this sentence using a comma?

A More importantly, I realized how much the settlers sacrificed in hopes of improving their lives.

B More importantly I realized, how much the settlers sacrificed in hopes of improving their lives.

C More importantly I realized how much, the settlers sacrificed in hopes of improving their lives.

D More importantly I realized how much the settlers sacrificed, in hopes of improving their lives.

Reporting Category: **1 Language**

Performance Indicator: **0601.1.18 Identify correctly and incorrectly spelled words in context.**

8 **Read Sentence 12.**

Some days a gentle breeze cooled my face, providing incouragement to continue.

Which underlined word is spelled incorrectly?

F gentle

G providing

H incouragement

J continue

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Directions **A student wrote the following letter. It contains mistakes. Read the letter and answer Numbers 9 through 13.**

January 28, 2009

Shop of Shirts
Suite 401
10999 Westview Drive
Phoenix, Arizona 34521

To whom it may concern:

(1) Our student library group placed an order with you for 34 T-shirts on December 17, 2008. (2) When we placed the order, they told them that delivery would take 2 to 4 weeks. (3) After 6 weeks of waiting, however, we still have not received the T-shirts we ordered.

(4) The shirts were pictured on page 34 of your November 2008 catalog. (5) The shirts were red with a picture of an open book on the front and the words "Readers are Leaders" printed on the back. (6) We also paid extra money to have added underneath the picture the name of our school on the front. (7) Enclosed is a copy of the page from the catalog with the T-shirt we ordered circled in blue so that you can easily identify the style.

(8) We would like to know when our order will arrive the order confirmation number is #BN-439. (9) We hope that once you determine the problem, your company will be able to rush the order so we will have the shirts in time for our library groups yearly picture. (10) We looks forward to hearing from you.

Sincerely,

Cindy Mayer

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Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.1 Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives) and pronouns (i.e., agreement, subject, object) within context.**

9 **Read Sentences 1 and 2.**

Our student library group placed an order with you for 34 T-shirts on December 17, 2008. When we placed the order, <u>they told them</u> that delivery would take 2 to 4 weeks.

Choose the correct pronoun agreement for the underlined part of this sentence.

A they told us

B you told him

C we were told

D she told them

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Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.1 Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives) and pronouns (i.e., agreement, subject, object) within context.**

10 **Read Sentence 9.**

We hope that once you determine the problem, your company will be able to rush the order so we will have the shirts in time for our library groups yearly picture.

Choose the correct way to write the underlined words.

F our library group's yearly picture

G our library groups' yearly picture

H our library's groups's yearly picture

J our libraries group yearly picture

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Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.2 Identify the correct use of verbs (i.e., action, linking, regular/irregular, agreement) within context.**

11 **Read Sentence 10.**

We <u>looks</u> forward to hearing from you.

Choose the correct way to write the underlined word.

A is looking

B look

C are look

D looked

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Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.4 Identify the correct use of prepositional phrases (place prepositional phrases correctly according to the words they modify within the sentence) within context.**

12 **Read Sentence 6.**

We also paid extra money to have added underneath the picture the name of our school on the front.

Choose the best way to write Sentence 6.

F We also paid extra money to have the name added of our school on the front underneath the picture.

G We also paid extra money to have the name of our school added underneath the picture on the front.

H We also paid extra money to have on the front the name of our school added underneath the picture.

J We also paid extra money to have underneath the picture added the name of our school on the front.

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Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.8 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements).**

13 **Read Sentence 8.**

We would like to know when our order will arrive the order confirmation number is #BN-439.

Choose the best way to correct this run-on sentence.

A We would like to know when our order will arrive, the order confirmation number is #BN-439.

B We would like to know when our order will arrive; the order confirmation number is #BN-439.

C We would like to know when our order will arrive, but the order confirmation number is #BN-439.

D We would like to know when our order will arrive; however the order confirmation number is #BN-439.

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Directions **The following passage is a speech. Read the speech and answer Numbers 14 through 23.**

Talking Drums

1 Good morning, friends. As you may remember, Mr. Kovier began the year by teaching us about the different families of instruments. Many of you already know what my favorite instrument group is—the percussion family. When I was asked to speak to you, I couldn't wait to share what I have learned from my father at his African drum school.

2 I have always been fascinated by people playing the drums. As a little kid, I liked to watch parades and football games on TV so that I could see the drummers in the marching bands. While my father was teaching percussion at Southeast College, our family had the opportunity to travel to the country of Guinea. Before that trip, I did not realize that other kinds of drums existed. In the month I spent in Guinea, I saw the Malinke people play their beautiful drums. My father learned to play them, and then he taught me. When we returned home, my father opened his own African drum school called Talking Drums.

3 At my father's school, we use genuine African *dun dun* drums. These drums are actually a set of three bass drums that create unique sounds when struck. Many of these drums are carved from dense wood. Then they are skillfully painted with beautiful designs. We also have smaller hand drums called *djembes*. Using both of these instruments, we play some of Africa's most energetic and popular music. In addition to learning how to play them, students in the classes also learn how these drums are made. Eventually students get to help make a drum of their own.

A *djembe* drum

4 Learning to play the different drumbeats can be difficult in the beginning. First a student must learn to strike a steady beat on the drum while holding it. As I have learned more difficult rhythms, my father has taught me about the history of the music. People in our community can learn about West African music and how to play these drums because trained drummers, such as my father, have been able to travel, perform, and teach in many areas of the United States.

5 Occasionally we have teachers from West Africa who visit our drum school. These teachers are masters of *djembe* drumming and show us their unique skills. During these visits, other students and I demonstrate what we have learned for our special guests. We also have opportunities to perform at the annual cultural festival, the fall parade, and at local elementary schools.

6 Since my father opened Talking Drums, I have learned that there are many groups like ours around the United States. Kids in Illinois, California, and New York are also learning to play the African drums. If the rhythm of music keeps your feet tapping like mine, I encourage you to take an introductory class at the drum school. You may find yourself with a new favorite musical instrument!

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Reporting Category: **2 Vocabulary**

Performance Indicator: **0601.1.15 Use context clues and prior knowledge of roots and affixes to determine the meaning of multi-meaning words.**

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

First a student must learn to strike a steady beat on the drum while holding it.

Which meaning of strike is used in the sentence above?

F to choose a certain path

G to delete something

H to discover something

J to come into contact with

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Reporting Category: **2 Vocabulary**

Performance Indicator: **0601.1.20 Use knowledge of root words, affixes, syllabication, and/or spelling patterns as aids in determining meaning within context.**

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

Then they are skillfully painted with beautiful designs.

What does skillfully mean in this sentence?

A able to study

B acting in a way that shows ability

C able to care for

D not having the ability to do

Reporting Category: **4 Communication and Media**

Performance Indicator: **0601.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).**

16 **The main purpose of this speech is to**

F explain to the audience why people like percussion instruments.

G persuade the audience to study African music.

H describe to the audience the appearance of Malinke drums.

J inform the audience about a special music school.

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0601.2.2 Identify the targeted audience of a speech.**

17 **This speech was given to**

A drummers at Talking Drums.

B teachers visiting from West Africa.

C friends attending Southeast College.

D students in Mr. Kovier's music class.

Reporting Category: **4 Communication and Media**

Performance Indicator: **0601.2.3 Identify the thesis and main points of a speech.**

18 **Which sentence from the speech <u>best</u> describes the thesis?**

F When I was asked to speak to you, I couldn't wait to share what I have learned from my father at his African drum school.

G When we returned home, my father opened his own African drum school called Talking Drums.

H Occasionally we have teachers from West Africa who visit our drum school.

J You may find yourself with a new favorite musical instrument!

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0601.2.8 Select the best summary of a speech.**

19 **Choose the sentence that is the best summary of the speech.**

A Talking Drums is a music school that teaches its students the music, history, and culture of West African drumming.

B Master teachers from West Africa visit the United States to share their drumming skills with students.

C Drummers who have learned special skills and difficult rhythms play *djembes* and *dun dun* drums.

D A student who has learned about West African drumming shares facts about a drum school called Talking Drums.

Reporting Category: **5 Logic**

Performance Indicator: **0601.5.2 Determine whether a given statement in text is fact or opinion.**

20 **Which sentence from the speech is an opinion?**

F As you may remember, Mr. Kovier began the year by teaching us about the different families of instruments.

G Before that trip, I did not realize that other kinds of drums existed.

H These drums are actually a set of three bass drums that create unique sounds when struck.

J Learning to play the different drumbeats can be difficult in the beginning.

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Reporting Category:	**5 Logic**
Performance Indicator:	**0601.5.4 Identify examples of persuasive devices (i.e., bandwagon, loaded terms, testimonial, name-calling).**

21 **Read this sentence from Paragraph 6.**

If the rhythm of music keeps your feet tapping like mine, I encourage you to take an introductory class at the drum school.

Which persuasive device is the speaker using with this sentence?

A bandwagon

B loaded terms

C testimonial

D name-calling

Reporting Category:	**5 Logic**
Performance Indicator:	**0601.5.5 Specify a logical word choice to complete an analogy, using synonyms, antonyms, homonyms, categories, subcategories, whole/part, and functions.**

22 **Read the analogy based on the speech.**

Drum is to instrument as concert is to _____.

Which word best completes the analogy?

F performance

G audience

H music

J skill

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Reporting Category: **6 Informational Text**

Performance Indicator: **0601.6.7 Recognize that purpose determines text format.**

23 **After the speech, the speaker wants to give each person in the audience something to remember the drum school. Which of these would be best for the speaker to give?**

A a list of the types of drums used at the school

B an article from a local newspaper about a teacher visiting the school

C a flier with the location of the school and a schedule of classes

D a photograph of a group of drummers from the school

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Directions **Don wrote the following report. It contains mistakes. Read the report and answer Numbers 24 through 37.**

1 Most schools take pictures of students each year to put in yearbooks. Photographers make the whole process of taking and developing pictures look effortless. It is easy to forget that when photographs were first invented, the process wasn't easy, but fortunately, much has changed since then.

2 The first photograph was taken in the late 1820s. At that time, each sheet of metal, used as film, would record only one image. Then the material used to create that image took a long time to develop into a picture. _____, the process of taking out the film and putting in a new piece took a long time.

3 Today, the newest cameras don't even use film. These cameras are called digital cameras, and they use computer technology to capture an image or scene. With technology changing at such a fast pace, it is impossible to think what photography will be like in the next 100 years.

4 In the early 1890s, a man named George Eastman invented roll film. Roll film allowed people to take many pictures. However, there was still no camera that could quickly take pictures one right after another. Fortunately in the early 1890s, Thomas Edison, with the help of William Dickson, invented a new camera that could take over 40 pictures in one second. Many pictures for a yearbook can be taken on one roll of film. When shown from a special projector, the images from this motion-picture camera looked as though they were moving.

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).**

24 **The purpose of this report is to**

F persuade the reader to try photography.

G explain why people enjoy photography.

H inform the reader about photography.

J describe how people use photography.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.3.2 Identify the audience for which a text is written.**

25 **Who would most likely read Don's report?**

A adults learning new photography techniques

B people interested in the history of photography

C children who like taking numerous photographs

D people who teach photography in art classes

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.3.3 Select an appropriate thesis statement for a writing sample.**

26 **Which sentence from the report is the thesis statement?**

F Photographers make the whole process of taking and developing pictures look effortless.

G It is easy to forget that when photographs were first invented, the process wasn't easy, but fortunately, much has changed since then.

H With technology changing at such a fast pace, it is impossible to think what photography will be like in the next 100 years.

J Roll film allowed people to take many pictures.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.3.4 Rearrange multi-paragraphed work in a logical and coherent order.**

27 **Choose the <u>most</u> logical order for the paragraphs in Don's report.**

A 2, 3, 4, 1

B 1, 4, 3, 2

C 1, 2, 4, 3

D correct as is

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.3.5 Select illustrations, descriptions, and/or facts to support key ideas.**

28 **Don wrote the following facts after reading an article in a photography magazine.**

1. Photography is a hobby for many people.
2. Joseph Niépce took the first photograph.
3. Flashbulbs were often needed while taking photographs.
4. Frederick Wratten started the first photography supply business.

Which fact would best support an idea presented in Don's report?

F Fact 1

G Fact 2

H Fact 3

J Fact 4

Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.3.6 Choose the supporting sentence that best fits the context flow of ideas in a paragraph.**

29 **Don wants to add this sentence to his report.**

Most photographs can be printed at stores or at home in just minutes.

Don should include this sentence in Paragraph

A 1.

B 2.

C 3.

D 4.

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.3.7 Identify sentences irrelevant to a paragraph's theme or flow.**

30 **Which sentence from Paragraph 4 does not belong in the report?**

F In the early 1890s, a man named George Eastman invented roll film.

G However, there was still no camera that could quickly take pictures one right after another.

H Many pictures for a yearbook can be taken on one roll of film.

J When shown from a special projector, the images from this motion-picture camera looked as though they were moving.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.3.8 Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.**

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

At that time, each sheet of metal, used as film, would record only one image. Then the material used to create that image took a long time to develop into a picture. _____, the process of taking out the film and putting in a new piece took a long time.

Which transition word best belongs in the blank?

A First

B Therefore

C However

D Additionally

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Reporting Category: 3 Writing and Research

Performance Indicator: 0601.3.9 Select an appropriate concluding sentence for a well-developed paragraph.

32 **Which sentence is the best concluding sentence for Paragraph 4?**

F Photography continues to change as inventors find better ways to record images and movies.

G Many people today still enjoy using old cameras to take their family photographs.

H A camera able to take 40 pictures per second is useful only if a special projector is available to show the images.

J Although modern cameras may look different, they still work like those invented much earlier.

Reporting Category: 3 Writing and Research

Performance Indicator: 0601.3.10 Select an appropriate title that reflects the topic of a written selection.

33 **Which title would be best for Don's report?**

A Early Photography

B The Invention of Photography

C Photography Today

D Photography Then and Now

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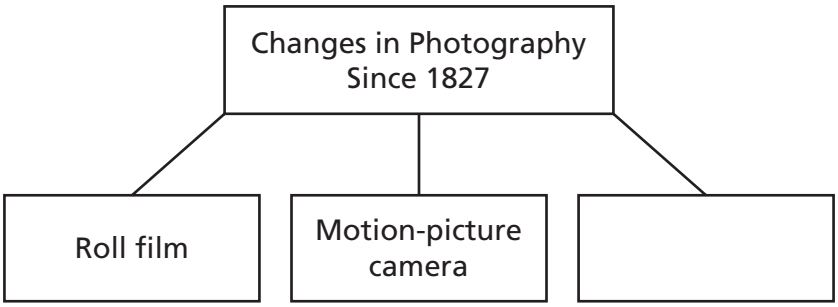
Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.3.11 Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection.**

34 **Look at the graphic organizer.**



Which information belongs in the empty space?

F George Eastman

G Special photo paper

H Digital cameras

J Yearbook pictures

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Reporting Category: 3 Writing and Research

Performance Indicator: 0601.4.1 Select the most focused research topic.

35 **Don wants to use the Internet to learn more about digital photography. Which phrase would provide the most focused search for Don?**

A cameras long ago

B changes in camera technology

C history of film

D techniques for taking electronic images

Reporting Category: 3 Writing and Research

Performance Indicator: 0601.4.4 Distinguish between primary (i.e., letters, interviews, diaries, newspapers) and secondary (i.e., reference books, periodicals, Internet, biographies) sources.

36 **Don needed to use at least one primary source for his report. Which of Don's sources is a primary source?**

F an encyclopedia article on roll film

G a biography of Thomas Edison

H a copy of George Eastman's journal

J a Web site about the invention of digital cameras

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.4.5 Discern irrelevant research material from written text.**

37 **Don made the following notes after reading a source about Thomas Edison's invention of a new camera.**

1. It had continuous tape-like film.
2. It could show motion pictures.
3. He received 1,093 U.S. patents throughout his career as an inventor.
4. He worked on a camera with William Dickson from 1888–1893.

Which fact is not relevant to Don's report?

A Fact 1

B Fact 2

C Fact 3

D Fact 4

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Directions **Read the passage. Then answer Numbers 38 through 49.**

Milk Jug Lumber

by Jae O. Haroldsen

1 In March 1987, a tugboat pulled a barge loaded with garbage from New York City down the eastern seaboard. No state would let it dock. Why? There was too much garbage and too little landfill space. Landfills were already spilling over with plastics.

2 Scientists started looking for new ways to recycle trash, especially plastics.

3 Dr. Tom Nosker, a scientist at Rutgers University, says, "We asked the public for empty soda bottles." People sent not only soda bottles but milk jugs, detergent containers, plastic cups, and more.

A Mixed Bag

4 Dr. Nosker let other scientists take the soda bottles. "The rest contained about eighty percent milk jugs and detergent bottles," he says. "Twenty percent was a jumble of different plastics." Dr. Nosker started to melt down a mix of plastics.

5 Each type of plastic melts at a different temperature, so not everything in the mix melted. Little pieces floated in the taffy-like mix. "I forced the mix into molds shaped like rectangles and circles," he says.

6 When the mix cooled, Dr. Nosker drilled a hole into it and turned in a screw. He wondered, could mixed plastics be made into a substitute for wood?

Why Milk Jugs?

7 Wood makes a good building material because it is strong (holds weight) and stiff (doesn't crumple). There is no single type of plastic that is both strong *and* stiff.

8 Milk jugs are strong. (Try tearing one.) Milk jugs are not stiff. (Crush one.) Plastic forks are stiff but not strong.

9 Dr. Nosker looked at the floating pieces. He had an idea. He needed the right mix of milk jugs *and* plastic forks.

Plastics can be melted for recycling.

Go On ▶

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10 After Dr. Nosker washed and sorted the plastics, he melted each type of plastic separately. He began mixing milk jugs and plastic forks (and spoons and knives) in different amounts, testing each batch's strength and stiffness. In time, he produced a lumber matching the strength and stiffness of wood. In the mid-1990s, Dr. Nosker's plastic lumber first appeared for building fences, decks, playgrounds, and picnic tables.

11 Today, recycled plastic is being used for railroad ties and even a forest-service bridge. Think of it. One of your drained milk jugs may be supporting a heavy freight train or fire truck rolling toward a forest fire!

12 In the future, Dr. Nosker thinks larger bridges or artificial bone may be made from recycled plastics. He is still mixing.

A deck made of recycled plastic

"Milk Jug Lumber" by Jae O. Haroldsen, from *Highlights for Children*, July 2007, copyright © 2007 by Highlights for Children, Inc. Columbus, Ohio. Used by permission.

Reporting Category: **2 Vocabulary**

Performance Indicator: **0601.1.19 Recognize and use grade-appropriate and content-specific vocabulary within context.**

38 **Read this sentence from Paragraph 6.**

He wondered, could mixed plastics be made into a substitute for wood?

What does the word substitute mean?

F a strong material used for building

G one thing used in place of another

H something that has been recycled

J a new way of doing something

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.4.2 Rank research resources according to reliability.**

39 **Terry did an Internet search to learn more about the uses for recycled plastics. Read his results.**

uses for recycled plastics | Search:

1. Recycling Plastics
The easiest ways to **recycle** and help the environment . . .
www.#1easyrecycle.com

2. Recycled Crafts
Fun ways to **use plastic** bottles to make **recycled** gifts and crafts . . .
www.fun*recycled*crafts.com

3. U.S. Recycling Industry
. . . a government agency that studies **uses** for **recycled plastic** wastes . . .
www.USrecycling.gov

4. Going Green with Recycling
. . . list of ways you can help **recycle plastic** and paper in everyday life . . .
www.gogreenalltheway.org

Which Internet site would provide Terry with the most reliable information for his search?

A Site 1

B Site 2

C Site 3

D Site 4

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.4.3 Determine the most appropriate research source for a given research topic.**

40 **Leah wants to know the rules for recycling plastic bottles in the northeastern United States. Which source would have the best information?**

F a government Web site on recycling plastic bottles in the United States

G a television commercial about recycling plastic bottles

H a social studies textbook chapter on recycling plastic in the Northeast

J a magazine advertisement for recycling plastics

Reporting Category: **5 Logic**

Performance Indicator: **0601.5.3 Identify stated or implied cause-effect relationships.**

41 **In his experiment, Dr. Nosker used both milk jugs and plastic forks because**

A there were too few soda bottles and plastic cups for him to use.

B both plastic items could hold weight without falling apart.

C these were the only plastics that could be recycled.

D he wanted to make a plastic that was both strong and stiff.

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Reporting Category: **6 Informational Text**

Performance Indicator: **0601.6.1 Formulate clarifying questions for use before, during, and after reading.**

42 **Choose the question that can be answered after reading the section "Why Milk Jugs?"**

F How many mixtures did Dr. Nosker try before finding the right one?

G How are plastics melted down into liquid?

H What materials are used to create plastic milk jugs?

J What benefits did plastics in milk jugs and forks have for Dr. Nosker?

Reporting Category: **6 Informational Text**

Performance Indicator: **0601.6.2 Identify the main idea and supporting details in a text.**

43 **Which of these was a problem for Dr. Nosker when he melted down a mix of plastics?**

A Everything melted too quickly.

B None of the plastic was strong.

C He did not receive enough donated plastic.

D Each plastic melted at a different temperature.

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Reporting Category: **6 Informational Text**

Performance Indicator: **0601.6.2 Identify the main idea and supporting details in a text.**

44 **According to the passage, Dr. Nosker began to solve his main problem by**

F using eighty percent milk jugs and detergent bottles.

G testing plastic forks to find out how strong they were.

H mixing different types of plastic in different amounts.

J trying to build a small bridge from his melted plastics.

Reporting Category: **6 Informational Text**

Performance Indicator: **0601.6.3 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).**

45 **The caption beneath the second photograph helps readers to understand**

A the best way to make recycled plastic durable.

B how sturdy recycled plastic lumber can be.

C the many uses for recycled plastic.

D what recycled plastic lumber looks like.

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Reporting Category: **6 Informational Text**

Performance Indicator: **0601.6.4 Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).**

46 **Clayton filled out the chart below before he read this passage.**

What I KNOW	What I WANT to learn	What I did LEARN
1. Recycling is good.	1. At what temperature would a milk jug melt?	1.
2. Many people recycle plastic.	2. Is a milk jug strong or stiff?	2.

After reading the passage, which of these statements could Clayton place in the column "What I did LEARN"?

F Most types of plastic are stronger than wood.

G Soda bottles were useful in Dr. Nosker's research.

H Different types of plastics melt at different temperatures.

J Dr. Nosker used one type of plastic to make the new lumber.

Go On ▶

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Reporting Category: 6 Informational Text

Performance Indicator: 0601.6.5 Locate and verify information in text to support inferences, opinions, predictions, and conclusions.

47 **Which detail from the passage best shows that Dr. Nosker successfully made a strong, stiff recycled plastic?**

A Today there is a forest-service bridge made of recycled plastic.

B Dr. Nosker melted different kinds of plastic to make lumber.

C In the future, Dr. Nosker hopes to make artificial bone.

D Because of its strength, wood makes a good building material.

Reporting Category: 6 Informational Text

Performance Indicator: 0601.6.6 Select the best summary of a text.

48 **Which sentence is the best summary of this passage?**

F Many scientists were looking for new ways to recycle trash, so Dr. Tom Nosker used old items to make different objects.

G Dr. Tom Nosker experimented with different plastics until he found a building material as strong as wood.

H Plastic can be as strong as wood, so Dr. Tom Nosker decided to make things like fences and tables from it.

J Dr. Tom Nosker asked for empty plastic containers to use for his experiment.

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0601.7.2 Select the visual image that best reinforces a viewpoint or enhances a presentation.**

49 **Roberto is giving a speech based on the information in this passage. Which of these would be best for him to show the audience at the end of his speech?**

A a magazine article about a garbage barge

B a selection of milk jugs and plastic forks

C a photograph of a school playground

D a small chair made from plastic lumber

Go On ▶

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Directions **Read the poem. Then answer Numbers 50 through 60.**

In the Ebony Room

by Isaac Olaleye

In my classroom
We study by sunlight.
But when the wind whistles,
And the clouds hurry in front of the sun,
The trees bow.
Leaves flutter,
And the pages of our books
Begin flipping by themselves,
And the clouds are full of rain.
Then the wooden windows
Of my classroom
Are pulled shut.

In the ebony dark room
Grinning students whisper
How wonderful it is
Not to have to do their
Arithmetic, reading, and writing.
The whispering fades.
On wooden desks students rest their heads.
On wooden tables teachers rest their heads.
For in the ebony room
The rain sings
A lullaby to students and teachers.

The pit-a-pat of the rain
On the wooden windowpanes
And the whistling wind
Get louder.
Pupils wake up and sing:
"Stop, rain, stop.
We cannot play on green grass.
We cannot go home to our parents.
Stop, rain, stop.
Come back another day."

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But the rain, with a mind of its own,
35 Beats against our wooden windows.
And pit-a-pat we hear it say:
"I have a rain forest to fill
And grass to keep green!
I will rain till I'm through.
40 Children can wait.
My music will not."
So in the dark room we nod and doze
To the rain's lullaby.

"In the Ebony Room" from *The Distant Talking Drum*, by Isaac Olaleye, copyright © 1995 by Boyds Mills Press, Inc. Used by permission.

Reporting Category: **2 Vocabulary**

Performance Indicator: **0601.1.14 Select appropriate synonyms, antonyms, and homonyms within context.**

50 **Read Line 42.**

So in the dark room we nod and doze

Which word means the same as doze?

F learn

G sleep

H agree

J move

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Reporting Category: **5 Logic**

Performance Indicator: **0601.5.3 Identify stated or implied cause-effect relationships.**

51 **Why do the students become less excited about missing lessons?**

A They are eager to sing to the rain.

B They get sleepy.

C They want to see the leaves flutter.

D They listen to the rain talk.

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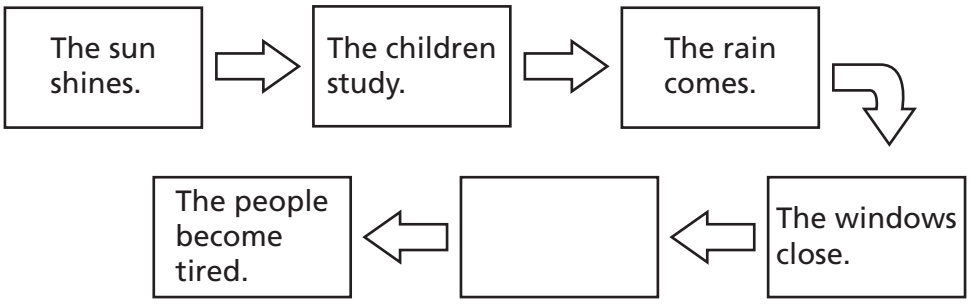
Reporting Category: **5 Logic**

Performance Indicator: **0601.5.6 Indicate the sequence of events in text.**

52 **Look at the graphic organizer.**



Which event belongs in the empty box?

F The trees bow.

G The clouds hurry.

H The leaves flutter.

J The children whisper.

Reporting Category: **5 Logic**

Performance Indicator: **0601.5.7 Make inferences and draw conclusions based on evidence in text.**

53 **How does the speaker of the poem feel about the storm?**

A disappointed when the storm interrupts study time

B fearful of the noise made by the storm

C excited when the storm continues past the time to go home

D content to let the storm do its work

Go On ▶

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Reporting Category: **7 Literature**

Performance Indicator: **0601.8.2 Identify the setting and conflict of a passage.**

54 **The classroom described in the poem probably has no**

F electrical power.

G desks.

H teaching materials.

J windows.

Reporting Category: **7 Literature**

Performance Indicator: **0601.8.4 Distinguish between first and third person points of view.**

55 **Which line shows that the poem is written in first-person point of view?**

A In my classroom

B Begin flipping by themselves,

C Grinning students whisper

D Not to have to do their

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Reporting Category:	**7 Literature**
Performance Indicator:	**0601.8.5 Identify the kind(s) of conflict present in a literary plot (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology).**

56 **In the poem, students are in conflict with**

F the need for technology.

G their boredom.

H the forces of nature.

J their teachers.

Reporting Category:	**7 Literature**
Performance Indicator:	**0601.8.6 Identify the stated or implied theme of a literary text.**

57 **What is the implied theme of this poem?**

A People should work together to complete difficult tasks.

B It takes hard work to maintain focus and determination.

C A prepared person can overcome any challenge.

D Nature can disrupt planned events and activities.

Go On ▶

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Reporting Category:	**7 Literature**
Performance Indicator:	**0601.8.7 Analyze figurative language (i.e., hyperbole, similes, metaphors, personification) within context.**

58 **Read Lines 34 through 39.**

But the rain, with a mind of its own,
Beats against our wooden windows.
And pit-a-pat we hear it say:
"I have a rain forest to fill
And grass to keep green!
I will rain till I'm through.

In these lines, the author uses personification to show that the

F rain is more powerful than anything experienced before.

G windows of the school are similar to the rain.

H rain has desires and feelings of its own.

J sound of the rain creates its own melody.

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Reporting Category:	**7 Literature**
Performance Indicator:	**0601.8.8 Identify examples of sound devices (i.e., accent, alliteration, onomatopoeia, rhyme, and repetition).**

59 **Read Lines 19 and 20.**

On wooden desks students rest their heads.
On wooden tables teachers rest their heads.

These lines show an example of which sound device?

A accent

B repetition

C rhyme

D onomatopoeia

Reporting Category:	**7 Literature**
Performance Indicator:	**0601.8.10 Determine the author's purpose for writing.**

60 **The author wrote this poem most likely to**

F share a pleasant memory.

G explain what schools are like.

H express the importance of education.

J inform about a different kind of school.

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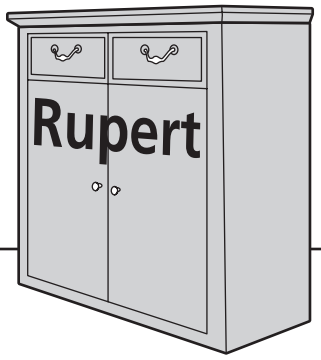
Directions **Read the story. Then answer Numbers 61 through 69.**

The Cupboard

by Georgia A. Greeley



1 Rupert Jackson Wilkey stood next to his tall, silent grandmother and watched his parents drive off, leaving him behind. The old station wagon disappeared down the dark gravel road. The road vanished into a mass of trees, mostly pines.

2 Those pine trees, with their pointy tops, looked like huge green teeth poking into the blue sky. Rupert felt as if the city home he loved had been swallowed up by the toothy trees standing prickly and tall all about him. Everything felt big and strange.

3 Rupert looked up at his grandmother. She looked down at him. Her skin was the color of pecan shells, just a little lighter than his own. Her hair was black and white, as if it couldn't decide which color it wanted to be. Curls hugged her head like a tightly knit winter hat.

4 "You don't talk much, Nanna," Rupert said.

5 "You don't visit much, Rupert," his grandmother replied.

6 They stood staring at each other. No one else called him anything but Jackson, even though Rupert was his real first name.

7 "Come with me, Rupert," said Nanna. She started walking without looking back.

8 Rupert followed her to a large shed behind her home. The shed had a roof that extended past the end of the building to keep the firewood dry.

9 Rupert remembered his last visit to Nanna's. He had sat with his sister under that roof on a pile of stacked wood. Together they had watched as rain and hail beat up the ground, turning the whole yard into a puzzle of tiny puddles.

10 But now Sissy needed an operation, and Rupert had to stay here alone for a few days.

11 "You coming?" Nanna's voice sounded muffled. Her words were coming from inside the shed.

12 Rupert went inside. The shed was filled with all sorts of odds and ends. He could see his grandmother in the far corner. Rupert walked over and stood next to her. She pointed to a small wooden cupboard with "Rupert" painted on it in bright-green letters.

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13 "Yours," she said.

14 Rupert knelt down and opened the two drawers. Empty. He opened the two doors and saw two empty shelves. The whole cupboard was empty. He looked up at Nanna, not understanding.

15 "It's yours to fill," she said. "The cupboard stays here, but it belongs to you. No one else. Come along, now."

16 Rupert closed the cupboard doors and followed Nanna, wondering what would happen next. She took him down a path that meandered through the woods. The path led to a clearing by a small pond. His grandmother kind of folded up her tallness and sat on a log. She looked at Rupert.

17 "Look and listen" was all she said.

18 Then she closed her eyes and smiled. Her smile reminded Rupert of his mother.

19 Rupert walked around slowly, looking and listening. A whiff of something sweet tickled his nose, and he started sniffing, too. He walked up to a pine tree just his height and stuck his face into its branches. He sniffed. It smelled like the bathroom cleanser his mom used, but fresher.

20 Rupert started picking up pinecones and putting them in his pockets. He found five oddly shaped rocks. His pockets became heavy. Near the pond's edge, Rupert saw tiny V shapes in the wet sand and wondered about them. He found a bright blue feather and took it over to Nanna. She opened her eyes.

21 "Blue Jay," she said.

22 He held out a pinecone.

23 "Jack pine."

24 He pulled a different pinecone out of his pocket.

25 "White pine."

26 Nanna looked at his bulging pockets. "Rupert, maybe it's time to start filling your cupboard?"

27 Rupert felt his face stretch into a smile. He twirled around, looking at the big, wild world he could explore. The pine trees no longer looked like dark-green teeth. Nanna no longer seemed strange and silent.

28 "I may be so predisposed," Rupert answered, carefully pronouncing the familiar phrase.

29 Nanna laughed out loud. "How did that eight-year-old brain of yours find its way around a big word like 'predisposed'?"

30 "It's my dad's favorite word," Rupert replied.

31 "Mmmm" was all Nanna said.

32 The two of them began walking back toward the shed.

33 "Why do you call me Rupert, Nanna?"

34 "It's your name. It was my husband's name. I like the way it feels on my tongue."

35 "Mmmm," Rupert said, shyly imitating his grandmother's hum.

Go On ▶

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36 Nanna looked down at him and smiled. Her smile again reminded Rupert of his mother. Without thinking, he reached up and took Nanna's hand as they walked. Rupert's hand felt small and safe inside his grandmother's.

37 "I expect," Rupert said, "you might be predisposed to like someone who has the same name as your husband?"

38 "I expect," Nanna said.

39 "Nanna, I might need more than one visit to fill my cupboard."

40 "I expect," Nanna said again.

"The Cupboard" by Georgia A. Greeley, from *Highlights for Children*, Oct. 2007, copyright © 2007 by Highlights for Children, Inc. Columbus, Ohio. Used by permission.

Reporting Category: **2 Vocabulary**

Performance Indicator: **0601.1.16 Use context clues and prior knowledge of roots and affixes to determine the meaning of unfamiliar words.**

61 **Read this sentence from Paragraph 37.**

"I expect," Rupert said, "you might be predisposed to like someone who has the same name as your husband?"

The word predisposed means to

A get rid of something in advance.

B describe in advance what will happen.

C make a decision in advance.

D occur in advance of a particular event.

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Reporting Category: **2 Vocabulary**

Performance Indicator: **0601.1.17 Use dictionaries, thesauruses, electronic sources, and glossaries as aids in determining the meaning of unfamiliar words.**

62 **Read the dictionary entry for meander.**

> **me·an·der** (noun) **1.** a winding path or course **2.** a turn in a stream
> (intransitive verb) **3.** to follow a winding path or course **4.** to wander slowly

Now read this sentence from Paragraph 16.

She took him down a path that meandered through the woods.

What is the meaning of meandered as it is used in the sentence above?

F a winding path or course

G a turn in a stream

H to follow a winding path or course

J to wander slowly

Reporting Category: **5 Logic**

Performance Indicator: **0601.5.1 Predict future events of a given text.**

63 **The reader can predict that Rupert and Nanna will**

A continue to struggle with their relationship.

B quickly grow apart.

C gain a better understanding of each other.

D spend more time indoors.

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Reporting Category: **5 Logic**

Performance Indicator: **0601.5.3 Identify stated or implied cause-effect relationships.**

64 **Read Paragraphs 26 and 27.**

Nanna looked at his bulging pockets. "Rupert, maybe it's time to start filling your cupboard?"

Rupert felt his face stretch into a smile. He twirled around, looking at the big, wild world he could explore. The pine trees no longer looked like dark-green teeth. Nanna no longer seemed strange and silent.

Why does Rupert smile at this point in the story?

F He wants Nanna to feel better.

G He realizes things will be fine.

H He knows Nanna is teasing him.

J He knows it is time to go home.

Reporting Category: **5 Logic**

Performance Indicator: **0601.5.7 Make inferences and draw conclusions based on evidence in text.**

65 **How does Rupert most likely feel as he begins his walk with his grandmother?**

A curious

B delighted

C relaxed

D concerned

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Reporting Category: **7 Literature**

Performance Indicator: **0601.8.1 Distinguish among various literary genres (e.g., fiction, drama, nonfiction, poetry).**

66 **"The Cupboard" can best be described as**

F historical fiction.

G a drama.

H a biography.

J realistic fiction.

Reporting Category: **7 Literature**

Performance Indicator: **0601.8.2 Identify the setting and conflict of a passage.**

67 **How does the setting emphasize Rupert's internal conflict in the story?**

A It is the reason he is at his grandmother's house.

B It makes him feel alone and isolated.

C It provides a new and unique experience for him.

D It allows him to see his grandmother's true character.

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Reporting Category: **7 Literature**

Performance Indicator: **0601.8.3 Determine the main ideas of plots, their causes, how they influence future actions, and how they are resolved.**

68 **How do pinecones, rocks, and feathers affect Rupert's attitude?**

F They help him appreciate the area around Nanna's house.

G They make him homesick for the city where he lives.

H They interest him and make him want to read about each object.

J They fill his pockets and make him want to hurry inside to store them.

Reporting Category: **7 Literature**

Performance Indicator: **0601.8.7 Analyze figurative language (i.e., hyperbole, similes, metaphors, personification) within context.**

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

Those pine trees, with their pointy tops, looked like huge green teeth poking into the blue sky.

The author uses the simile in this sentence to

A make the trees seem taller than they are.

B emphasize Rupert's scared feelings.

C make the trees seem as if they are real.

D compare Rupert's home to Nanna's home.

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Directions Read and answer Numbers 70 through 87.

Reporting Category: **1 Language**

Performance Indicator: **0601.1.5 Identify the correct use of conjunctions (i.e., coordinating and subordinating) and interjections within context.**

70 **Which sentence correctly uses a subordinate conjunction?**

F Even though her room was such a mess, Carmen's mother told her she could not visit her friend until it was clean.

G Craig looked on top of his bookshelf, whereas his pet hamster likes to hide when it has escaped its cage.

H Even if I baby-sit every Saturday for the next month, I still will not have enough money to buy the new video game.

J Louisa will do her homework while her brother has finished practicing his trumpet for his upcoming concert.

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Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.6 Choose the correct use of quotation marks, commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks) and colons (i.e., in business letters, preceding a list of items).**

71 **Which of these uses a colon correctly?**

A I put the following in my bag: a sandwich, a cookie, and an apple.

B Cassidy won: a second-place trophy at the race on Saturday.

C Teachers usually bring home: lesson plans and textbooks.

D David's coach: said we will practice next Thursday.

Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.8 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements).**

72 **Read this sentence.**

I could not open my locker my sweater was caught in the hinge.

Choose the correct way to revise this run-on sentence.

F I could not open my locker because my sweater was caught in the hinge.

G I could not open my locker though my sweater was caught in the hinge.

H I could not open my locker, so my sweater was caught in the hinge.

J I could not open my locker, my sweater was caught in the hinge.

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Reporting Category: **1 Language**

Performance Indicator: **0601.1.13 Choose the appropriate interjection to complete a sentence.**

73 **Read the sentence below.**

> "_____, *now I understand this math problem," Clara said, nodding her head at her teacher.*

Which word best completes the sentence?

A Ah

B Wow

C Oops

D Ouch

Reporting Category: **4 Communication and Media**

Performance Indicator: **0601.2.4 Select the most appropriate behaviors for participating productively in a team (e.g., contribute appropriate and useful information and ideas, understand the purpose for working as a team, understand the responsibilities of various roles within the team).**

74 **Two sixth grade students were asked to complete a science project together. What is the best way for the two students to proceed?**

F The student with less homework should do the work.

G The student who is better at science should do the work.

H Both students should agree to have an equal amount of tasks to complete.

J Both students should play a game to determine who completes each task.

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Reporting Category:	4 Communication and Media
Performance Indicator:	0601.2.4 Select the most appropriate behaviors for participating productively in a team (e.g., contribute appropriate and useful information and ideas, understand the purpose for working as a team, understand the responsibilities of various roles within the team).

75 **A group of students is assigned to complete a project. What does the group need to do first to make the project successful?**

A offer useful ideas about the assignment

B understand the goal of the assignment

C compare their results to the results of other groups

D understand the roles that each group member will have

Reporting Category:	4 Communication and Media
Performance Indicator:	0601.2.5 Identify the functions and responsibilities of individual roles within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).

76 **Which member in a group is responsible for making sure that enough attention is given to all tasks for the project in order to meet the due date?**

F information gatherer

G recorder

H reporter

J leader

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0601.2.6 Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).**

77 **Which of these should you do if you are giving a speech and the audience does not appear to be listening?**

A Change your topic.

B Speak loudly and clearly.

C Read from your note cards.

D Sit down and try again later.

Reporting Category: **4 Communication and Media**

Performance Indicator: **0601.2.7 Organize ideas in the most effective order for an oral presentation.**

78 **Serena is giving a presentation to the school board. Read her outline.**

1. *description of the current bus routes*
2. *list of necessary changes to the current bus routes*
3. *list of problems caused by the current bus routes*
4. *description of how changes to the current bus routes will benefit students*

Which would be the best order for Serena to use for her presentation?

F 4, 2, 1, 3

G 1, 3, 2, 4

H 2, 3, 1, 4

J 3, 4, 1, 2

Go On ▶

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.3.12 Select the most appropriate format for writing a specific work-related text (i.e., instructions, directions, letters, memos, e-mails, reports).**

79 **Mia thinks a new copy machine should be purchased for the place where she works. She wants to give her suggestion to her supervisor. Which format would be the most appropriate for her to use?**

A a set of directions for using the new device

B a memo sent out to the entire department at her work

C an oral discussion after work one afternoon

D an e-mail with a Web site link to the new product

Reporting Category: **5 Logic**

Performance Indicator: **0601.5.4 Identify examples of persuasive devices (i.e., bandwagon, loaded terms, testimonial, name-calling).**

80 **A cable television service is using a comment from a satisfied customer in one of its advertisements. Which type of persuasive device is being used?**

F bandwagon

G loaded terms

H name-calling

J testimonial

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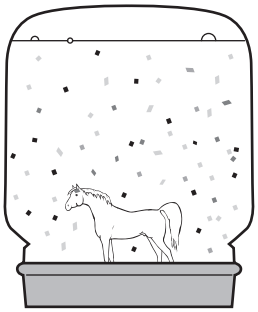
Reporting Category: **6 Informational Text**

Performance Indicator: **0601.6.8 Choose the correct order of a set of instructions.**

81 Read these instructions on how to make a snow scene in a jar.

Instructions



1. Use the hot glue gun to glue the lid onto the jar.
2. Put some glitter into the jar.
3. Fill the jar with water and add food coloring if desired.
4. With an adult's help, use a hot glue gun to glue the rocks and plastic animal to the inside of the jar lid and let dry.
5. Get a clean baby-food jar with a lid, some small rocks, and a small plastic animal.
6. Shake the jar to make it snow!

What is the correct order for this project?

A 5, 4, 3, 2, 1, 6

B 2, 4, 1, 3, 5, 6

C 5, 2, 4, 3, 1, 6

D 4, 1, 2, 3, 5, 6

Go On ▶

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0601.7.1 Select the medium that best reinforces a viewpoint or enhances a presentation.**

82 **Melissa is giving a presentation to persuade students that CPR (cardiopulmonary resuscitation) is an important skill to know. Which of these would best support her viewpoint?**

F an original photograph of the person who invented CPR

G a diagram explaining the parts of the emergency room

H an illustration of the heart and the circulatory system

J a chart showing the number of lives saved by CPR

Reporting Category: **4 Communication and Media**

Performance Indicator: **0601.7.3 Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).**

83 **Most 20-second television commercials for food products are designed to**

A describe.

B entertain.

C inform.

D persuade.

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0601.7.4 Draw an inference from a non-print medium.**

84 **Look at the photo.**

© Photoclicks/Dreamstime #4222540

From this photo, a viewer can conclude that the children

F enjoy traveling to different cities to dance.

G have never done this dance before.

H are in the United States.

J are performing at a festival.

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0601.7.5 Choose the statement that best summarizes/communicates the message presented by a medium.**

85 **Look at the photo.**

© Calvio/iStockphoto #4031772

A farmers' market plans to use this photo in an advertisement. What message are the farmers most likely trying to communicate with this photo?

A Their prices are comparable to supermarket prices.

B They offer a variety of fresh produce.

C They pick all of the vegetables by hand.

D Their produce is grown on land nearby.

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0601.7.6 Identify the type of conflict (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.**

86 **Look at the picture below.**

Identify the type of conflict represented in the picture.

F person vs. environment

G person vs. person

H person vs. technology

J person vs. self

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Reporting Category: **7 Literature**

Performance Indicator: **0601.8.9 Identify patterns of rhyme and rhythm.**

87 **Read the poem "If You Think You Are Beaten" by Walter D. Wintle.**

If you think you are beaten, you are.
If you think you dare not, you don't.
If you'd like to win but think you can't,
It's almost certain you won't.

Life's battles don't always go
To the stronger or faster man,
But sooner or later, the man who wins
Is the man who thinks he can.

What is the rhyme pattern of this poem?

A aabb

B abcb

C abab

D abba

STOP

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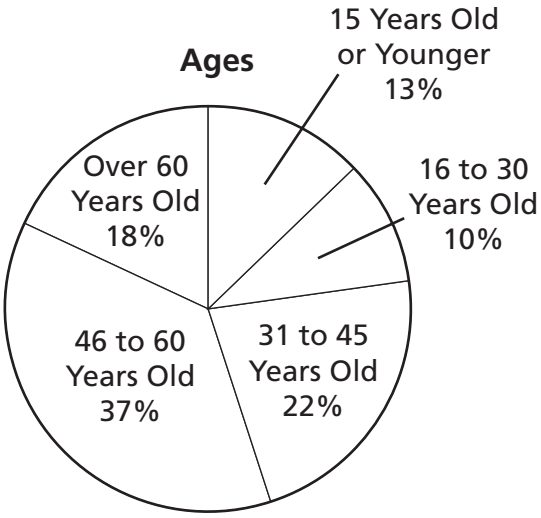
Mathematics

Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0606.1.1 Make conjectures and predictions based on data.**

1 About 10,000 people are at a baseball game. This graph shows the ages of the people at the baseball game.



Based on the information in the graph, what is the best prediction of the number of people at the baseball game who are 30 years old or younger?

A 1,000

B 1,300

C 2,300

D 3,200

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Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0606.1.2 Judge the reasonableness of the results of rational number estimates and/or computations.**

2 Jordan has a total of 846 photographs.

- She put these photographs in 12 photo albums.
- She put about the same number of photographs in each album.

Which is the best estimate of the number of photographs Jordan put in each album?

F 40

G 45

H 55

J 70

Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0606.1.3 Use concrete, pictorial, and symbolic representation for integers.**

3 The temperature at 3:00 P.M. was 65° Fahrenheit. By 9:00 P.M., the temperature had decreased by 27 degrees. Which integer best represents the temperature change, in degrees Fahrenheit, from 3:00 P.M. to 9:00 P.M.?

A –38

B –27

C 27

D 38

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Reporting Category:	**1 Mathematical Processes**
Performance Indicator:	**0606.1.4 Select the representation that models one of the arithmetic properties (commutative, associative, or distributive).**

4 Which equation below represents the commutative property?

F $3 + (4 + 6) = 3 + (6 + 2 + 2)$

G $3 \bullet 4 \bullet 6 = 3 \bullet 6 \bullet 4$

H $3 + (4 + 6) = (3 + 4) + 6$

J $3(4 + 6) = 3 \bullet 4 + 3 \bullet 6$

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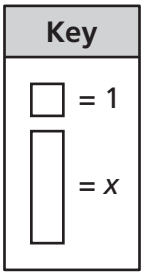
Reporting Category: **1 Mathematical Processes**

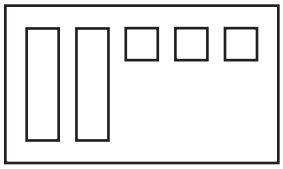
Performance Indicator: **0606.1.5 Model algebraic expressions using algebra tiles.**

5 Look at the key below.

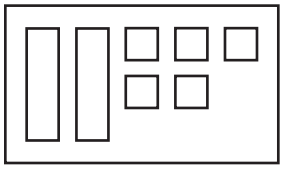


Which model below represents $2x + 3$?

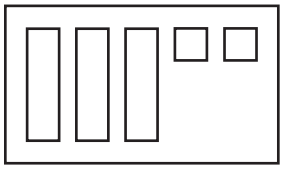
A



C



B



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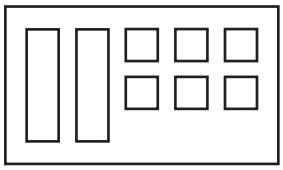

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Reporting Category: **2 Number and Operations**

Performance Indicator: **0606.2.1 Solve problems involving the multiplication and division of fractions.**

6 Roberto makes cookies using a recipe. He uses $\frac{1}{2}$ of every measurement listed in the recipe. The recipe requires $\frac{3}{4}$ cup of water. How much water should Roberto use?

F $\frac{3}{2}$ cups

G $\frac{2}{3}$ cup

H $\frac{1}{2}$ cup

J $\frac{3}{8}$ cup

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Reporting Category: **2 Number and Operations**

Performance Indicator: **0606.2.2 Solve problems involving the addition, subtraction, multiplication, and division of mixed numbers.**

7 Liz needs $1\frac{3}{4}$ cups of water to make 1 cake. How many cups of water does Liz need to make 5 cakes?

A $8\frac{3}{4}$ cups

B $6\frac{3}{4}$ cups

C $5\frac{3}{4}$ cups

D $3\frac{1}{4}$ cups

Reporting Category: **2 Number and Operations**

Performance Indicator: **0606.2.3 Solve problems involving the addition, subtraction, multiplication, and division of decimals.**

8 Danielle had $33.58. She spent $19.99 of this money. How much money should Danielle have left?

F $53.57

G $26.41

H $14.58

J $13.59

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Reporting Category: **2 Number and Operations**

Performance Indicator: **0606.2.4 Solve multi-step arithmetic problems using fractions, mixed numbers, and decimals.**

9 Coretta makes 7 pies. Her friends eat $3\frac{1}{4}$ of these pies. Coretta takes $1\frac{1}{2}$ pies to work. How many pies are left?

A $2\frac{1}{4}$

B $2\frac{2}{3}$

C $4\frac{3}{4}$

D $5\frac{1}{2}$

Reporting Category: **2 Number and Operations**

Performance Indicator: **0606.2.4 Solve multi-step arithmetic problems using fractions, mixed numbers, and decimals.**

10 Ivan has \$28.50. He spends \$13.75 for plants and \$6.99 for plant food. Ivan wants to spend \$15.99 on flower seeds. Based on the amount of money he has left, how much more money will he need?

F \$7.76

G \$8.23

H \$20.74

J \$23.75

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Reporting Category: **2 Number and Operations**

Performance Indicator: **0606.2.5 Transform numbers from one form to another (fractions, decimals, percents, and mixed numbers).**

11 Which length is equivalent to 3.08 meters?

A $3\frac{2}{25}$ meters

B $3\frac{4}{25}$ meters

C $3\frac{1}{5}$ meters

D $3\frac{4}{5}$ meters

Reporting Category: **2 Number and Operations**

Performance Indicator: **0606.2.6 Solve problems involving ratios, rates and percents.**

12 Joey solves math problems at a rate of about 3 problems every 7 minutes. He continues to work at the same rate. How many minutes will Joey take to solve 45 math problems?

F 15 minutes

G 21 minutes

H 105 minutes

J 135 minutes

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Reporting Category: **2 Number and Operations**

Performance Indicator: **0606.2.6 Solve problems involving ratios, rates and percents.**

13 A kitchen floor has an area of 400 square feet. A rug covers 80 square feet of the floor. What percent of the kitchen floor is covered by the rug?

A 5%

B 20%

C 50%

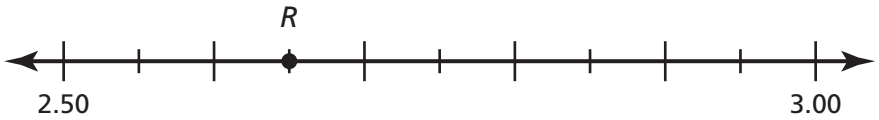
D 80%

Reporting Category: **2 Number and Operations**

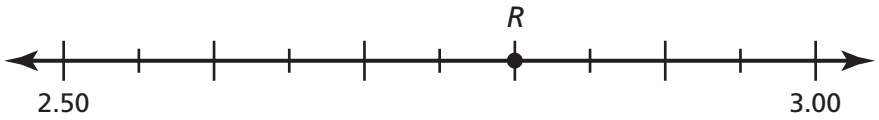
Performance Indicator: **0606.2.7 Locate positive rational numbers on the number line.**

14 Which number line shows Point *R* located closest to 2.85?

F

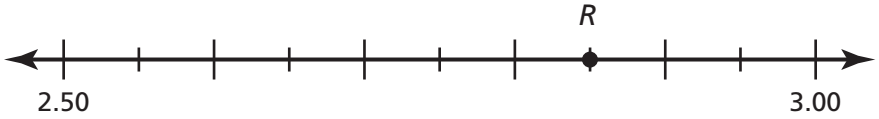


G



H

J



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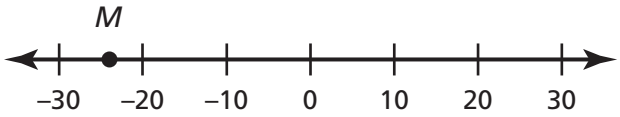
Reporting Category: **2 Number and Operations**

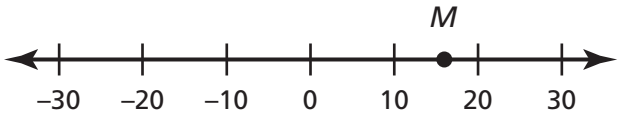
Performance Indicator: **0606.2.8 Locate integers on the number line.**

15 Which number line best shows Point *M* at −24?

A



B



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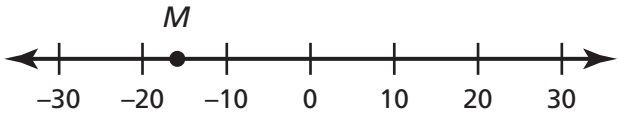

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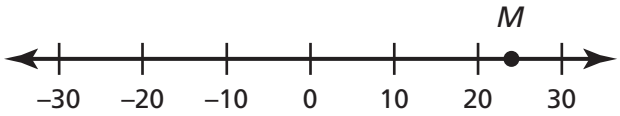

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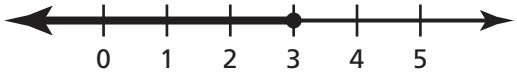
Reporting Category: **3 Algebra**

Performance Indicator: **0606.3.1 Represent on a number line the solution of a linear inequality.**

16 Which number line shows the solution for $x + 2 > 5$?

F



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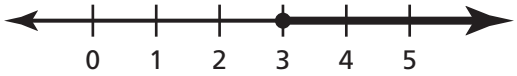

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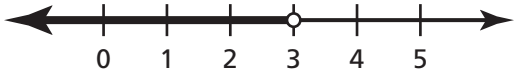

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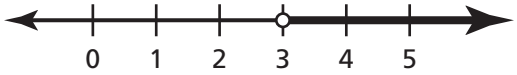

Reporting Category: **3 Algebra**

Performance Indicator: **0606.3.2 Use order of operations and parentheses to simplify expressions and solve problems.**

17 **Simplify:**

$$(3^2 + 12) + (4^2 \times 2^2)$$

A 85

B 82

C 50

D 41

Go On ▶

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Reporting Category: **3 Algebra**

Performance Indicator: **0606.3.3 Write equations that correspond to given situations or represent a given mathematical relationship.**

18 The list below shows the items Seth bought at a store.

- Milk for $3.88
- Bread for $1.99
- Eggs for $1.59

He paid for these items with a $10 bill. Which equation could be used to find *c*, the total amount of change, in dollars, Seth should receive?

F $c = 10 - (3.88 \times 1.99 \times 1.59)$

G $c = 10 + (3.88 + 1.99 + 1.59)$

H $c = 10 + (3.88 - 1.99 - 1.59)$

J $c = 10 - (3.88 + 1.99 + 1.59)$

Reporting Category: **3 Algebra**

Performance Indicator: **0606.3.4 Rewrite expressions to represent quantities in different ways.**

19 Which expression is equivalent to $7(6y + 4)$?

A $(7 \cdot 6)y + 4$

B $7y(6 + 4)$

C $(7 \cdot 6)y + (7 \cdot 4)$

D $(7 \cdot 6)y + (7 \cdot 4)y$

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Reporting Category: **3 Algebra**

Performance Indicator: **0606.3.5 Translate between verbal expressions/ sentences and algebraic expressions/equations.**

20 Look at the expression below.

$$\frac{4n}{5} - 7$$

Which of these has the same meaning as this expression?

F seven less than the sum of four times a number *n* and five

G the difference between seven and five less than four times a number *n*

H seven less than the quotient when four times a number *n* is divided by five

J the difference between seven and the quotient when five is divided by four times a number *n*

Reporting Category: **3 Algebra**

Performance Indicator: **0606.3.6 Solve two-step linear equations using number sense, properties, and inverse operations.**

21 Look at the equation below.

$$2x - 1 = 5$$

What value of *x* makes the equation true?

A 2

B 3

C 8

D 12

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Reporting Category: **3 Algebra**

Performance Indicator: **0606.3.7 Use algebraic expressions and properties to analyze numeric and geometric patterns.**

22 The first six terms of a number pattern are shown below.

2, 5, 14, 41, 122, 365, . . .

The previous number in the pattern is represented by n. Which expression can be used to find the value of any number in the pattern?

F $n+3$

G $n-3$

H $3n-1$

J $2n+1$

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Reporting Category: **3 Algebra**

Performance Indicator: **0606.3.7 Use algebraic expressions and properties to analyze numeric and geometric patterns.**

23 The table below shows values for x and y.

x	y
6	12
8	16
10	20
12	24
14	28

Which expression can be used to find y in terms of x?

A $3x - 6$

B $x + 4$

C $\frac{1}{2}x$

D $2x$

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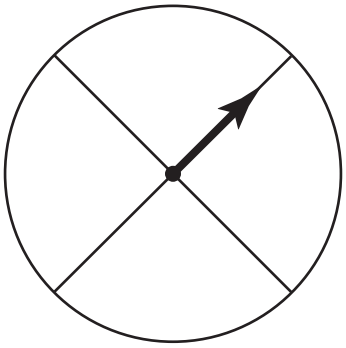
Reporting Category: **3 Algebra**

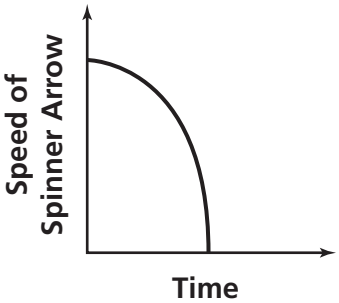
Performance Indicator: **0606.3.8 Select the qualitative graph that models a contextual situation (e.g., water filling then draining from a bathtub).**

24 Vance played a game using a spinner like the one shown below.



Which graph best represents the speed of the arrow from the moment Vance spun the arrow until the arrow stopped?

F



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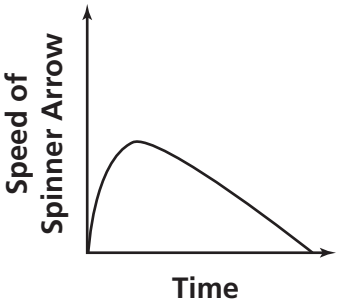

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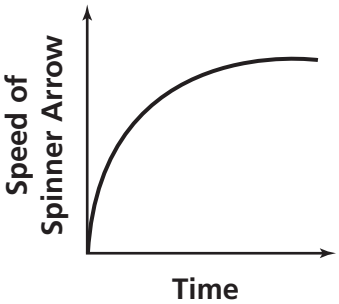

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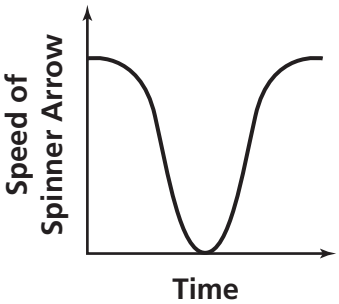

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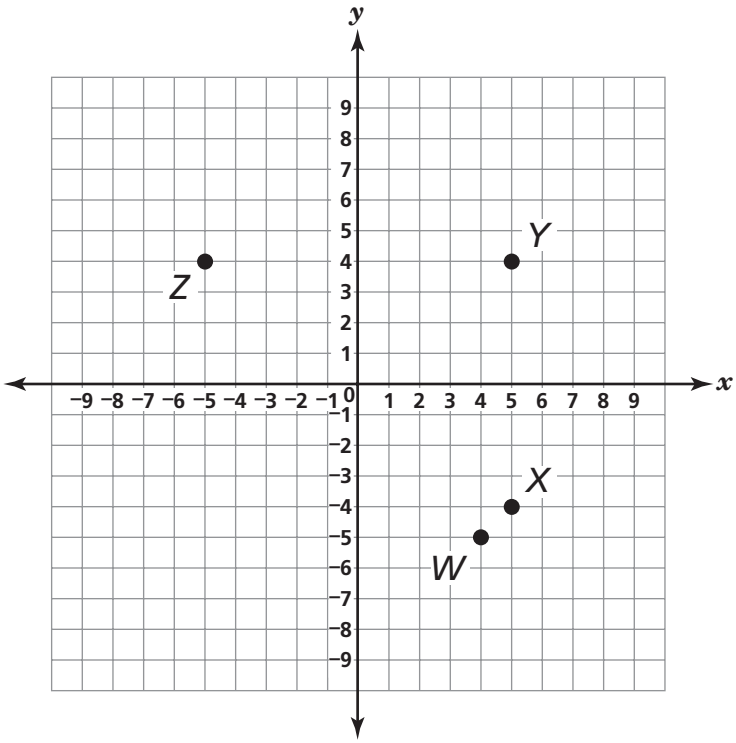
Reporting Category: **3 Algebra**

Performance Indicator: **0606.3.9 Graph ordered pairs of integers in all four quadrants of the Cartesian coordinate system.**

25 Which point is located at $(-5, 4)$ on the grid below?



A Point *W*

B Point *X*

C Point *Y*

D Point *Z*

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Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0606.4.1 Identify, define or describe geometric shapes given a visual representation or a written description of its properties.**

26 Which characteristic best describes a triangular prism?

F has exactly 5 faces

G has exactly 6 faces

H has exactly 6 edges

J has exactly 12 edges

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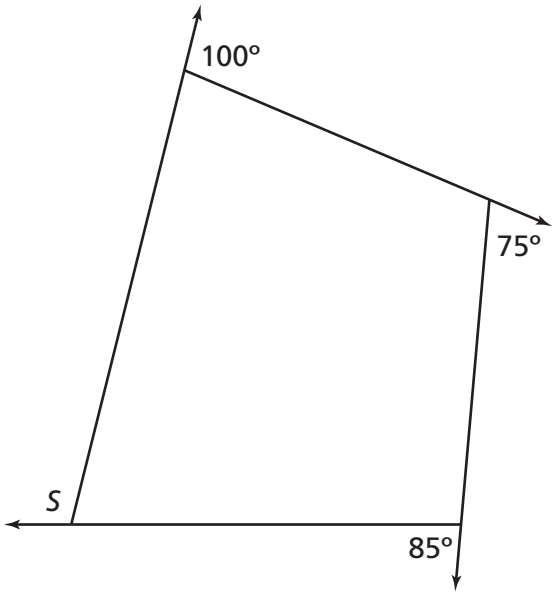
Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0606.4.2 Find a missing angle measure in problems involving interior/exterior angles and/or their sums.**

27 What is the measure of the exterior Angle *S* in the figure below?



A 80°

B 100°

C 160°

D 260°

Go On ▶

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Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0606.4.3 Solve problems using the Triangle Inequality Theorem.**

28 The first side of a triangle is 4 centimeters (cm) long. The second side of the triangle is 8 centimeters (cm) long. The measure of the third side of this triangle could be

F 14 cm.

G 12 cm.

H 10 cm.

J 4 cm.

Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0606.4.4 Calculate with circumferences and areas of circles.**

29 A circle has a diameter of 30 centimeters (cm). Which measurement is closest to the area of the circle?

$A = \pi r^2$
$\pi \approx 3.14$

A 47.1 cm^2

B 188.4 cm^2

C 706.5 cm^2

D 2,826 cm^2

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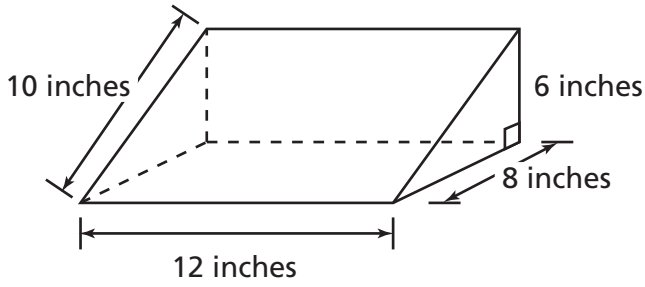
Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0606.4.5 Determine the surface area and volume of prisms, pyramids and cylinders.**

30 The picture below shows the dimensions of a triangular prism.



Surface Area = sum of the area of the faces

Area of Rectangle = lw

Area of Triangle = $\frac{1}{2}bh$

What is the surface area of the triangular prism?

F 156 square inches

G 216 square inches

H 312 square inches

J 336 square inches

Go On ▶

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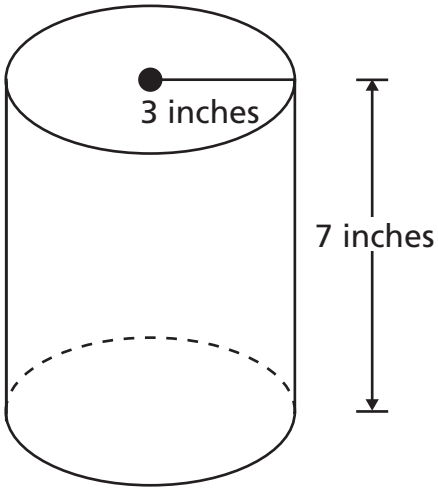
Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0606.4.5 Determine the surface area and volume of prisms, pyramids and cylinders.**

31 The picture below shows a cylinder with a radius of 3 inches and a height of 7 inches.



$$\text{Volume} = \pi r^2 h$$

$$\pi \approx 3.14$$

Which is closest to the volume of the cylinder?

A 197.82 cubic inches

B 131.88 cubic inches

C 65.94 cubic inches

D 28.26 cubic inches

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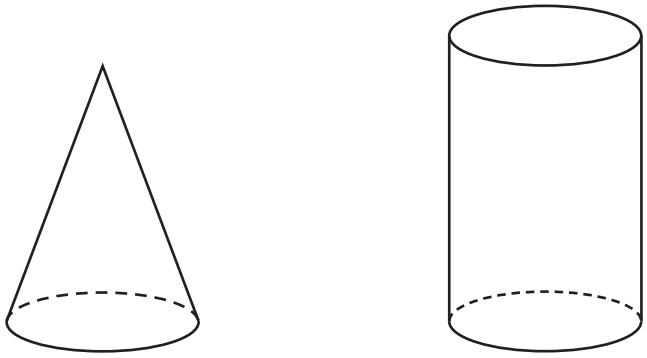
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0606.4.6 Given the volume of a cone/pyramid, find the volume of the related cylinder/prism or vice versa.**

32 A cone and a cylinder are shown below.



$V = 330\ \text{cm}^3$

$V = ?$

$V\ (\text{cone}) = \frac{1}{3}\ Bh$

B = area of the base of the figure

$V\ (\text{cylinder}) = Bh$

B = area of the base of the figure

The cone and cylinder have equal heights. They have bases of equal area. What is the volume of the cylinder?

F 110 cubic centimeters

G 165 cubic centimeters

H 330 cubic centimeters

J 990 cubic centimeters

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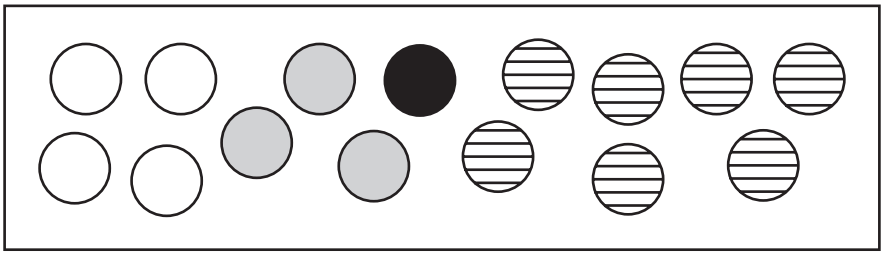
Reporting Category: **5 Data Analysis, Statistics and Probability**

Performance Indicator: **0606.5.1 Determine the theoretical probability of simple and compound events in familiar contexts.**

33 A teacher put these tokens into a bag.



The teacher will pull one token out of the bag without looking. What is the probability that the token the teacher pulls out will be gray?

A $\frac{1}{5}$

B $\frac{1}{4}$

C $\frac{1}{3}$

D $\frac{4}{5}$

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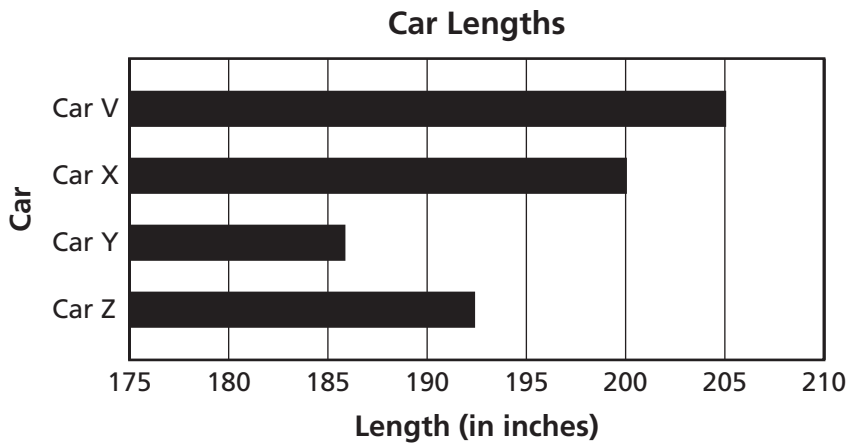
Reporting Category: **5 Data Analysis, Statistics and Probability**

Performance Indicator: **0606.5.2 Identify features of graphs that may be misleading.**

34 The lengths of 4 cars are shown on this graph.



Which feature of the graph may be misleading?

F The scale does not start at zero.

G The values on the horizontal axis increase by 5.

H The bars are horizontal instead of vertical.

J The bars are not in order from longest to shortest.

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

Performance Indicator: **0606.5.3 Determine whether or not a sample is biased.**

35 A town mayor wants to know if the residents of a town are in favor of building a new football stadium. On Saturday, he randomly surveys 50 male residents of the town to see if they are in favor of the new stadium. Which sentence best explains why this sample may be biased?

A The sample is taken on only one day.

B The sample includes only males in the survey.

C The sample includes residents of only one town.

D The sample does not include all the males in the town.

STOP

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Science

Reporting Category: **INQUIRY AND TECHNOLOGY & ENGINEERING**

Performance Indicator: **0607.INQ.4 Draw a conclusion that establishes a cause and effect relationship supported by evidence.**

1 **Thermometers were placed inside different-colored socks made of the same material. The socks were placed on a sunny sidewalk. After 30 minutes, temperatures were taken and recorded in the table below.**

Sock Temperature Data

Sock Color	Temperature (°C)
Black	39
Dark Green	37
Grey	33
White	32

Which conclusion best explains the difference in the temperatures?

A The thermometers absorbed energy from the sidewalk.

B The dark-colored socks absorbed more solar energy.

C The solar energy did not reach the white sock.

D The dark-colored socks refracted the sunlight.

Go On ▶

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Reporting Category: INQUIRY AND TECHNOLOGY & ENGINEERING

Performance Indicator: 0607.INQ.5 Identify a faulty interpretation of data that is due to bias or experimental error.

2 **From the same type of aluminum, several pieces have been hand cut to the same size. The data for the samples are shown below.**

Aluminum Sample Data

Sample	Mass (g)
1	11.25
2	10.85
3	12.75
4	11.00

The mass of which sample was probably recorded incorrectly?

F Sample 1

G Sample 2

H Sample 3

J Sample 4

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Reporting Category: INQUIRY AND TECHNOLOGY & ENGINEERING

Performance Indicator: 0607.TE.2 Evaluate a protocol to determine if the engineering design process was successfully applied.

3 **A bridge over a small river was damaged by a flood. After repairing the bridge, which procedure should be performed next?**

A test the strength of the bridge

B build a small-scale model of the bridge

C identify how fast the water in the river travels

D measure the width of the river

Reporting Category: INQUIRY AND TECHNOLOGY & ENGINEERING

Performance Indicator: 0607.TE.3 Distinguish between the intended benefits and the unintended consequences of a new technology.

4 **New fluorescent bulbs use less electrical energy and last longer than traditional incandescent bulbs. What is a benefit of this technological advance?**

F The bulbs will never need to be replaced.

G There will be more solar energy available.

H Fewer bulbs will be disposed of in landfills.

J Homes will need less light energy.

Go On ▶

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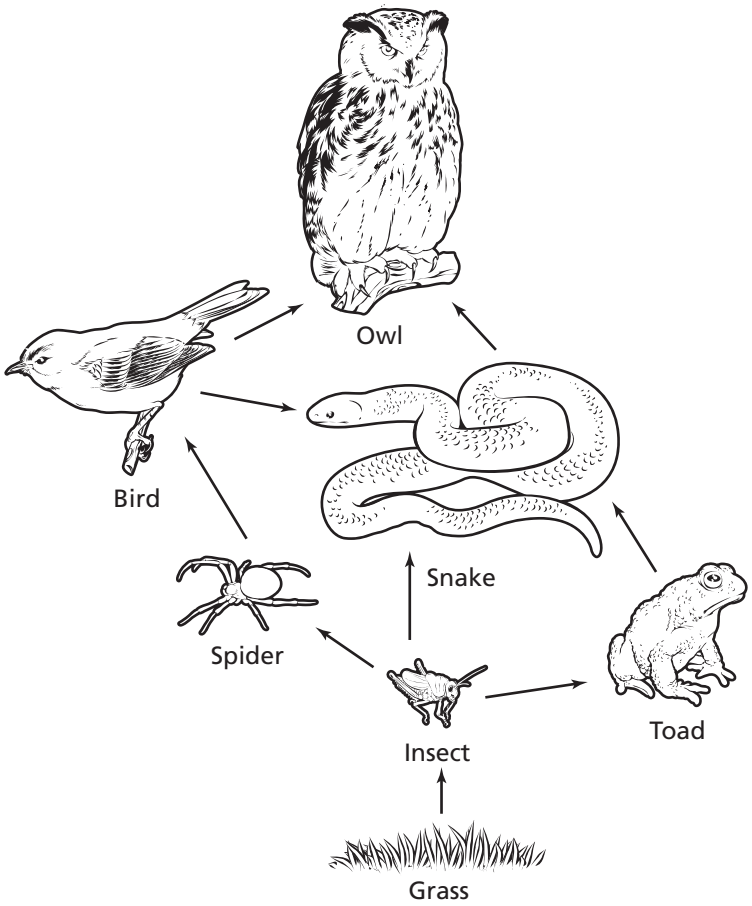
Reporting Category:	**LIFE SCIENCE: Interdependence**
Performance Indicator:	**0607.2.1 Classify organisms as producers, consumers, scavengers, or decomposers according to their role in a food chain or food web.**

5 **The diagram shows a grassland food web.**

Grassland Food Web



Which organism in this food web is a producer?

A Snake

B Toad

C Grass

D Spider

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Reporting Category: LIFE SCIENCE: Interdependence

Performance Indicator: 0607.2.2 Interpret how materials and energy are transferred through an ecosystem.

6 **Which process begins the transfer of materials and energy throughout a forest ecosystem?**

F photosynthesis

G metamorphosis

H growth

J reproduction

Reporting Category: LIFE SCIENCE: Interdependence

Performance Indicator: 0607.2.3 Identify the biotic and abiotic elements of the major biomes.

7 **What is an example of a biotic factor of a grassland biome?**

A water

B plants

C air

D clouds

Go On ▶

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Reporting Category: **LIFE SCIENCE: Interdependence**

Performance Indicator: **0607.2.4 Identify the environmental conditions and interdependencies among organisms found in the major biomes.**

8 **Plants in the tundra biome grow close to the ground and have shallow root systems. Which statement best explains why these plants have shallow root systems?**

F The plants are eaten before they are mature.

G The plants can be easily transplanted.

H The ground is frozen much of the year.

J The seeds must be spread quickly.

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9 The data table describes the movements of components in the universe.

Components of the Universe

Component	Movement
W	Orbits around planets
X	Revolves around the sun
Y	Rotates through space around their centers
Z	Revolves around the sun in the same direction as planets

Which component is best described by letter W?

A asteroids

B galaxies

C moons

D suns

Go On ▶

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Reporting Category: EARTH AND SPACE SCIENCE 1: The Universe

Performance Indicator: 0607.6.2 Explain how the relative distance of objects from the earth affects how they appear.

10 **During a solar eclipse, the sun and the moon appear to have exactly the same diameter. Which best explains why this happens?**

F The sun has a greater gravitational attraction than the moon because it is larger.

G The moon is larger than the sun but appears to be the same size because it is slightly closer to Earth.

H The moon is smaller than the sun but appears to be the same size because it is much closer to Earth.

J The sun travels closer to Earth than the moon because of its elliptical orbit.

Reporting Category: EARTH AND SPACE SCIENCE 1: The Universe

Performance Indicator: 0607.6.3 Distinguish among a day, lunar cycle, and year based on the movements of the earth, sun, and moon.

11 **Which probably happens in a 24-hour period?**

A The moon rotates once on its axis.

B Earth rotates once on its axis.

C The moon rotates once around Earth.

D Earth rotates once around the sun.

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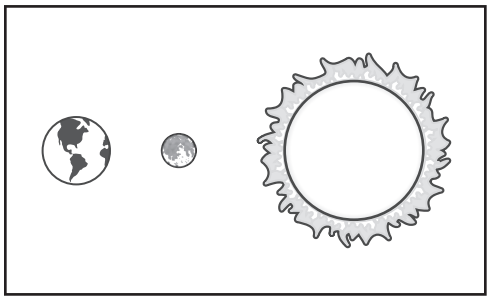
Reporting Category: EARTH AND SPACE SCIENCE 1: The Universe

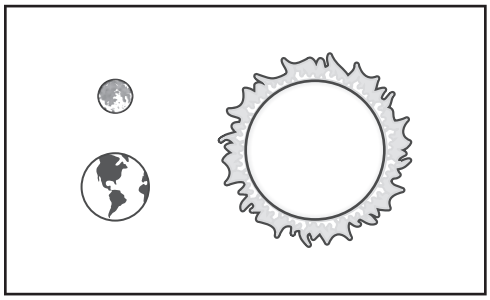
Performance Indicator: 0607.6.4 Explain the different phases of the moon using a model of the earth, moon, and sun.

12 Which diagram best shows the order of the Earth, sun, and moon during a new moon?

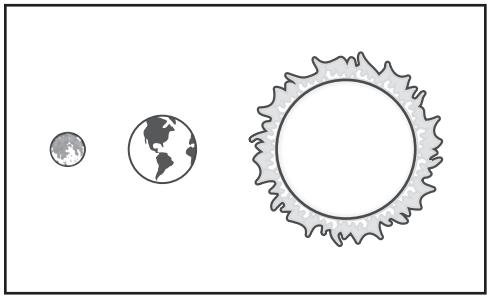
F



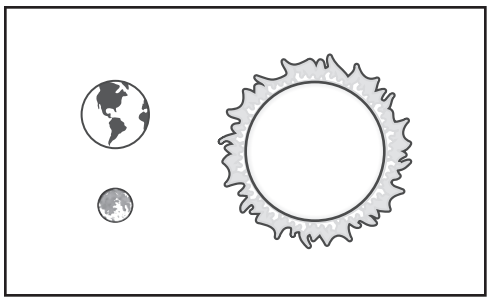
H



G



J



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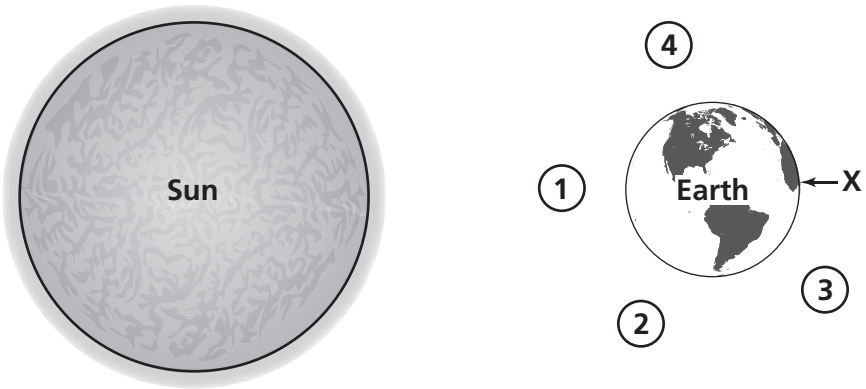
Reporting Category: **EARTH AND SPACE SCIENCE 1: The Universe**

Performance Indicator: **0607.6.5 Predict the types of tides that occur when the earth and moon occupy various positions.**

13 **The diagram shows the sun, Earth, and four different locations of the moon.**



At which position would the moon be located for there to be the highest high tides at location X on Earth?

A 1

B 2

C 3

D 4

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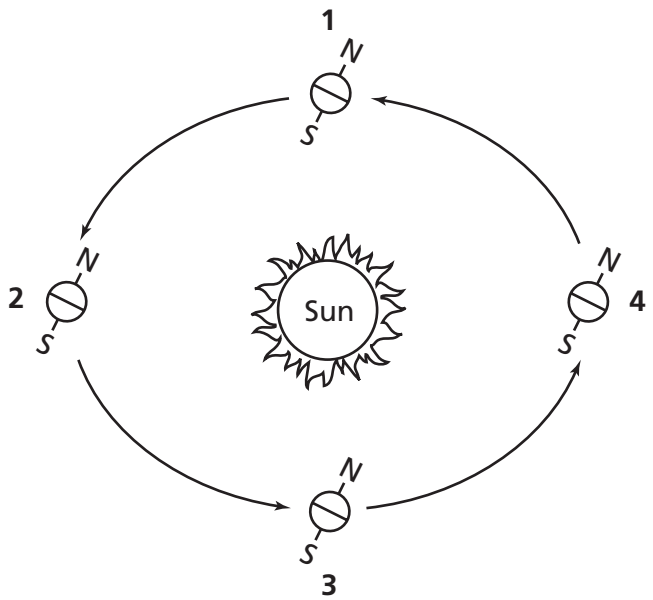
Reporting Category: EARTH AND SPACE SCIENCE 1: The Universe

Performance Indicator: 0607.6.6 Use a diagram that shows the positions of the earth and sun to explain the four seasons.

14 The diagram shows Earth revolving around the sun.



Winter is occurring in the Northern Hemisphere when Earth is at which position?

F 1

G 2

H 3

J 4

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Reporting Category: **EARTH AND SPACE SCIENCE 1: The Universe**

Performance Indicator: **0607.6.7 Explain the difference between a solar and a lunar eclipse.**

15 **The diagram shows the locations of the sun, Earth, and the moon.**

Which of these is possible only when the sun, Earth, and the moon are aligned as shown?

A a solar eclipse

B a third-quarter moon

C a lunar eclipse

D a first-quarter moon

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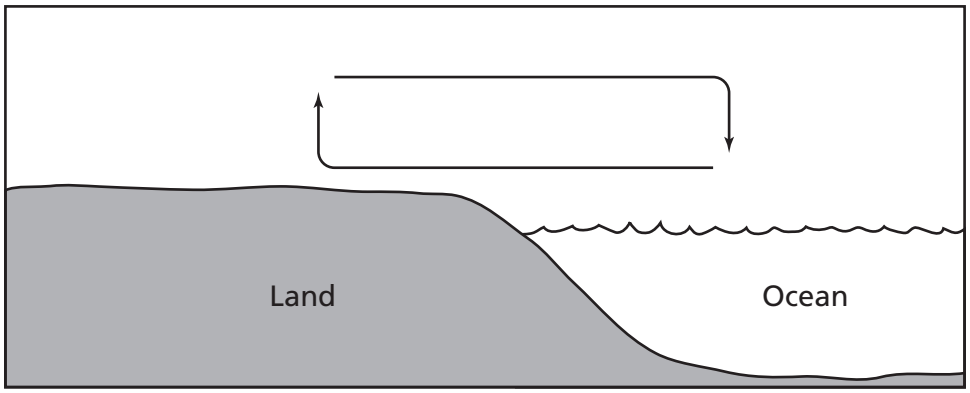
16 **The diagram shows how air circulates over coastal land and the ocean.**



What probably causes the air rising from the land to be warm?

F heat from electricity

G heat from the sun

H heat from hot springs

J heat from decomposition

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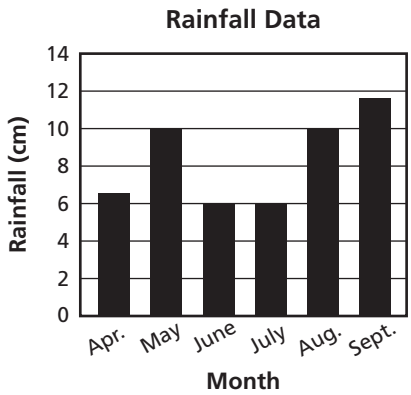
17 The data table below lists the amount of rainfall measured during a six-month period at a certain location.

Rainfall Data

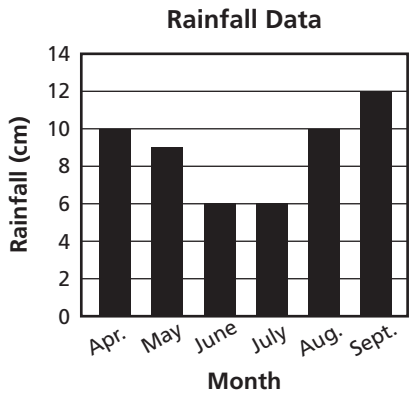
Month	April	May	June	July	August	September
Rainfall (cm)	7.5	9.0	6.0	6.0	10.0	12.5

Which bar graph below correctly shows the data in the table?

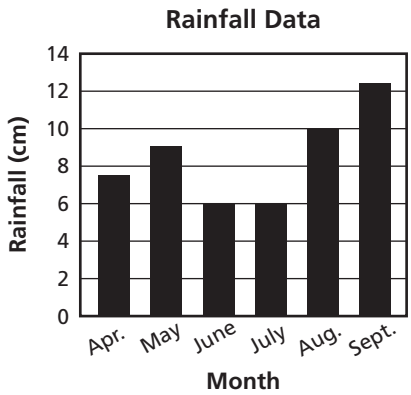
A



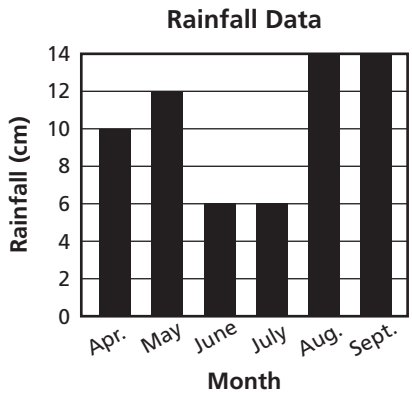
C



B



D



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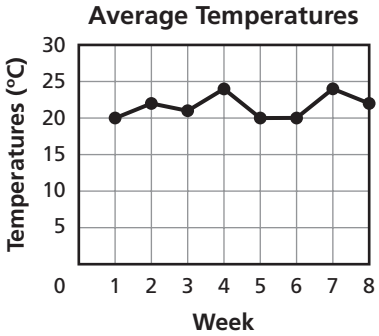
18 Students recorded the temperature outside their classroom every day for 2 months. The average weekly temperature was calculated and recorded below.

Weather Data Table

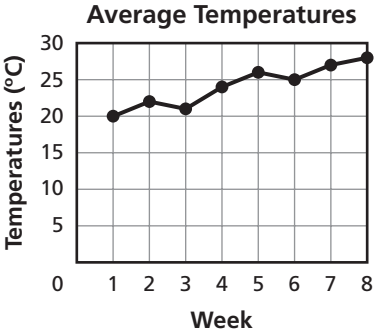
Week	Average Temperature °C
1	20
2	22
3	21
4	24
5	26
6	25
7	27
8	28

Which graph best shows their results?

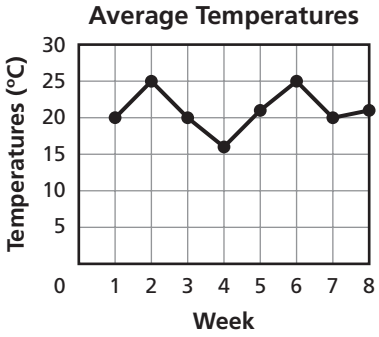
F



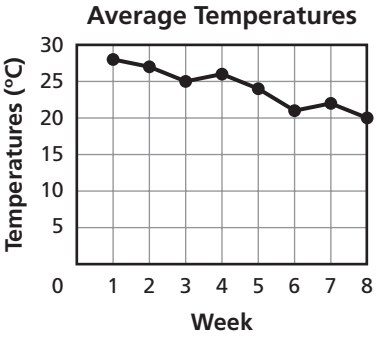
H



G



J



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Reporting Category: EARTH AND SPACE SCIENCE 2: The Atmosphere

Performance Indicator: 0607.8.2 Recognize the connection between the sun's energy and the wind.

19 **When the atmosphere is warmed by the sun, a change in air pressure results in**

A clouds.

B humidity.

C precipitation.

D wind.

Reporting Category: EARTH AND SPACE SCIENCE 2: The Atmosphere

Performance Indicator: 0607.8.3 Describe how temperature differences in the ocean account for currents.

20 **Which best explains the cause of currents that move north from the equator?**

F Cold water at the poles rises and moves toward the tropics.

G Warm water at the equator rises and moves toward the poles.

H Warm water near the coastline rises and moves toward the poles.

J Cold water deep in the ocean rises and moves toward the tropics.

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Reporting Category: EARTH AND SPACE SCIENCE 2: The Atmosphere

Performance Indicator: 0607.8.4 Interpret meteorological data to make predictions about the weather.

21 **A student sees a clear sky and a temperature reading of 35° Celsius at 8:00 a.m. What is most likely the forecast for the day's weather?**

A The day's weather will be cold.

B The day's weather will be rainy.

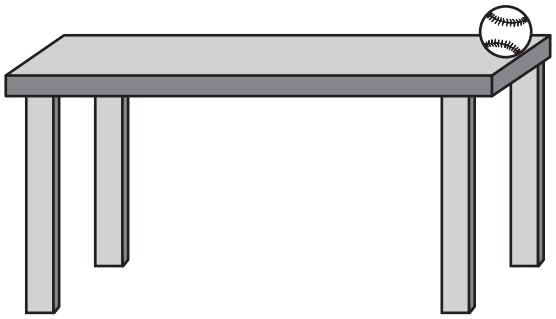
C The day's weather will be hot.

D The day's weather will be snowy.

Reporting Category: PHYSICAL SCIENCE: Energy, Forces in Nature

Performance Indicator: 0607.10.1 Distinguish among gravitational potential energy, elastic potential energy, and chemical potential energy.

22 **A ball rests on a tabletop as shown in the diagram below.**



What type of potential energy is stored in the ball because of its position on the table?

F heat

G chemical

H elastic

J gravitational

Go On ▶

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Reporting Category: **PHYSICAL SCIENCE: Energy, Forces in Nature**

Performance Indicator: **0607.TE.1 Identify the tools and procedures needed to test the design features of a prototype.**

23 **Designers of building materials need to test the strength and flexibility of a new material. They will stack heavy blocks on top of the material to see how much force the material can hold until it bends. Which tool will best test the strength of the material?**

A microscope

B stopwatch

C thermometer

D spring scale

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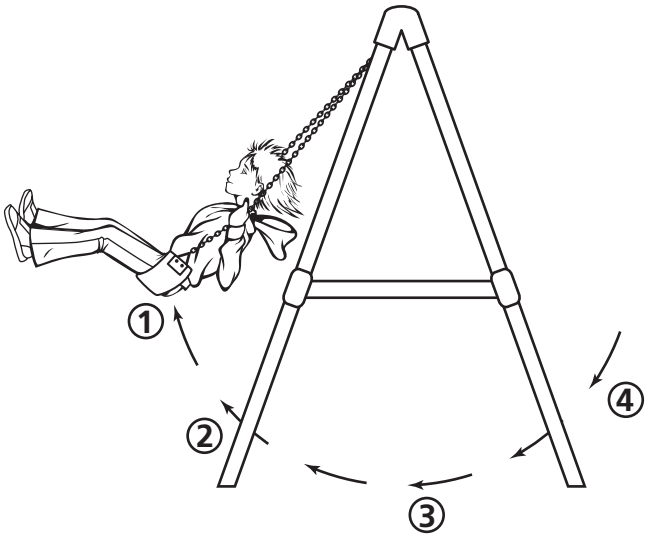
Reporting Category: PHYSICAL SCIENCE: Energy, Forces in Nature

Performance Indicator: 0607.10.2 Interpret the relationship between potential and kinetic energy.

24 The diagram shows a student on a swing.



At which point is the kinetic energy the greatest?

F 1

G 2

H 3

J 4

Go On ▶

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Reporting Category: PHYSICAL SCIENCE: Energy, Forces in Nature

Performance Indicator: 0607.10.3 Recognize that energy can be transformed from one type to another.

25 **An automobile engine changes the chemical energy in gasoline mostly into heat and**

A nuclear energy.

B light energy.

C electromagnetic energy.

D mechanical energy.

Reporting Category: PHYSICAL SCIENCE: Energy, Forces in Nature

Performance Indicator: 0607.INQ.2 Select tools and procedures needed to conduct a moderately complex experiment.

26 **A student heats different volumes of water in glass beakers. The student then times how long it takes for the water temperatures to return to room temperature. Which tool should be used to measure the volume of the water?**

F graduated cylinder

G meter stick

H stopwatch

J thermometer

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Reporting Category: PHYSICAL SCIENCE: Energy, Forces in Nature

Performance Indicator: 0607.10.4 Explain the Law of Conservation of Energy using data from a variety of energy transformations.

27 **A gasoline engine only changes about 15% of the chemical energy of gasoline into mechanical energy. What other energy transformation is taking place in the gasoline?**

A chemical to thermal

B nuclear to chemical

C electrical to thermal

D mechanical to nuclear

Reporting Category: PHYSICAL SCIENCE: Energy, Forces in Nature

Performance Indicator: 0607.INQ.1 Design a simple experimental procedure with an identified control and appropriate variables.

28 **A student wants to find out if different colored boxes produce the same temperature as a white box. The student places white, blue, and red boxes of the same size in the sunlight. A thermometer is placed inside each box. The student observes and records the temperatures in the boxes throughout the day. Which is the dependent variable in this investigation?**

F size of the boxes

G repeated trials

H color of the boxes

J recorded temperatures

Go On ▶

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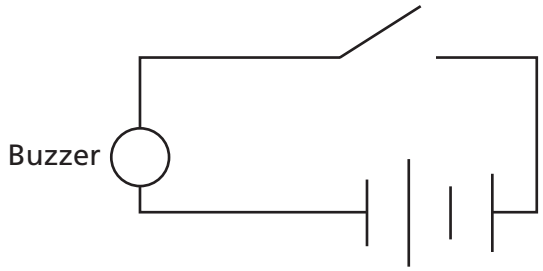
Reporting Category:	**PHYSICAL SCIENCE: Energy, Forces in Nature**
Performance Indicator:	**0607.12.1 Identify how simple circuits are associated with the transfer of electrical energy when heat, light, sound, and chemical changes are produced.**

29 **A diagram of an electric circuit is shown below.**



When the circuit above is complete, which energy transformation will occur?

A light to heat

B electrical to sound

C light to sound

D electrical to light

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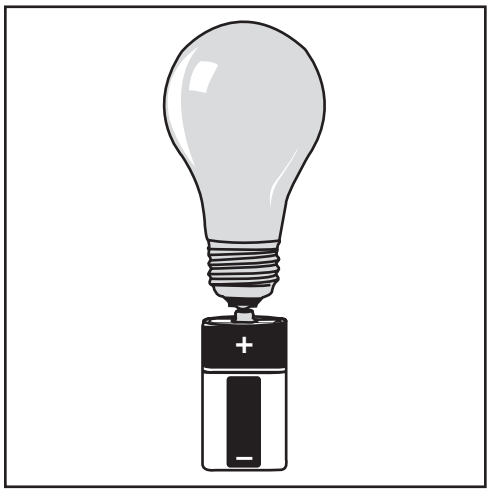
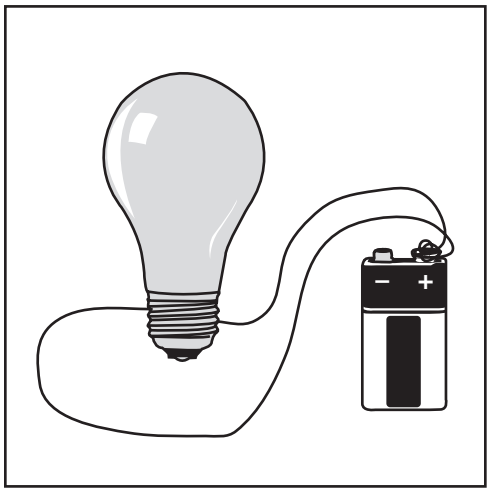
Reporting Category:	**PHYSICAL SCIENCE: Energy, Forces in Nature**
Performance Indicator:	**0607.12.1 Identify how simple circuits are associated with the transfer of electrical energy when heat, light, sound, and chemical changes are produced.**

30 Which diagram shows a simple circuit that will cause the light bulb to glow?

F



H



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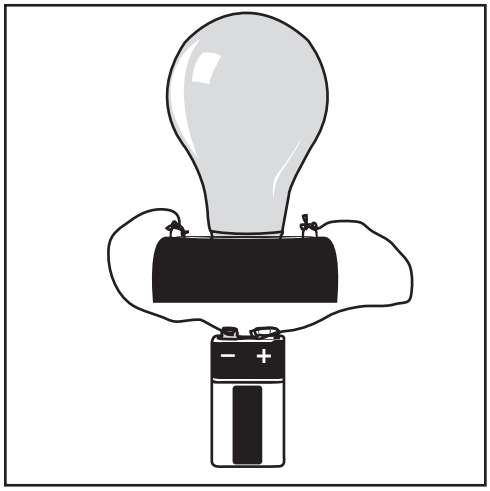

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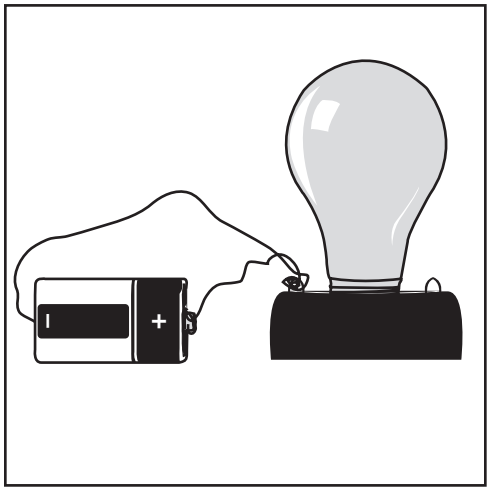

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Reporting Category: PHYSICAL SCIENCE: Energy, Forces in Nature

Performance Indicator: 0607.TE.4 Differentiate between adaptive and assistive engineered products.

31 Which is the best example of adaptive biotechnology?

A cookware made of cast iron

B treating a headache with aspirin

C measuring volume in a beaker

D doorbells that flash a light when activated

Reporting Category: PHYSICAL SCIENCE: Energy, Forces in Nature

Performance Indicator: 0607.12.2 Identify materials that can conduct electricity.

32 Which material would best conduct electricity?

F copper

G plastic

H diamond

J wood

STOP

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Social Studies

Reporting Category: **1 Economics**

Performance Indicator: **6.2.1 Recognize an example of a barter economy.**

1 **An example of someone who barters is a**

A fisherman who is paid for each pound of fish.

B rancher who sells cattle for money.

C baker who buys wheat from a local mill.

D farmer who trades chickens for milk.

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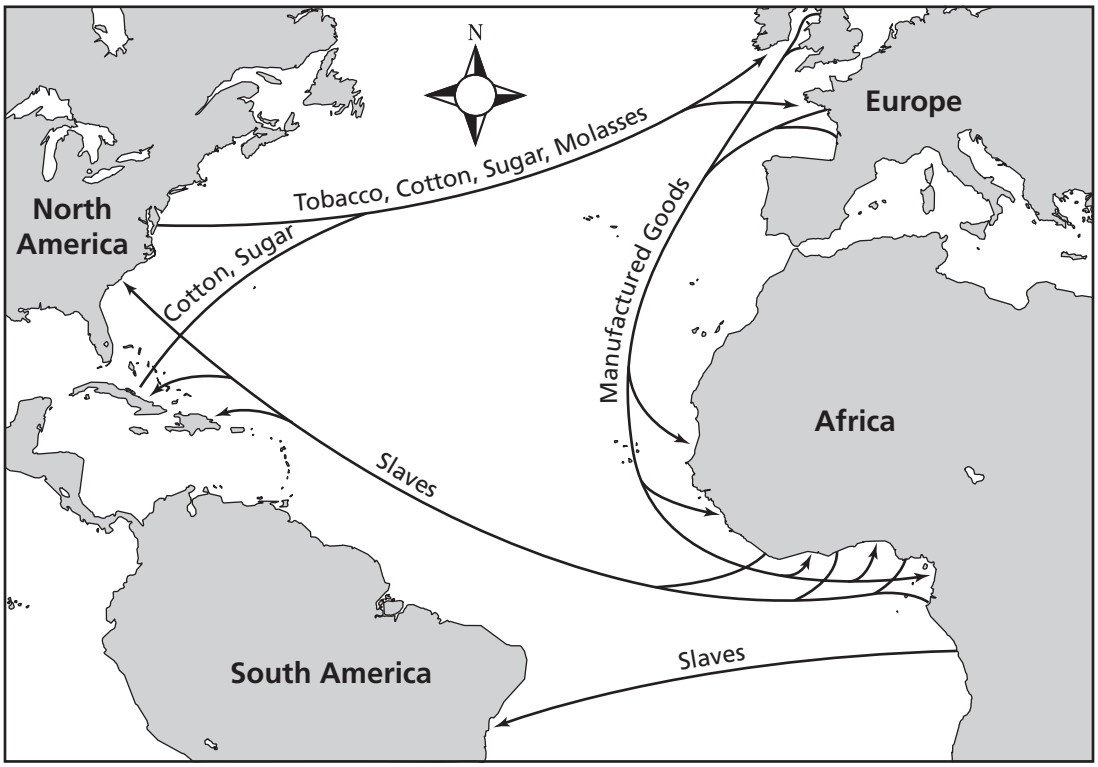
Reporting Category: **1 Economics**

Performance Indicator: **6.2.2 Identify major trade routes (i.e., silk roads, Persian trade routes, African trade routes, Mediterranean trade routes, ocean routes).**

2 Read the map.

Triangular Trade



What was traded from Africa to the Americas?

F Tobacco

G Slaves

H Sugar

J Cotton

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Reporting Category: 1 Economics

Performance Indicator: 6.2.3 Identify disadvantages and advantages of nomadic and early farming lifestyles (i.e., shelter, food supply, and domestication of plants and animals).

3 **What happened when humans evolved from a hunter-gatherer system to an agricultural system?**

A Natural resources were conserved.

B Population growth was limited.

C Transportation routes were built.

D Food surpluses were created.

Reporting Category: 1 Economics

Performance Indicator: 6.2.4 Recognize the importance of economic systems in the development of early civilizations around rivers (i.e., Tigris and Euphrates, Huang He, Nile, Indus).

4 **Which type of ancient civilization developed on the Huang He River in what is now China?**

F military

G nomadic

H industrial

J agricultural

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Reporting Category: **1 Economics**

Performance Indicator: **6.2.5 Recognize the importance of trade in later civilizations (i.e., Mediterranean, Southeast Asia, India, European).**

5 **Most medieval European cities developed along rivers and coasts because**

A fish was the primary food resource.

B the weather was generally milder near water.

C trade routes were created along waterways.

D forests were essential for constructing buildings.

Reporting Category: **1 Economics**

Performance Indicator: **6.2.6 Analyze how basic economic ideas influenced world events (i.e., supply and demand leads to exploration and colonization).**

6 **During the 1500s, European desire for spices led to**

F improvements in farming.

G the exploration of the East Indies.

H advances in government.

J the division of Europe into city-states.

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Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**6.4.1 Recognize types of government (i.e., formal/informal, monarchy, direct/indirect democracy, republics, theocracy).**

7 **Saudi Arabia, ruled by King Abdullah, is a**

A republic.

B democracy.

C monarchy.

D city-state.

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**6.4.2 Recognize the steps that give rise to complex governmental organizations (i.e., nomadic, farming, village, city, city-states, states).**

8 **It would be useful for a nomadic tribal leader to**

F have the best education.

G win the most popular votes.

H know the patterns of animal migrations.

J have a hereditary title.

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Reporting Category: 2 Governance and Civics

Performance Indicator: 6.4.3 Identify the development of written laws (i.e., Hammurabi's Code, Justinian Code, Magna Carta).

9 **The first set of written laws were**

A the Magna Carta.

B Justinian's Code.

C the Twelve Tables.

D Hammurabi's Code.

Reporting Category: 2 Governance and Civics

Performance Indicator: 6.4.4 Recognize the roles assigned to individuals in various societies (i.e., caste systems, feudal systems, city-state systems, class systems).

10 **The largest group in European feudal society was the**

F lords.

G knights.

H serfs.

J monks.

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Reporting Category:	2 Governance and Civics
Performance Indicator:	6.4.5 Compare and contrast the lives of individual citizens in various governmental organizations (i.e., monarchial systems, caste systems, democratic systems-Greek).

11 **Citizens have the most political power in a**

A tyranny.

B monarchy.

C democracy.

D plutocracy.

Reporting Category:	3 Geography
Performance Indicator:	6.1.1 Recognize the basic components of culture (i.e., language, common values, traditions, government, art, literature, lifestyles).

12 **Read the excerpt.**

> If a judge . . . present his judgement in writing; if later error shall appear in his decision, and it be through his own fault, then he shall pay twelve times the fine set by him . . .
>
> If any one steal cattle or sheep, . . . the thief shall pay thirtyfold . . .
>
> — Hammurabi's Code

This excerpt describes Babylon's

F religion.

G values.

H arts.

J literature.

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Reporting Category: **3 Geography**

Performance Indicator: **6.1.6 Recognize reasons that cultural groups develop or settle in specific physical environments.**

13 **Read the list.**

Physical Characteristics Surrounding Rome

- Seven hills
- Several miles inland
- Tiber River

Rome's site was a safe location for development because it

A had a pleasant climate.

B had a good supply of food.

C was an easily defended site.

D was a site for religious pilgrimage.

Reporting Category: **3 Geography**

Performance Indicator: **6.1.8 Recognize how migration and cultural diffusion influenced the character of world societies (i.e., spread of religions, empire building, exploration, languages).**

14 **The culture of South America was strongly influenced by**

F China and Japan.

G Sudan and Ethiopia.

H India and Pakistan.

J Spain and Portugal.

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Reporting Category:	**3 Geography**
Performance Indicator:	**6.3.1 Identify the basic components of a world map (i.e., compass rose, map key, scale, latitude and longitude lines, continents, oceans).**

15 **On a map, the meaning of symbols is explained by a**

A scale.

B compass rose.

C key.

D title.

Reporting Category:	**3 Geography**
Performance Indicator:	**6.3.2 Identify basic geographic forms (i.e., rivers, lakes, bays, oceans, mountains, plateaus, deserts, plains, coastal plains).**

16 **Read the list.**

- Formed by plate movement
- Shaped by erosion

The landform described is a

F mountain.

G plain.

H desert.

J river.

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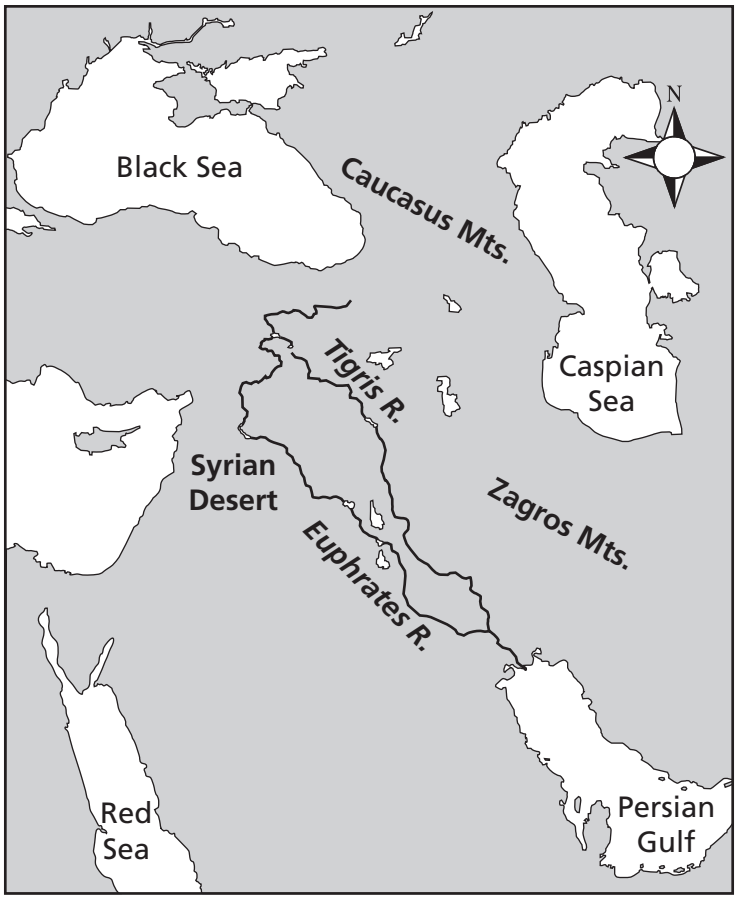
Reporting Category:	**3 Geography**
Performance Indicator:	**6.3.3 Identify the location of early civilizations on a map (i.e., Mesopotamian, Egyptian, Ancient Chinese, Indian).**

17 **Read the map.**

Southwest Asia



Which ancient civilization developed between the rivers on the map?

A Chinese

B Indian

C Egyptian

D Mesopotamian

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Reporting Category:	**3 Geography**
Performance Indicator:	**6.3.4 Identify geographic reasons for the location of population centers prior to 1500 (i.e., coastal plains, deserts, mountains, river valleys).**

18 **Which geographic feature was the main reason for the location of the ancient Egyptian civilization?**

F a coastal plain

G a mountain

H a desert oasis

J a river

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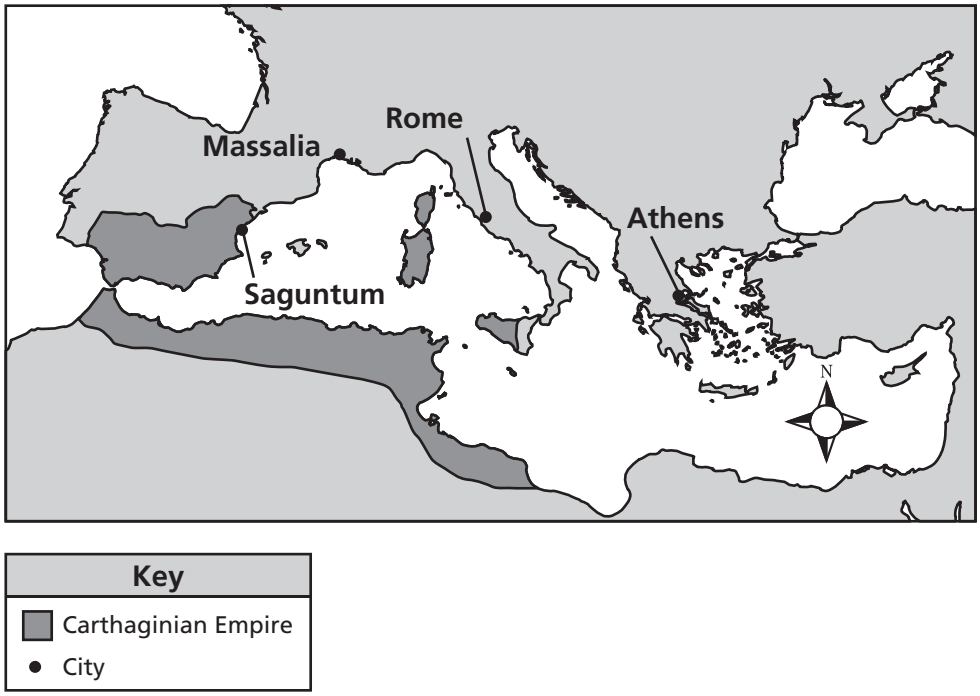
Reporting Category: **3 Geography**

Performance Indicator: **6.3.5 Use a variety of maps to understand geographic and historical information (i.e., political maps, resource maps, product maps, physical maps, climate maps, vegetation maps).**

19 Read the map.

Carthaginian Empire, 3rd Century B.C.E.



Which city was a part of the Carthaginian Empire?

A Saguntum

B Massalia

C Rome

D Athens

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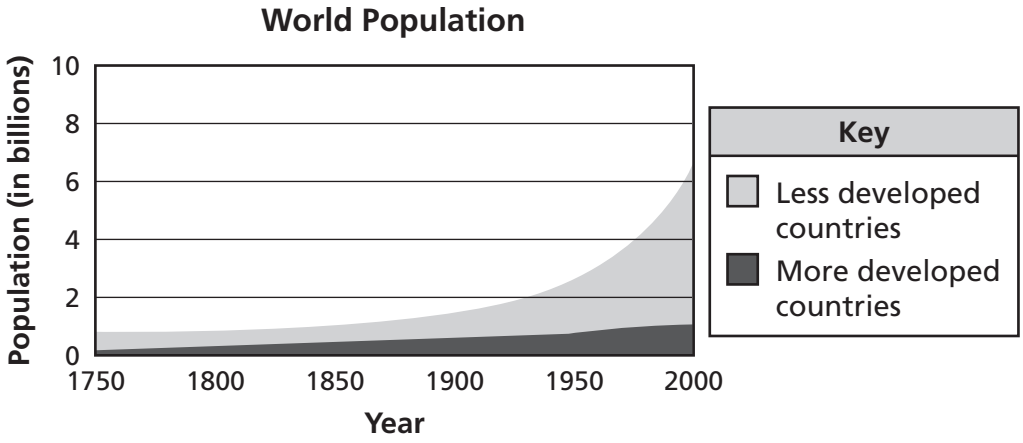
Reporting Category:	**3 Geography**
Performance Indicator:	**6.3.6 Interpret a graph that illustrates a major trend in world history (i.e., population growth, economic development, governance land areas, growth of religions).**

20 **Read the graph.**



The trend shown on the graph was most influenced by

F the creation of public schools.

G improvements in military equipment and tactics.

H the development of a new religion.

J advancements in farming and health care.

Go On ▶

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.1.3 Recognize the world's major religions and their founders (i.e., Judaism, Christianity, Islam, Buddhism, Hinduism, Moses, Jesus, and Mohammed).**

21 **Who founded Islam?**

A Jesus

B Confucius

C Mohammed

D Abraham

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.1.4 Recognize significant epics as historical sources (i.e., Iliad, the Odyssey, Mahabharata, Ramayana).**

22 **What part of Greek culture is identified in Homer's *Iliad*?**

F gods and goddesses

G mathematics and sciences

H theater

J democracy

Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.1.7 Identify how early writing forms in Mesopotamia, Egypt, and the Indus Valley influenced life (i.e., legal, religious, and culture).**

23 **Which development most helped people learn about life in ancient Egypt?**

A writing

B the plow

C irrigation

D the wheel

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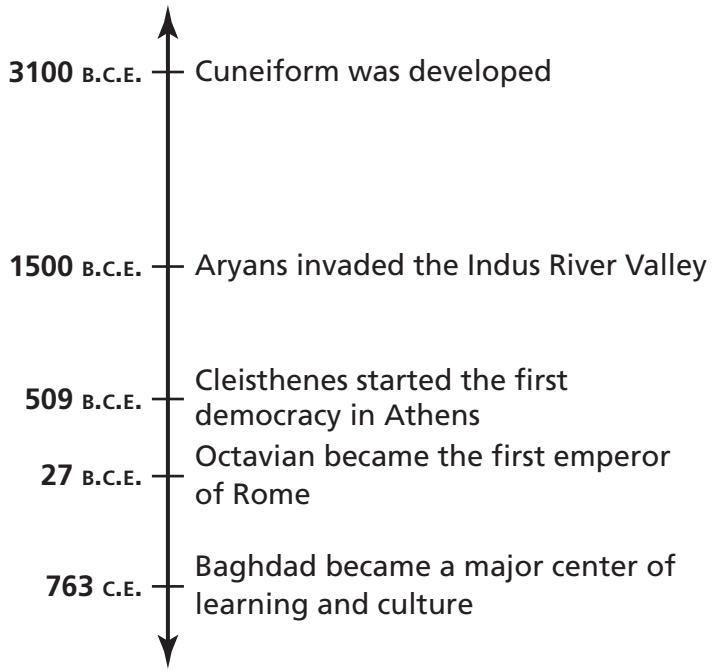
24 **Read the timeline.**

Some Developments in Civilization



Note: Dates are approximate.

The Roman Empire fell in 476 C.E. Where on the timeline should this event be placed?

F before 3100 B.C.E.

G between 3100 B.C.E. and 1500 B.C.E.

H between 1500 B.C.E. and 509 B.C.E.

J after 27 B.C.E.

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Reporting Category: **4 World History: Prehistory-Ancient Civilization**

Performance Indicator: **WH1.6.5.2 Recognize the types of early communities (i.e., nomadic, fishing, farming).**

25 **Which type of early community migrated the least?**

A hunter-gatherers

B nomadic herders

C fishing villages

D farming villages

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.3 Identify types of artifacts by pictorial representation (i.e., Egyptian, Roman, Greek, Chinese, Native American, Medieval, and Renaissance).**

26 Look at the picture.

Terracotta Soldier

© Fotol/Dreamstime #2019696

This artifact came from which ancient culture?

F Chinese

G Egyptian

H Persian

J Roman

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.4 Recognize the forms of early world writing (i.e., cuneiform and Egyptian/Native American Hieroglyphics).**

27 **Look at the picture.**

Ancient Writing

© Diegophoto/Dreamstime #4995710

Which culture developed this form of writing?

A Chinese

B Greek

C Mayan

D Egyptian

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.5 Identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press).**

28 **Humans first lived in permanent settlements after they learned how to**

F write words.

G make bronze.

H grow food.

J sail ships.

Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.6 Recognize the designations for time dating (i.e., B.C.E., C.E., centuries, decades, prehistoric, historic).**

29 **A century is a period of**

A 1 decade.

B 10 months.

C 100 years.

D 1,000 hours.

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.7 Recognize major historical time periods (i.e., Early Civilizations, Classical Period, Dark Ages, Middle Ages, Renaissance).**

30 **Ancient Greek civilization reached its peak during the**

F Dark Ages.

G Classical Period.

H Middle Ages.

J Renaissance.

Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.10 Identify the development of written and spoken languages (i.e., Roman alphabet, Latin word origins, Romance languages).**

31 **Which language is derived from Latin?**

A Spanish

B Greek

C Arabic

D Hebrew

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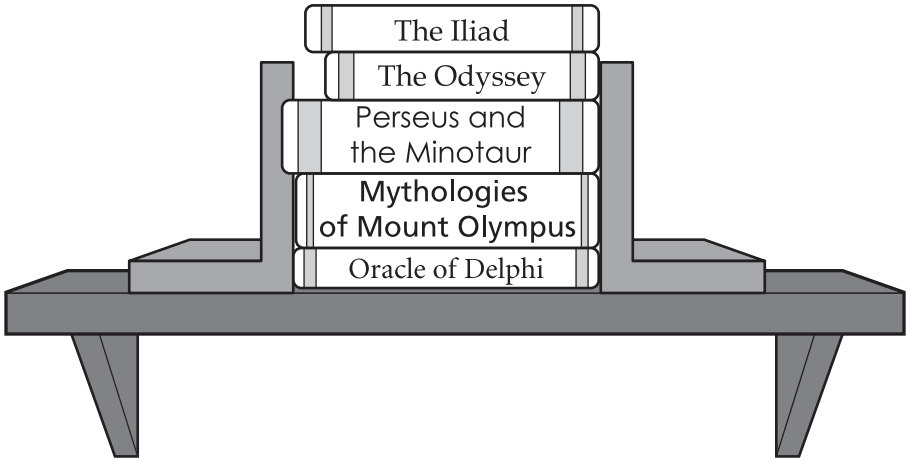
Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.11 Identify characteristics including economy, social relations, religion, and political authority of various societies (i.e., Mesopotamian, Egyptian, Greek City-States, Roman Empire, Indian, Medieval).**

32 **Look at the picture.**



The books on the bookshelf tell about the religion of the ancient

F Greeks.

G Chinese.

H Mesopotamians.

J Persians.

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.12 Recognize the possible causes of change in civilizations (i.e., environmental change, political collapse, new ideas, warfare, overpopulation, unreliable food sources, diseases).**

33 Read the list.

Problems of the Sumerians

- Periods of flooding and drought
- No natural barriers for protection
- Few building materials

The problems on this list were mainly

A military.

B political.

C religious.

D environmental.

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Reporting Category: **4 World History: Prehistory-Ancient Civilization**

Performance Indicator: **WH1.6.5.17 Recognize the significant mythologies of the Sumerians, Egyptians, Greeks, and Romans.**

34 **Read the list.**

____?____ Mythology

- Mt. Olympus
- Zeus
- Athena

Which ancient culture completes the title of the list?

F Olmec

G Sumerian

H Greek

J Chinese

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.6.1 Identify examples of groups impacting world history (i.e., Muslims, Christians, Mongolians, Vikings, slave traders, explorers, merchants/traders, inventors).**

35 **Read the list.**

Traits of ___?___

- Lived in Scandinavia
- Conquered Western Europe in the 900s
- Developed new seafaring skills

Which group completes the title of the list?

A Vandals

B Mongols

C Vikings

D Franks

Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.6.3 Describe the ways in which individuals can change groups (i.e., Martin Luther-Christian Church, William of Normandy-English Monarchy, Joan of Arc-Hundred Years War, Buddha-Chinese Culture).**

36 **William of Normandy is important in English history because he**

F built a wall to keep out Celtic tribes.

G conquered England and established feudalism.

H united England and Switzerland into one kingdom.

J led the first expedition to Iceland.

Go On ▶

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Reporting Category: **5 World History: Dark Ages-Renaissance**

Performance Indicator: **WH2.6.1.2 Identify the job characteristics of archaeologists, anthropologists, geologists, and historians.**

37 **Someone who studies artifacts from an ancient civilization is called**

A a genealogist.

B an anthropologist.

C an archaeologist.

D a geologist.

Reporting Category: **5 World History: Dark Ages-Renaissance**

Performance Indicator: **WH2.6.1.5 Identify differences between various cultural groups (i.e., European, Eurasian, Indian, Southeast Asian, Middle Eastern, African, Native American).**

38 **Read the table.**

c. 1500 C.E.

France	?
Christianity	Hinduism

Which region completes the table?

F China

G India

H Central America

J West Africa

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Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.5.6 Recognize the designations for time dating (i.e., B.C.E., C.E., centuries, decades, prehistoric, historic).**

39 **Which abbreviation indicates an event that occurred before the year 1?**

A P.M.

B C.E.

C A.M.

D B.C.E.

Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.5.8 Identify conclusions about early world historical events using primary and secondary sources.**

40 **Read the excerpt.**

> . . . [T]he number of colonists who desire to go thither [Española] amounts to two thousand, owing to the land being safer and better for farming and trading, and because it will serve as a place to which they can return and from which they can carry on trade with the neighboring islands.
>
> — Christopher Columbus, in a letter to King Ferdinand and Queen Isabella

People preferred to settle on the island of Española because

F the area was more suitable for farming.

G a trade colony was already established.

H the inhabitants were better farmers.

J it was less expensive to trade goods.

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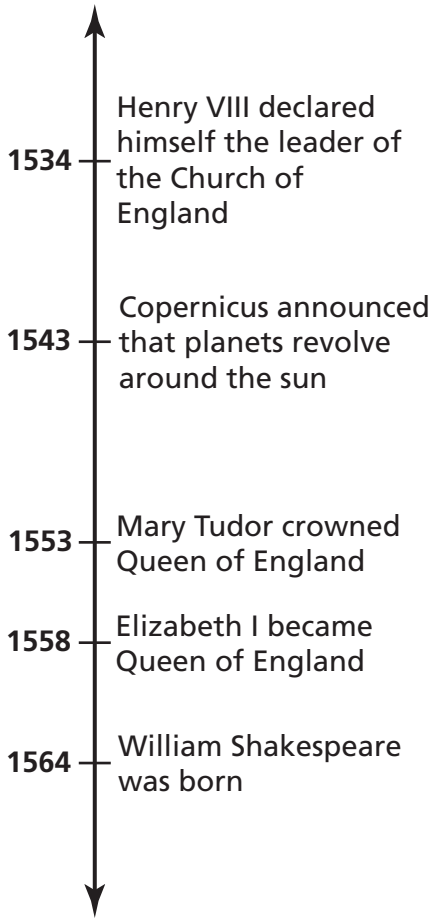
41 **Read the timeline.**



After Elizabeth the 1st became Queen of England

A Henry VIII declared himself the leader of the Church of England.

B Copernicus announced that the planets revolve around the sun.

C Mary Tudor was crowned as Queen of England.

D William Shakespeare was born.

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Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.5.13 Identify the impact of advances in technology on history (i.e., agricultural revolution, Renaissance scientists, exploration during the 1400s).**

42 **The compass and the astrolabe allowed**

F ships to sail in the opposite direction of the wind.

G scientists to measure the distance from Earth to the sun.

H mathematicians to observe the planets of the solar system.

J explorers to travel the oceans without getting lost.

Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.5.14 Recognize how the Renaissance changes the nature of society (i.e., shift from religious domination to science, philosophy, art).**

43 **Many Renaissance ideas were based on the study of**

A Christian literature.

B Greek and Latin literature.

C Islamic culture.

D Asian and African trade routes.

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Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.5.15 Evaluate to what extent civilizations build on the accomplishments of previous civilizations.**

44 **Which ancient civilization had the most influence on the U.S. system of government?**

F India

G Rome

H Egypt

J Sumer

Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.5.16 Compare and contrast the historical development of the Western, Eastern, and African cultures.**

45 **Which cultural development occurred in Western, Eastern, and African civilizations?**

A democracy

B a system of agriculture

C monotheism

D a written alphabet

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Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.6.2 Recognize the impact of individuals on world history (i.e., Charlemagne, Joan of Arc, William the Conqueror, Ramses II, Julius Caesar, Socrates, Aristotle, Marco Polo, Alexander the Great, King Ferdinand and Queen Isabella, Martin Luther, and Johannes Gutenberg).**

46 **The printing press was invented by**

F Johannes Gutenberg.

G William Shakespeare.

H Nicolaus Copernicus.

J Thomas More.

STOP

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Reading/Language Arts
Answer Key

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

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

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

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

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Math
Answer Key

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

10	G
11	A
12	H
13	B
14	J
15	A
16	J
17	A
18	J

19	C
20	H
21	B
22	H
23	D
24	H
25	D
26	F
27	B

28	H
29	C
30	J
31	A
32	J
33	A
34	F
35	B

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Science
Answer Key

1	B
2	H
3	A
4	H
5	C
6	F
7	B
8	H

9	C
10	H
11	B
12	F
13	A
14	J
15	C
16	G

17	B
18	H
19	D
20	G
21	C
22	J
23	D
24	H

25	D
26	F
27	A
28	J
29	B
30	G
31	D
32	F

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Social Studies
Answer Key

1	D
2	G
3	D
4	J
5	C
6	G
7	C
8	H
9	D
10	H
11	C
12	G

13	C
14	J
15	C
16	F
17	D
18	J
19	A
20	J
21	C
22	F
23	A
24	J

25	D
26	F
27	D
28	H
29	C
30	G
31	A
32	F
33	D
34	H
35	C
36	G

37	C
38	G
39	D
40	F
41	D
42	J
43	B
44	G
45	B
46	F

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Tennessee Comprehensive Assessment Program

English Linguistically Simplified Assessment ~ Grade 6

Item Sampler