Student Name _____

Teacher Name _____

School _____

System _____

Tennessee Comprehensive Assessment Program

English Linguistically Simplified Assessment ~ Grade 8

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 **The following passage is a rough draft of a student's essay. It contains mistakes. Read the essay and answer Numbers 1 through 6.**

The Tool Belt

(1) My aunt handed me my great-grandmother's tool belt. (2) Five faded ribbons dangled from it and each ribbon had a small clip at the end that held a tool: a pair of dainty scissors, a narrow brass cylinder, a small square box, a tiny tape measure, and several threads of all colors looped around the last clip. (3) I compared it to mine, which held my hammer, screwdrivers, and tape measure.

(4) "This is a tool belt?" I asked.

(5) "It is called a *chatelaine*," my aunt replied, "and yes, it is a lady's tool belt. (6) *Chatelaine* is the French word that means 'lady of the castle.' (7) For all of her sewing projects, these are the tools your great-grandmother used."

(8) *Chatelaines* were first used in ancient Rome and were called *equipage*. (9) Women wore keys at the end of a decorative pin that was attached to a belt worn around their waists. (10) These keys unlocked small storage cabinets that contained important documents, money, spices, and other special items that the family owned.

(11) People began living in castles during medieval times. (12) During that time tradition held that a husband give his new bride *equipage* to show that he trusted her to take good care of the castle. (13) The wife not only wore keys but also added scissors, a small coin purse, a tape measure, and other items that were useful for work in a castle.

(14) In the early 1800s, the word *chatelaine* came into use women replaced keys with personal items. (15) One interesting example is a *vinaigrette*, a small container with holes drilled in it for holding sponges soaked with sweet-smelling oils. (16) Where some *chatelaines* also had miniature pens, notepads, and magnifying glasses, one *chatelaine* from this period had a miniature music box attached to it, and another had a compass. (17) Some *chatelaines* consisted of metal rings with ribbons hanging from them like my great-grandmother's, while others had been made from a variety of materials, including gold, silver, brass, wood, and leather.

(18) I smiled when I examined my great-grandmother's *chatelaine*. (19) In its cylinder were two sewing needles and a rolled up piece of paper with these words written on it: Be ever helpful.

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Reporting Category: **1 Language**

Performance Indicator: **0801.1.2 Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases) within context.**

1 **Read Sentence 17.**

> *Some* chatelaines *consisted of metal rings with ribbons hanging from them like my great-grandmother's, while others* <u>*had been made*</u> *from a variety of materials, including gold, silver, brass, wood, and leather.*

Choose the correct revision for the underlined words in the sentence.

A were made

B have been made

C were being made

D made

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Reporting Category: **1 Language**

Performance Indicator: **0801.1.4 Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context.**

2 **Read Sentence 16.**

> *Where some* chatelaines *also had miniature pens, notepads, and magnifying glasses, one* chatelaine *from this period had a miniature music box attached to it, and another had a compass.*

Which word is the best replacement for the underlined word in the sentence?

F Whenever

G Because

H Since

J Although

Reporting Category: **1 Language**

Performance Indicator: **0801.1.5 Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context.**

3 **Read Sentence 7.**

> *"For all of her sewing projects, these are the tools your great-grandmother used."*

What is the best way to revise this sentence?

A "These are the tools for all of her sewing projects your great-grandmother used."

B "These are the tools your great-grandmother for all of her used sewing projects."

C "These are the tools your great-grandmother used for all of her sewing projects."

D "These are for all of her sewing projects the tools your great-grandmother used."

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Reporting Category:	**1 Language**
Performance Indicator:	**0801.1.6 Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.**

4 **Read Sentence 2.**

Five faded ribbons dangled from it and each ribbon had a small clip at the end that held a tool: a pair of dainty scissors, a narrow brass cylinder, a small square box, a tiny tape measure, and several threads of all colors looped around the last clip.

What is the best way to revise the underlined words in the sentence?

F from it, and each ribbon had a small

G from it and each ribbon, had a, small

H from it, and, each ribbon, had a, small

J from it and each ribbon, had a small

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Reporting Category: **1 Language**

Performance Indicator: **0801.1.7 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses).**

5 **What is the best way to combine Sentences 11 and 12?**

A During medieval times, people began living in castles, and tradition held that a husband give his new bride *equipage* to show that he trusted her to take good care of the castle.

B Tradition held that a husband give his new bride *equipage* to show that he trusted her to take good care of the castle when people began living in castles during medieval times.

C People began living in castles during medieval times, and, during that time, tradition held that a husband give his new bride *equipage* to show that he trusted her to take good care of the castle.

D When people began living in castles during medieval times, tradition held that a husband give his new bride *equipage* to show that he trusted her to take good care of the castle.

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Reporting Category: **1 Language**

Performance Indicator: **0801.1.8 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements).**

6 **Read Sentence 14.**

In the early 1800s, the word chatelaine *came into use women replaced keys with personal items.*

What is the best way to write this sentence?

F In the early 1800s, the word *chatelaine* came into use, women replaced keys with personal items.

G In the early 1800s, the word *chatelaine* came into use. Women replaced keys with personal items.

H In the early 1800s, the word *chatelaine* came into use; however, women replaced keys with personal items.

J correct as is

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Directions **Darien wrote the following report. It contains mistakes. Read the report and answer Numbers 7 through 11.**

(1) When people in ancient times wanted a safe and reliable way to identify and store food, they invented seals. (2) Smearing wet clay around the lid of a basket or jar worked to keep the lid securely closed. (3) Then the basket or jar could be stored until the item was needed.

(4) This worked until people had difficulty telling which basket or jar held spring planting seeds and which one held the grain for winter meals. (5) There was another complication. (6) Once people began to store items in warehouses, they did not know which jar belonged to them and which belonged to someone else. (7) Since writing had not been invented yet, it was not an option for labeling the containers.

(8) The solution was to carve the image of the contents on a soft stone and then stamp the design in the clay before it dried. (9) An owner's special mark could also be carved on a stone and pressed into the clay next to the symbol for the contents. (10) Clay seals, and the imprints on those, were also fastened to the strings and ropes that closed sacks and bundles of food.

(11) When ancient farmers enjoyed an abundant harvest and needed a large warehouse for storage, they developed a system for keeping track of each person's stored crops. (12) They used a counter, such as a pebble or clay ball, to show how many bushels of grain they were storing. (13) When farmers came to collect the grain, the counters were taken out of a sealed and stamped container and used to determine how many bushels of grain were returned to the farmers.

(14) Seals are still used today. (15) The envelope in the mail, the plastic ring under the cap of many bottles, and the little tab of paper on new salt containers are all seals. (16) Some are labeled, while some are not. (17) They serve the same purpose now as they did in ancient times. (18) Seals mean the contents are kept safe until opened.

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Reporting Category:	**1 Language**
Performance Indicator:	**0801.1.1 Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate nouns) and pronouns (i.e., reflexive, interrogative, demonstrative) within context.**

7 **Read Sentence 10.**

Clay seals, and the imprints on those, were also fastened to the strings and ropes that closed sacks and bundles of food.

Which pronoun best replaces the underlined word?

A theirs

B them

C these

D they

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Reporting Category: **1 Language**

Performance Indicator: **0801.1.13 Form singular and plural possessive using apostrophes correctly.**

8 **Read Sentence 11.**

When ancient farmers enjoyed an abundant harvest and needed a large warehouse for storage, they developed a system for keeping track of each person's stored crops.

What is the correct way to write the underlined words?

F each persons

G each persons'

H each persons's

J correct as is

Reporting Category: **3 Writing and Research**

Performance Indicator: **0801.3.6 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.**

9 **Which sentence should be added between Sentences 6 and 7?**

A Farmers with an abundant harvest needed a storage place.

B Containers could easily end up with the wrong person.

C The containers were often made of clay.

D Warehouses could easily become disorganized.

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0801.3.7 Identify sentences irrelevant to a paragraph's theme or flow.**

10 **Which sentence from the last paragraph is unnecessary?**

F Seals are still used today.

G Some are labeled, while some are not.

H They serve the same purpose now as they did in ancient times.

J Seals mean the contents are kept safe until opened.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0801.3.10 Select an appropriate title that reflects the topic of a written selection.**

11 **What is the best title for this report?**

A The Growth of Seals

B Identifying Stored Crops

C Ancient Seal, Modern World

D The Complications of Ownership

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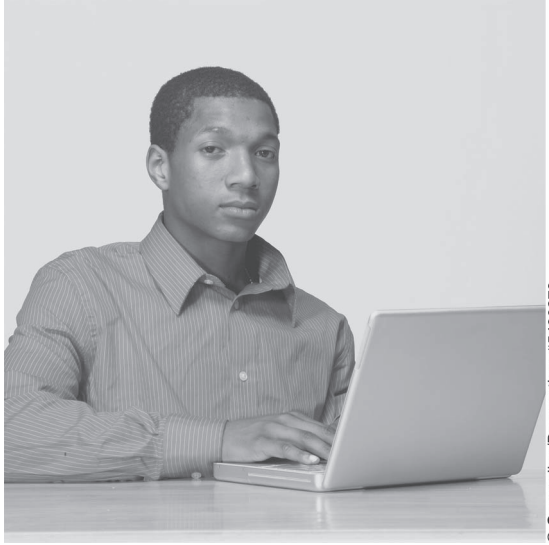
Directions **The following passage is a speech. Read it and answer Numbers 12 through 26.**

Is Online School for You?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1 Have you ever wished you didn't have to wake up early, get dressed, and go all the way to school? For 700,000 American kids, this wish comes true every day. They attend school over the Internet using ordinary home or library computers. This kind of learning has several names: online learning, distance learning, or virtual learning. Regardless of what it is called, this idea may create an impression of a lonely kid reading pages of information on a computer screen rather than from a book. It might also summon an image of another kid spending the day playing video games and typing instant messages to friends instead of learning mathematics or reading a book. Where online education is concerned, both of these scenarios are false! Online learning does not mean learning by oneself. Nor does it mean skipping work altogether. It simply means learning—differently. For some students, online school may be ideal, but for others, traditional school may better meet their needs.

2 Online schools offer many benefits for the learner. Flexibility is the main advantage. Students can attend school wherever and whenever they desire. Homework can be turned in from anywhere the student has Internet access. Additionally, many online schools will allow students to work at their own pace. Math whizzes are typically the best online students because they can work quickly through the subject while extra allowances can be taken for subjects requiring more time.

3 Another advantage of online schooling is with the variety of courses. Most online schools teach the same basic classes like English, math, science, and history. However, some online schools offer specialized courses in subjects such as space science, French, or zoology. Traditional schools are often unable to offer these types of classes if there are not enough students or funds to support them.

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4 Online schools also have different types of learning tools for kids to use. For example, many online schools have special Web sites where only students registered in online classes can watch videos, see lessons presented, or chat with teachers and other students. Imagine being able to replay the movie seen in your history class again if you needed to review it. Other online schools have live class times where students can call and talk with the teacher directly. Some of these online schools even have virtual clubs where kids can talk with each other about their hobbies.

5 Of course, there are some drawbacks of going to school online. Though there are some free online schools, most charge an admission fee. Also, the learner should be prepared to do much of their class reading and writing homework independently. Because teachers are not present to monitor progress, online students must stay very organized in order to complete the required work for each class by the end of the semester. Even though learners may work at their own pace, timelines are established to ensure students finish their coursework in a reasonable amount of time. Finally, online students may not see or talk to friends as often as they would in a traditional school setting. There are no organized extracurricular activities, and those interactions cannot be replaced by a computer, no matter how fun it is to use computers.

6 Yes, computer technology is amazing, and we use computers for chatting with our friends, listening to music, and playing games. Almost every part of our lives is affected by them, and school is no exception. Since 2006, at least 38 states either have their own online schools or made rules for students attending them. It looks like online schools are here to stay, but only you can decide if this type of learning is right for you.

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Reporting Category:	2 Vocabulary
Performance Indicator:	0801.1.17 Choose the correct meaning/usage of a multi-meaning word by replacing the word in context with an appropriate synonym or antonym.

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

Additionally, many online schools will allow students to work at their own pace.

Which synonym for pace matches its usage in the sentence above?

F tempo

G speed

H fluency

J step

Reporting Category:	4 Communication and Media
Performance Indicator:	0801.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).

13 **What is the purpose of this speech?**

A to persuade listeners to register for an online school

B to inform listeners about a different type of school

C to entertain listeners with stories from an online student

D to explain why online schools are better than traditional schools

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0801.2.2 Identify the targeted audience of a speech.**

14 **This speech was most likely written for**

F teachers.

G administrators.

H students.

J coaches.

Reporting Category: **4 Communication and Media**

Performance Indicator: **0801.2.3 Identify the thesis and main points of a speech.**

15 **Which sentence from the speech is the thesis statement?**

A For some students, online school may be ideal, but for others, traditional school may better meet their needs.

B Online schools offer many benefits for the learner.

C Of course, there are some drawbacks of going to school online.

D Finally, online students may not see or talk to friends as often as they would in a traditional school setting.

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0801.2.4 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).**

16 **What should the speaker do to maintain the interest of the listeners while giving this speech?**

F speak very loudly

G look down to read notes

H avoid smiling

J make eye contact with audience

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0801.2.6 Identify and analyze the organizational structure of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).**

17 **The information in this speech is mostly organized by**

A compare and contrast.

B order of importance.

C chronological order.

D problem and solution.

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0801.2.9 Distinguish between a summary and a critique.**

18 **Which statement is a critique of the speech?**

F In most online schools, learners may work how they wish as long as their work is completed by the deadline.

G According to the speaker, some online schools have live class times and some have Web sites only for registered students.

H The speaker has already decided that the advantages of online schools are much greater than the benefits of traditional schools.

J One advantage of traditional schools is the variety of extracurricular activities offered to students.

Reporting Category: **5 Logic**

Performance Indicator: **0801.5.1 Recognize a reasonable prediction of future events of a given text.**

19 **According to information in the speech, what will most likely happen to online schools in the future?**

A Only students with strong academic skills will be able to register for online schools.

B The number of online schools and students who use them will increase.

C Online schools will be available only to students with computers in their homes.

D Extracurricular activities and social opportunities will be offered by online schools.

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Reporting Category: **5 Logic**

Performance Indicator: **0801.5.5 Choose a logical word to complete an analogy, using synonyms, antonyms, homonyms, categories/subcategories, whole/part, functions, verb forms, rhymes, scrambled words, homophones.**

20 **Complete this analogy based on the speech.**

Computers are to online schools as _____ are to traditional schools.

F clubs

G friends

H sports

J books

Reporting Category: **5 Logic**

Performance Indicator: **0801.5.6 Identify an example of deductive or inductive reasoning in text.**

21 **Which sentence from the speech provides an example of deductive reasoning?**

A Traditional schools are often unable to offer these types of classes if there are not enough students or funds to support them.

B Because teachers are not present to monitor progress, online students must stay very organized in order to complete the required work for each class by the end of the semester.

C Even though learners may work at their own pace, timelines are established to ensure students finish their coursework in a reasonable amount of time.

D Yes, computer technology is amazing, and we use computers for chatting with our friends, listening to music, and playing games.

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Reporting Category: **5 Logic**

Performance Indicator: **0801.5.7 Identify a false premise in text.**

22 **Choose the sentence from the speech that is a false premise.**

F This kind of learning has several names: online learning, distance learning, or virtual learning.

G Math whizzes are typically the best online students because they can work quickly through the subject while extra allowances can be taken for subjects requiring more time.

H Most online schools teach the same basic classes like English, math, science, and history.

J Other online schools have live class times where students can call and talk with the teacher directly.

Reporting Category: **5 Logic**

Performance Indicator: **0801.5.8 Identify instances of bias and stereotyping in print and non-print texts.**

23 **Which sentence from the speech shows a negative bias some people may have about online classes?**

A Regardless of what it is called, this idea may create an impression of a lonely kid reading pages of information on a computer screen rather than from a book.

B Students can attend school wherever and whenever they desire.

C Online schools also have different types of learning tools for kids to use.

D Some of these online schools even have virtual clubs where kids can talk with each other about their hobbies.

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Reporting Category: **5 Logic**

Performance Indicator: **0801.5.9 Make inferences and draw conclusions based on evidence in text.**

24 **Which of these is not needed to participate in online schooling?**

F membership in a virtual club

G discipline in accomplishing tasks on time

H access to a computer

J basic knowledge of operating a computer

Reporting Category: **6 Informational Text**

Performance Indicator: **0801.6.1 Formulate appropriate questions before, during, and after reading.**

25 **An eighth grade student is interested in registering for online school. What is the first question he or she would need to ask?**

A Are online schools available for middle school?

B Does online school require as much time as traditional school?

C Can a person mix online school with traditional school?

D What information is used to assign grades in online school?

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Reporting Category:	**6 Informational Text**
Performance Indicator:	**0801.6.4 Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).**

26 **After listening to the speech, a student made the following chart.**

• can attend classes whenever there is time • work can be done anywhere • more time devoted to challenging subjects • specialized classes available to suit interests	• can have additional costs • must be able to work independently • limited interaction with teachers and other students • no extracurricular activities

Why did the student <u>most likely</u> create this chart?

F to explain the benefits of attending online schools

G to convince others of the disadvantages of online schools

H to organize the pros and cons of online school

J to list the facts and opinions about online schools

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Directions **Marcus wrote the following report. It contains mistakes. Read the report and answer Numbers 27 through 34.**

The Jazz Sensation

1 The Roaring Twenties also are sometimes referred to as the Jazz Age. Like that decade, jazz is difficult to pin down. This musical style was totally unlike anything before it. It actually grew out of music that had existed for centuries. The real inspiration for jazz came primarily from the music, the feelings, and the history of black people in America.

2 In the early 1900s, the sounds of the blues, ragtime, French dance music, Spanish rhythms from the Caribbean, slave spirituals and work songs, opera, and the singing of street vendors all mingled in New Orleans, Louisiana. This atmosphere created a fertile place for jazz to grow.

3 A highly personal music form, jazz focused on individual interpretation and rhythm rather than traditional musical composition. Jazz musicians varied the beat, the rhythm, and the volume, and reshaped the music according to their feelings. This freedom to alter and experiment with the music while playing is known as improvisation. It is a main ingredient of jazz.

4 When the heyday of the jazz era in New Orleans began to fade in 1917, some out-of-work musicians headed northward to Chicago, Illinois. New York City became the obvious destination for others. The Harlem Renaissance happening there encompassed painting, literature, poetry, and education.

5 Jazz fans have been enthusiastic about their music for years, even if they are sometimes unable to agree on what jazz is or how it should sound. However, all agree that jazz is a truly American art form and that it added to the energy that pulsed through Harlem during the 1920s.

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Reporting Category: **1 Language**

Performance Indicator: **0801.1.7 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses).**

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

This musical style was totally unlike anything before it. It actually grew out of music that had existed for centuries.

What is the best way to combine these two sentences?

A Totally unlike anything before it, this musical style actually grew out of music that had existed for centuries.

B This musical style was totally unlike anything before it, so actually it grew out of music that had existed for centuries.

C Although this musical style was totally unlike anything before it; it actually grew out of music that had existed for centuries.

D This musical style was totally unlike anything before it, insofar as it actually grew out of music that had existed for centuries.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0801.3.2 Identify the targeted audience for a selected passage.**

28 **People who would enjoy this report most likely have an interest in**

F American art in Chicago.

G New York music traditions.

H American musical influences.

J Spanish musical composition.

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0801.3.3 Select an appropriate thesis statement for a writing sample.**

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

A The Roaring Twenties also are sometimes referred to as the Jazz Age.

B The real inspiration for jazz came primarily from the music, the feelings, and the history of black people in America.

C Jazz musicians varied the beat, the rhythm, and the volume, and reshaped the music according to their feelings.

D Jazz fans have been enthusiastic about their music for years, even if they are sometimes unable to agree on what jazz is or how it should sound.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0801.3.4 Rearrange multi-paragraphed work in a logical and coherent order.**

30 **Choose the most logical order for the paragraphs in this report.**

F 2, 1, 3, 4, 5

G 2, 3, 1, 4, 5

H 1, 3, 2, 4, 5

J 1, 3, 4, 5, 2

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0801.3.5 Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.**

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

> *The Harlem Renaissance happening there encompassed painting, literature, poetry, and education.*

Which phrase belongs at the end of this sentence to assist the transition to Paragraph 5?

A because without Caribbean inspiration, these arts would be very different

B for the musicians in New Orleans continued experimenting

C and these were also significant aspects of the Harlem Renaissance

D but jazz was clearly defined by this cultural era

Reporting Category: **3 Writing and Research**

Performance Indicator: **0801.4.1 Select the most focused research topic.**

32 **Which research topic is the <u>most</u> focused?**

F the decline of jazz in New Orleans in 1917

G Chicago's musical history

H the development of jazz music

J Harlem in the 1920s

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0801.4.4 Distinguish between primary (i.e., interviews, letters, diaries, newspapers, autobiographies, personal narratives) and secondary (i.e., reference books, periodicals, Internet, biographies, informational texts).**

33 **Which of these is a primary research source?**

A a poem written by an author of the Harlem Renaissance

B a history textbook chapter about New Orleans

C an autobiography of Louis Armstrong, a jazz musician

D an article in a newspaper about a jazz performance in Chicago

Go On ▶

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0801.4.5 Discern irrelevant research material from written text.**

34 **Marcus wanted to learn more about the development of jazz for his report. He wrote the following notes after reading some information on a Web site.**

1. *African rhythms were introduced to America by slaves and immigrants.*
2. *Chicago came to prominence in America as a meat-producing giant.*
3. *Jazz performers ranged from street musicians to international superstars.*
4. *Improvisation is defined as creating music with very little preparation.*

Which fact should not be included in Marcus's report?

F Fact 1

G Fact 2

H Fact 3

J Fact 4

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Directions **The following passage is a rough draft. It contains mistakes. Read the passage and answer Numbers 35 through 40.**

Movie Theater Manners

1 I just returned from spending my Saturday afternoon at the movies with a small group of friends. We all agreed that the movie was excellent, but my purpose here is not to write a film review. I want to remind others that a movie theater is not someone's living room. Rather, it is a place where strangers come together to relax and quietly watch a good film.

2 My experience today, however, tells me that some moviegoers lack good manners. The most annoying problem is people talking right in the middle of the movie, but some people are noisy in other ways too. They scrunch candy wrappers, slurp sodas, and rattle popcorn bags. Even worse, all this commotion seems to happen at the exact moment the main character gives us the most important clue in the movie.

3 Some other nuisanses should also be avoided. A few people show up after the movie has started and disturb everyone else by crawling over them. Then, there are the people who cannot stay seated. They get up for more refreshments, climbing over others once again. Finally, there are the "squirmers" who cannot sit still. They ruin the movie by kicking the back of the seat or constantly fidgeting. When I'm home watching TV, I can tell my little brother to either hush up or leave the room.

4 When I pay my hard-earned baby-sitting money to see a film, I should be able to watch it in peace and quiet. To all movie theater fans, I make the following requests: be on time, be quiet, and stay seated until the movie is over. You are not in your living room watching a free movie.

Go On ▶

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Reporting Category: **1 Language**

Performance Indicator: **0801.1.12 Identify correctly or incorrectly spelled words in context.**

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

Some other nuisanses should also be avoided.

What is the correct way to spell the underlined word?

A nusances

B nuisances

C niusances

D nusenses

Reporting Category: **3 Writing and Research**

Performance Indicator: **0801.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade, to entertain).**

36 **The author's purpose for writing this passage is most likely to**

F describe the way people should behave in a movie theater.

G inform people about what to expect at the movies.

H convince people to change their behavior while at the movies.

J entertain readers with a description of a recent experience at a movie theater.

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0801.3.9 Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas.**

37 **Which information can be added to the passage to best support the author's viewpoint?**

A the cost of attending a movie in a local theater

B the average rate of pay for babysitters in the author's town

C the number of movie theaters in the author's town

D the number of people attending movies on a weekly basis

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0801.3.11 Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode.**

38 **This passage would best be described as mainly**

F narrative.

G technical.

H descriptive.

J persuasive.

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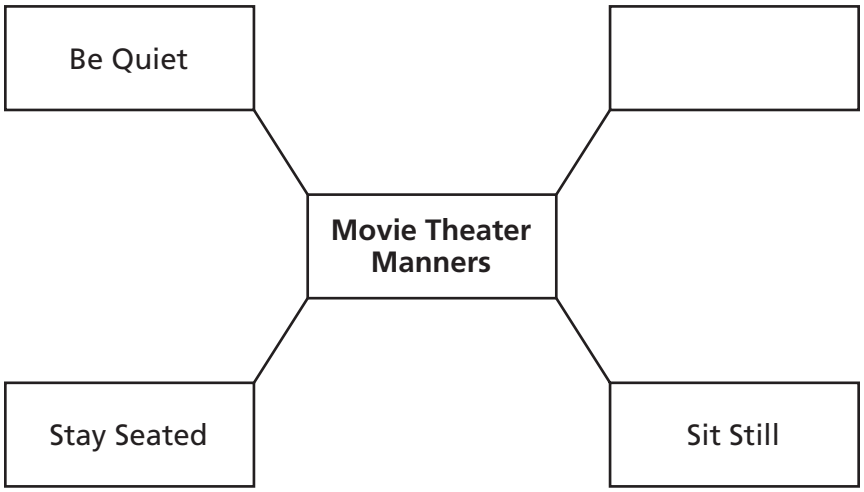
Reporting Category: **3 Writing and Research**

Performance Indicator: **0801.3.12 Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection.**

39 **Read the diagram.**



According to the passage, what information belongs in the empty box?

A Stay at Home

B No Running

C No Popcorn

D Be on Time

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0801.7.1 Choose the most appropriate medium for a prescribed purpose and audience.**

40 **Choose the medium that would be the most effective for the author to use to share the information.**

F a letter to the editor of the local newspaper

G an e-mail to personal friends and family

H a letter to the theater owners throughout town

J a handout for people in the theater parking lot

Go On ▶

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Directions **Read the passage. Then answer Numbers 41 through 52.**

Batty About Bats

by Kathiann Kowalski

1 Don't you hate it when a mosquito buzzes around your head at night when you're trying to sleep? Bzzzzzz . . . Or when the pesky critters join your camp out, leaving your body laced with itchy lumps? Imagine what it would be like if there were millions more mosquitoes!

2 Or, worse yet, what if the insects that devour farmers' crops were multiplied by the millions?

3 Now answer this question: Do you like bats? Well, without them, those two scenarios would become reality. Whether you like them or not, we need bats. So let's discover what really neat creatures they truly are.

Flying and Feeding

4 Bats are the only true flying mammals. Their scientific name, *chiroptera*, means "hand-winged." Thin membranes sandwich muscles and blood vessels and connect a bat's arm, palm, and finger bones to its ankles—forming wings. Because wings are crucial for flying and feeding, bats spend lots of time grooming them.

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5 Flying takes lots of energy, so bats eat about half their weight in food each day. Pregnant or nursing mothers eat more—up to their full weight. What's on the menu? It depends. "Bats fill every conceivable feeding niche," says Ken Paige at the University of Illinois at Urbana. Over 200 of the 925 known species eat fruits or flower nectar. Other bat species eat mosquitoes, flies, moths, beetles, or termites. Still others feed on frogs, fish, lizards, or other animals.

6 When food gets scarce in areas outside the tropics, some bat species migrate. Others hibernate through the cold winter.

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Hanging Out

7 Bats roost by hanging upside down. Their small size keeps all the blood from rushing to their heads. Where bats roost varies from species to species. Some choose old trees, buildings, or attics. Others build tents from leaves.

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8 Other bat species haunt caves in giant colonies. The Mexican free-tailed bat in the southwestern United States forms the largest groups of mammals known anywhere, with millions of bats per cave. One research project headed by Boston University's Thomas Kunz uses advanced infrared thermal imaging and computer technology to count bat colonies. "In order to really assess the impact that bats have on any ecosystem," Kunz explains, "we have to know how many are there."

Super Sonar

9 How do bats get around in the dark? "No bats are blind," says Kunz. "They all can see." Some fruit-eating and nectar-drinking bats actually have excellent vision.

10 About 670 species—mostly those who eat mobile prey—supplement fair or poor vision with *echolocation*. "They create maps of their environment by sound," explains Dean Waters at Great Britain's University of Leeds. The bats emit high-frequency cries above the range of human hearing. Then they interpret the echoes. Echolocation is more than measuring the time for echoes to bounce back. "Bats can not only range targets, but can also classify them depending on how they 'sound,' " says Waters. He calls these variations "echo colors."

11 Bats rely on other environmental clues, too. Insects are more likely to buzz about under certain air pressure conditions. By sensing pressure changes in the middle ear, Paige says, "Bats know when they can find abundant food without expending unnecessary energy flying out to check."

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Helpers in Trouble

12 "It's only myth and folklore that have promoted bad images of bats," notes Kunz. In contrast, Chinese culture prizes bats as symbols of happiness and good fortune. Ancient Egyptians hung bat images over doorways to ward off disease.

13 In truth, these night feeders really "go to bat" for the ecosystem. Uneaten insects would mean many more bug bites. Swarms of pests would destroy farmers' crops. Huge financial losses would follow, not to mention possible starvation for millions of people.

14 But bats are in danger—primarily from people. Destruction of habitat, disruption of hibernating colonies, and pesticides[1] are just a few threats. "But it's not all gloomy," stresses Bob Benson at Bat Conservation International (BCI). One BCI project encourages companies closing mines to use bat-friendly gates. The gates keep people out but let bats in. Another program encourages pest controllers to exclude bats from homes safely, instead of killing them with toxic chemicals. These win-win situations help everyone.

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15 While the BCI and others educate people, scientists study how to help bats survive in their natural habitat. "There is no point in finding out more about these fascinating creatures if we destroy them with ignorance and negligence," says Rob Houston at the University of Bristol in Great Britain. "Bats need friends!"

"Batty About Bats" by Kathiann Kowalski, adapted from *Odyssey*, May 2007: Night Life, © 2007 by Carus Publishing Company, published by Cobblestone Publishing. All rights reserved. Used by permission of the publisher.

[1]**pesticides:** chemicals used to destroy pests

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Reporting Category: **2 Vocabulary**

Performance Indicator: **0801.1.19 Recognize and use grade appropriate and/or content specific vocabulary.**

41 **Read this sentence from Paragraph 10.**

> *About 670 species—mostly those who eat mobile prey—supplement fair or poor vision with* echolocation.

What does supplement mean in this sentence?

A ignore

B experiment with

C challenge

D improve upon

Reporting Category: **3 Writing and Research**

Performance Indicator: **0801.4.1 Select the most focused research topic.**

42 **A student wants to do a report on bats. Which topic is focused enough for a short report about bats?**

F a comparison of bat species around the world

G the history of bats from ancient times until today

H a study of the changes bats create in an ecosystem

J a description of how echolocation helps a bat find prey

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0801.4.2 Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).**

43 **Which resource is the most reliable to find information about the life cycle of the Mexican free-tailed bat?**

A an encyclopedia article about different species of bats

B a local newspaper article about removing bats from an attic

C an eyewitness account of bats swarming out of a cave

D a supermarket tabloid story about bats invading a town

Reporting Category: **3 Writing and Research**

Performance Indicator: **0801.4.3 Determine the most appropriate research source for a given research topic.**

44 **What would be the most appropriate research source to use to learn about Bat Conservation International?**

F a science textbook

G a newspaper article

H an encyclopedia entry on the Internet

J the Web site for the organization

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Reporting Category: **5 Logic**

Performance Indicator: **0801.5.2 Evaluate text for fact or opinion.**

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

A So let's discover what really neat creatures they truly are.

B Flying takes lots of energy, so bats eat about half their weight in food each day.

C Their small size keeps all the blood from rushing to their heads.

D Some fruit-eating and nectar-drinking bats actually have excellent vision.

Reporting Category: **5 Logic**

Performance Indicator: **0801.5.3 Analyze cause-effect relationships in text.**

46 **Special gates used in mines help bats because the gates**

F discourage people from entering the mines while bats are resting.

G allow bats to enter their habitat while the mines are closed.

H protect bats from injury while opening and closing.

J provide a safe place for bats to roost.

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Reporting Category: **5 Logic**

Performance Indicator: **0801.5.4 Identify examples of persuasive devices (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal).**

47 **Choose the persuasive device that the author uses in the introduction.**

A loaded words

B name-calling

C snob appeal

D testimonial

Reporting Category: **5 Logic**

Performance Indicator: **0801.5.8 Identify instances of bias and stereotyping in print and non-print texts.**

48 **Which stereotype about bats can be found in the passage?**

F Bats are the only mammals that really fly.

G Not enough programs are trying to protect bats.

H Some bat species feed on frogs, fish, and lizards.

J Bats are creatures that are dangerous to humans.

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Reporting Category: 6 Informational Text

Performance Indicator: 0801.6.2 Identify the main idea and supporting details in text.

49 **Why does one BCI project encourage companies to use bat-friendly gates when closing a mine?**

A to give the bats a safe place to live

B to stop bats from attacking people

C to remove the bats from homes safely

D to keep the bats from distracting miners

Reporting Category: 6 Informational Text

Performance Indicator: 0801.6.3 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).

50 **Which heading from the passage would help a reader find information about how bats use sound to locate their prey?**

F Flying and Feeding

G Hanging Out

H Super Sonar

J Helpers in Trouble

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Reporting Category: **6 Informational Text**

Performance Indicator: **0801.6.6 Identify the organizational structure of a text (i.e., chronological, cause-effect, comparison-contrast, sequential, problem-solution).**

51 **The author organizes the section titled "Helpers in Trouble" by**

A listing in chronological order the reasons for a reduction in the bat population.

B explaining the way special organizations educate people about bats.

C identifying current problems bats are experiencing and how they are being resolved.

D stating myths about bats and contrasting them with facts discovered through scientific studies.

Reporting Category: **7 Literature**

Performance Indicator: **0801.8.14 Identify the author's purpose for writing.**

52 **What is the purpose of "Batty About Bats"?**

F to provide information about the usefulness of bats

G to persuade readers to find ways to help bats

H to describe why some people are nervous around bats

J to entertain readers with tales about bats

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Directions **Read the passage and the poem. Then answer Numbers 53 through 67.**

Sammy Lee
Five-Foot Giant

by Helen Enright

1 Sammy Lee scrambled up the ladder and raced along the diving board with his friends in pursuit. He leaped off the board and, to his surprise and delight, turned a complete somersault.

2 "I could hardly believe it," he said later. "I had to go right back and do it again."

3 Twelve-year-old Sammy was soon hooked on diving. He began hanging around that pool in Los Angeles, teaching himself to dive. His efforts didn't go unnoticed.

4 Hart Crum, an outstanding local diver, offered to coach Sammy. Crum was patient and was a good teacher, and by the end of the summer Sammy had learned the basic dives of competition.

5 It hadn't been easy. In 1933 the public pool was usually open only to white people. Crum, who was black, and Sammy, a Korean-American, were allowed to dive only one day a week.

6 Crum helped Sammy develop into a standout diver. But he soon admitted that he'd taught Sammy everything he knew. He recommended that Sammy find a more experienced coach.

7 Sammy began to practice at the Olympic Stadium pool. One day he caught the eye of Jim Ryan, considered to be "the coach of champions." Ryan called him over.

8 "You interested in diving?" asked Ryan, who was a giant of a man at six feet three and 270 pounds.

9 "Nuts about it," said Sammy, who was very short.

10 "Let's see you do a swan dive," Ryan said.

11 Sammy tried his best and climbed out of the pool with a smile. But Ryan wasn't smiling. "That's the worst dive I ever saw," he growled.

12 Ryan had a reputation for being a difficult coach. He never eased up, and offered his divers few words of encouragement. But Ryan sensed that Sammy had courage and a keen mind, and he agreed to coach him.

13 Ryan trained Sammy to take advantage of his short stature (just under five feet two) and to minimize the effect of his broad shoulders hitting the water. Sammy's height permitted him to tuck more tightly and spin more quickly than other divers. But he also learned to slice through the water with the slightest splash.

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14 Sammy began to have success in diving competitions, but he had many other interests. He played football and ran track for his high school and was voted vice-president of the student body.

15 Sammy's parents—Korean immigrants—put great value on education. They had struggled to make a living in California, and wanted their children to take advantage of the freedoms this country offered. Sammy helped out in the family's restaurant when things got busy, but most nights he sat in the kitchen and studied. He shared valedictorian honors when he graduated from high school, having earned A's in every class. In 1939 he enrolled at Occidental College in Los Angeles.

16 Under Ryan's thorough coaching, Sammy had developed into one of the country's best divers. Sammy wanted more. He wanted to be the best in the world.

17 Sammy won his first national titles in 1942, capturing the 3-meter springboard and 10-meter platform events. But he faced a decision. He wanted to become a doctor, but he knew that the educational demands of medical school would not allow much time for diving.

18 Sammy had joined the army reserves shortly after World War II began. The army offered a special training program for medical students. Sammy became a private first class, and the army paid his tuition to medical school. He quit diving.

19 But the desire to compete never left him. For a break from the demands of his studies, he occasionally found time to dive at a local pool. And after graduating from medical school, Lieutenant Sammy Lee began to work out again. He soon won the national platform-diving title.

20 "When I realized I could still go pretty well," he said, "I started pointing for the Olympics."

21 Sammy made the U.S. team for the 1948 Olympic Games in London, where he won the gold medal in the 10-meter platform event. But his diving soon took a back seat again. Now promoted to major, he was sent to Korea to serve in the U.S. Medical Corps during the Korean War.

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22 But by 1952 he was competing again, earning a spot on the U.S. team that would compete in the Olympics in Helsinki, Finland. If he won, he would become the oldest athlete ever to win an Olympic diving gold medal.

23 It was August 1, 1952—Sammy Lee's thirty-second birthday. He inhaled deeply as he stood high above the water, knowing that no one had ever won the Olympic platform-diving title twice. In the split second between the spring and the takeoff he wondered, "Why am I here? I'm a doctor now, not a diver." But the thought quickly vanished as Lee completed the dive.

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24 It was perhaps the best dive he had ever done.

25 Sammy Lee had won his second Olympic championship.

26 Dr. Lee has had a long career as an ear, nose, and throat specialist. He has also remained involved with diving all his life. In addition to diving in exhibitions throughout the world, he has been a judge at the Olympics and has coached many divers, including other Olympic champions.

27 And it all began when he turned an unexpected somersault while playing follow-the-leader with his friends.

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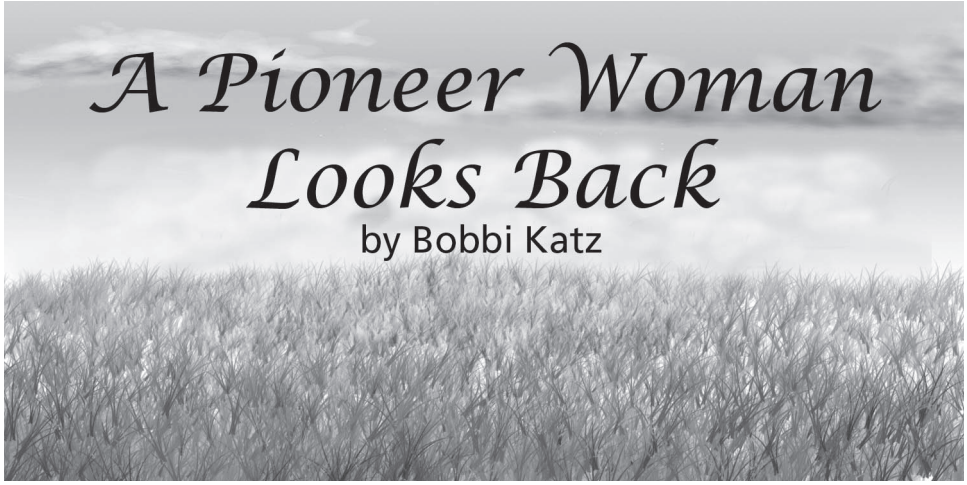

MARY STAHLER
Kansas, 1874

"Free for the taking. At that price, YOU can buy . . . a garden in the West . . . endless land and endless sky!"

We were just newlyweds.
John said, "It seems best
to grow with the country—
raise our family out West,"
We were young. We were strong.
How were we to know
land and sky could be cruel?
We got ready to go.
I smiled through my tears
as our loved ones waved good-bye.
We crossed
the Mississippi
for
endless land . . . endless sky . . .

The trail was rough
and the going was tough.
The prairies of Kansas
were far West enough.
John staked out our claim
one hot day in July,
as I waited and I watched—
endless land . . . endless sky . . .

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Young John was born
early that fall.
next came Mary,
then Elizabeth . . .
nine kids in all.

I schooled the children.
Town was too far away.
There were so many chores
to fit into a day!
Cooking, sewing, laundry—
and much more to do.
Yet somehow I found time
to be lonely, too:
The endless droning of the wind,
a lone coyote's call,
the chatter of the children,
no visitors at all.
I longed to see a woman—
to hear a woman's voice.
Instead, I hear winds whisper:
Free land! You made a choice.
Often I wonder.
and I can't help but sigh—
What price we really paid
for
endless land . . . endless sky . . .

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Reporting Category: **2 Vocabulary**

Performance Indicator: **0801.1.16 Use context clues and/or knowledge of roots and affixes to determine the meaning of unfamiliar words.**

53 **Read these lines from the poem.**

The endless droning of the wind,
a lone coyote's call,
the chatter of the children,
no visitors at all.

In this excerpt, the word droning refers to a

A sound.

B feeling.

C movement.

D power.

Reporting Category: **5 Logic**

Performance Indicator: **0801.5.2 Evaluate text for fact or opinion.**

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

F Sammy began to practice at the Olympic Stadium pool.

G In 1939 he enrolled at Occidental College in Los Angeles.

H It was perhaps the best dive he had ever done.

J He has also remained involved with diving all his life.

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Reporting Category: **5 Logic**

Performance Indicator: **0801.5.3 Analyze cause-effect relationships in text.**

55 **Sammy could spin more quickly than other divers because he**

A had very broad shoulders.

B was coached by a patient teacher.

C played other sports in high school.

D was about five feet two inches tall.

Reporting Category: **7 Literature**

Performance Indicator: **0801.8.2 Identify and analyze the author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).**

56 **The points of view in the passage and the poem are different because the**

F first-person point of view makes the poem more emotional.

G first-person point of view makes the tone of the passage more exciting.

H third-person omniscient point of view shows more of the poet's attitude.

J third-person limited point of view leaves the passage ending vague.

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Reporting Category: **7 Literature**

Performance Indicator: **0801.8.3 Determine how a story changes if the point of view is changed.**

57 **How would the passage be different if it were written from a third-person limited point of view?**

A Sammy would narrate the events in his life as he experiences them.

B The ending of the passage would be more surprising.

C The author's opinions would be unknown to the reader.

D Only Sammy's thoughts and feelings would be shared with the reader.

Reporting Category: **7 Literature**

Performance Indicator: **0801.8.4 Distinguish among different genres (e.g., poetry, drama, biography, novel) using their distinguishing characteristics.**

58 **How are the passage and poem different based on their genres?**

F The passage describes factual events and real people, while the poem describes fictional individuals.

G The passage describes events with great detail, while the poem focuses on mood and emotion.

H The passage develops characters through dialogue, while the poem is mainly visual in its description.

J The passage is meant to be entertaining, while the poem is meant to explain life in a specific time period.

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Reporting Category: **7 Literature**

Performance Indicator: **0801.8.5 Analyze the development of similar themes across two or more literary texts.**

59 **Which theme can be found in both the passage and the poem?**

A Determination and hard work often result in success.

B Desires and needs are two different things.

C Personal sacrifices are sometimes necessary.

D Moving to a new place can be emotionally challenging.

Reporting Category: **7 Literature**

Performance Indicator: **0801.8.6 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).**

60 **The reader is able to understand the speaker in the poem by reading what**

F she does to care for her family.

G her family does every day.

H her family says about her actions.

J she says about her experiences.

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Reporting Category: **7 Literature**

Performance Indicator: **0801.8.7 Identify and analyze examples of literary elements that shape meaning within context (i.e., flashback, foreshadowing, irony, mood, symbolism, tone).**

61 **Which literary element has the strongest effect on the meaning of the poem?**

A the sad tone as Mary describes her experiences

B foreshadowing the difficulties Mary would face

C the irony of free land causing emotional distress

D flashback to the difficulty of leaving family behind

Reporting Category: **7 Literature**

Performance Indicator: **0801.8.8 Analyze figurative language (i.e., idiom, metaphor, simile, personification, hyperbole, pun) within context.**

62 **Read these lines from the poem.**

Instead, I hear winds whisper:
Free land! You made a choice.

The author personifies the wind as whispering to the speaker in order to

F exaggerate the noisiness of the prairie.

G portray the setting as an antagonist.

H compare the winds to a member of the family.

J emphasize the reason for moving to the prairie.

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Reporting Category:	**7 Literature**
Performance Indicator:	**0801.8.9 Analyze examples of sound devices within context (i.e., rhyme scheme, alliteration, free verse, repetition, internal rhyme, slant rhyme).**

63 **The repetition of "endless land . . . endless sky" throughout the poem serves to**

A create a calm mood for the reader.

B explain how magnificent the setting seems to the narrator.

C remind the reader of the subject of the poem.

D emphasize the feeling of isolation in the prairie.

Reporting Category:	**7 Literature**
Performance Indicator:	**0801.8.10 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).**

64 **What kind of conflict is the speaker experiencing in the poem?**

F person vs. self

G person vs. person

H person vs. technology

J person vs. environment

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Reporting Category: **7 Literature**

Performance Indicator: **0801.8.11 Identify and analyze a literary character's moral dilemma.**

65 **What moral conflict is shared by both Sammy and the pioneer woman?**

A Both have personal dreams that may result in hurting the feelings of those they care about.

B Both find themselves isolated from family in order to achieve a goal.

C Both must pursue a specific path in life.

D Both pursue their goals despite the criticism and prejudice of the society to which they belong.

Reporting Category: **7 Literature**

Performance Indicator: **0801.8.12 Recognize and identify words within context that reveal particular time periods and cultures.**

66 **Which phrase from the poem helps to place its setting before the twentieth century?**

F going was tough

G staked out our claim

H so many chores

J longed to see

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Reporting Category: **7 Literature**

Performance Indicator: **0801.8.13 Determine the influence of culture and ethnicity on the themes and issues of literary texts.**

67 **How did the idea of westward expansion in a growing country affect the Stahlers?**

A They were tempted to leave family behind to settle new territory.

B Because of the dangers of prairie life, they experienced many hardships.

C They were prepared for the constant adventures they found in Kansas.

D Because many were moving, they were with people who had common goals.

Go On ▶

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Directions Read and answer Numbers 68 through 93.

Reporting Category: 1 Language

Performance Indicator: 0801.1.3 Identify the correct use of adjectives (i.e., common/proper, comparative/superlative, adjective clauses) and adverbs (i.e., comparative/superlative) within context.

68 Read this sentence.

Although the score was not favorable, Shawanda was feeling hopefully that her team would win the game.

Which word should replace the underlined word?

F hopeful

G hopefuller

H more hopeful

J most hopefullest

Reporting Category: 1 Language

Performance Indicator: 0801.1.5 Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context.

69 **Which sentence uses a prepositional phrase incorrectly?**

A Tiffany went with us to visit the local senior citizen center.

B Terry struggled to see the runners as they ran into view.

C To the science museum we wanted to go for our class field trip.

D Two showings of the school play are planned to accommodate all students.

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Reporting Category:	**1 Language**
Performance Indicator:	**0801.1.7 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses).**

70 **Read these sentences.**

Eight-year-old Armando loved reading. He began hanging around the library, sharing books with other kids.

How should the underlined portion of these sentences best be revised to combine the sentences?

F reading, and he began

G reading, yet began

H reading, but he began

J reading so began

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Reporting Category: **1 Language**

Performance Indicator: **0801.1.8 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements).**

71 **Read the run-on sentence below.**

We usually enjoy the hike to the lake however, today a cloud of mosquitoes bothered us.

What is the correct way to revise the run-on sentence?

A We usually enjoy the hike to the lake, however. Today a cloud of mosquitoes bothered us.

B We usually enjoy the hike to the lake: however, today a cloud of mosquitoes bothered us.

C We usually enjoy the hike to the lake; however, today a cloud of mosquitoes bothered us.

D We usually enjoy the hike to the lake, however, today a cloud of mosquitoes bothered us.

Reporting Category: **1 Language**

Performance Indicator: **0801.1.9 Identify the appropriate use of gerund and participial phrases.**

72 **Which sentence uses a gerund phrase correctly?**

F Building a tree house in our backyard has a lot of lovely flowers and trees.

G Knowing how to use library resources is a good skill for students to have.

H Stanley, a thoughtful and caring for his friends as best he can.

J Meryl and Marilyn, going to visit their uncle for the summer as usual.

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Reporting Category: **1 Language**

Performance Indicator: **0801.1.10 Identify the correct use of appositives/ appositive phrases and infinitive/ infinitive phrases within context.**

73 **Which sentence uses an appositive correctly?**

A Blanca, my Labrador retriever, loves to lie in the sun and eat pecans that have fallen right off the tree.

B A person no matter how strong they are must be careful when moving heavy objects from one place to another.

C My older sister, studying chemistry in college will be home for a short break next week.

D While on vacation, my cousin Mark who is the youngest in the family, spent too much time in the sun and got a sunburn.

Reporting Category: **1 Language**

Performance Indicator: **0801.1.11 Select the correct pronoun-antecedent agreement for personal pronouns within context.**

74 **Which sentence uses correct pronoun-antecedent agreement?**

F Neither of the boys know their scores on the test.

G Most of us want to return in the same bus they came in.

H You and I are wearing the shirts our team leader gave us.

J Everyone should bring in their permission slips by Wednesday.

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Reporting Category:	**1 Language**
Performance Indicator:	**0801.1.14 Recognize usage errors occurring within context (i.e., subject-verb agreement, pronoun case, double negatives, comparative/superlative forms, troublesome word pairs: {to/too/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery, where/were, which/that/who})within context.**

75 **Which sentence does not use the underlined word correctly?**

A "Can you explain the step again?" Sam asked.

B May you help me with my homework?

C Can you go with us next week?

D "May I go to the school fair?" Kai asked her mother.

Reporting Category:	**1 Language**
Performance Indicator:	**0801.1.15 Select the appropriate use of underlining/italicizing with titles, specific words, numbers, letters, and figures.**

76 **Which sentence is written incorrectly?**

F He kept guessing *fish* as if the correct answer would change.

G Rudyard Kipling's short story The Man Who Would Be King was also made into a movie.

H *To Kill a Mockingbird* is a movie based on a novel by the same name.

J The chapters that provide the best explanations are The Engineers, The River, and The Flood.

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Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0801.1.18 Recognize the effect of stressed or unstressed syllable to aid in identifying the meaning of multiple meaning words.**

77 **In which sentence is the second syllable of record accented?**

A Tory ran the race in record time.

B I usually record what the speaker says.

C The doctor's office keeps a record of each patient.

D Henry holds the record for growing the largest pumpkin.

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0801.1.20 Identify commonly used foreign words and phrases (i.e., RSVP, *déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps,* verbatim).**

78 **Every ten years, members of the graduating class of 1980 gather for a reunion at Central High School because this is their**

F *alma mater*.

G *cum laude*.

H *déjà vu*.

J *esprit de corps*.

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0801.2.4 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).**

79 **Melissa is giving a speech about her coin collection, but her audience is losing interest. Which of these is most likely the reason?**

A She tells a funny story about how she acquired one of her coins.

B She makes short pauses between the important points in her speech.

C She briefly stops speaking to show the audience some of her favorite coins.

D She keeps her eyes on her notes to make sure her main points are all covered.

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0801.2.5 Organize a series of note cards in the most effective order for an oral presentation.**

80 **Ted is planning a presentation on Beatrix Potter. These are some of his note cards.**

1 Although widely respected throughout England for her botany work, she was denied a formal education because of her gender.	**3** Upon her death in 1943, she left 4,000 acres of land to a National Trust, and it later became part of the Lake District National Park.
2 At an early age, she began sketching her many pets: newts, ferrets, two rabbits, and even a bat.	**4** Beatrix Potter was born in South Kensington, London, on July 28, 1866.

In which order should the information on the note cards be presented?

F 2, 4, 3, 1

G 4, 2, 1, 3

H 4, 1, 2, 3

J 1, 3, 4, 2

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Reporting Category:	4 Communication and Media
Performance Indicator:	0801.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gain the floor in orderly ways, meet or set deadlines for completing each task, come to agreement by seeking consensus or following the majority).

81 **Groups of four students are creating multimedia presentations on the American Revolution. Which group is working most efficiently?**

A Three students are surfing the Internet, and one is listing types of media to use to display their information.

B Two students are researching the American Revolution, while two are preparing the outline for their presentation.

C All four students are looking at the card catalog on a computer screen to find books about the American Revolution.

D One student is getting books from the library, one is searching the Internet, one is taking notes, and one is finding pictures.

Reporting Category:	4 Communication and Media
Performance Indicator:	0801.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gain the floor in orderly ways, meet or set deadlines for completing each task, come to agreement by seeking consensus or following the majority).

82 **What is the first task a team needs to do in order to be productive?**

F assign a role to each team member

G set deadlines for the completion of each task

H determine the purpose and goals for the team

J measure the progress of individuals and the group

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0801.2.8 Identify the functions and responsibilities of individuals within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).**

83 **In an organized group, which member maintains the schedule and makes sure all work is completed by the deadline?**

A the information gatherer

B the recorder

C the reporter

D the timekeeper

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0801.3.8 Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage.**

84 **Read the sentence below.**

Tyler went to the front of the room and started to speak.

What is the best way to improve the sentence using vivid language?

F Tyler slowly walked from the rear of the room to the front and presented his speech.

G Tyler boldly strode to the front of the crowded room and, in a confident voice, began to speak.

H Before he spoke to the whole class, Tyler had to make his way up the aisle to the front of the room.

J After Tyler went up and stood in the front of the room, he opened his mouth and started giving a long speech.

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0801.3.13 Select the most appropriate format for a work-related text.**

85 **Cecilia has several pet-sitting jobs in her neighborhood. She wants to make sure she provides the services her clients need, so she plans to prepare a handout to give to her clients. What type of handout would be most effective?**

A a list of families who highly recommend her services

B a series of questions clients should answer correctly

C a list of services on which clients can check off their preferences

D a page with blank lines so clients can list what services they need

Reporting Category: **3 Writing and Research**

Performance Indicator: **0801.4.2 Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).**

86 **Erick wants to plant wildflowers in his backyard in Nashville. Which source would provide the most reliable instructions for him?**

F a magazine article on vegetable gardening in Tennessee

G a newspaper article on award-winning landscapes

H a seed description from a national catalog

J a book on growing native Tennessee plants

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Reporting Category: **6 Informational Text**

Performance Indicator: **0801.6.5 Choose the correct order of a set of instructions.**

87 **Read these steps for making a collage.**

1. *When you are satisfied with your design, glue all the pieces to the poster board.*
2. *Choose a theme.*
3. *Using the materials you have gathered, think about how to create an interesting design and then try different arrangements. Be sure to let the pieces overlap each other.*
4. *Gather materials related to your theme: poster board, glue, torn paper, small objects, photos, magazine clippings, or fabrics with a variety of large and small shapes, light and dark colors, and coarse and fine textures.*

Which is the best way to order the steps?

A 3, 2, 1, 4

B 2, 4, 3, 1

C 2, 3, 1, 4

D 4, 1, 3, 2

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0801.7.2 Select a visual image that best reinforces a viewpoint or enhances a presentation.**

88 **Patti is presenting a report on the works of playwright William Shakespeare for her theater class. Which visual image would be best for her to use during the presentation?**

F a poster board with sketches of William Shakespeare throughout his life

G a timeline of different dramas written by William Shakespeare

H a drawing of a stage where dramas written by William Shakespeare were performed

J a chart of the process William Shakespeare used to write his dramas

Reporting Category: **4 Communication and Media**

Performance Indicator: **0801.7.3 Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).**

89 **What is the most likely purpose of a video about pets and their funny behaviors with people?**

A to describe

B to inform

C to entertain

D to persuade

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0801.7.4 Draw an inference from a non-print medium.**

90 **Look at this photo.**

© YinYang/iStockphoto #6310315

What can the reader conclude about the woman in this photo?

F She is studying for an important test.

G She is interested in reading her book.

H She is spending her lunch time at the park.

J She is reading about the history of the area.

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0801.7.5 Choose the statement that best summarizes/communicates the message presented by a medium.**

91 **Look at this photo.**

© Thomas Perkins/iStockphoto #5421150

A dentist for children wants to use this photo in a magazine advertisement. What message is the dentist most likely trying to communicate with this photo?

A the best way for people to brush teeth

B the most appropriate toothbrush for people

C the importance of healthy dental care at a young age

D the need for parents to encourage their children to brush their teeth

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0801.7.6 Select the type of conflict (e.g., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.**

92 **Look at the photograph.**

© Deepfrog17/Dreamstime #1029867

What type of conflict is presented in this photograph?

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: **0801.8.1 Demonstrate an understanding of the basic elements of plot: exposition, rising action, climax, falling action, resolution/denouement.**

93 **Tamika wrote the following sentences for her report after reading a short story.**

Eduardo finally experienced the consequences of his hasty decision. It was a moment of great suspense for the reader.

Which plot element is Tamika describing?

A the exposition

B the falling action

C the resolution

D the climax

STOP

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Mathematics

Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0806.1.1 Solve problems involving rate/time/distance (i.e., d = rt).**

1 A train traveled for one hour.

- For the first $\frac{3}{4}$ hour, the train traveled at a speed of 80 miles per hour.
- For the next $\frac{1}{4}$ hour, the train traveled at a speed of 60 miles per hour.

What is the total distance the train traveled during this hour?

A 65 miles

B 70 miles

C 75 miles

D 90 miles

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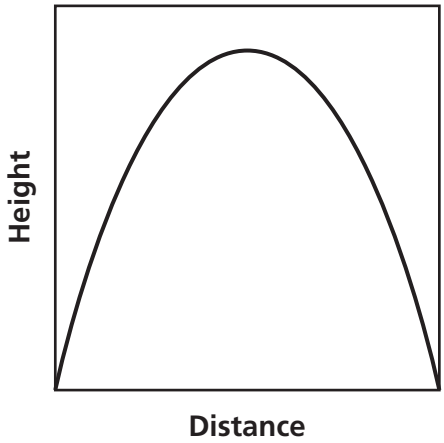
Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0806.1.2 Interpret a qualitative graph representing a contextual situation.**

2 William shot an arrow into the air. The graph below shows the height and distance the arrow traveled during flight.



Based on the graph, which statement about the flight of the arrow is true?

F The height of the arrow decreased and then increased.

G The height of the arrow increased and then remained constant.

H The height of the arrow increased and then decreased.

J The height of the arrow decreased and then remained constant.

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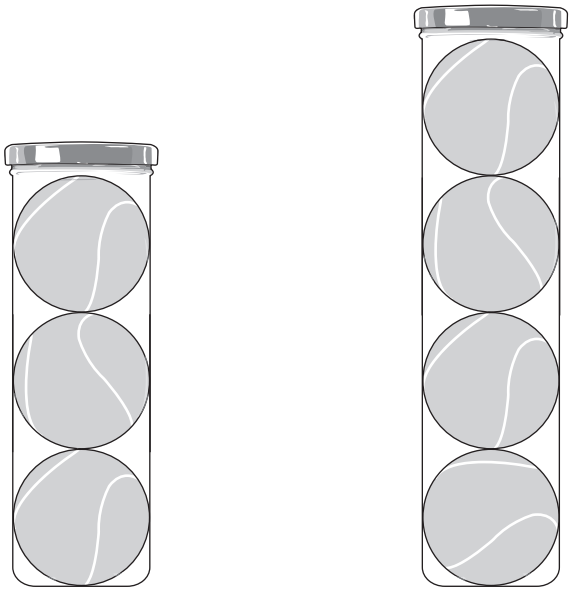
Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0806.1.3 Calculates rates involving cost per unit to determine the best buy.**

3 These types of tennis ball packages are available at a store.



3 tennis balls
$4.95

4 tennis balls
$6.00

A coach buys 24 tennis balls. She buys only the type of package with the lowest unit price. How much money will she save buying 24 tennis balls at the lowest unit price compared to the highest unit price?

A $1.05

B $1.50

C $3.15

D $3.60

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Reporting Category: **2 Number and Operations**

Performance Indicator: **0806.2.1 Order and compare rational and irrational numbers and locate on the number line.**

4 Which real number is closest in value to the number represented by Point *P* on the number line?

F $\sqrt{18}$

G $\sqrt{24}$

H $\frac{23}{5}$

J 4.5999

Reporting Category: **2 Number and Operations**

Performance Indicator: **0806.2.2 Identify numbers and square roots as rational or irrational.**

5 Which number is irrational?

A 2.001678

B 1.02002000200002 . . .

C 0.245245245 . . .

D 0.2

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Reporting Category: **2 Number and Operations**

Performance Indicator: **0806.2.3 Use scientific notation to compute products and quotients.**

6 **Simplify:**

$$(3 \times 10^6)(2.5 \times 10^7)$$

F 5.5×10^{13}

G 7.5×10^{13}

H 5.5×10^{42}

J 7.5×10^{42}

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Reporting Category: **2 Number and Operations**

Performance Indicator: **0806.2.4 Solve real-world problems requiring scientific notation.**

7 The table below shows the number of ten-dollar bills produced in 2006 and 2007.

Ten-Dollar Bills Produced

Year	Number
2006	8.512×10^8
2007	8.32×10^7

How many more ten-dollar bills were produced in 2006 than in 2007?

A 1.92×10^6

B 1.92×10^7

C 7.68×10^7

D 7.68×10^8

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Reporting Category: **3 Algebra**

Performance Indicator: **0806.3.1 Find solutions to systems of two linear equations in two variables.**

8 What is the solution to this system of linear equations?

$$\begin{aligned} 3x + y &= 2 \\ x - 2y &= 10 \end{aligned}$$

F $(2, -4)$

G $(-4, 2)$

H $(3, -7)$

J $(-7, 3)$

Reporting Category: **3 Algebra**

Performance Indicator: **0806.3.2 Solve the linear equation $f(x) = g(x)$.**

9 **Given:** $\begin{cases} f(x) = \dfrac{x}{2} \\ g(x) = \dfrac{4x - 1}{5} \end{cases}$

What is the value of x when $f(x) = g(x)$?

A $-\frac{2}{3}$

B $-\frac{1}{3}$

C $\frac{1}{3}$

D $\frac{2}{3}$

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Reporting Category: **3 Algebra**

Performance Indicator: **0806.3.3 Solve and graph linear inequalities in two variables.**

10 What is the solution for a in this inequality?

$$4 + 4a + 3b \geq 5b + a + 1$$

F $a \geq \frac{2}{3}b - 1$

G $a \geq \frac{8}{5}b - 1$

H $a \geq \frac{2}{5}b - 3$

J $a \geq \frac{8}{3}b - 3$

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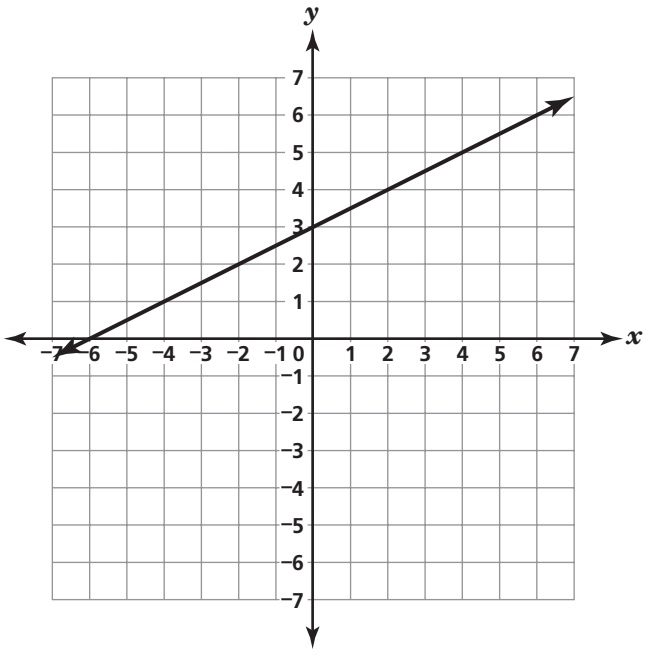
Reporting Category: **3 Algebra**

Performance Indicator: **0806.3.4 Translate between various representations of a linear function.**

11 The graph of a linear function is shown below.



Which linear equation is best represented by this graph?

A $y = 3$

B $y = \frac{1}{2}x$

C $y = \frac{1}{2}x + 3$

D $y = 3x + \frac{1}{2}$

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Reporting Category: **3 Algebra**

Performance Indicator: **0806.3.5 Determine the slope of a line from an equation, two given points, a table or a graph.**

12 Points $(15, 31)$ and $(27, 35)$ are both located on $\overleftrightarrow{RS}$. What is the slope of $\overleftrightarrow{RS}$?

F $\frac{1}{2}$

G $\frac{1}{3}$

H 2

J 3

Reporting Category: **3 Algebra**

Performance Indicator: **0806.3.5 Determine the slope of a line from an equation, two given points, a table or a graph.**

13 What is the slope of the line represented by the equation $y = 5x + 2$?

A $\frac{1}{5}$

B $\frac{2}{5}$

C 2

D 5

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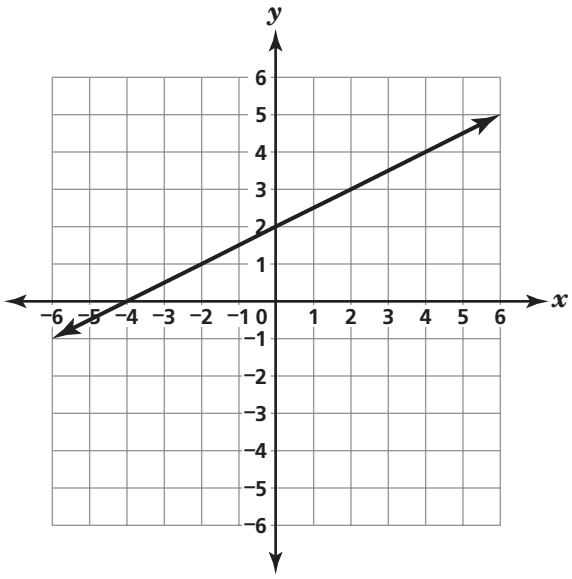
Reporting Category: **3 Algebra**

Performance Indicator: **0806.3.6 Analyze the graph of a linear function to find solutions and intercepts.**

14 A line is graphed below.



Which is closest to the *y*-value of the *y*-intercept of this line?

F 2

G $\frac{1}{2}$

H 0

J −4

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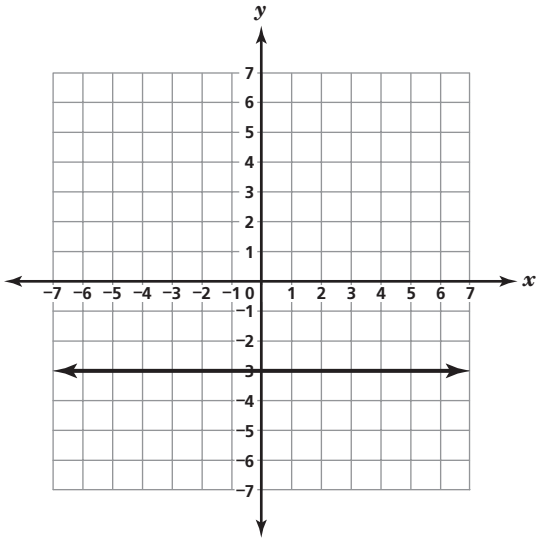
Reporting Category: **3 Algebra**

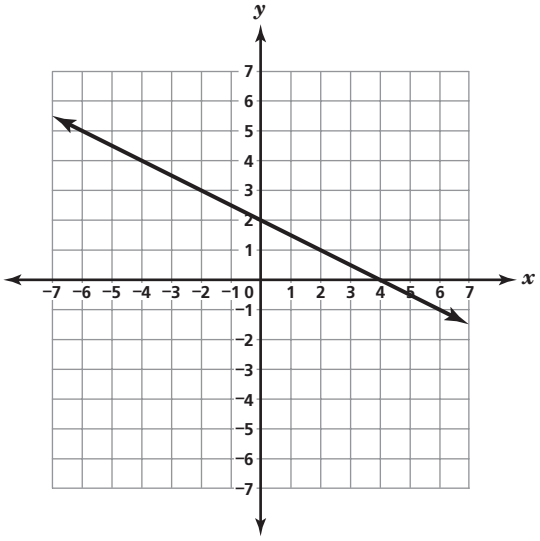
Performance Indicator: **0806.3.6 Analyze the graph of a linear function to find solutions and intercepts.**

15 Which graph shows a line that appears to have a *y*-intercept with a *y*-value of 0?

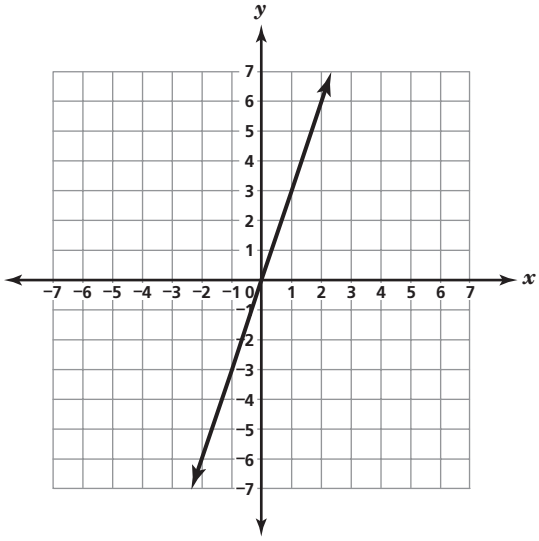
A



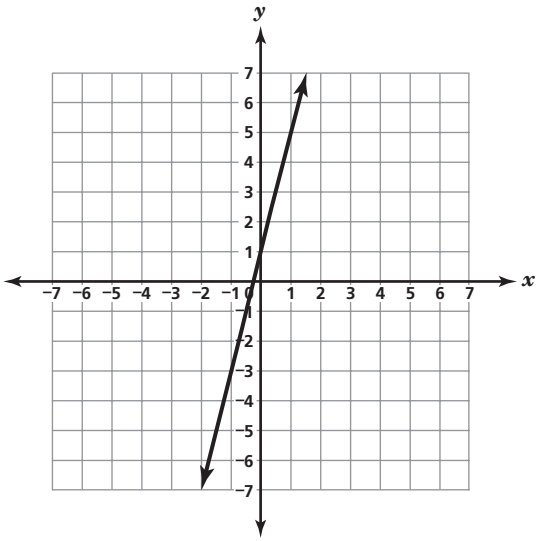
C



B



D



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Reporting Category: **3 Algebra**

Performance Indicator: **0806.3.7 Identify, compare and contrast functions as linear or nonlinear.**

16 Which equation represents a linear function?

F $y = x^2 - 2$

G $3x + y = 7$

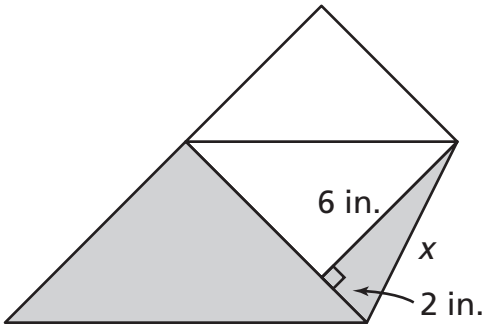
H $5 - x^4 = y + x^5$

J $y = 2x^3 + x^2 - 5x + 1$

Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0806.4.1 Use the Pythagorean Theorem to solve contextual problems.**

17 The figure below represents a folded piece of paper.



According to the measurements, what is the length of *x*, in inches?

A 4

B $\sqrt{32}$

C $\sqrt{40}$

D 8

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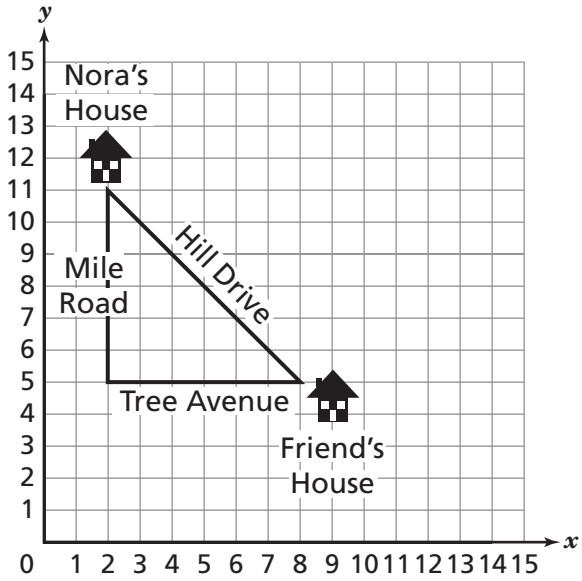
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0806.4.2 Apply the Pythagorean theorem to find distances between points in the coordinate plane to measure lengths and analyze polygons and polyhedra.**

18 The grid below shows a diagram of two paths from Nora's house to her friend's house.



Based on the diagram, which is the closest distance from Nora's house to her friend's house on Hill Drive?

F 8 units

G 12 units

H 18 units

J 36 units

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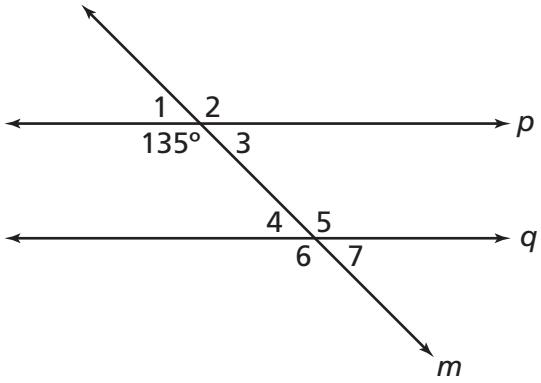
19 In this figure, Lines *p* and *q* are parallel and Line *m* is a transversal.



What is the measure of ∠7?

A 45°

B 55°

C 135°

D 225°

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Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0806.4.4 Convert between and within the U.S. Customary System and the metric system.**

20 About how many miles are equivalent to 55 kilometers? (1 kilometer $\approx$ 0.621 mile)

F 341.550 miles

G 88.567 miles

H 55.621 miles

J 34.155 miles

Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0806.4.4 Convert between and within the U.S. Customary System and the metric system.**

21 A package weighs 3 pounds 8 ounces. Which measurement is closest to this weight? (1 kilogram $\approx$ 2.2 pounds)

A 1.59 kilograms

B 1.73 kilograms

C 7.70 kilograms

D 8.36 kilograms

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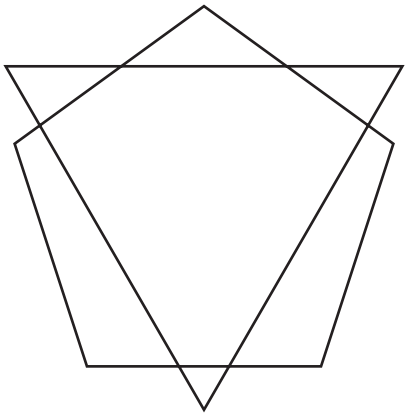
Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0806.4.5 Identify the intersection of two or more geometric figures in the plane.**

22 The intersection of two shapes is shown below.



The intersection of these two shapes is best described as exactly

F 3 points.

G 3 line segments.

H 6 points.

J 6 line segments.

Go On ▶

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Reporting Category:	**5 Data Analysis, Statistics and Probability**
Performance Indicator:	**0806.5.1 Calculate probabilities of events for simple experiments with equally probable outcomes.**

23 Fernando has 12 orange pencils, 9 purple pencils, and 7 red pencils. He will randomly select one of these pencils. What is the probability that the pencil he selects will be an orange pencil?

A $\frac{1}{12}$

B $\frac{3}{7}$

C $\frac{3}{4}$

D $\frac{7}{3}$

Reporting Category:	**5 Data Analysis, Statistics and Probability**
Performance Indicator:	**0806.5.2 Use a variety of methods to compute probabilities for compound events (e.g., multiplication, organized lists, tree diagrams, area models).**

24 Peggy will flip a fair coin one time. Then, she will randomly select a marble from a bag. There are 4 red marbles and 6 blue marbles in the bag. What is the probability that the coin will land on heads and the marble will be red?

F $\frac{1}{3}$

G $\frac{1}{5}$

H $\frac{1}{8}$

J $\frac{1}{20}$

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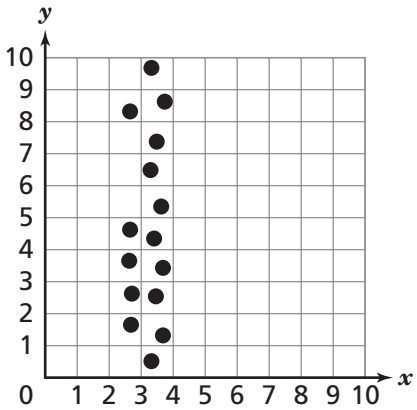
Reporting Category: **5 Data Analysis, Statistics and Probability**

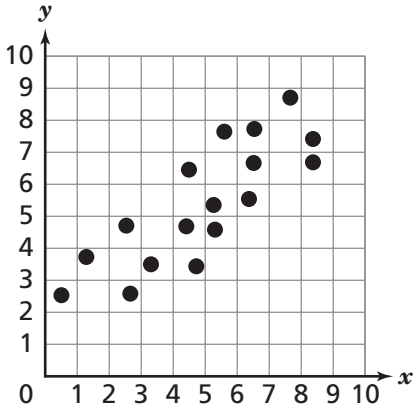
Performance Indicator: **0806.5.3 Generalize the relationship between two sets of data using scatterplots and lines of best fit.**

25 Which scatterplot displays a negative relationship between the two variables?

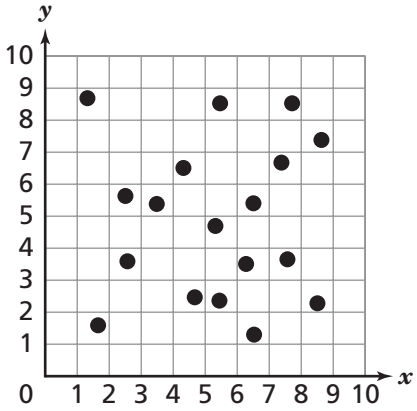
A



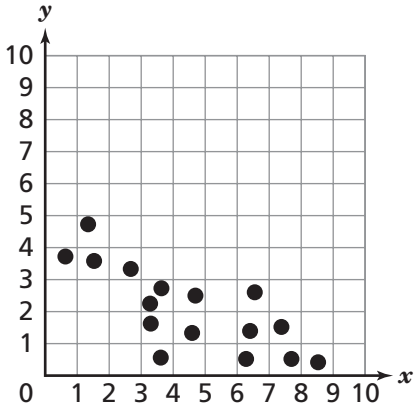
C



B



D



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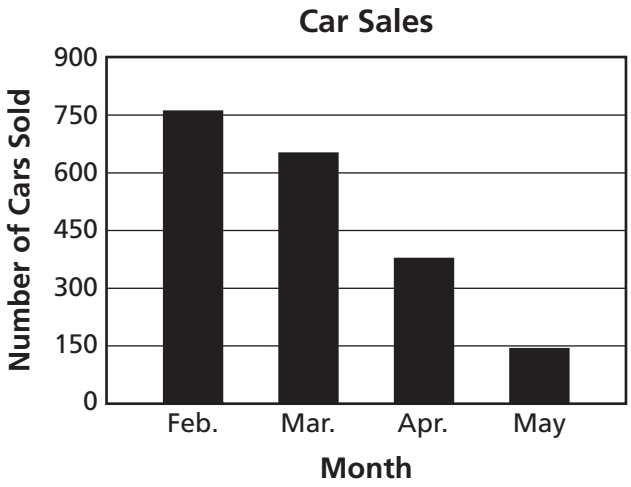
Reporting Category: **5 Data Analysis, Statistics and Probability**

Performance Indicator: **0806.5.4 Recognize misrepresentations of published data in the media.**

26 The decrease in sales for a car dealership over four months is shown on the graph.



The dealership manager wants to make the decrease seem less significant. Which change to the graph would be most effective?

F use a greater vertical interval on the vertical axis

G only show the sales from the first and fourth months

H represent the data in a line graph instead of a bar graph

J compare the data to the previous year's sales using a bar graph

STOP

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Science

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

Performance Indicator: **0807.INQ.1 Design a simple experimental procedure with an identified control and appropriate variables.**

1 **A student designs an experiment to find out how surface type affects the amount of force needed to roll a ball 20 meters. What is the independent variable?**

A the lengths of the surfaces

B the force needed to roll the ball

C the type of surfaces used

D the type of ball chosen

Go On ▶

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Reporting Category: INQUIRY AND TECHNOLOGY & ENGINEERING

Performance Indicator: 0807.INQ.5 Identify a faulty interpretation of data that is due to bias or experimental error.

2 The table below shows data used to calculate the speed of 4 identical toy cars moving down a ramp.

Table of Toy Car Trials

Car Color	Trial 1 Time (seconds)	Trial 2 Time (seconds)	Distance (centimeters)	Timer
Red	31	39	300	Student 1
Blue	30	33	300	Student 2
Yellow	37	40	300	Student 3
Green	33	28	300	Student 4

Which part of the experiment is probably the source of error in this investigation?

F Car Color

G Car Type

H Distance

J Timer

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Reporting Category: INQUIRY AND TECHNOLOGY & ENGINEERING

Performance Indicator: 0807.TE.2 Evaluate a protocol to determine if the engineering design process was successfully applied.

3 **A company has found the need for smaller, longer-lasting batteries to use in hybrid vehicles. What would be the first step taken to design and produce an improved battery?**

A test the new battery

B reshape the existing battery

C research current battery technology

D build a prototype battery

Reporting Category: INQUIRY AND TECHNOLOGY & ENGINEERING

Performance Indicator: 0807.TE.4 Differentiate between adaptive and assistive engineered products.

4 **Which item is an assistive bioengineered product?**

F dental braces

G artificial arm

H fuel made from corn

J eyeglasses made from plastic

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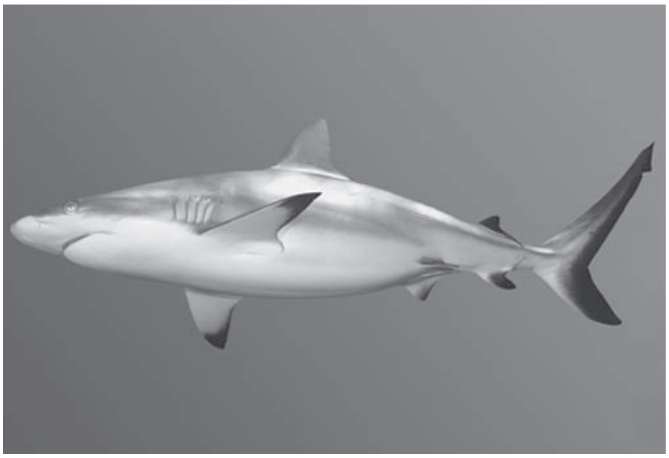
Performance Indicator: 0807.5.1 Use a simple classification key to identify an unknown organism.

5 **The picture shows an organism.**



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Classification Key

1a. The organism has feathers ..... Class Aves
1b. The organism has no feathers..... Go to 2

2a. The organism has no hair..... Go to 3
2b. The organism has hair or hair-like structures.... Go to 4

3a. The organism has gills.....Class Chondrichthyes
3b. The organism has lungs..... Class Reptilia

4a. The organism has four legs ..... Class Mammalia
4b. The organism has six legs ..... Class Insecta

Using the classification key above, identify the organism's class.

A Class Insecta

B Class Reptilia

C Class Mammalia

D Class Chondrichthyes

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Reporting Category:	**LIFE SCIENCE: Biodiversity & Change**
Performance Indicator:	**0807.5.2 Analyze structural, behavioral, and physiological adaptations to predict which populations are likely to survive in a particular environment.**

6 **Which population would best be adapted for a rocky, mountainous region?**

F a population of organisms with hooves

G a population of organisms with thick fur

H a population of organisms with gills

J a population of organisms with moist skin

Go On ▶

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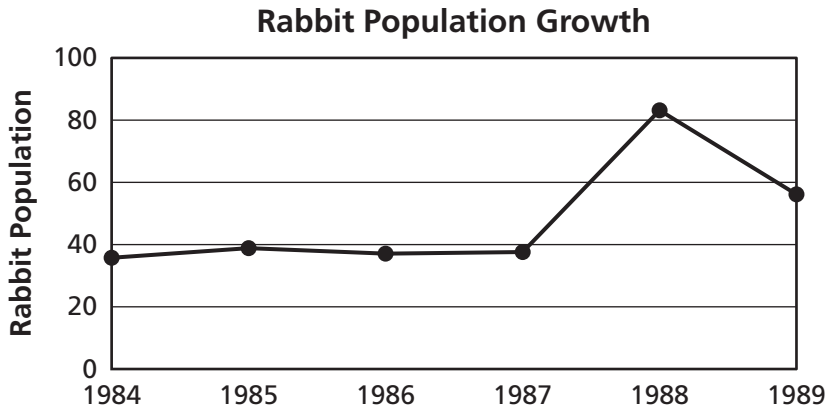
Reporting Category: **LIFE SCIENCE: Biodiversity & Change**

Performance Indicator: **0807.5.3 Analyze data on levels of variation within a population to make predictions about survival under particular environmental conditions.**

7 **The graph below shows the growth of a rabbit population.**



Which probably happened between 1987 and 1988?

A There was a decrease in available amount of food.

B There was an increase in competition.

C There was a decrease in the predator population.

D There was an illness among the population.

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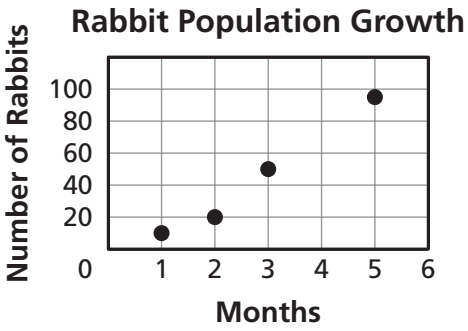
Reporting Category: LIFE SCIENCE: Biodiversity & Change

Performance Indicator: 0807.INQ.3 Interpret and translate data into a table, graph, or diagram.

8 The graph shows a rabbit population that has increased due to the lack of predators.



Which table correctly displays the population data?

F

Rabbit Population

Months	Population
1	5
2	50
3	60
5	85

H

Rabbit Population

Months	Population
1	10
2	15
3	35
5	75

G

Rabbit Population

Months	Population
1	10
2	20
3	50
5	95

J

Rabbit Population

Months	Population
1	20
2	30
3	75
5	120

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Reporting Category:	**LIFE SCIENCE: Biodiversity & Change**
Performance Indicator:	**0807.TE.3 Distinguish between the intended benefits and the unintended consequences of a new technology.**

9 **Ethanol, often produced from corn, is being added to gasoline in order to reduce the amount of fossil fuel usage. Which is an unintended consequence of ethanol use?**

A cost of corn products increases

B improvement in gas mileage

C conservation of fossil fuels

D improved health of environment

Reporting Category:	**LIFE SCIENCE: Biodiversity & Change**
Performance Indicator:	**0807.5.4 Identify several reasons for the importance of maintaining the earth's biodiversity.**

10 **The clear-cutting of forests because of growing cities will probably result in**

F decreased forest biodiversity.

G increased oxygen production.

H decreased urban populations.

J increased organism diversity.

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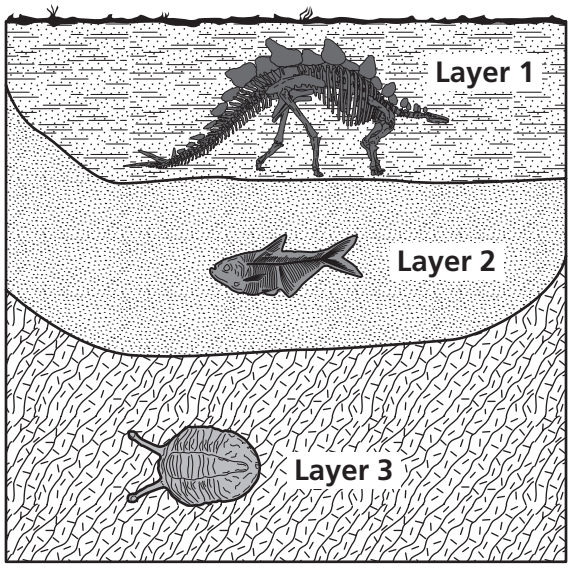
11 **The diagram shows three substrate layers with fossils.**



Which statement is best supported by the diagram?

A The fossil in Layer 1 is older than the fossil in Layer 2.

B The fossil in Layer 3 is older than the fossil in Layer 2.

C The fossils in Layers 2 and 3 are from closely related organisms.

D The fossils in Layers 1 and 3 are from closely related organisms.

Go On ▶

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Reporting Category: **PHYSICAL SCIENCE 1: Chemical Reactions**

Performance Indicator: **0807.9.2 Identify the common outcome of all chemical changes.**

12 **A new substance is usually formed when two or more substances combine and form new**

F protons.

G chemical bonds.

H physical shapes.

J electrons.

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Reporting Category:	**PHYSICAL SCIENCE 1: Chemical Reactions**
Performance Indicator:	**0807.9.3 Classify common substances as elements or compounds based on their symbols or formulas.**

13 **Which is classified as an element?**

A NaCl

B CO_2

C Na

D H_2O

Reporting Category:	**PHYSICAL SCIENCE 1: Chemical Reactions**
Performance Indicator:	**0807.9.4 Differentiate between a mixture and a compound.**

14 **Which combination of substances is a compound?**

F salt and water stirred in a glass

G food coloring in frosting

H peanut butter and jelly sandwich

J carbon and water forming acid rain

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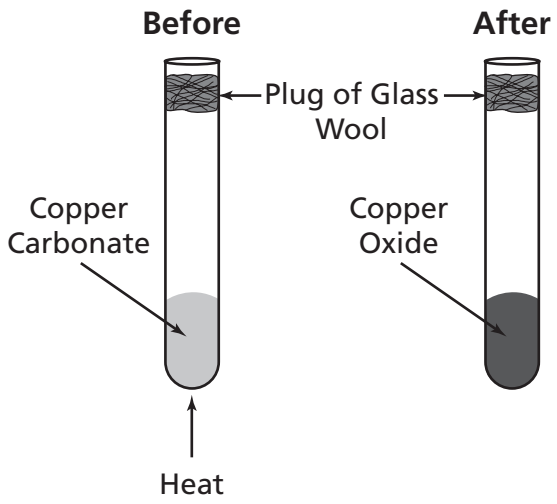
Reporting Category:	**PHYSICAL SCIENCE 1: Chemical Reactions**
Performance Indicator:	**0807.9.8 Interpret the results of an investigation to determine whether a physical or chemical change has occurred.**

15 **Copper carbonate being heated in a test tube is shown in the diagram below.**



Which statement best describes what happened in this experiment?

A Copper carbonate reacted with the glass wool, causing a physical change.

B Copper carbonate decomposed when heated, causing a chemical change.

C Copper oxide reacted with the glass wool, causing a physical change.

D Copper oxide decomposed when heated, causing a chemical change.

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Reporting Category: **PHYSICAL SCIENCE 1: Chemical Reactions**

Performance Indicator: **0807.INQ.2 Select tools and procedures needed to conduct a moderately complex experiment.**

16 **The steps used to find the mass of sugar dissolved in a beaker of water are shown in the table below.**

Table of Lab Steps

1. Find the mass of the sugar crystals on the wax paper
2. Boil the sugar water solution in the beaker
3. Scrape the sugar crystals out onto the wax paper
4. Find the mass of a piece of wax paper
5. Subtract the mass of the wax paper from the total mass
6. Wait until all the water has evaporated to collect the sugar crystals

Which correct sequence of steps should a student follow?

F 1, 2, 5, 3, 4, 6

G 1, 4, 6, 5, 3, 2

H 2, 3, 6, 5, 1, 4

J 2, 6, 4, 3, 1, 5

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Reporting Category: **PHYSICAL SCIENCE 1: Chemical Reactions**

Performance Indicator: **0807.9.10 Identify the reactants and products of a chemical reaction.**

17 **The equation below shows the reaction that occurs in chloroplasts during photosynthesis.**

$$\text{carbon dioxide} + \text{water} \xrightarrow{\text{sunlight}} \text{glucose} + \text{oxygen}$$

Which is a product of photosynthesis?

A carbon dioxide

B water

C sunlight

D oxygen

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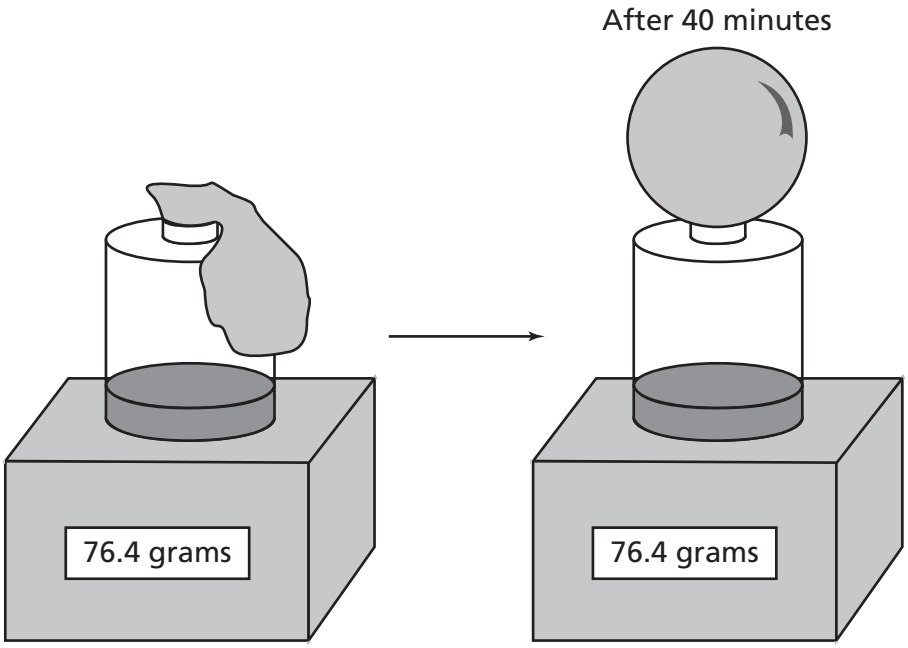
Reporting Category:	**PHYSICAL SCIENCE 1: Chemical Reactions**
Performance Indicator:	**0807.9.11 Recognize that in a chemical reaction the mass of the reactants is equal to the mass of the products (law of conservation of mass).**

18 **A student adds 5 grams of baking soda to 50 grams of vinegar in a container. The student quickly attaches a balloon to the top of the bottle. The student's investigation is shown below.**



What happened in this investigation?

F The reaction produces heat, which causes the plastic of the balloon to soften and change shape.

G The reaction in the container produces gas, which causes the balloon to inflate.

H The outside air pressure pushes on the container and forces air inside the balloon.

J The air molecules from the container move into the balloon and form a solid substance.

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Reporting Category: **PHYSICAL SCIENCE 1: Chemical Reactions**

Performance Indicator: **0807.9.11 Recognize that in a chemical reaction the mass of the reactants is equal to the mass of the products (law of conservation of mass).**

19 **Which sample equation best shows the law of conservation of mass?**

A 12 grams reactant X + 10 grams reactant Y $\longrightarrow$ 2 grams product Z

B 5 grams reactant E + 5 grams reactant F $\longrightarrow$ 20 grams product G + 5 grams product H

C 4 grams reactant U + 3 grams reactant V $\longrightarrow$ 7 grams product W

D 10 grams reactant Q + 9 grams reactant R $\longrightarrow$ 90 grams product S + 90 grams product T

Reporting Category: **PHYSICAL SCIENCE 1: Chemical Reactions**

Performance Indicator: **0807.9.12 Identify the basic properties of acids and bases.**

20 **Which is the pH of a weak acid?**

F 9.1

G 8.2

H 7.0

J 6.5

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21 **A glass of ice water is on a table in a room where the room's air temperature is 20 degrees Celsius. What do the drinking glass, ice, water, and air all have in common?**

A All four are in a solid state.

B All four are at the same volume.

C All four are at their freezing points.

D All four are made of atoms.

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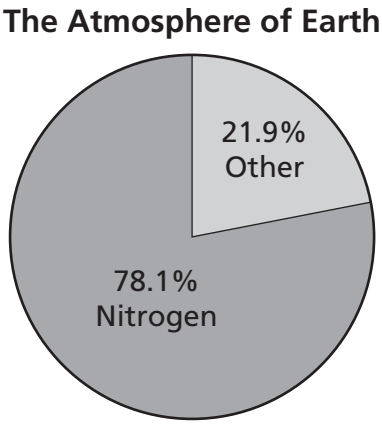
Reporting Category: **PHYSICAL SCIENCE 2: Properties of Matter**

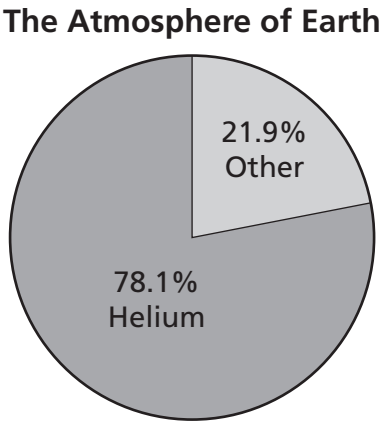
Performance Indicator: **0807.9.5 Describe the chemical makeup of the atmosphere.**

22 Which circle graph correctly identifies the percentage makeup of the atmosphere of Earth?

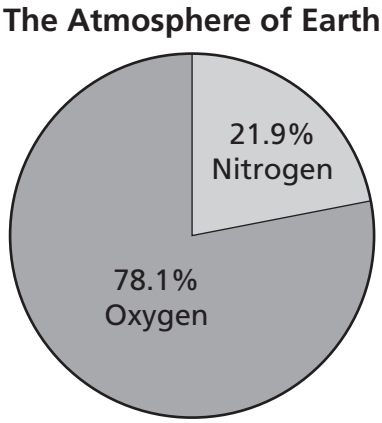
F



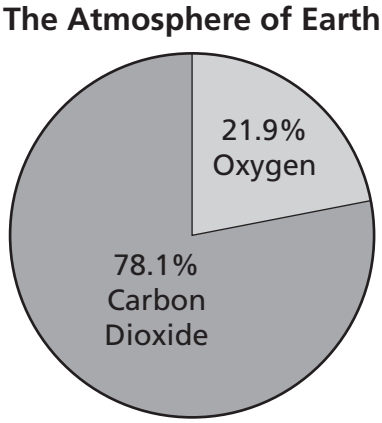
H



G



J



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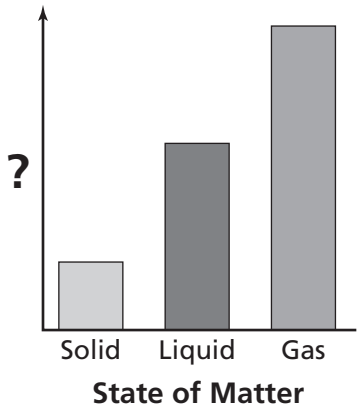
Reporting Category:	**PHYSICAL SCIENCE 2: Properties of Matter**
Performance Indicator:	**0807.9.6 Compare the particle arrangement and type of particle motion associated with different states of matter.**

23 **A student created this bar graph to show how the physical state of matter is related to another factor.**

Student's Bar Graph



Which of these is the best label for the graph's vertical axis?

A weight

B shape

C speed of particle

D electrical charge

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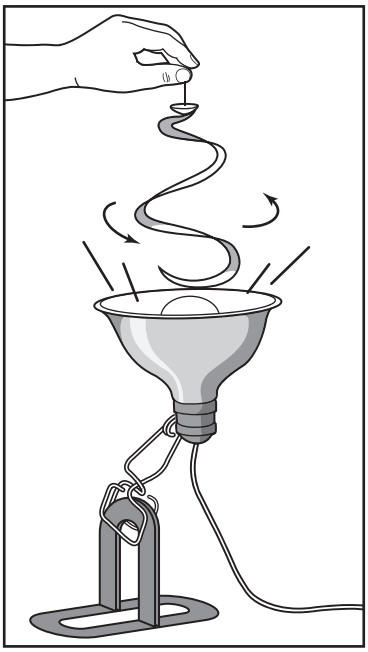
Reporting Category: **PHYSICAL SCIENCE 2: Properties of Matter**

Performance Indicator: **0807.INQ.4 Draw a conclusion that establishes a cause and effect relationship supported by evidence.**

24 **When the lamp below is switched on, the paper will spin.**



Which most likely causes the paper to spin?

F warm air rising

G warm paper expanding

H cool air sinking

J cool light bulb expanding

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Reporting Category: **PHYSICAL SCIENCE 2: Properties of Matter**

Performance Indicator: **0807.9.7 Apply an equation to determine the density of an object based on its mass and volume.**

25 **A student is given an object and is asked to identify its density. The object has a volume of 3 cubic centimeters and a mass of 6 grams.**

$$\text{Density} = \frac{\text{mass}}{\text{volume}}$$

$$D = \frac{m}{v}$$

Using the formula above, what is the density of the object?

A 2 grams/cubic centimeter

B 3 grams/cubic centimeter

C 6 grams/cubic centimeter

D 9 grams/cubic centimeter

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Performance Indicator: 0807.9.9 Use the periodic table to determine the properties of an element.

26 In the periodic table shown below, some elements are shaded.

H																	He
Li	Be											B	C	N	O	F	Ne
Na	Mg											Al	Si	P	S	Cl	Ar
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn
Fr	Ra	Ac	Unq	Unp	Unh	Uns	Uno	Une	Unn								

Ce	Pr	Nd	Pm	Sm	Eu	Gd	Tb	Dy	Ho	Er	Tm	Yb	Lu
Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	Lr

Based on its position in the periodic table, which element is the heaviest?

F helium (He)

G neon (Ne)

H argon (Ar)

J krypton (Kr)

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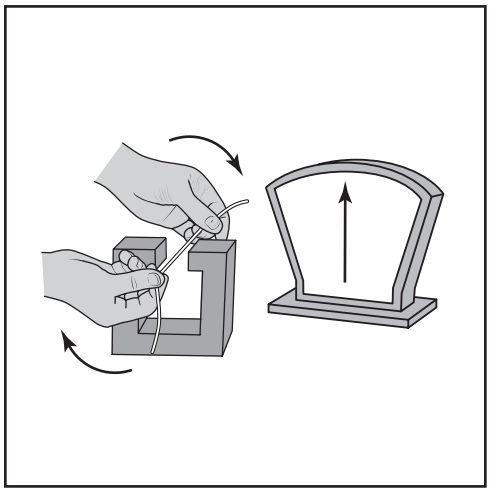
Reporting Category: PHYSICAL SCIENCE 3: Forces of Nature

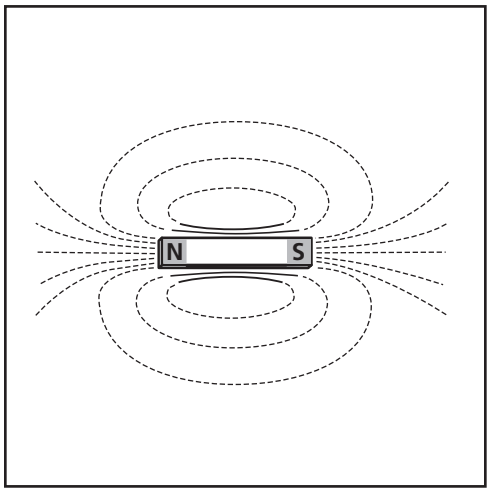
Performance Indicator: 0807.12.1 Recognize that electricity can be produced using a magnet and wire coil.

27 Which diagram best identifies how an electric current is produced?

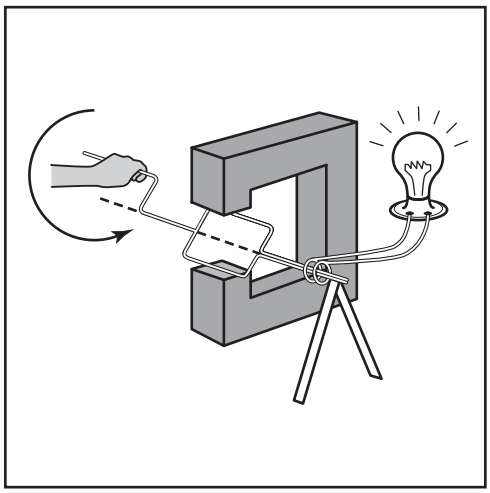
A



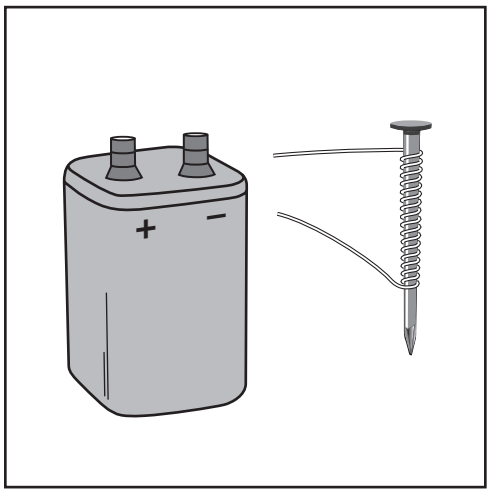
C



B



D



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Reporting Category: PHYSICAL SCIENCE 3: Forces of Nature

Performance Indicator: 0807.12.1 Recognize that electricity can be produced using a magnet and wire coil.

28 **Which is produced when a bar magnet is moved through a wire coil?**

F electric current

G mechanical energy

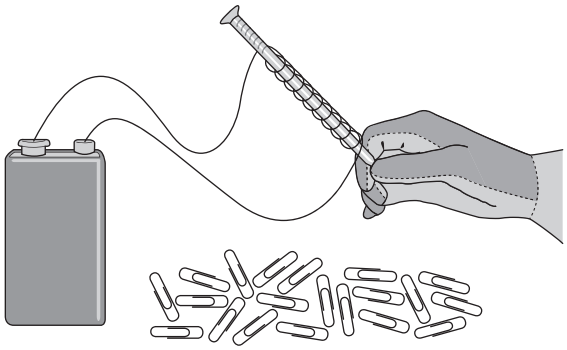
H thermal energy

J gravitational field

Reporting Category: PHYSICAL SCIENCE 3: Forces of Nature

Performance Indicator: 0807.12.2 Describe the basic principles of an electromagnet.

29 **The diagram shows a model.**



What device is the model representing?

A a barometer

B a bar magnet

C an electromagnet

D an electric scale

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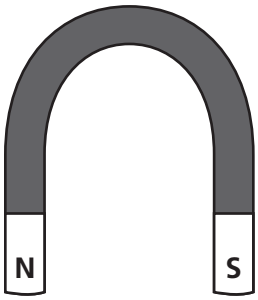
Reporting Category:	**PHYSICAL SCIENCE 3: Forces of Nature**
Performance Indicator:	**0807.12.3 Distinguish among the magnetic field of Earth, a magnet, and the fields that surround a magnet and an electromagnet.**

30 **Which magnet below would provide the best example for the magnetic poles and magnetic fields of Earth?**

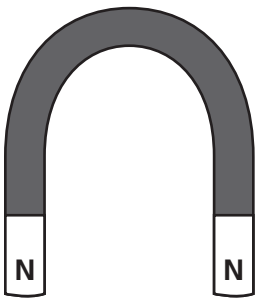
F



H

G

J



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Reporting Category: PHYSICAL SCIENCE 3: Forces of Nature

Performance Indicator: 0807.12.4 Distinguish between mass and weight using appropriate measuring instruments and units.

31 **Which of these is best used to measure weight in newtons?**

A spring scale

B triple beam balance

C double pan balance

D simple lever

Reporting Category: PHYSICAL SCIENCE 3: Forces of Nature

Performance Indicator: 0807.TE.1 Identify the tools and procedures needed to test the design features of a prototype.

32 **Students are to build a model bridge using toothpicks and wood glue. The design of the bridge must support a specific weight and measure 20 centimeters long. Which tools would best help find out if the model bridge meets the design requirements?**

F ruler, weights, and string

G string, beaker, and water

H hammer, string, and nails

J pliers, saw, and string

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Reporting Category:	**PHYSICAL SCIENCE 3: Forces of Nature**
Performance Indicator:	**0807.12.5 Determine the relationship among the mass of objects, the distance between these objects, and the amount of gravitational attraction.**

33 **When will the gravitational attraction be greatest between two balls, each with the same mass?**

A when they are 10 meters apart

B when they are 1 meter apart

C when they are 5 meters apart

D when they are 20 meters apart

Reporting Category:	**PHYSICAL SCIENCE 3: Forces of Nature**
Performance Indicator:	**0807.12.6 Illustrate how gravity controls the motion of objects in the solar system.**

34 **Which of these keeps a moon in orbit around a planet?**

F shape

G composition

H size

J gravity

STOP

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Social Studies

Reporting Category: **1 Economics**

Performance Indicator: **8.2.1 Recognize America's natural resources (i.e., land, timber, fish, animal pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).**

1 **Which food is native to the Americas?**

A eggplant

B peanuts

C rice

D soybeans

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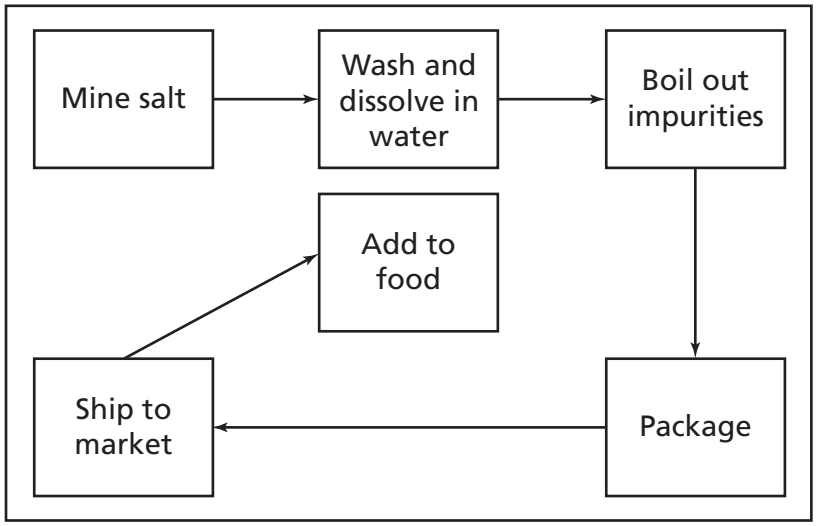
Reporting Category: **1 Economics**

Performance Indicator: **8.2.2 Interpret a diagram showing the steps of changing a resource into a product.**

2 **Read the diagram.**

Salt Production



Which step happens just before packaging the salt?

F Wash and dissolve in water

G Boil out impurities

H Ship to market

J Add to food

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Reporting Category: **1 Economics**

Performance Indicator: **8.2.3 Differentiate between credit and debt.**

3 **An example of debt would be**

A borrowing money that must be paid back.

B money that earns interest while kept in a bank.

C investing in stocks and bonds.

D money held in reserve for emergencies.

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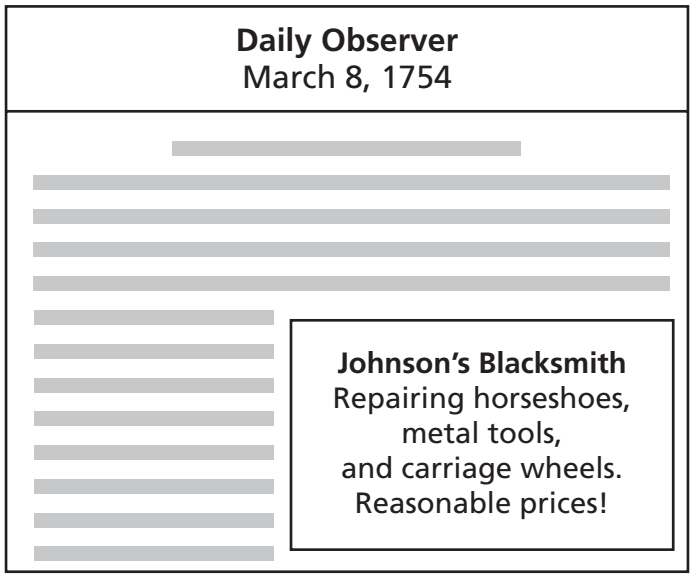
Reporting Category: **1 Economics**

Performance Indicator: **8.2.4 Recognize the economic activities of early America (i.e., agriculture, industry, and service).**

4 **Read the advertisement.**



Which type of economic activity is illustrated in the advertisement?

F herding

G farming

H service

J barter

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Reporting Category: **1 Economics**

Performance Indicator: **8.2.5 Identify various forms of taxation (i.e., tariffs, sales tax, excise tax).**

5 **A government tax on international trade is called**

A a tariff.

B a sales tax.

C an income tax.

D a user fee.

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Reporting Category: **1 Economics**

Performance Indicator: **8.2.6 Interpret a variety of economic graphs and charts with topics (e.g., the Columbian exchange, numbers of slaves, population of colonies, population diversity).**

6 **Read the table.**

Slave Exports from Africa to the Americas

Time Period	Number
1450–1600	367,000
1601–1700	1,868,000
1701–1800	6,133,000
1801–1900	3,330,000
Total	**11,698,000**

Source: *A History of African Societies to 1870*

Which statement is true?

F Slave exports were the highest in the 1800s.

G The 1600s had a lower rate of slave exportation to the Americas than the 1500s.

H The 1700s had the greatest number of slave exports to the Americas.

J Slave exports remained constant for three centuries beginning in 1500.

Go On ▶

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Reporting Category: **1 Economics**

Performance Indicator: **8.2.7 Differentiate between a commercial and a subsistence economy.**

7 **In which type of economy do families produce all of their own needs?**

A commercial

B manufacturing

C subsistence

D capitalist

Reporting Category: **1 Economics**

Performance Indicator: **8.2.8 Recognize the factors that led to urbanization and industrialization in early America (i.e., religious freedom, land ownership, thriving market).**

8 **In New England, people who could not farm opened shops to sell**

F finished goods for new settlers.

G crafts based on Native American designs.

H materials to build better roads.

J luxury items for the London market.

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Reporting Category:	**1 Economics**
Performance Indicator:	**8.2.10 Distinguish among various economic markets found in early America (i.e., traditional, monopoly, oligopoly, free competition).**

9 **Read the list.**

Colonial Shoemakers in New England

- Independent
- Numerous

The economic system described is called

A free competition.

B monopoly.

C traditional.

D oligopoly.

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Reporting Category: 2 Governance and Civics

Performance Indicator: 8.4.1 Identify the rights, responsibilities, and privileges of a member of the United States of America (i.e., Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights).

10 **Read the information.**

> The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated . . .
>
> — 4th Amendment

The 4th Amendment protects a person's right to

F assembly.

G privacy.

H speech.

J citizenship.

Reporting Category: 2 Governance and Civics

Performance Indicator: 8.4.2 Identify the purposes and structures of various systems of governance (i.e., Federalism, Confederation, Republic, Democracy, Executive, Legislative, Judicial).

11 **Which type of government shares power between state and national governments?**

A oligarchy

B democracy

C republic

D federal

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Reporting Category:	2 Governance and Civics
Performance Indicator:	8.4.3 Recognize the purpose of government and how its powers are acquired, used, and justified.

12 **Read the list.**

Services Provided by Governments

- Schools
- Highways
- Bridges

These are government responsibilities because

F the services provide for national defense.

G the court system requires the services.

H the services provide a public good.

J the business community demands the services.

Reporting Category:	2 Governance and Civics
Performance Indicator:	8.4.4 Recognize the rights and responsibilities of individuals throughout the development of the United States.

13 **The 1st Amendment right to free press helps Americans**

A serve in the military.

B serve on juries.

C stay informed.

D pay taxes.

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Reporting Category: 2 Governance and Civics

Performance Indicator: 8.4.5 Identify how conditions, actions, and motivations contributed to conflict and cooperation between states, regions, and nations.

14 **Which political agreement in the Constitutional Convention temporarily reduced conflict between the North and the South?**

F Missouri Compromise

G Kansas-Nebraska Act

H Three-Fifths Compromise

J Fugitive Slave Act

Reporting Category: 2 Governance and Civics

Performance Indicator: 8.4.6 Recognize the rights guaranteed in the Bill of Rights.

15 **Read the information.**

- Protection against cruel and unusual punishment
- Guarantee of a speedy trial
- Guarantee of a trial by jury

These guarantees are listed in the

A Bill of Rights.

B Emancipation Proclamation.

C Declaration of Independence.

D Mayflower Compact.

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Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**8.4.7 Recognize the impact that major court decisions have had on American life (i.e., Marbury v. Madison, McCulloch v. Maryland, Dred Scott v. Sanford).**

16 **The U.S. Supreme Court decision in *Marbury v. Madison* was important because it**

F eliminated government regulation of commerce.

G established the principle of judicial review.

H ended segregation in public schools.

J reinforced the supremacy of the federal government.

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Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**8.4.8 Recognize how a right must be interpreted to balance individual rights with the need for order (i.e., freedom of speech, freedom of religion, trial by jury).**

17 **The city council would require a permit for the parade to**

A prevent spectators from watching.

B reduce utility rates.

C limit the group's free speech.

D maintain public order.

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Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**8.6.4 Identify the role of institutions in furthering both continuity and change (i.e., governments, churches, families, schools, communities).**

18 **To provide an educated work force, communities establish**

F governments.

G schools.

H churches.

J families.

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**8.6.5 Recognize how groups and institutions work together to meet common needs.**

19 **A group wanting to change an unjust law would go to the**

A health department.

B courts.

C school systems.

D military.

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Reporting Category: 3 Geography

Performance Indicator: 8.1.1 Recognize the definition of religion.

20 **Religion is described as a**

F belief in a single government.

G written trade agreement.

H set of shared beliefs and practices.

J written story of fiction.

Reporting Category: 3 Geography

Performance Indicator: 8.1.7 Recognize how immigration and cultural diffusion have influenced the character of a place (i.e., religion within certain colonies, African songs in the American South, British v. French influences).

21 **Canada has two official languages, English and French. This indicates that Canada**

A was colonized by England and France.

B only allows residents from England and France to become citizens.

C required its citizens to be knowledgeable of England and France.

D trades equally with England and France.

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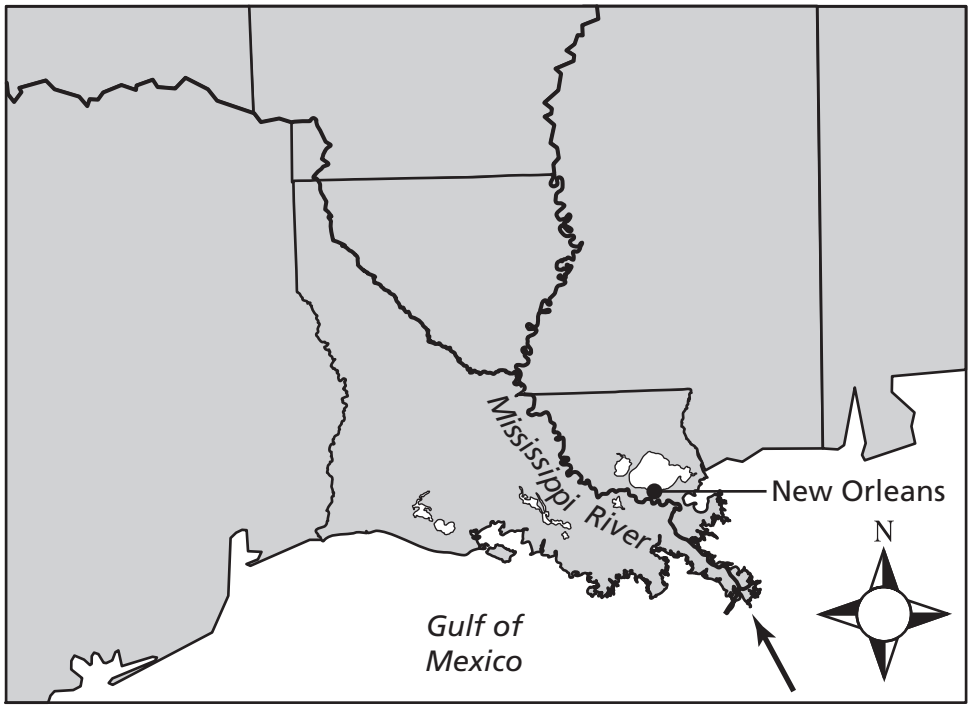
Reporting Category:	**3 Geography**
Performance Indicator:	**8.3.2 Identify and use the key geographic elements on a map (i.e., island, flood plain, swamp, delta, marsh, harbor, cape, sea level, bay, prairie, desert, oasis, mesa, mountain, valley, glacier, canyon, cliff, plateau).**

22 **Read the map.**

Louisiana Gulf Coast



The arrow is pointing to

F a delta.

G a glacier.

H an oasis.

J a plateau.

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Reporting Category:	**3 Geography**
Performance Indicator:	**8.3.3 Interpret examples which illustrate how cultures adapt to or change the environment (i.e., deforestation, subsistence farming, cash crop, dam and road building).**

23 **Read the information.**

> **Nation 1:** The government encourages and supports efforts to import natural resources.
> **Nation 2:** The government refuses to help its citizens attain health care.
> **Nation 3:** The government supports a large military.
> **Nation 4:** The government constructs dams on major rivers.

Which culture is changing its environment?

A Nation 1

B Nation 2

C Nation 3

D Nation 4

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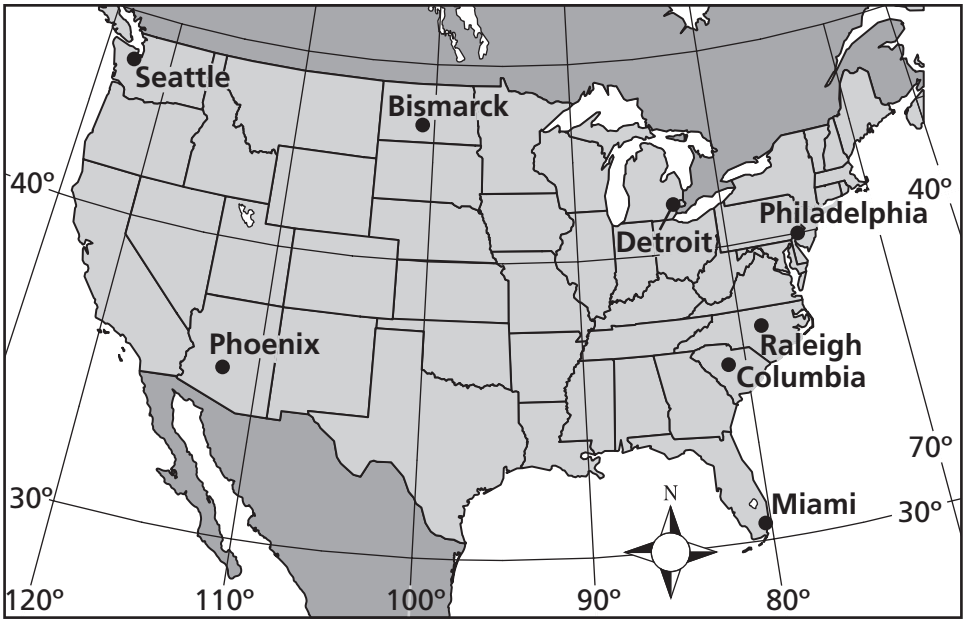
Reporting Category:	**3 Geography**
Performance Indicator:	**8.3.4 Use various geographic data from maps and globes to determine longitude, latitude, distance, direction.**

24 **Read the map.**

United States



Which two cities are separated by a measurement of roughly 20° longitude?

F Bismarck and Columbia

G Detroit and Philadelphia

H Miami and Seattle

J Phoenix and Raleigh

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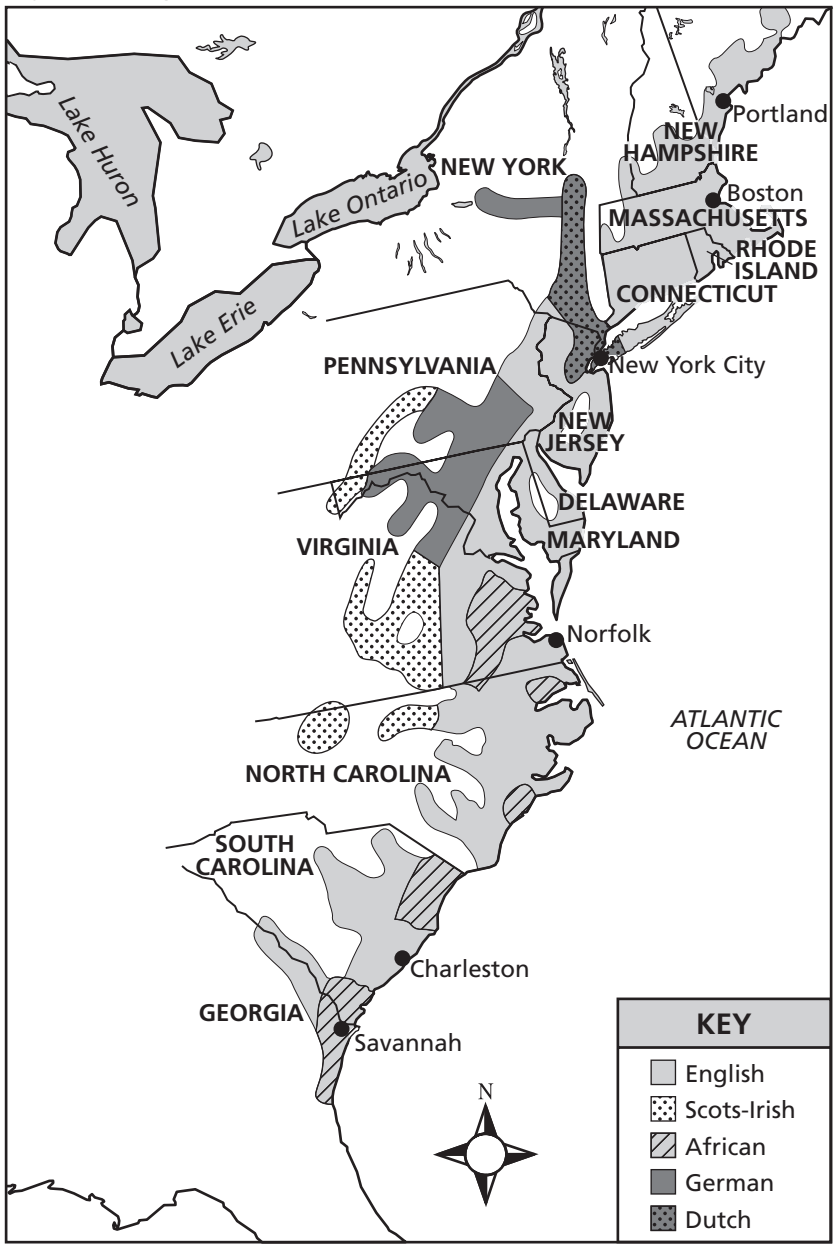
Reporting Category: **3 Geography**

Performance Indicator: **8.3.5 Interpret a geographic map of the early United States.**

Major Immigrant/Ethnic Groups in Colonial America: 1760



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25 **Read the map. Which immigrant group was most likely the first to move into Tennessee in great numbers?**

A Dutch

B English

C German

D Scots-Irish

Reporting Category:	**3 Geography**
Performance Indicator:	**8.3.6 Recognize how topographical features such as mountain and river systems influenced the settlement and expansion of the United States (i.e., Cumberland Gap, Wilderness Road, Ohio and Tennessee river systems).**

26 **Early exploration of Tennessee was aided by the**

F Cumberland Gap.

G Ozark Plateau.

H Missouri River.

J Mississippi Delta.

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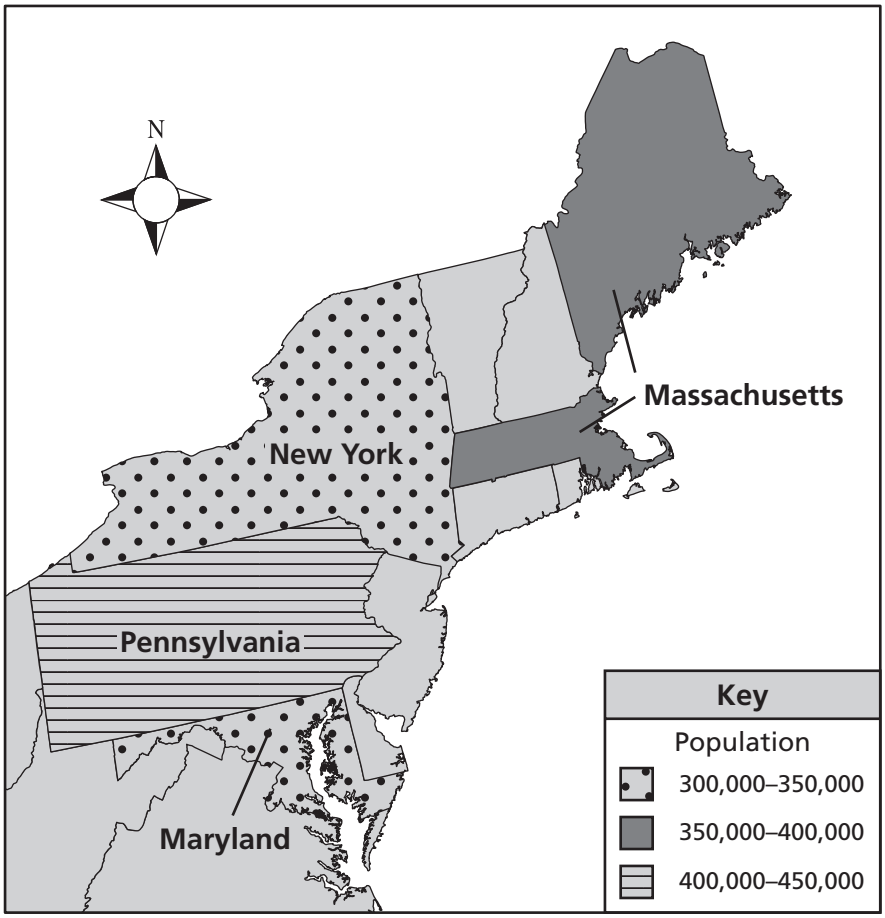
Reporting Category: **3 Geography**

Performance Indicator: **8.3.7 Interpret a chart or map of population characteristics of the early United States (i.e., density, distribution, regional growth).**

27 **Read the map.**

Population of Selected U.S. States, 1790



Source: U.S. Census

The state with the greatest population in 1790 was

A Maryland.

B Massachusetts.

C New York.

D Pennsylvania.

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Reporting Category:	**4 US History Period 1 (Beginnings -1820)**
Performance Indicator:	**UH1.8.1.3 Recognize the influence of science and technology on the development of early American colonial cultures (i.e., compass, shipbuilding, food storage, printing press, financial markets, weaponry, transportation).**

28 **Read the list.**

?

- Use of iron tools
- Use of horses
- Use of firearms

What is the best title?

F Colonial Advantages Over Native Americans

G Native American Contributions to the Colonies

H Colonial Contributions to the Triangular Trade

J Native American Farming Innovations

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Reporting Category:	**4 US History Period 1 (Beginnings -1820)**
Performance Indicator:	**UH1.8.1.4 Compare and contrast the tenets of America's early major religions (i.e., Olmec beliefs, Native American Earth/Mother Spirit, African Traditional Religion, Puritanism, Quakerism).**

29 **During the Colonial Era, followers of both African and European religious traditions**

A believed in spiritual forces.

B worshipped the world around them.

C believed in monotheism.

D worshipped ancestors.

Reporting Category:	**4 US History Period 1 (Beginnings -1820)**
Performance Indicator:	**UH1.8.1.5 Identify how religion contributed to early American society (i.e., impact on government, education, social norms, slavery, tolerance).**

30 **The social norms and organization of early Puritan society were established by the**

F local militia.

G colonial government.

H royal governor.

J community church.

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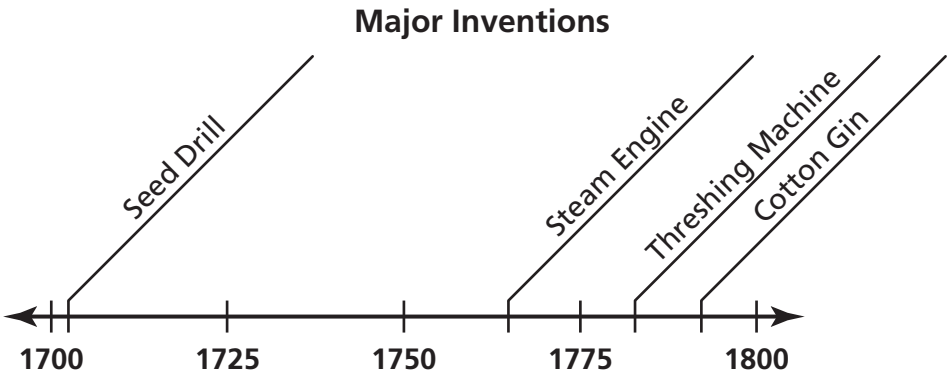
31 **Read the timeline.**



The inventions on this timeline had the greatest effect on

A banking.

B agriculture.

C steel.

D transportation.

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Reporting Category:	**4 US History Period 1 (Beginnings -1820)**
Performance Indicator:	**UH1.8.2.9 Analyze in economic terms (i.e., climate, triangle trade, infrastructure, topography) why slavery flourished in the South as opposed to the North.**

32 **Slavery was not important to the economy in the northern U.S. because**

F the triangle trade only affected southern colonies.

G strict religious beliefs forbade slavery.

H the cold climate made cash crops unprofitable.

J a lack of industrial development discouraged slavery.

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33 **Read the table.**

Culture	Location	Characteristics
Pueblo	Southwest	• Used stone, straw, and earth to build their homes • Made pots and other objects out of clay • Grew crops such as corn and cotton
Mohawk	Northeast	• Built homes and other buildings out of bark and twigs • Used fish and deer as important food sources • Built canoes from trees • Wove baskets

The main differences between these groups were a result of the

A size of their populations.

B amount of wealth they collected.

C types of basic needs they needed to meet.

D types of natural resources available in their regions.

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Reporting Category: **4 US History Period 1 (Beginnings -1820)**

Performance Indicator: **UH1.8.5.3 Differentiate between a primary and a secondary source.**

34 **Choose the secondary source.**

F a journal kept by a soldier

G a history book written by a professor

H a letter written by a military officer to his wife

J a map drawn for use in battle planning

Reporting Category: **4 US History Period 1 (Beginnings -1820)**

Performance Indicator: **UH1.8.5.4 Recognize causes and consequences of conflict (i.e., French and Indian War, Revolutionary War, War of 1812).**

35 **Two European nations competed for power in North America. This conflict was called**

A the French and Indian War.

B the American Revolution.

C the War of 1812.

D the Civil War.

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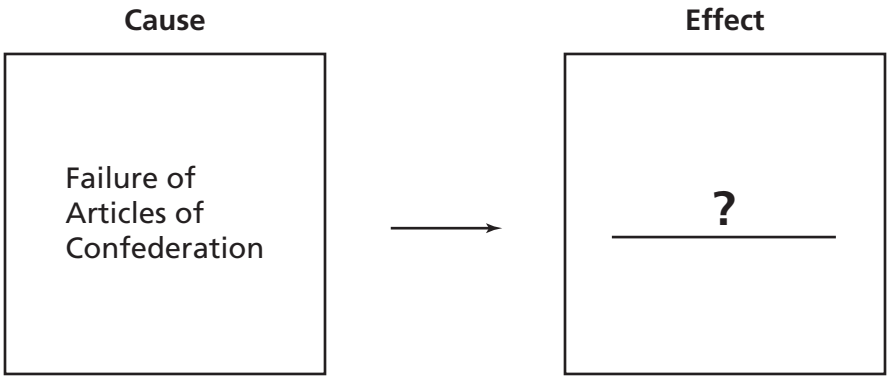
Reporting Category: **4 US History Period 1 (Beginnings -1820)**

Performance Indicator: **UH1.8.5.6 Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).**

36 **Read the diagram.**



Which event best completes the diagram?

F Pilgrims Sign the Mayflower Compact

G Thomas Paine Writes *Common Sense*

H Declaration of Independence Is Signed

J U.S. Constitution Is Written

Reporting Category: **4 US History Period 1 (Beginnings -1820)**

Performance Indicator: **UH1.8.5.7 Recognize the historical impacts of European settlement in North America.**

37 **European settlement in North America resulted in the**

A introduction of new diseases.

B beginning of the Protestant Reformation.

C increased power of the Aztec civilization.

D decline of international trade.

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Reporting Category: **4 US History Period 1 (Beginnings -1820)**

Performance Indicator: **UH1.8.5.12 Differentiate between primary and secondary source documents.**

38 **Recording daily events in a journal is one way to create a**

F secondary source.

G brochure.

H primary source.

J biography.

Reporting Category: **5 US History Period 2 (1801-1900)**

Performance Indicator: **UH2.8.1.2 Identify cultures that contributed to the development of the United States (i.e., Native American, African, British, Scottish, Irish, German).**

39 **By 1820, the groups living in Tennessee were Native Americans, African Americans, and**

A immigrants from Europe.

B workers from Asia.

C farmers from Mexico.

D soldiers from Canada.

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Reporting Category:	**5 US History Period 2 (1801-1900)**
Performance Indicator:	**UH2.8.3.1 Recognize the causes and examples of migration and immigration in Early American (i.e. land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).**

40 **At the end of the 19th century, European immigrants came to America because of**

F poor economic conditions in their homelands.

G U.S. government programs offering free land.

H generous terms for indentured servants.

J career opportunities in the U.S. military.

Go On ▶

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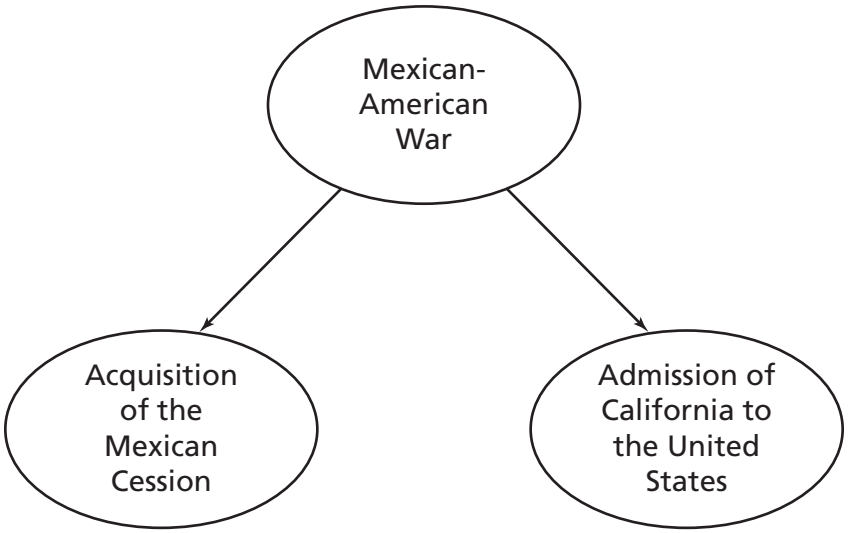
Reporting Category:	**5 US History Period 2 (1801-1900)**
Performance Indicator:	**UH2.8.4.9 Analyze the contributions of Tennessee political leaders on the national scene (i.e., Andrew Jackson, Andrew Johnson, James K. Polk, Sequoyah, Sam Houston).**

41 **Read the diagram.**



Choose the president that started these events.

A William Henry Harrison

B Andrew Jackson

C James K. Polk

D Millard Fillmore

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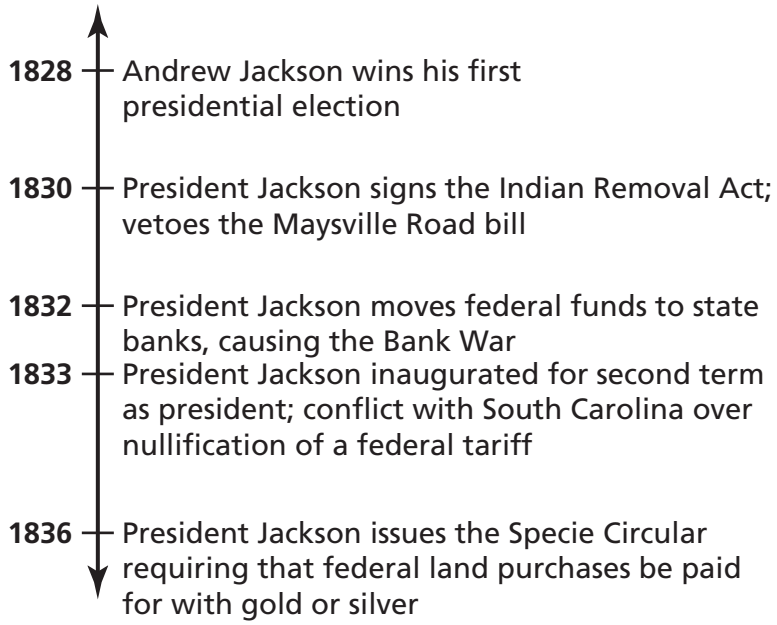
42 **Read the timeline.**

Andrew Jackson's Presidency



During his second term in office, Andrew Jackson

F vetoed a road bill.

G issued the Specie Circular.

H signed the Indian Removal Act.

J moved federal funds to state banks.

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Reporting Category: **5 US History Period 2 (1801-1900)**

Performance Indicator: **UH2.8.5.3 Differentiate between a primary and secondary source.**

43 **Read the passage.**

> Late in the fall of 1838 we emigrated from Ohio to Missouri. Our first halting place was on Green River, but the next year we took a farm in Platte County. . . . [I]n April, 1844, we started across the plains.
>
> — *Across the Plains in 1844* by Catherine Pringle, 1860

This is a primary source because it is

A a textbook chapter.

B an autobiographical account.

C a summary of a historical event.

D an official government document.

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Reporting Category: 5 US History Period 2 (1801-1900)

Performance Indicator: UH2.8.5.4 Recognize causes and consequences of conflict, (i.e., French and Indian War, Revolutionary War, War of 1812).

44 **Read the list.**

- British forces encourage Native Americans to attack settlers
- British navy impresses American sailors
- British navy attacks U.S. ships

After these events, the War Hawks in Congress supported the

F French and Indian War.

G War of 1812.

H Pontiac's Rebellion.

J First Seminole War.

Reporting Category: 5 US History Period 2 (1801-1900)

Performance Indicator: UH2.8.5.5 Recognize consequences of the westward expansion of the United States.

45 **The rapid settlement of the western territories during the first half of the 19th century led to**

A economic depression.

B laws restricting immigration.

C sectional differences.

D laws restricting reform movements.

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Reporting Category: **5 US History Period 2 (1801-1900)**

Performance Indicator: **UH2.8.5.6 Classify the characteristics of major historical events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).**

46 **Choose the event that most directly led to the Civil War.**

F completion of the Transcontinental Railroad

G the Homestead Act

H secession of South Carolina

J the Battle of Gettysburg

Reporting Category: **5 US History Period 2 (1801-1900)**

Performance Indicator: **UH2.8.5.8 Determine the social, political, and economic factors that contributed to the institution of slavery in America.**

47 **The increase of slavery after 1800 was due to the**

A creation of monopolies.

B growth of factory towns.

C discovery of mineral deposits.

D expansion of cotton plantations.

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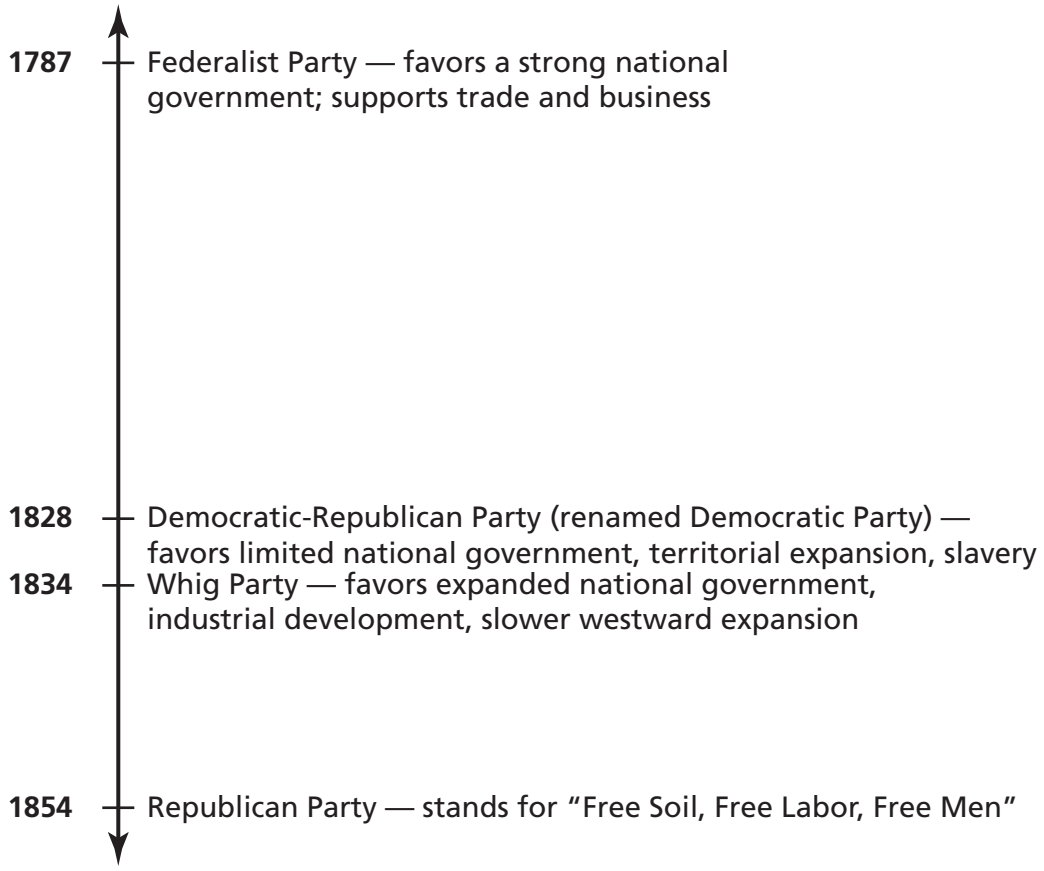
48 Read the timeline.

Development of Some Political Parties From 1787 to 1854



Note: Some dates are approximate

Abolitionists would have been attracted to the

F Federalist Party.

G Democratic Party.

H Republican Party.

J Whig Party.

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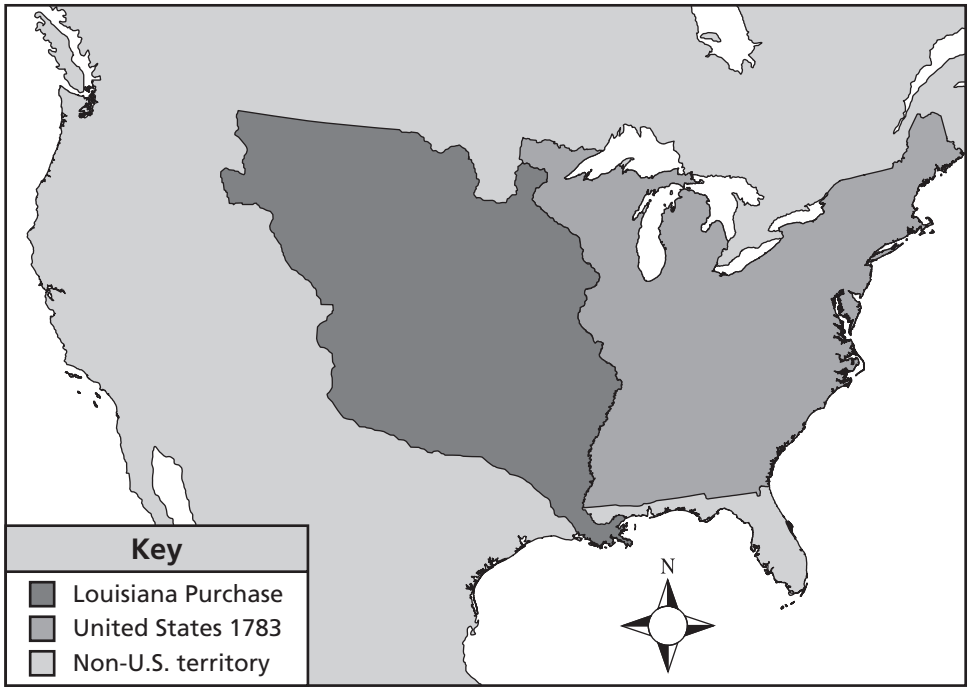
Reporting Category: **5 US History Period 2 (1801-1900)**

Performance Indicator: **UH2.8.5.10 Interpret maps, timelines, and charts that illustrate key elements of history (i.e., expansion, economics, politics, society).**

49 **Read the map.**

Louisiana Purchase



The Louisiana Purchase

A doubled the land area of the United States.

B expanded the United States to its present-day boundaries.

C added most of the Southwest to the United States.

D gave the United States control of the Ohio River valley.

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Reporting Category: **5 US History Period 2 (1801-1900)**

Performance Indicator: **UH2.8.5.11 Identify conclusions about historical events using primary and secondary sources.**

50 **Read the information.**

> Until lately, there were no Europeans on this continent; that it then all belonged to [Native Americans] . . . to keep it, to traverse it, to enjoy its productions. . . . The way, and the only way, is for all the [Native Americans] to unite in claiming a common and equal right in the land . . .
>
> — Tecumseh, Speech at Vincennes, 1810

Tecumseh states that to stop settlers from taking their land, Native Americans needed to

F work together as a group.

G move farther west.

H sell at a fair price.

J move onto reservations.

Reporting Category: **5 US History Period 2 (1801-1900)**

Performance Indicator: **UH2.8.5.13 Examine the demographic changes brought about by westward movement (i.e., slavery, industrialization, and Native American relocation).**

51 **Because of U.S. westward expansion**

A Native Americans were forced to relocate to new lands.

B Africans were forced to be slaves on Caribbean plantations.

C children worked long hours in American factories.

D Irish immigrants relocated to growing urban centers.

Go On ▶

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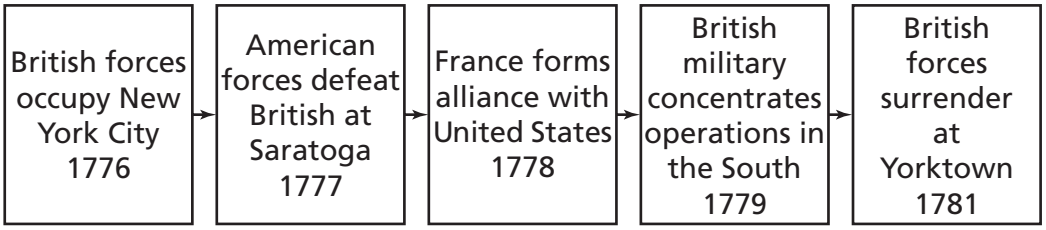
Reporting Category: **5 US History Period 2 (1801-1900)**

Performance Indicator: **UH2.8.5.14 Recognize the course of conflicts including major battles, alliances, strategy, leadership, resources, or technology using a diagram for the Revolutionary War.**

52 **Look at the flow chart.**

Events of the Revolutionary War



The Battle of Saratoga was a turning point in the war because it

F occurred about halfway through the war.

G moved the center of fighting south.

H took place between major British victories.

J persuaded France to join the American cause.

Reporting Category: **5 US History Period 2 (1801-1900)**

Performance Indicator: **UH2.8.6.1 Identify the impact of individual and group decisions on historical events.**

53 **Choose the president that bought land from France to make the country larger.**

A John Adams

B Thomas Jefferson

C James Madison

D James Monroe

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Reporting Category: **5 US History Period 2 (1801-1900)**

Performance Indicator: **UH2.8.6.2 Recognize the impact groups have on change at the local, state, national, and world levels.**

54 **Abolitionists wanted the American public to know about the social injustice of**

F discrimination against women.

G slavery of African Americans.

H theft of Native American land.

J child labor in factories.

Reporting Category: **5 US History Period 2 (1801-1900)**

Performance Indicator: **UH2.8.6.3 Recognize examples of stereotyping, prejudice, conformity, and altruism in early American history.**

55 **During the 1800s, women were forbidden by law to**

A attend public schools.

B vote in elections.

C work in textile factories.

D write newspaper editorials.

STOP

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Reading/Language Arts
Answer Key

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

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

49	A
50	H
51	C
52	F
53	A
54	H
55	D
56	F
57	D
58	G
59	C
60	J
61	C
62	G
63	D
64	J
65	C
66	G
67	A
68	F
69	C
70	F
71	C
72	G

73	A
74	H
75	B
76	J
77	B
78	F
79	D
80	G
81	D
82	H
83	D
84	G
85	C
86	J
87	B
88	G
89	C
90	G
91	C
92	F
93	D

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Math
Answer Key

1	C
2	H
3	D
4	G
5	B
6	G
7	D

8	F
9	D
10	F
11	C
12	G
13	D
14	F

15	B
16	G
17	C
18	F
19	A
20	J
21	A

22	H
23	B
24	G
25	D
26	F

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Science
Answer Key

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

10	F
11	C
12	G
13	C
14	J
15	B
16	J
17	D
18	G

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

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

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Social Studies
Answer Key

1	B
2	G
3	A
4	H
5	A
6	H
7	C
8	F
9	A
10	G
11	D
12	H
13	C
14	H

15	A
16	G
17	D
18	G
19	B
20	H
21	A
22	F
23	D
24	F
25	D
26	F
27	D
28	F

29	A
30	J
31	B
32	H
33	D
34	G
35	A
36	J
37	A
38	H
39	A
40	F
41	C
42	G

43	B
44	G
45	C
46	H
47	D
48	H
49	A
50	F
51	A
52	J
53	B
54	G
55	B

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Tennessee Comprehensive Assessment Program

English Linguistically Simplified Assessment ~ Grade 8

Item Sampler