Student Name _____

Teacher Name _____

School _____

System _____

Tennessee Comprehensive Assessment Program

Modified Academic Achievement Standards ~ Grade 3

Item Sampler

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Introduction

What is the TCAP Modified Academic Achievement Standards Test?

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

What are the questions testing?

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

Who is eligible to be tested?

1. Students with a disability who are on an active IEP are eligible to take the MAAS.

2. Eligible students may have a disability in any of the Federal disability categories. Note: The category Functionally Delayed is a State category, but a student cannot be excluded from participation in this assessment based on category of disability. A student whose disability is classified as Functionally Delayed is eligible to participate in this assessment if determined eligible by the IEP team, but the student will be considered a non-participant and his scores cannot be counted for AYP. **A student classified as Functionally Delayed taking the test would not count toward the 2% cap because he is considered a non-participant.**

3. It is the decision of the IEP team whether or not a student with a disability should be assessed with the MAAS.

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 Modified Academic Achievement Standards Test. The questions in the on-line Item Sampler are representative of questions that will be on the TCAP Modified Academic Achievement Standards Test.

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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.

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 Modified Academic Achievement Standards Test (grades 3–8) as per system policy.

Which test accommodations may be used?

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

Here are some tips for preparing students for the test.

Remind students to:

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

Listen: Listen to and read the test directions carefully.

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

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

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Reading/Language Arts

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

Flat Bread

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

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

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

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

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Reporting Category: **1 Language**

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

1 **Read Sentence 17.**

It is round and having a pocket in the middle.

What is the correct way to write the underlined verb in this sentence?

A has

B have

C will have

Reporting Category: **1 Language**

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

2 **Read Sentence 3.**

I also enjoy breads from other countries.

Which underlined word is the simple predicate in this sentence?

F enjoy

G breads

H countries

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Reporting Category:	1 Language
Performance Indicator:	0301.1.6 Select the compound sentence that correctly combines two simple sentences.

3 **Read Sentences 8 and 9.**

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

What is the correct way to combine these sentences?

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

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

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

Reporting Category:	1 Language
Performance Indicator:	0301.1.7 Recognize correct capitalization and end punctuation within context.

4 **Read Sentence 10.**

Tanji is my friend from india.

Which sentence uses capital letters correctly?

F Tanji is my Friend from india.

G Tanji is my friend from India.

H Tanji is My friend from india.

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Reporting Category: **1 Language**

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

5 **Read Sentence 18.**

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

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

A its'

B it's

C i'ts

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Reporting Category:	1 Language
Performance Indicator:	0301.1.9 Identify the correct use of commas with dates, addresses, items in a series, and the greeting and closing of a friendly letter.

6 **Read Sentence 2.**

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

What is the correct way to write this sentence?

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

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

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

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Reporting Category: **1 Language**

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

7 **Read Sentence 11.**

Her familly makes flat bread called naan.

What is the correct way to spell the underlined word in this sentence?

A family

B fammily

C familey

Reporting Category: **1 Language**

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

8 **Read Sentence 4.**

My grandmother makes piki when she visiting.

Choose the correct form of the underlined root word.

F visited

G visit

H visits

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

Wiggly Worms

(1) Many people may not like worms because they are slimy and wiggly. (2) However, many kinds of worm are good for the earth. (3) Earthworms are one type of worm that helps the soil.

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

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

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

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

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Reporting Category:	1 Language
Performance Indicator:	0301.1.1 Identify the correct use of nouns (i.e., as subjects, singular and plural) within context.

9 **Read Sentence 2.**

However, many kinds of worm are good for the earth.

What is the best way to write the underlined words in this sentence?

A many kinds of worms

B many kind of worms

C many kind of worm

Reporting Category:	1 Language
Performance Indicator:	0301.1.2 Identify the correct use of verbs (i.e., present, past, and future tense) within context.

10 **Read Sentence 12.**

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

What is the correct way to write the underlined word in this sentence?

F grow

G grew

H grown

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Reporting Category:	1 Language
Performance Indicator:	0301.1.3 Identify the correct use of adjectives (i.e., comparative and superlative) within context.

11 **Read Sentence 16.**

The longer earthworm ever found was in South Africa.

What is the correct way to write the underlined word in this sentence?

A more longer

B longest

C most long

Reporting Category:	1 Language
Performance Indicator:	0301.1.5 Select the simple subject and predicate of a sentence.

12 **Read Sentence 6.**

Rich soil helps farmers to grow food.

Which underlined word is the simple subject of this sentence?

F soil

G helps

H farmers

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Reporting Category:	1 Language
Performance Indicator:	0301.1.6 Select the compound sentence that correctly combines two simple sentences.

13 **Read Sentences 14 and 15.**

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

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

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

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

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

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

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

F wiggly

G earthworms

H don't

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

15 **Read Sentence 10.**

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

What is the correct way to write this sentence?

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

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

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

Reporting Category:	2 Vocabulary
Performance Indicator:	0301.1.18 Distinguish individual sounds, including consonant blends, within words.

16 **Read Sentence 13.**

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

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

F meal

G dream

H break

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

Adopt-a-Highway

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

2 When a highway is adopted, people agree to care for a part of the highway. The group works every week to keep their part of the highway clean. Each group gets its own sign with the name of the group printed on it. The sign is put on the road. This sign lets drivers know who is keeping that area of the road clean.

3 The Adopt-a-Highway Program is a great way for people to help their community look nice. It also saves money because road workers don't have to clean the roads. Finally, people may try harder to keep roads clean if they see people cleaning them up.

4 We need people to join us and adopt a highway. Please come with your parents to the meeting next week. We will meet in Mrs. Lake's room on Wednesday at 6:00 P.M. Please take a flyer when you leave today. It tells all about the Adopt-a-Highway Program. At the meeting, we will pick a road that is messy as a result of people's unkind acts. Then we'll adopt an area and clean it.

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

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Reporting Category:	2 Vocabulary
Performance Indicator:	0301.1.16 Determine word meanings using prefixes and suffixes and/or context clues.

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

> At the meeting, we will pick a road that is messy as a result of people's unkind acts.

What does the word unkind mean?

A always helping

B not nice

C without wanting

Reporting Category:	4 Communication and Media
Performance Indicator:	0301.2.1 Identify the main idea of a speech.

18 **What is this speech mostly about?**

F how to help keep a highway clean

G why students should work together

H how to save money for a town

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Reporting Category:	4 Communication and Media
Performance Indicator:	0301.2.1 Identify the main idea of a speech.

19 **What is Jan mainly asking the listeners to do?**

A learn about state highways

B join a group that picks up litter

C write letters to their parents

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

20 **What should students do while Jan is talking?**

F draw pictures and look down at their desks

G tell her when there is a mistake

H listen carefully and look at her

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Reporting Category:	4 Communication and Media
Performance Indicator:	0301.2.3 Given a written summary of a speech, choose from a list of ideas the one not mentioned in the speech.

21 **A student wrote this summary about the speech.**

The Adopt-a-Highway Program helps keep roads clean. Important signs are often put up on the roads. Special signs warn drivers of danger. Children interested in the program should go to the meeting on Wednesday.

Which sentence in the summary is not part of the speech?

A The Adopt-a-Highway Program helps keep roads clean.

B Special signs warn drivers of danger.

C Children interested in the program should go to the meeting on Wednesday.

Reporting Category:	6 Informational Text
Performance Indicator:	0301.6.2 Identify the stated main idea in a reading selection.

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

F Keep roads looking good.

G Help people in our community.

H Work with other students.

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Reporting Category: **5 Logic**

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

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

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

B We think it would be a great idea for all students in our school to join the program.

C Please come with your parents to the meeting next week.

Reporting Category: **5 Logic**

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

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

F go to the meeting next Wednesday

G put up signs along a road

H ask Mrs. Lake if they can join

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

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

A a map of the highways in Tennessee

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

C pictures of a road before and after it was cleaned

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

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

2 Sea squirt babies look like tadpoles. They swim around by moving their tails. They swim until they find a home. They might find a home on the bottom of a boat, on a piece of wood, or on a shell. When they decide on a place to live, they attach themselves to the new home by using a sucker on their heads.

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

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

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Reporting Category:	3 Writing and Research
Performance Indicator:	0301.3.1 Identify the purpose for writing (i.e., to entertain, to inform, to respond to a picture, story, or art).

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

F ask people to take care of sea animals.

G give an opinion about sea animals.

H inform others about an unusual sea animal.

Reporting Category:	3 Writing and Research
Performance Indicator:	0301.3.2 Identify the audience for which a text is written.

27 **This report was most likely written for people who**

A want to learn about ocean fishing.

B like learning about ocean swimming.

C enjoy learning about ocean animals.

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Reporting Category: **3 Writing and Research**

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

28 **Read Paragraph 3.**

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

Which sentence would be the best topic sentence to add to this paragraph?

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

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

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

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0301.3.4 Choose a supporting sentence that best fits the context and flow of ideas in a paragraph.**

29 **Read Paragraph 3.**

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

Which sentence belongs with Paragraph 3?

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

B Sea squirts look soft until you get up close.

C Most animals have some kind of outer covering.

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0301.3.5 Identify unnecessary information in a paragraph.**

30 **Read Paragraph 1.**

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

Which sentence should be removed from Paragraph 1?

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

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

H There are many other little animals in the ocean.

Reporting Category: **3 Writing and Research**

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

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

They swim around by <u>moving</u> their tails.

Choose the <u>best</u> word to replace the underlined word in the sentence.

A getting

B holding

C wiggling

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Reporting Category: **3 Writing and Research**

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

32 **Which is the best title for this report?**

F All About Sea Squirts

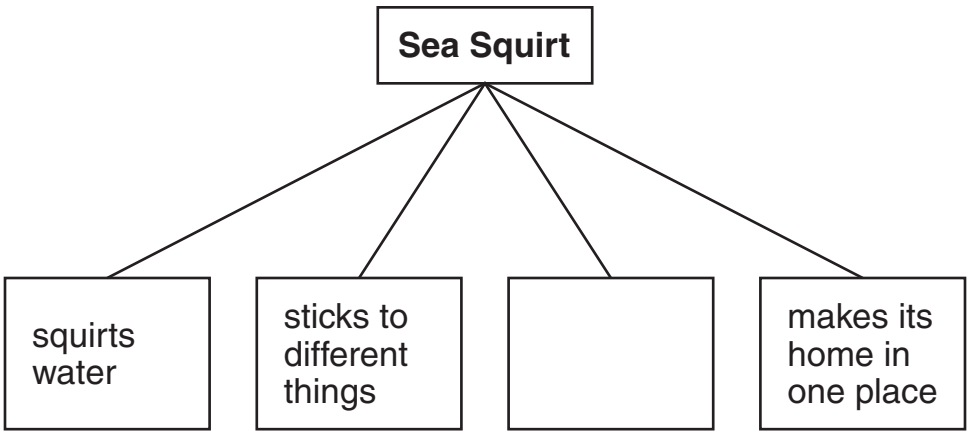
G Things That Squirt

H Sticky Tadpoles

Reporting Category: **3 Writing and Research**

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

33 **Read this diagram.**



Which of these belongs in the empty space?

A is always clear

B grows a rubbery skin

C lives inside of boats

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Reporting Category:	3 Writing and Research
Performance Indicator:	0301.4.1 Identify the most reliable sources of information to support a research topic.

34 **Which book would give the most information about sea squirts?**

F *Strange Sea Animals*

G *Animals of South America*

H *Sea Tales for One and All*

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

35 **When writing this report, Matt used a thesaurus to**

A add more facts to his report.

B find words that have similar meanings.

C look at pictures of sea squirts.

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

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

F an online encyclopedia

G an online dictionary

H a Web site about tadpoles

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Directions **Read the passage. Then answer Numbers 37 through 47.**

Koala Joey

by Buffy Silverman

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

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A koala eats a eucalyptus leaf.

2 At birth the baby koala, called a joey, does not look like his furry mom. He is pink and bald and as small as a jellybean. Although he cannot see, he moves his legs and crawls. He smells milk and starts to feel his way to his mother's pouch.

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

4 At five months old, the joey looks out of his mother's pouch. He eats a special soft food from his mother called pap.

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

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A joey looks out of his mother's pouch.

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6 For a few hours each night, the joey climbs on his mother's back for a ride. While riding piggyback, he reaches for leaves. Just like mom, he nips off leaves and chews them. The leaves have plenty of water in them, so koalas do not go to the ground often for a drink.

A joey enjoys a piggyback ride.

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

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

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

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Reporting Category: **2 Vocabulary**

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

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

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

Which word means about the same as nips?

A catches

B bites

C runs

Reporting Category: **2 Vocabulary**

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

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

> He can grip branches and grab leaves.

What does the word grip mean?

F hold on to

G give up

H put next to

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0301.4.1 Identify the most reliable sources of information to support a research topic.**

39 **Which source would be best to use for finding more information on the leaves that koalas eat?**

A a map showing where koalas live in Australia

B a Web site about helping koalas in Australia

C a book about koalas in Australia

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Reporting Category: **3 Writing and Research**

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

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

What a Joey Does at Different Ages

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

What information belongs in the empty space?

F Eats a food called pap

G Rides on his mother's back

H Sleeps on tree branches

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

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

A the definition of the word "pap"

B a map that shows where Australia is

C the number of hours a joey sleeps

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Reporting Category:	5 Logic
Performance Indicator:	0301.5.4 Determine sequence of events in text.

42 **Read Paragraphs 7 and 8.**

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

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

A joey stops drinking his mother's milk when he is about

F three months old.

G eight months old.

H one year old.

Reporting Category:	6 Informational Text
Performance Indicator:	0301.6.1 Select questions used to focus and clarify thinking before, during, and after reading text.

43 **Which question is answered in this passage?**

A How do koalas get the water they need?

B How much food do koalas eat?

C How large are adult koalas?

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Reporting Category:	6 Informational Text
Performance Indicator:	0301.6.2 Identify the stated main idea in a reading selection.

44 **Read Paragraph 2.**

At birth the baby koala, called a joey, does not look like his furry mom. He is pink and bald and as small as a jellybean. Although he cannot see, he moves his legs and crawls. He smells milk and starts to feel his way to his mother's pouch.

What is this paragraph mainly about?

F the name of a baby koala

G what a baby koala is like

H where a baby koala likes to sleep

Reporting Category:	6 Informational Text
Performance Indicator:	0301.6.3 Indicate which illustration or graphic best supports a particular text.

45 **After reading the passage, what can the reader tell about the picture next to Paragraph 6?**

A The joey spends most of its days alone.

B The joey has just opened its eyes.

C The joey is about eight months old.

Go On ▶

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

46 **After reading the passage, Pete wrote the following list of facts about baby koalas.**

Baby Koalas

- live in Australia
- swing around in the trees
- cannot see when born
- have two thumbs

Which fact is not true and should be taken off Pete's list?

F live in Australia

G swing around in the trees

H cannot see when born

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

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

A a map of an Australian forest

B a drawing of how joeys climb trees

C a timeline of how joeys grow

Go On ▶

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Directions **Read the poem. Then answer Numbers 48 through 52.**

It Fell in the City

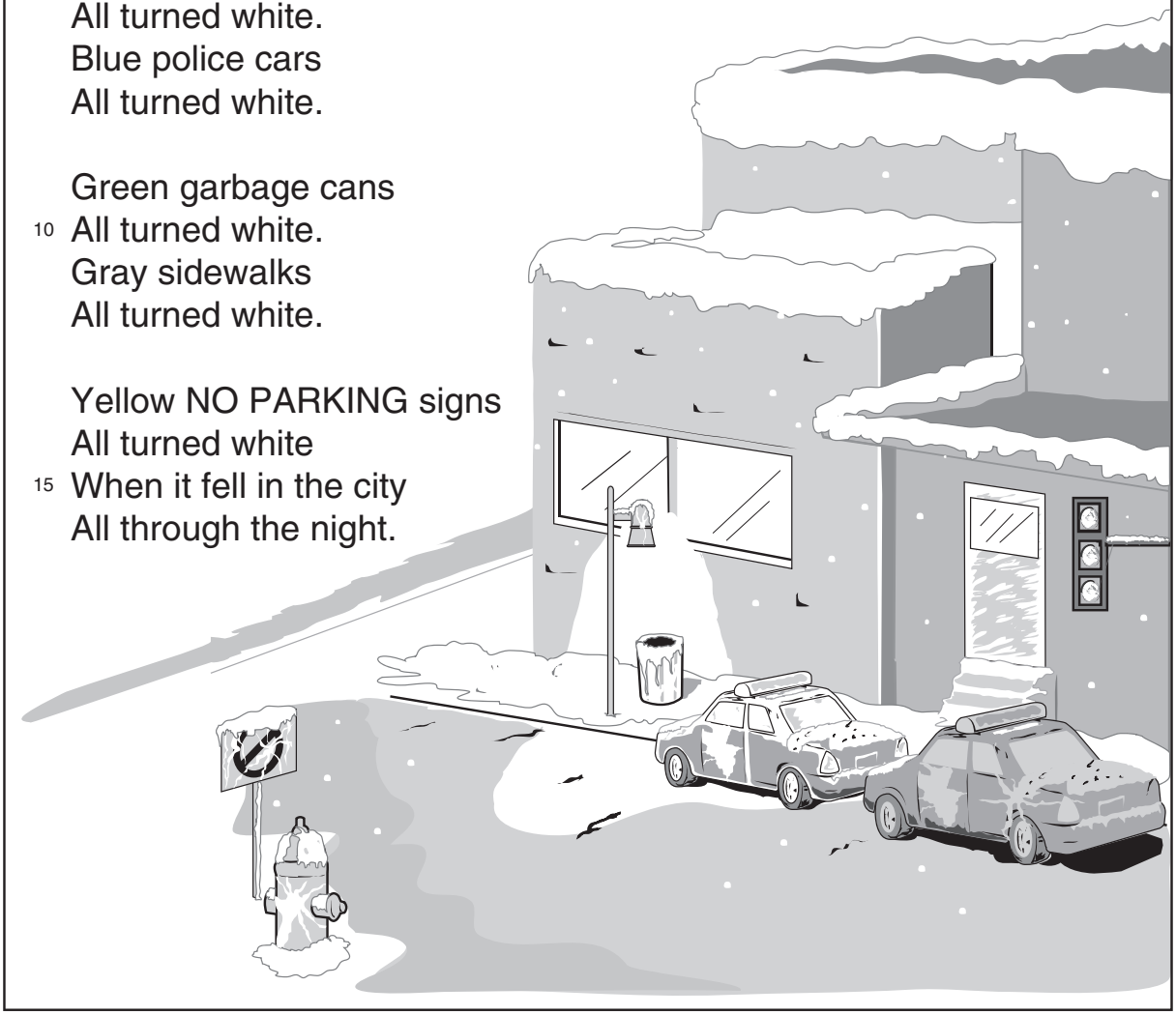
by Eve Merriam

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

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

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

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



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

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

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

F It fell in the city,

G It fell through the night,

H And the black rooftops

Reporting Category:	5 Logic
Performance Indicator:	0301.5.1 Draw appropriate inferences and conclusions from text.

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

A water.

B rain.

C snow.

Go On ▶

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Reporting Category:	7 Literature
Performance Indicator:	0301.8.1 Identify and/or select rhyming words.

50 **Which pair of words from the poem rhymes?**

F hydrants, cars

G night, white

H signs, city

Reporting Category:	7 Literature
Performance Indicator:	0301.8.3 Identify forms of text as poems, plays, or stories.

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

A takes place at night.

B is written in short lines.

C has a main idea.

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Reporting Category:	**7 Literature**
Performance Indicator:	**0301.8.5 Identify the author's purpose (e.g., to entertain, to inform, to describe, to share feelings).**

52 **What is the author's main reason for writing this poem?**

F to describe a scene

G to teach an important lesson

H to explain how to do a task

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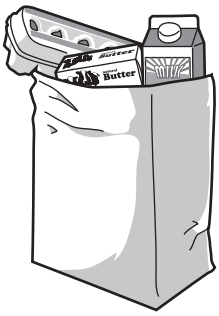
Directions **Read the story. Then answer Numbers 53 through 58.**

Don't Forget!



by Kelly Musselman

1 Dad wanted to bake a surprise cake for Mom's birthday.

2 "I need butter, eggs, and milk," Dad said to himself. "I'll ask Jake to get some for me."

3 Dad called Jake in from playing ball. "Here is some money. Please go to the store and buy a pound of butter, a dozen eggs, and a quart of milk for me. Don't forget."

4 Jake started out for the store. On the way, he saw his sister, Emma, riding her bike. "Emma, can you take this money and go to the store? Dad needs a pound of milk, a quart of eggs, and a dozen butters. Don't forget."

5 Emma rode off for the store. On the way, she saw her brother Max rolling by on his skates. "Max, please take this money and go to the store. Dad needs a pound of eggs, a quart of butter, and a dozen milks. Don't forget."

6 Max rolled off for the store. When he got there, he scratched his head. Emma's list didn't sound right. She must have meant a dozen eggs, a pound of butter, and a quart of milk. He told the clerk what he wanted. On the way home, Max saw Emma, still riding her bike.

7 "Here's the stuff from the store," said Max, handing her the bag.

8 Emma found Jake shooting baskets in the driveway. "Here's the stuff from the store," she said.

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9 Jake went into the house and gave the bag to Dad. Dad took out a quart of milk, a pound of butter, and a dozen eggs.

10 "This is just right for Mom's birthday cake," said Dad. "I'm glad you didn't forget."

11 "No, I didn't," said Jake. "And neither did Emma or Max. But, Dad, I think you'd better take a look at the calendar. Mom's birthday is next week!"

"Don't Forget!" by Kelly Musselman, from *Highlights for Children*, November 2000, copyright © 2000 by Highlights for Children, Inc. Columbus, Ohio. Used by permission.

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

53 **Read the sentences from Paragraph 6.**

> When he got there, he scratched his head. Emma's list didn't sound right. She must have meant a dozen eggs, a pound of butter, and a quart of milk. He told the clerk what he wanted.

Based on the story, a clerk is a person who

A forgets what must be done.

B buys food from others.

C works at a store.

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Reporting Category: **5 Logic**

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

54 **Why does Max scratch his head at the store?**

F He thinks Emma may have given him wrong information.

G He has forgotten everything that Emma told him to buy.

H He is not able to carry anything because he is on skates.

Reporting Category: **5 Logic**

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

55 **Which event happens at the end of the story?**

A Dad asks Jake to go to the store.

B Jake reminds Dad to check the date.

C Emma asks Max to go to the store for her.

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Reporting Category:	7 Literature
Performance Indicator:	0301.8.2 Identify setting, characters, and plot in a reading selection.

56 **What does a reader know about Jake and Max after reading this story?**

F They like to ride bikes.

G They want to bake cakes.

H They are brothers.

Reporting Category:	7 Literature
Performance Indicator:	0301.8.5 Identify the author's purpose (e.g., to entertain, to inform, to describe, to share feelings).

57 **Why did the author most likely write this story?**

A to describe a surprise

B to tell about a funny event

C to explain how to make a cake

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Reporting Category: **7 Literature**

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

58 **What is Dad's main problem in this story?**

F Dad does not have what he needs to make a cake.

G Jake spends too much time playing ball.

H Max does not buy what Dad needs from the store.

Directions **Read and answer Numbers 59 through 81.**

Reporting Category: **1 Language**

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

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

A Sam has just finished reading a Chapter Book.

B Did you send a letter to Aunt Fran?

C Rebecca goes to pineview elementary school.

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Reporting Category: **1 Language**

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

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

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

G Our new address is 322 Leaf Street.

H Our class trip is on the first friday in may.

Reporting Category: **1 Language**

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

61 **Which sentence has the correct end mark?**

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

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

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

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Reporting Category:	**1 Language**
Performance Indicator:	**0301.1.10 Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.**

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

F Stay away from the river!

G This book is about a mystery.

H What time does the art class start?

Reporting Category:	**1 Language**
Performance Indicator:	**0301.1.10 Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.**

63 **Read this interrogative sentence.**

Will you come to my baseball game next Sunday

Which mark belongs at the <u>end</u> of this sentence?

A .

B !

C ?

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Reporting Category:	1 Language
Performance Indicator:	0301.1.11 Rearrange and identify words in alphabetical order (e.g., lists, phone directory).

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

F porch
problem
print

G problem
porch
print

H porch
print
problem

Reporting Category:	1 Language
Performance Indicator:	0301.1.11 Rearrange and identify words in alphabetical order (e.g., lists, phone directory).

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

shy slipper

Which word would appear on that dictionary page?

A sloppy

B silver

C sport

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Reporting Category:	**1 Language**
Performance Indicator:	**0301.1.12 Choose correctly (or incorrectly) spelled words in context.**

66 **Read this sentence.**

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

Which underlined word is not spelled correctly?

F bruther

G three

H frogs

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

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

A One student drew two pictures of a squirrel.

B Maria showed her stories two the teacher.

C Justin wrote a letter two his older brother.

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

68 **Read this sentence.**

The girls rode _____ bikes in the park.

Which word belongs on the blank?

F there

G they're

H their

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

69 **Three students are working in a group to solve a math problem.**

Jorge is writing down ideas.
Mia is finishing her homework.
Jesse is reading the problem out loud.

Which student's behavior does not help the group?

A Jorge

B Mia

C Jesse

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Reporting Category: **3 Writing and Research**

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

70 **Read these sentences.**

1 Hannah quickly put on her raincoat and boots.
2. Hannah asked her mother if she could play outside in the rain.
3. Her mother said she had to dress for the weather.

Which is the best order for these sentences?

F 2, 3, 1

G 1, 3, 2

H 3, 1, 2

Reporting Category: **3 Writing and Research**

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

71 **Read this sentence.**

Tim _____ over the tall fence to get the ball.

Which word belongs on the blank line?

A climbed

B ran

C got

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Reporting Category:	3 Writing and Research
Performance Indicator:	0301.4.3 Select appropriate sources from which to gather information on a given topic.

72 **Maddie is writing a report about the sun. Which source would be the best place for Maddie to find facts for her report?**

F a science book

G a short story

H a newspaper

Reporting Category:	3 Writing and Research
Performance Indicator:	0301.4.3 Select appropriate sources from which to gather information on a given topic.

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

A an encyclopedia

B an atlas

C the Internet

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

74 Read this chart and answer the question.

State Flowers and Trees

State	Flower	Tree
Tennessee	Purple Iris	Yellow Poplar
Utah	Sego Lily	Blue Spruce
Vermont	Red Clover	Sugar Maple
Wisconsin	Wood Violet	Sugar Maple

Which two states have the same state tree?

F Tennessee and Utah

G Vermont and Wisconsin

H Utah and Vermont

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Reporting Category: **6 Informational Text**

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

75 **Look at the information below.**

Chapter 1	**Wolves**	**10**
	gray wolves	
	red wolves	
Chapter 2	**Deer**	**14**
	white-tailed deer	
	moose	
Chapter 3	**Bears**	**18**
	grizzly bears	
	black bears	

What part of a book is shown above?

A glossary

B table of contents

C title page

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Reporting Category:	6 Informational Text
Performance Indicator:	0301.6.5 Recognize the parts of a book (e.g., glossary, table of contents).

76 **Which part of a book lists all of the chapters?**

F the table of contents

G the title page

H the glossary

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

77 **Which statement cannot be true?**

A A pet mouse needs sawdust or paper to make a nest.

B There are more than forty kinds of white mice.

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

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Reporting Category: **6 Informational Text**

Performance Indicator: **0301.6.7 Arrange a set of instructions in a sequential, step-by-step order.**

78 **Read these steps for making a cake.**

1. Bake at 350 degrees for 25 minutes.
2. Mix butter, milk, eggs, sugar, and flour.
3. Then pour the batter into a cake pan and put it into the oven.
4. First turn on the oven to heat it up.

Based on the steps shown, what is the correct order for making a cake?

F 4, 2, 1, 3

G 1, 4, 3, 2

H 4, 2, 3, 1

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Performance Indicator: **0301.7.1 Determine the main idea in a visual image.**

79 **Look at the picture.**

This picture shows a boy who

A is afraid of being in the leaves.

B is unhappy where he is.

C enjoys playing in the leaves.

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

80 **Jarrett is watching a video called "Cheetahs in the Jungle." While watching the video, he will be able to do all of these <u>except</u>**

F see what a cheetah's home is like.

G smell the jungle where the cheetah lives.

H hear what a cheetah sounds like.

Reporting Category:	7 Literature
Performance Indicator:	0301.8.4 Recognize basic plot features of fairy tales, folk tales, fables, and myths.

81 **A fable has all of the following <u>except</u>**

A animals that talk.

B a lesson that is learned.

C a setting in present day.

STOP

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Mathematics

Reporting Category: **1 Mathematical Processes**

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

1 A circus started and ended one night at the times shown on these clocks.

Start Time

End Time

How many minutes did the circus last?

A 130 minutes

B 90 minutes

C 30 minutes

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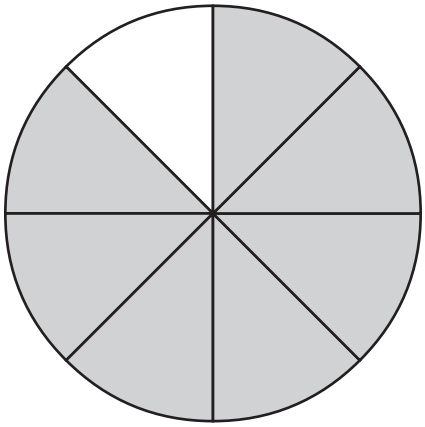
Reporting Category:	**1 Mathematical Processes**
Performance Indicator:	**0306.1.4 Match the spoken, written, concrete, and pictorial representations of fractions with denominators up to ten.**

2 The model below is shaded to show a fraction.



What fraction of the model is shaded?

F $\frac{7}{8}$

G $\frac{1}{7}$

H $\frac{1}{8}$

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Reporting Category:	**1 Mathematical Processes**
Performance Indicator:	**0306.1.5 Represent problems mathematically using diagrams, numbers, and symbolic expressions.**

3 Candace had 12 strawberries. She gave 3 strawberries to Amanda, as shown below.

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

A $12 - 3 = \square$

B $12 + 3 = \square$

C $12 \div 3 = \square$

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Reporting Category:	**1 Mathematical Processes**
Performance Indicator:	**0306.1.5 Represent problems mathematically using diagrams, numbers, and symbolic expressions.**

4 Tanya bought 4 cups of lemonade. Each cup of lemonade cost 20 cents. Which expression could be used to find the total amount Tanya spent on lemonade, in cents?

F $20 \div 4$

G $20 + 4$

H 20×4

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Reporting Category:	1 Mathematical Processes
Performance Indicator:	**0306.1.7 Select appropriate units and tools to solve problems involving measures.**

5 A picture of a crayon is shown below.

Which measurement best describes the length of this crayon?

A 3 feet

B 3 inches

C 3 meters

Reporting Category:	1 Mathematical Processes
Performance Indicator:	**0306.1.7 Select appropriate units and tools to solve problems involving measures.**

6 Mr. Manuel used a measuring tape to help him complete a job. Which job would be completed using a measuring tape?

F measuring the temperature of a room

G measuring the weight of a rock

H measuring the length of a door

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

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

A 900,52

B 952

C 925

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

8 What is the value of the 4 in the number below?

6,402

F 4,000

G 400

H 40

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

9 What is the place value of the digit 9 in the number below?

39,845

A hundreds

B thousands

C ten-thousands

Reporting Category:	2 Number and Operations
Performance Indicator:	**0306.2.3 Convert between expanded and standard form with whole numbers to 10,000.**

10 Which shows the expanded form of the number 5,209?

F $5{,}000 + 200 + 9$

G $5{,}000 + 20 + 9$

H $5 + 2 + 9$

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

11 The table below shows the number of members in each of two Tennessee farm clubs.

Tennessee Farm Clubs

Name	Number of Members
Dairy	6,076
Poultry	5,070

Based on the table, which number sentence correctly compares these numbers?

A $6{,}076 < 5{,}070$

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

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

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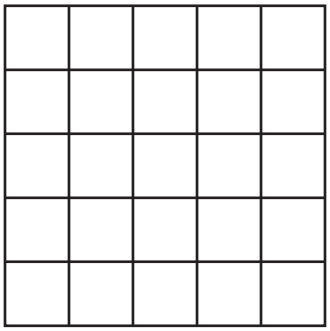
Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0306.2.5 Identify various representations of multiplication and division.**

12 Which number sentence is best represented by the model below?



F $5 \times 25 = \square$

G $5 + 5 = \square$

H $5 \times 5 = \square$

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0306.2.6 Recall basic multiplication facts through 10 times 10 and the related division facts.**

13 Which two numbers can be placed in the boxes below to make the number sentence true?

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

A 4 and 8

B 6 and 8

C 7 and 6

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0306.2.7 Compute multiplication problems that involve multiples of ten using basic number facts.**

14 A theater has 80 rows of seats. Each row has 6 seats. What is the total number of seats?

F 140

G 480

H 4,800

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0306.2.8 Solve problems that involve the inverse relationship between multiplication and division.**

15 Look at the two number sentences below.

$$8 \times \square = 40$$

$$40 \div 8 = \square$$

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

A 5

B 6

C 7

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Category:	2 Number and Operations
Performance Indicator:	**0306.2.9 Solve contextual problems involving the addition (with and without regrouping) and subtraction (with and without regrouping) of two- and three digit whole numbers.**

16 Mr. Barrett hit 144 golf balls on Friday. On Saturday, he hit 126 golf balls. How many golf balls did Mr. Barrett hit altogether?

F 270

G 261

H 260

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Reporting Category: **2 Number and Operations**

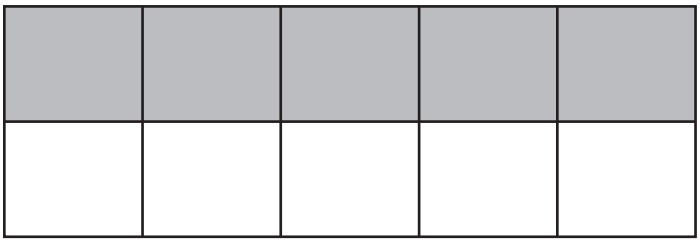
Performance Indicator: **0306.2.10 Identify equivalent fractions given by various representations.**

17 The model below is shaded to represent a fraction.

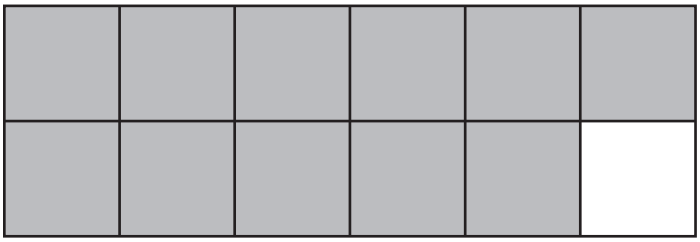
Which model is shaded to show a fraction that is equivalent to this fraction?

A

B



C



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Reporting Category: **2 Number and Operations**

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

18 Which picture shows $\frac{4}{6}$ of the shirts shaded?

F

G

H

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0306.2.12 Name fractions in various contexts that are less than, equal to, or greater than one.**

19 All of the squares in the set below are black.

Which fraction represents the number of black squares in this set?

A $\frac{0}{5}$

B $\frac{1}{5}$

C $\frac{5}{5}$

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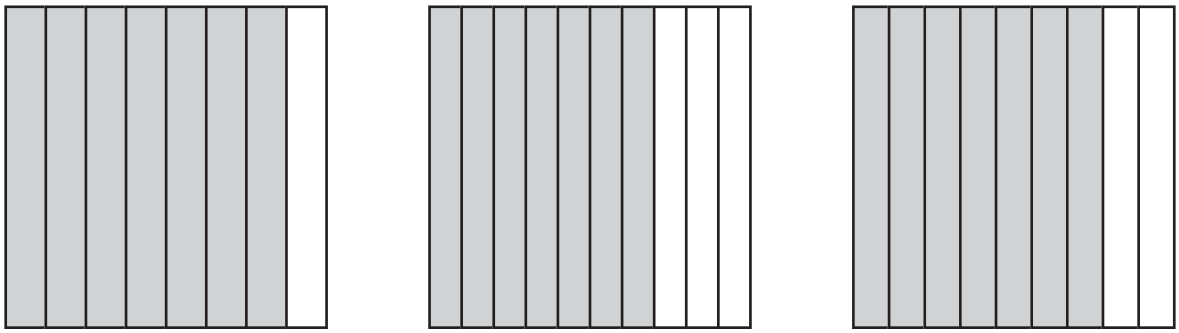
Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0306.2.13 Recognize, compare, and order fractions (benchmark fractions, common numerators, or common denominators).**

20 The models below are shaded to show 3 fractions.



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

Which list shows these fractions in order, from greatest to least?

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

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

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

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0306.2.14 Add and subtract fractions with like denominators.**

21 José and Ivana shared a plate of crackers.

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

What fraction represents the number of crackers José and Ivana ate?

A $\frac{1}{6}$

B $\frac{5}{12}$

C $\frac{5}{6}$

Go On ▶

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Reporting Category: **3 Algebra**

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

22 Tim picked 3 roses, 4 tulips, and 5 daisies. He used the expression below to find the total number of flowers he picked.

$$(3 + 4) + 5$$

Which expression could Tim use to check his answer?

F $(3 \times 4) + 5$

G $3 + (4 + 5)$

H $(3 + 4) \times 5$

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Reporting Category:	3 Algebra
Performance Indicator:	**0306.3.2 Express mathematical relationships using number sentences/ equations.**

23 Jared put fruit slices on a tray.

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

Which number sentence could be used to find the number of orange slices on the tray?

A $\square - 40 = 12$

B $\square - 12 = 40$

C $40 - 12 = \square$

Reporting Category:	3 Algebra
Performance Indicator:	**0306.3.3 Find the missing values in simple multiplication and division equations.**

24 **Solve:** $9 \times \square = 36$

F 3

G 4

H 27

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Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0306.4.1 Recognize polygons and be able to identify examples based on geometric definitions.**

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

A octagon

B hexagon

C pentagon

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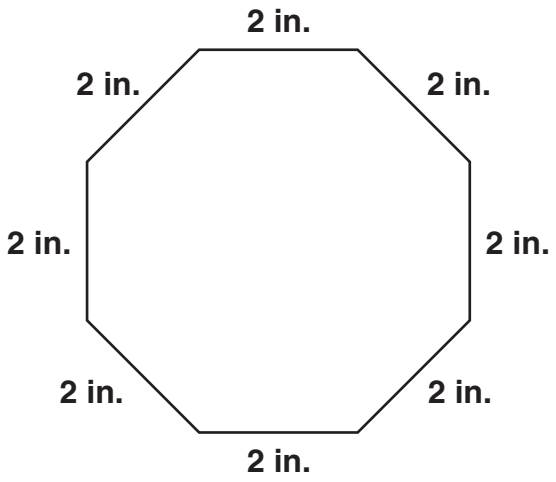
26 Meiling drew the shape below.



What is the perimeter of Meiling's shape, in inches?

F 10 inches

G 14 inches

H 16 inches

Go On ▶

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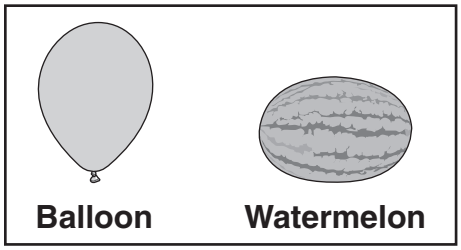
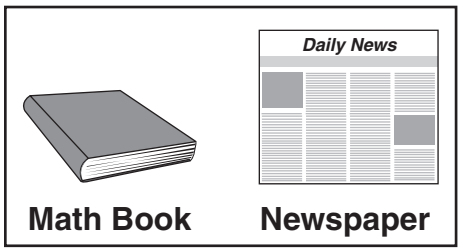
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0306.4.5 Choose reasonable units of measure, estimate common measurements using benchmarks, and use appropriate tools to make measurements.**

27 Which pair of objects is most likely to have the greatest total weight?

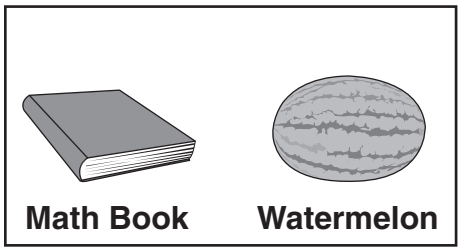
A



B



C



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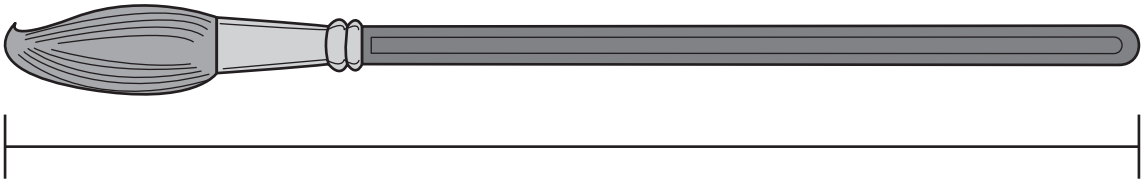
Performance Indicator: **0306.4.6 Measure length to the nearest centimeter or half inch.**

28 Use the centimeter side of your ruler to help you solve this problem.

A picture of a paintbrush is shown below.



Which is closest to the length of this paintbrush to the nearest centimeter?

F 6 centimeters

G 15 centimeters

H 16 centimeters

Go On ▶

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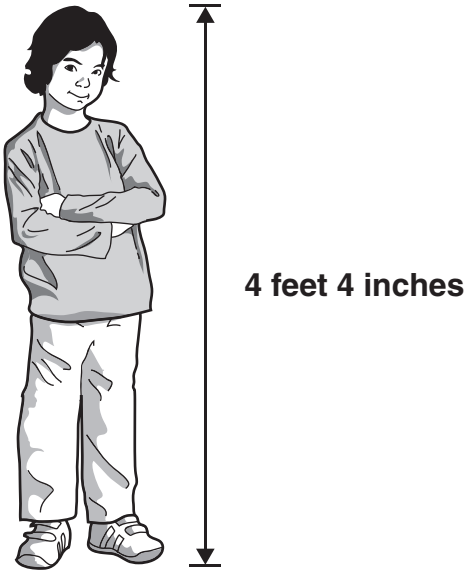
Reporting Category: **4 Geometry and Measurement**

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

29 Al's height is shown below.



If Al grows 2 more inches, how tall will he be?

A 6 feet 4 inches

B 4 feet 6 inches

C 4 feet 2 inches

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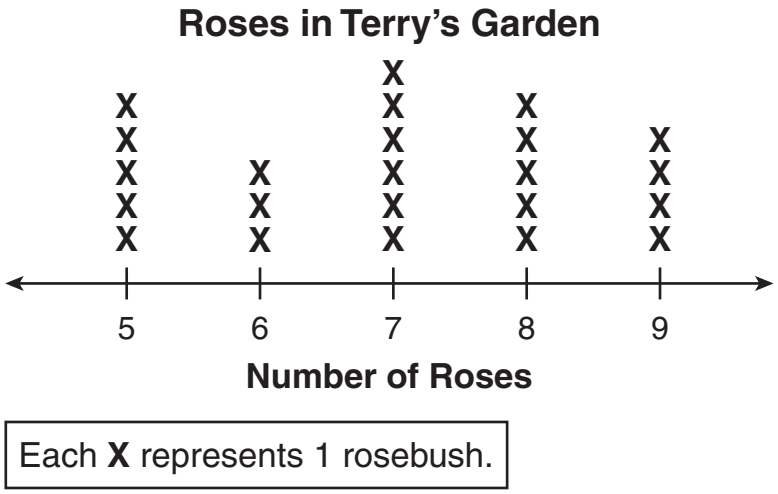
30 This line plot shows the number of roses on each rosebush in Terry's garden.



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

F 6

G 8

H 15

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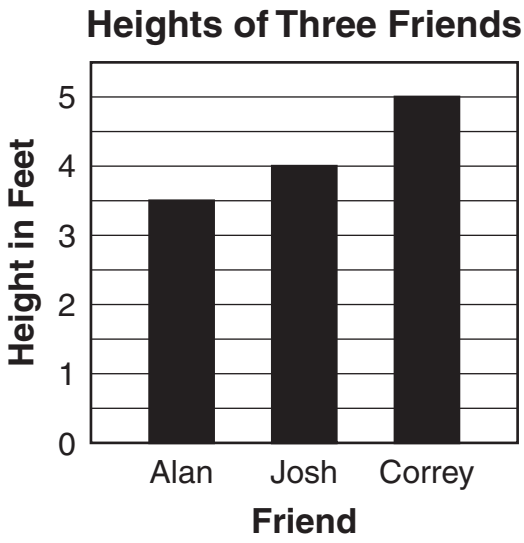
Reporting Category: **5 Data Analysis, Statistics and Probability**

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

31 The graph below shows the heights of 3 friends.



Who is the tallest?

A Alan

B Josh

C Correy

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

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

32 The table below shows the number of books students read during one summer.

Summer Reading

Student	Number Read
Sam	14
Trudy	3
Victor	6

What is the total number of books Sam and Trudy read during this summer?

F 9

G 17

H 23

STOP

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Science

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

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

1 **A student used a magnifying glass to look at the roots of a plant as shown below.**

What is the main function of the roots?

A to make food

B to take in water

C to grow seeds

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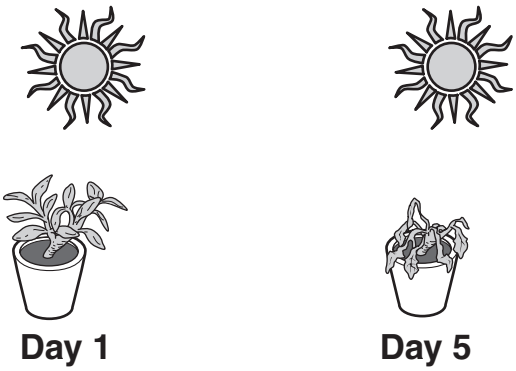
Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0307.3.1 Identify the basic needs of plants and animals.**

2 **A student placed a healthy plant outside. Five days later, the plant looked dried and wilted as shown below.**



The plant most likely needs

F soil.

G water.

H sunlight.

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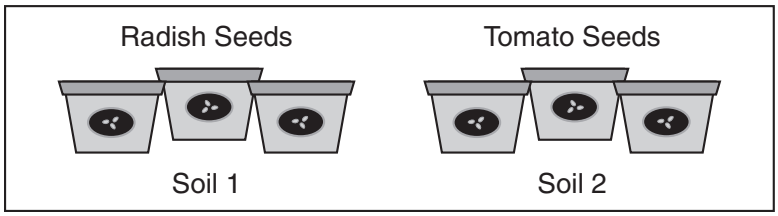
Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0307.INQ.1 Select an investigation that could be used to answer a specific question.**

3 **A group of students has some radish and tomato seeds. For a science investigation, they ask the following question:**

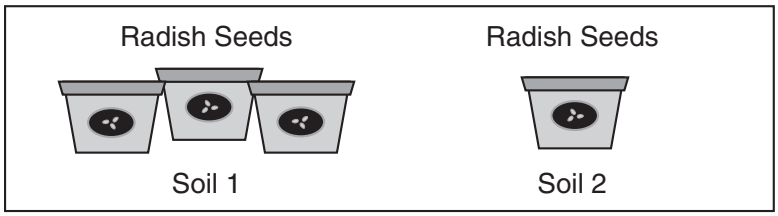
Which type of soil will make tomato seeds grow faster?

Which experiment will <u>best</u> help the students answer the question?

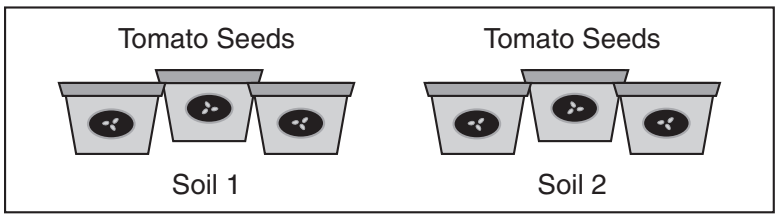
A



B



C



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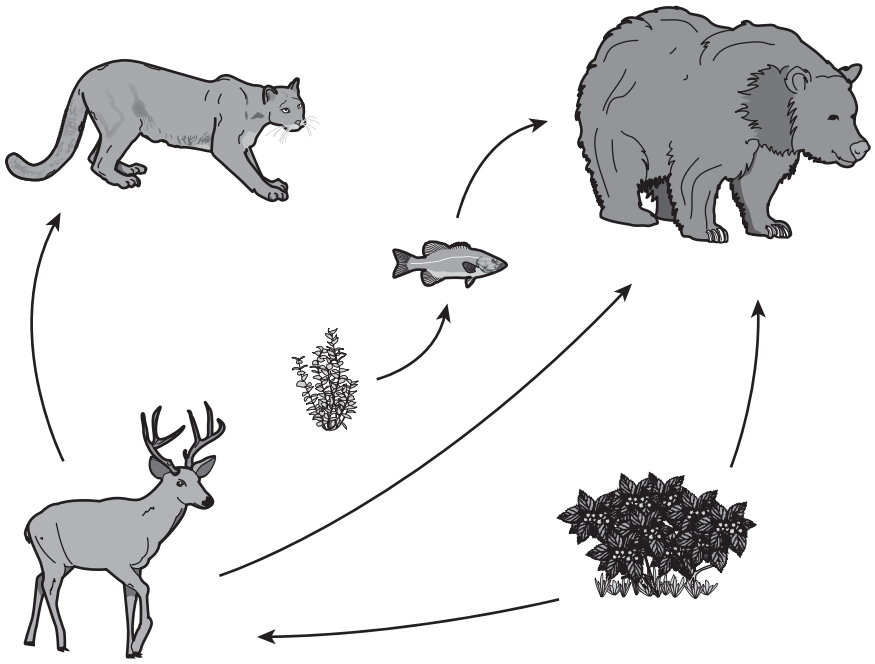
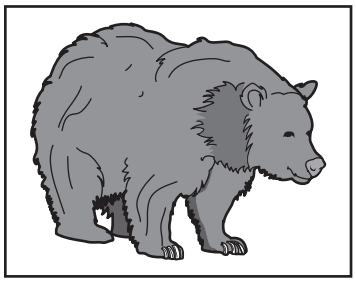
Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0307.3.2 Recognize that animals obtain their food by eating plants and other animals.**

4 A forest food web is shown below.



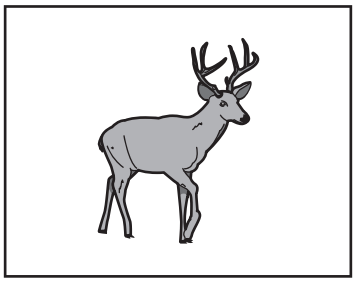
Forest Food Web

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



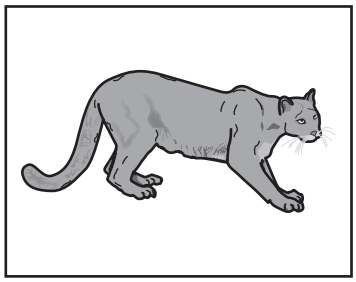
Bear

F



Deer

G



Cougar

H

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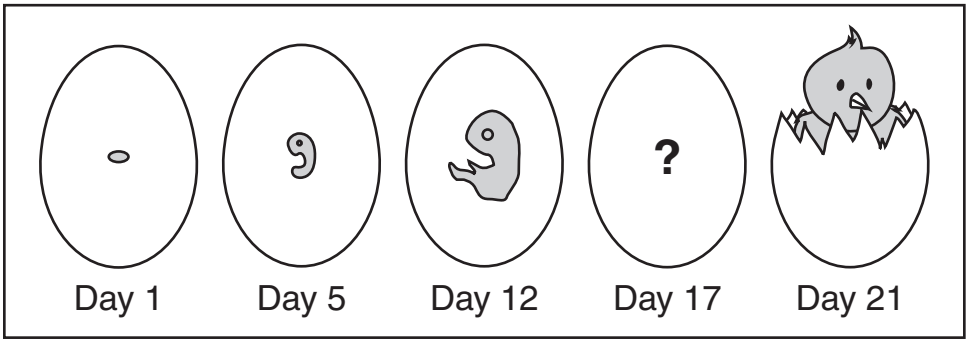
Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0307.4.1 Select an illustration that shows how an organism changes as it develops.**

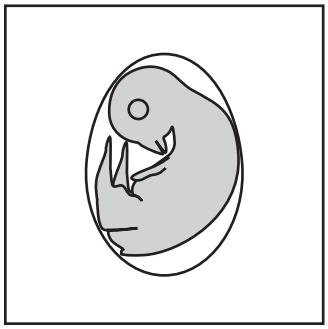
5 It takes about 21 days for a chicken egg to hatch.

Hatching Chicken Egg Diagram

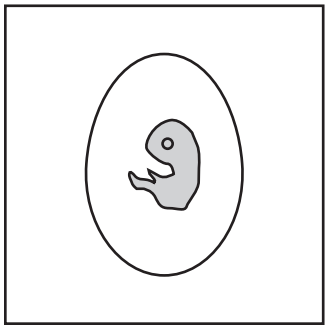


Which picture <u>best</u> represents the chicken egg on Day 17?

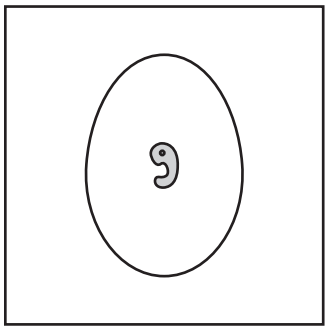
A



C



B



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

6 **A picture of a raccoon is shown below.**

© Kawisign/iStockphoto #7338318

Which trait will the offspring get from a parent raccoon when it is born?

F using trees as a home

G staying warm in the winter

H having black fur around the eyes

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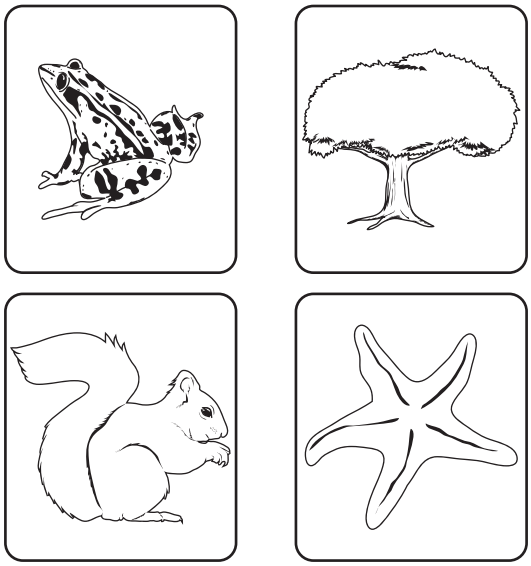
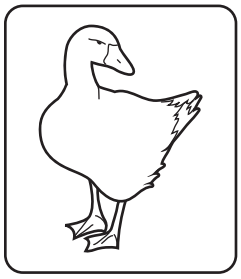
Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0307.2.1 Distinguish between living and non-living things.**

7 **Students have a stack of cards to organize into groups. Each card has a different picture of an object. The cards that belong to Group 1 are shown below.**

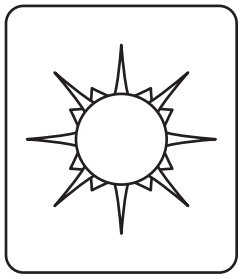
Group 1



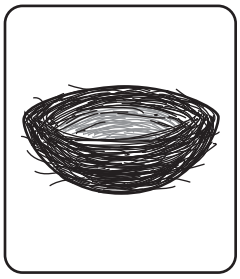
Which picture card would <u>best</u> be placed into Group 1?



A



B



C

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

8 A chart with facts about three animals is shown below.

Animal Facts

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

Which animals most likely compete for shelter?

F Squirrel and Fox

G Squirrel and Owl

H Owl and Fox

Go On ▶

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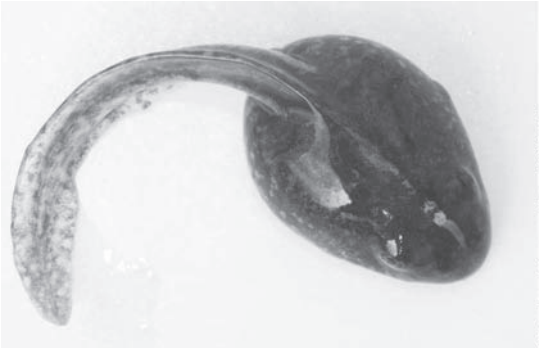
Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0307.5.1 Investigate an organism's characteristics and evaluate how these features enable it to survive in a particular environment.**

9 **A tadpole has gills and a tail. A picture of a tadpole is shown below.**



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

A helping the tadpole stay warm.

B helping the tadpole find prey.

C helping the tadpole get oxygen.

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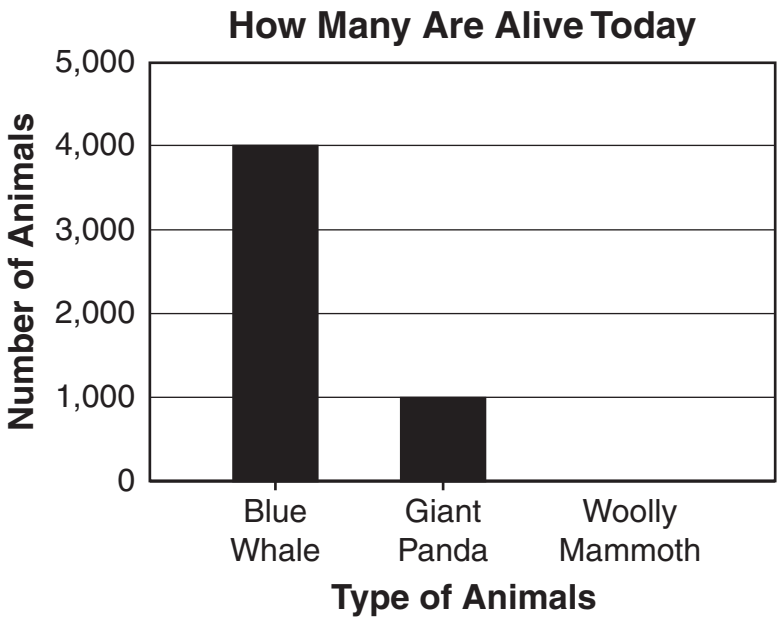
Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0307.5.2 Investigate populations of different organisms and classify them as thriving, threatened, endangered, or extinct.**

10 A graph showing the population of three animals is shown below.



Which animal is extinct?

F Blue Whale

G Giant Panda

H Woolly Mammoth

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

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

A threatened.

B thriving.

C extinct.

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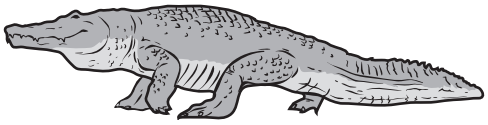
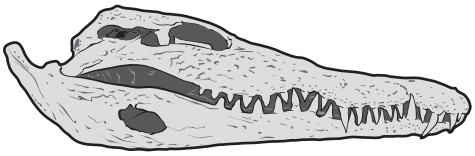
Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0307.5.3 Match the organism with evidence of its prior existence.**

12 A crocodile is shown in the diagram below.



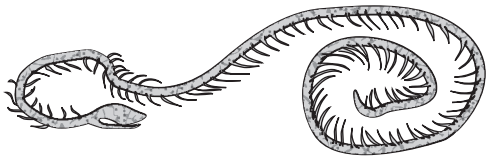
Which fossil shows the <u>best</u> evidence that crocodiles lived long ago?

F



G

H



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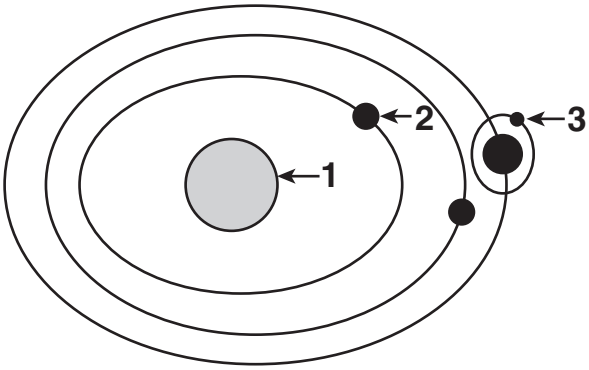
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0307.6.1 Identify the major components of the solar system, i.e., sun, planets and moons.**

13 **A diagram of the solar system is shown below.**



Which object is most likely a moon?

A object 1

B object 2

C object 3

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

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

Magnifying Lens

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

F telescope

G television

H window glass

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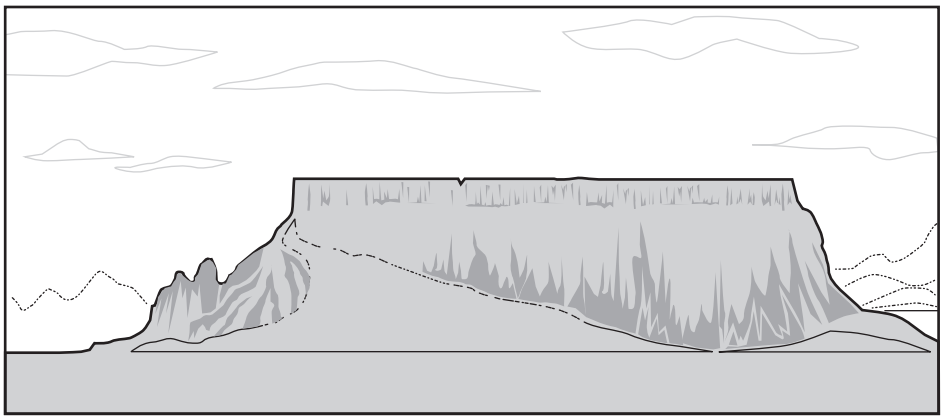
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0307.7.1 Classify landforms and bodies of water according to their geological features and identify them on a map.**

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



What landform is shown in the diagram?

A a plateau

B a valley

C a canyon

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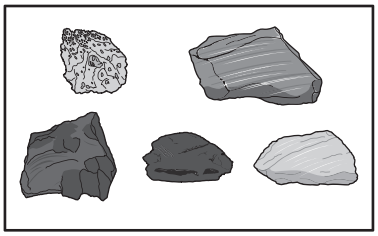
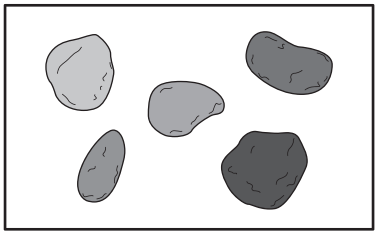
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0307.7.2 Describe how rocks can be classified according to their physical characteristics.**

16 Students sorted the rocks shown below into two groups.



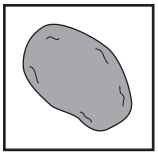
Group 1

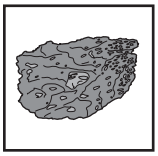


Group 2

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

F

G 

H 

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Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0307.7.3 Identify an object as natural or man-made.**

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

A a rock fossil

B a picture of a fossil

C a clay model of a fossil

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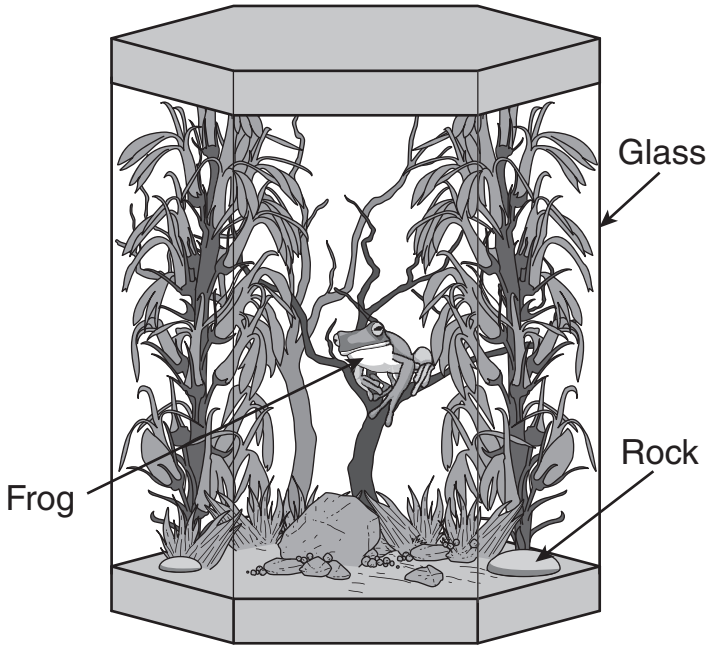
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0307.7.3 Identify an object as natural or man-made.**

18 A diagram of a terrarium is shown below.

Terrarium



Which object in the diagram is man-made?

F Frog

G Rock

H Glass

Go On ▶

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

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

Which activity is an example of recycling?

A using chalk to write on the board

B using a trash can to throw trash away

C using a shoebox to plant seeds in

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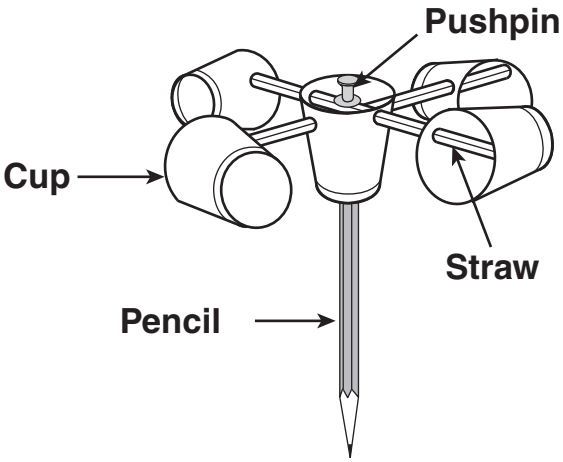
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0307.8.1 Choose the correct tool for measuring a particular atmospheric condition.**

20 A student builds a model of a weather tool.



Which weather condition does this tool <u>best</u> measure?

F wind speed

G air pressure

H rainfall

Go On ▶

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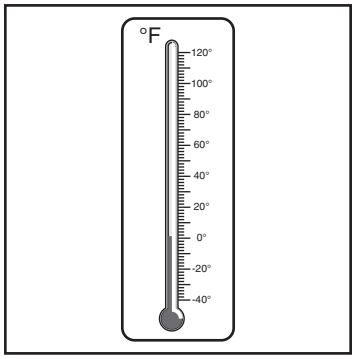
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0307.TE.1 Select a tool, technology, or invention that was used to solve a human problem.**

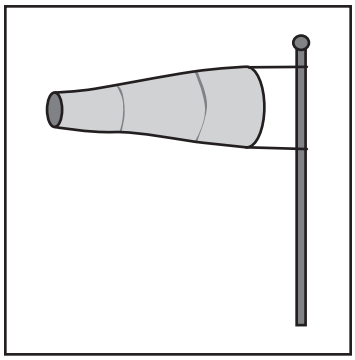
21 Scientists used to have no way of warning people when dangerous hurricanes were coming. Which tool is <u>best</u> used to help warn people about hurricanes?

A



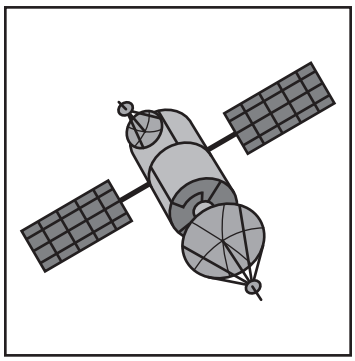
Thermometer

C



Windsock

B



Weather Satellite

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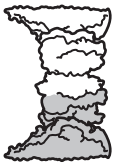
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0307.8.2 Match major cloud types with specific atmospheric conditions.**

22 A chart of different types of clouds is shown below.

Types of Clouds

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

What type of cloud is most likely seen in the sky when it is stormy?

F Cirrus

G Cumulonimbus

H Stratus

Go On ▶

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

23 A picture of a person with a handful of rocks is shown below.

© ranplett/iStockphoto #3285656

Which pair of words best describes these rocks?

A square and rough

B smooth and oval

C rough and round

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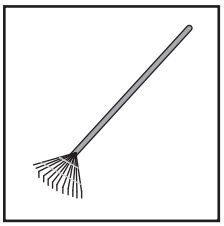
Performance Indicator: 0307.9.2 Identify methods for separating different types of mixtures.

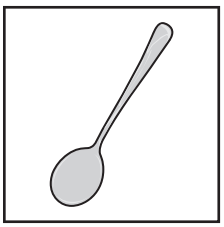
24 Small pieces of iron are mixed into a box of sand. Which of these would best separate the iron pieces from the sand?

F



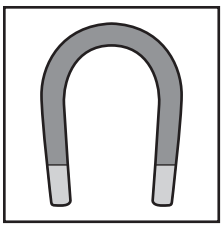
Rake

G



Spoon

H



Magnet

Go On ▶

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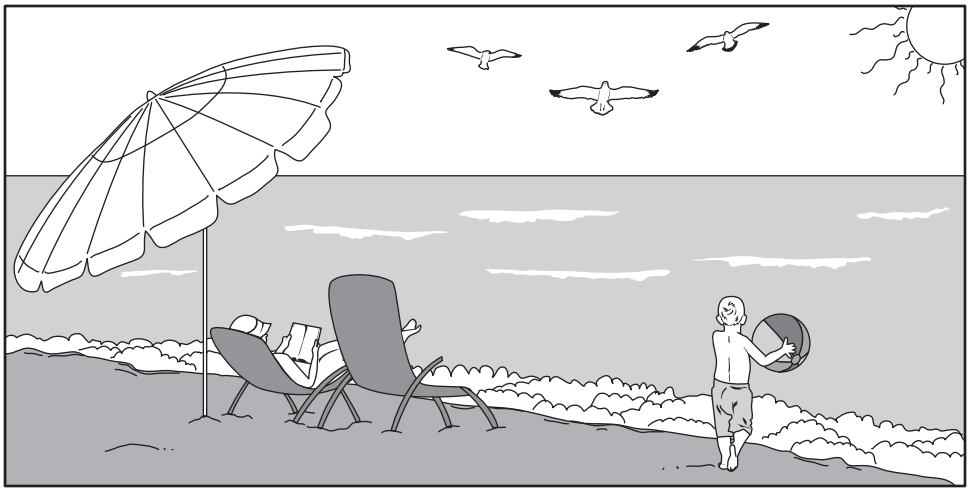
Performance Indicator: 0307.10.1 Use an illustration to identify various sources of heat energy.

25 A drawing of a beach is shown below.



Which is the source of the greatest heat energy?

A the sun shining

B the seagulls flying

C the person reading

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

26 Two students put 10 grams of snow into three cups. They made a chart that showed how long it took the snow to melt in each cup.

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

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

F the paper cup

G the metal cup

H the plastic cup

Go On ▶

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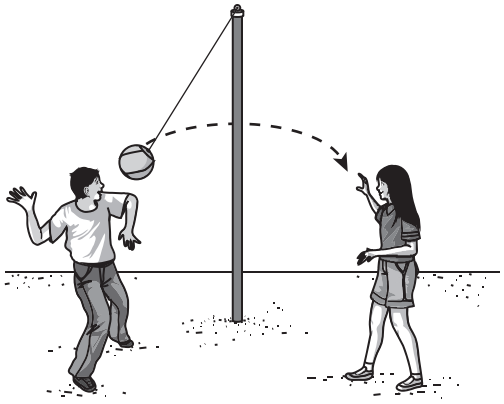
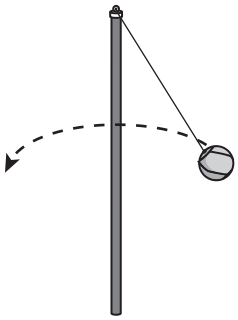
Reporting Category:	**PHYSICAL SCIENCE 2: Motion, Forces in Nature**
Performance Indicator:	**0307.11.1 Identify how the direction of a moving object is changed by an applied force.**

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

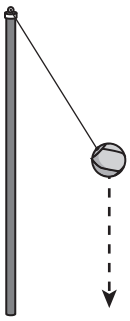


How does the direction of the ball change when the girl hits the ball to the boy?

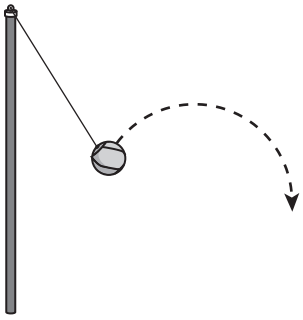
A



C



B



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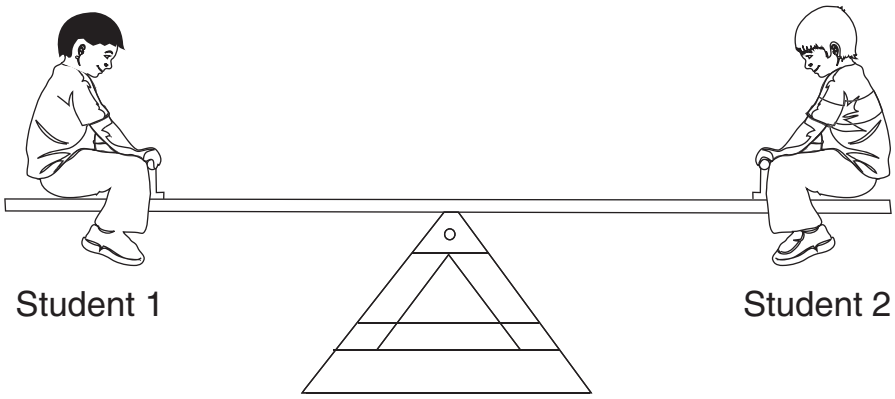
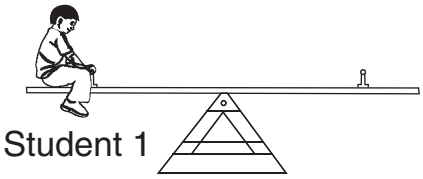
Reporting Category:	**PHYSICAL SCIENCE 2: Motion, Forces in Nature**
Performance Indicator:	**0307.11.2 Demonstrate how changing the mass affects a balanced system.**

28 A student sits on each end of a seesaw.



Which picture shows what will happen if Student 2 gets off the seesaw?

F



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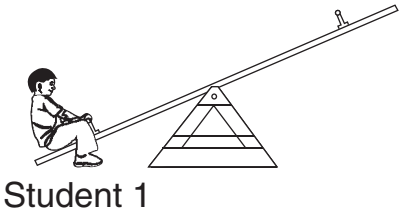

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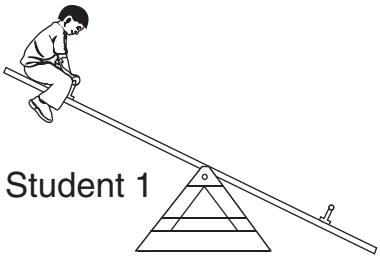

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29 **A student was asked to write about the pitches heard from the instruments shown below.**

Instrument	Pitch
Piccolo	
Tuba	
Violin	
Bass	

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

A soft and loud

B heavy and light

C high and low

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Reporting Category:	**PHYSICAL SCIENCE 2: Motion, Forces in Nature**
Performance Indicator:	**0307.11.3 Distinguish between pitch and volume.**

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

F pitch

G range

H volume

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Reporting Category:	**PHYSICAL SCIENCE 2: Motion, Forces in Nature**
Performance Indicator:	**0307.11.4 Identify how sounds with different pitch and volume are produced.**

31 **A guitar can make sounds when someone strums the strings. A picture of a guitar is shown below.**

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

A strumming strings for a longer time

B strumming strings harder

C strumming strings faster

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

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

F A magnet can move objects without touching them.

G Magnetic forces are stronger than electrical forces.

H All metals have magnetic properties.

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

33 **The names of some objects were written on the lists shown below.**

List 1
Spoon
Nail
Paper Clip
Scissors
Metal Can

List 2
Sponge
Napkin
Paper
Cork
Rubber Band

The objects were placed on List 1 because they are

A the same size.

B attracted to magnets.

C made of wood.

STOP

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Social Studies

Reporting Category: **1 Economics**

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

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

A computer

B horse

C flower

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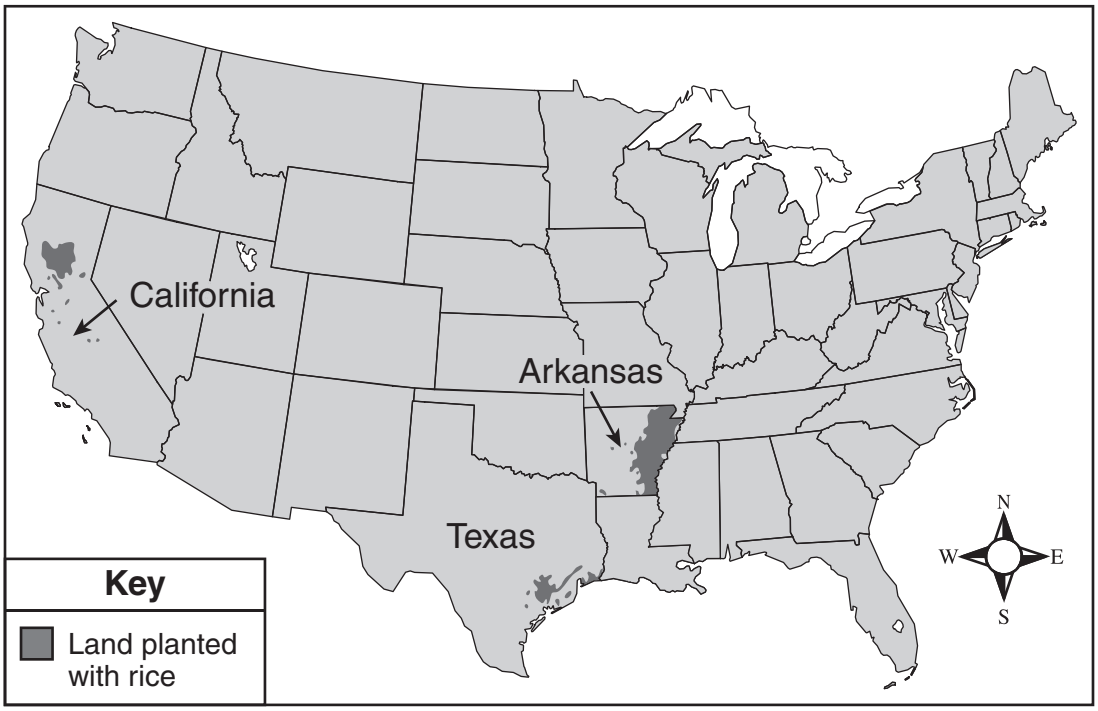
Reporting Category: **1 Economics**

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

Rice Grown in Three States in the Continental United States, 1997



Source: 1997 Census of Agriculture

2 **On the map above, which state used the <u>most</u> land to grow rice?**

F California

G Texas

H Arkansas

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Reporting Category: **1 Economics**

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

Gina wrote a school report about five things made in India and sold to other countries.

3 **What is the best title for Gina's report?**

A Jobs in India

B Exports of India

C Items Brought to India

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Reporting Category:	**1 Economics**
Performance Indicator:	**3.2.4 Differentiate the difference between producer and a consumer using a picture.**

4 Which picture shows a producer?

F

H

G

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Reporting Category: **1 Economics**

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

5 **Which of these statements is an example of bartering?**

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

B Jen helped Sam with math, and Sam cleaned the birdcage for Jen.

C Lataya told Justin she would give him 50¢ for a candy bar.

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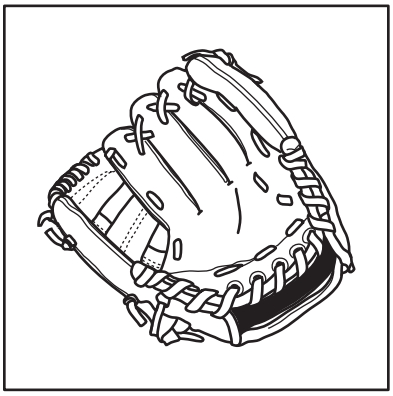
Reporting Category:	**1 Economics**
Performance Indicator:	**3.6.1 Classify needs and wants using pictures of common items (i.e., food, cleaning products, clothes, candy, makeup).**

6 Which picture shows a want?

F

H



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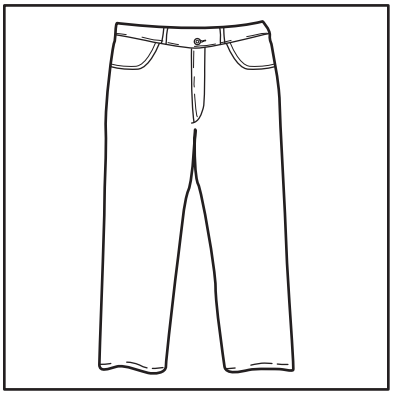

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Reporting Category:	2 Governance and Civics
Performance Indicator:	3.4.1 Select from a set of visual representations a service provided by the government (i.e., parks, schools, and libraries).

Kendra Joel Ann

7 **Which child is using a service provided by the government?**

A Kendra

B Joel

C Ann

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

8 **A good citizen is someone who**

F throws away garbage.

G shops for a new car.

H makes a cake.

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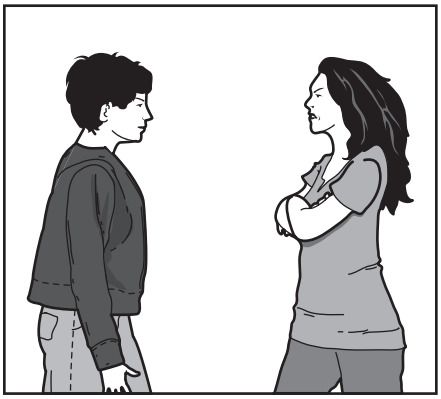
Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**3.6.2 Distinguish between conflict and cooperation within group interactions as represented by pictures.**

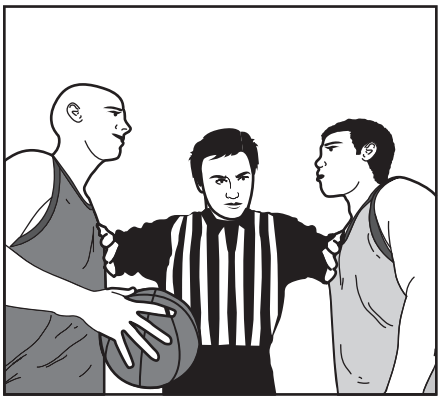
9 Which picture shows cooperation?

A



C

B



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

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

F sleep

G water

H language

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

___?___ of Spain

- Language
- Food
- Art and music

11 **Which word best completes the title of the list above?**

A Economy

B Culture

C Geography

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

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

F had many rooms.

G were easy to move.

H used wood from trees.

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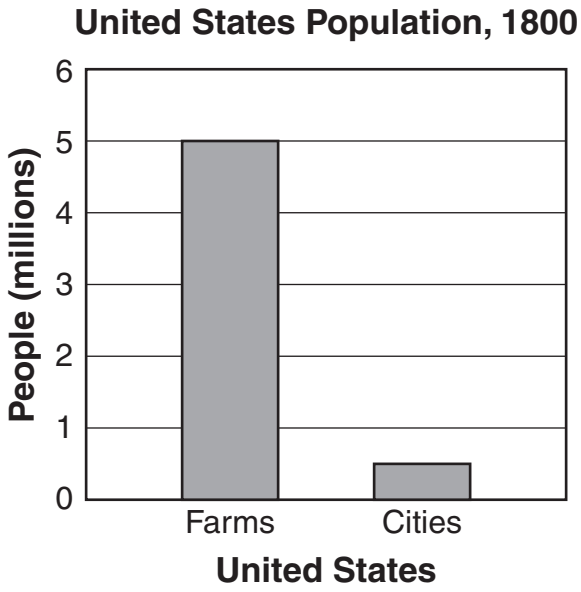
Reporting Category: **3 Human Geography**

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



13 **Based on the graph above, which statement can be made?**

A More people lived on farms.

B Most immigrants lived in cities.

C Cities were crowded.

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Reporting Category: **3 Human Geography**

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

Some Religions of the World

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

14 **According to the table, people from Vietnam would most likely be followers of**

F Islam.

G Hinduism.

H Buddhism.

Go On ▶

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

15 **Which helps keep the air clean?**

A building homes with smooth rocks

B building roads with flat stones

C building cars with electric engines

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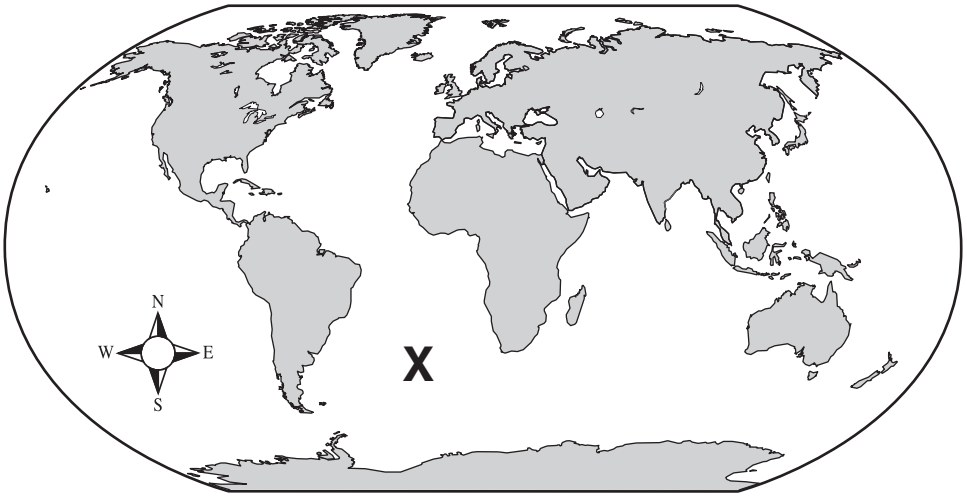
Reporting Category: **4 Physical Geography**

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

The World



16 **Which part of the world is marked by an X on the map above?**

F ocean

G island

H continent

Go On ▶

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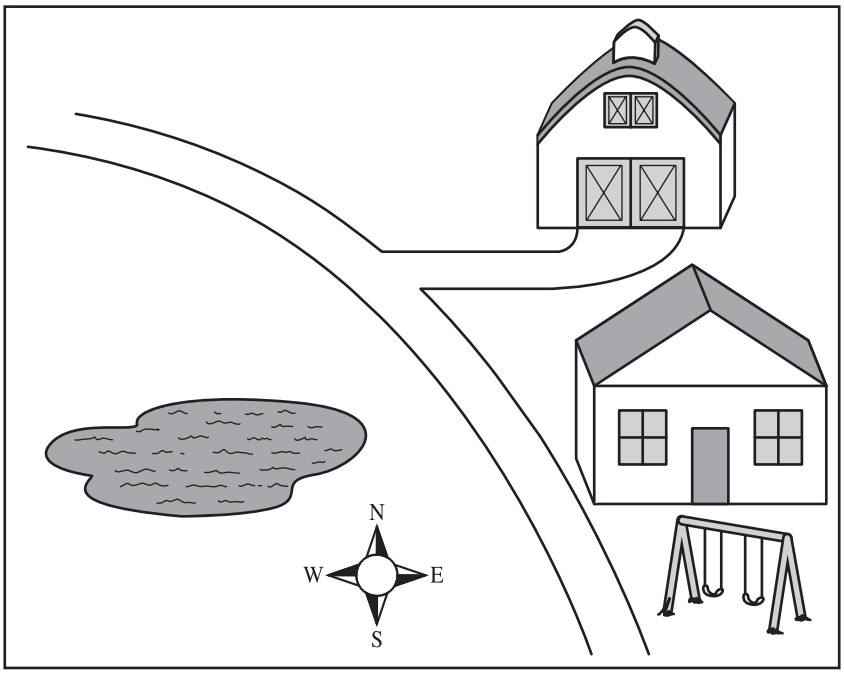
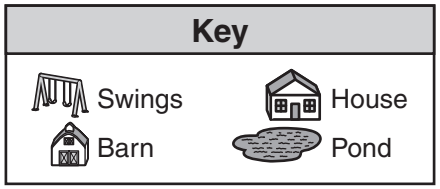
17 **Mr. Mack drew a map of his farm.**

Mr. Mack's Farm





What is located north of Mr. Mack's house?

A Pond

B Barn

C Swings

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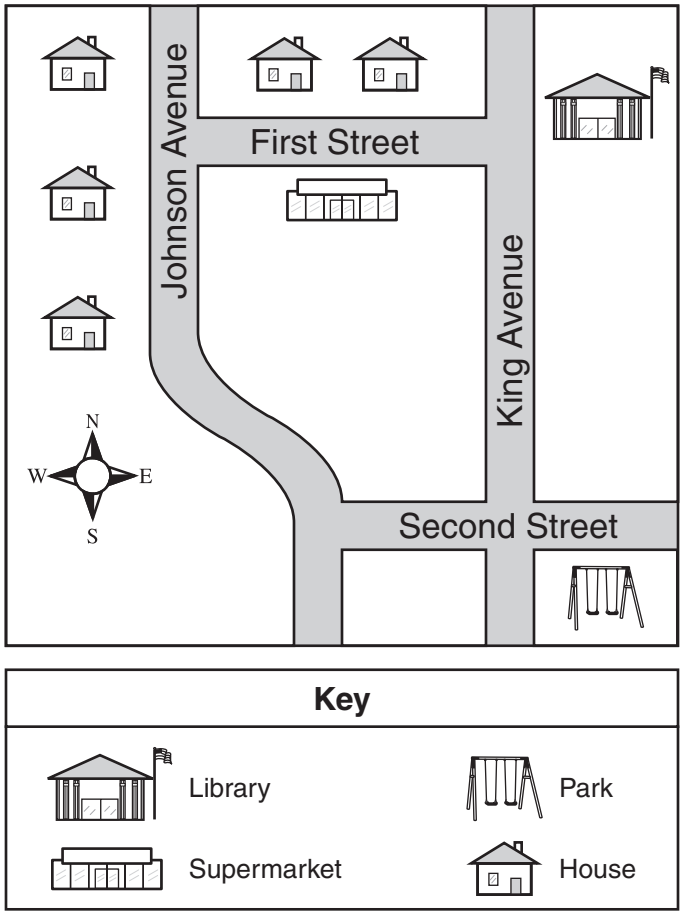
Reporting Category: **4 Physical Geography**

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

City Map



18 **In which direction would a person walk from the library to the park?**

F south

G east

H west

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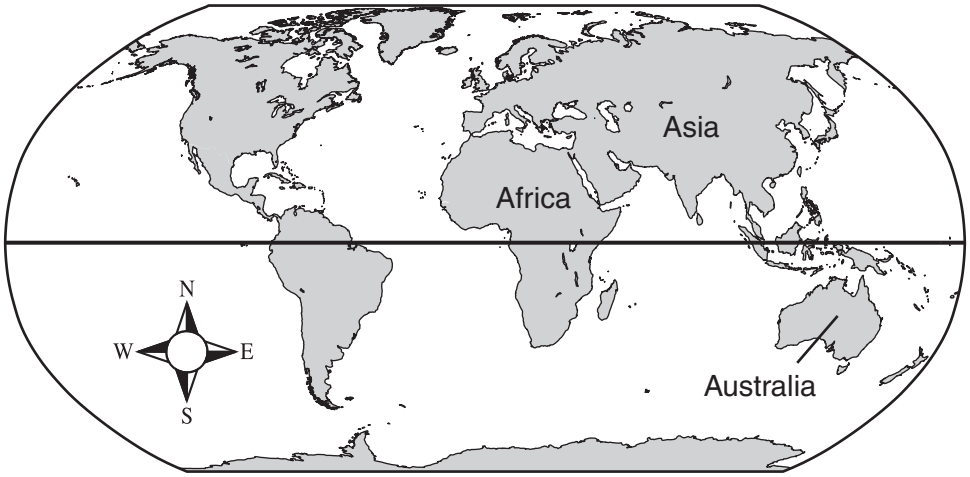
Reporting Category:	**4 Physical Geography**
Performance Indicator:	**3.3.4 Use absolute and relative locations to identify places on a map (i.e., north, south, east, west, borders, lines of longitude and latitude, the equator, the north and south poles).**

The World



19 **Which continent is completely south of the equator?**

A Asia

B Australia

C Africa

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Reporting Category:	**4 Physical Geography**
Performance Indicator:	**3.3.5 Identify basic components of Earth's systems (i.e., landforms, water, climate, and weather).**

20 **Which word is a part of Earth's natural systems?**

F schools

G landforms

H money

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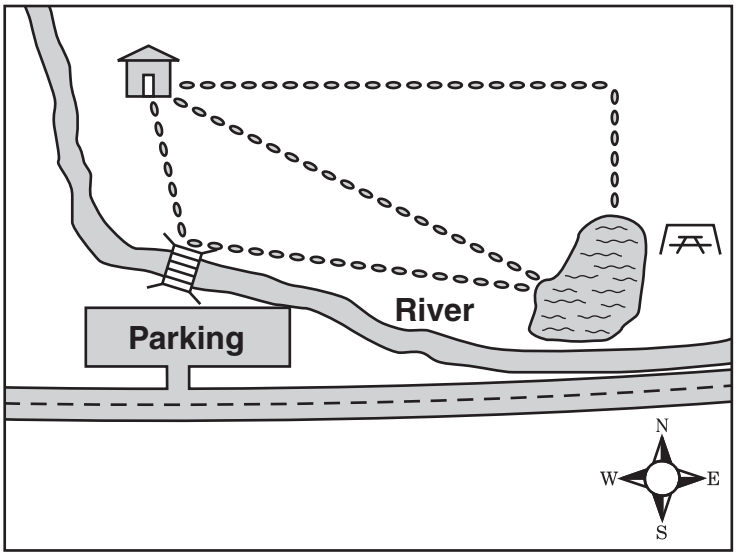
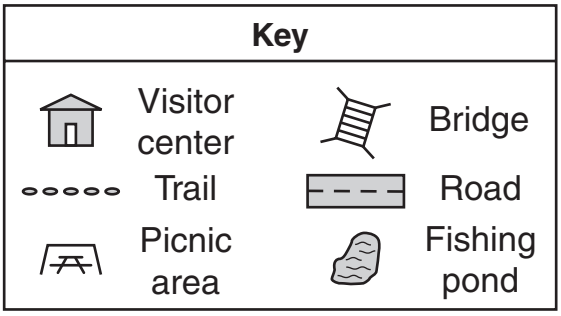
Reporting Category: **4 Physical Geography**

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

City Park





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

A at the Visitor's center

B at the Fishing pond

C at the Parking area

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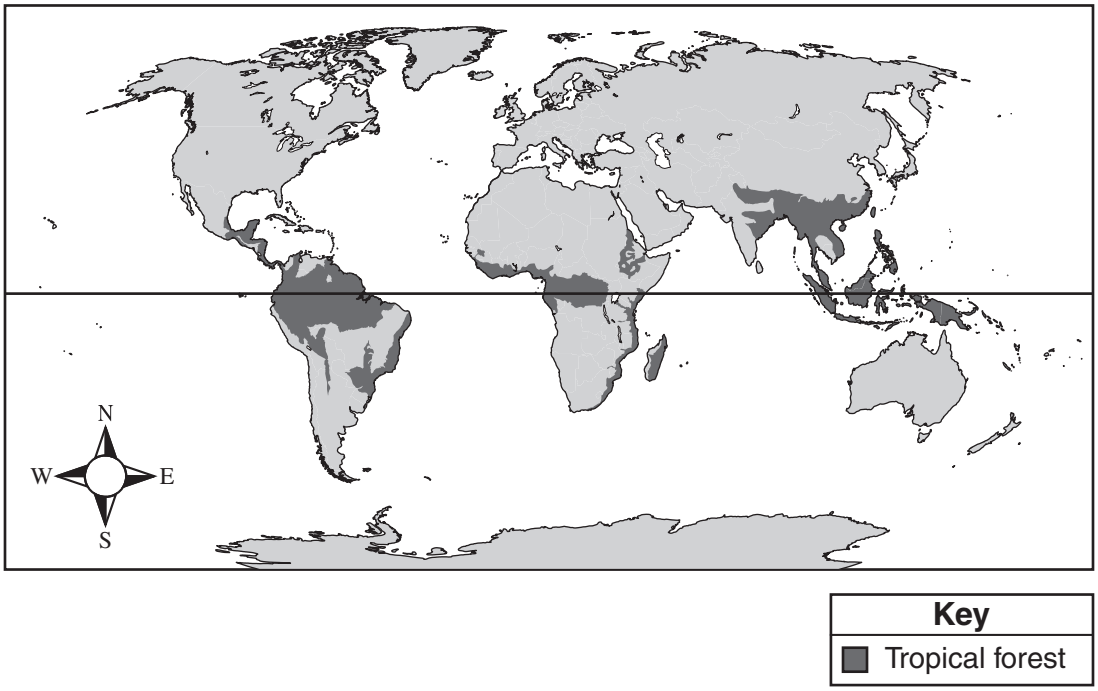
Reporting Category: **4 Physical Geography**

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

Some Tropical Forests of the World



22 **Which phrase best tells about the darker-shaded areas on the map above?**

F cold and wet

G warm and wet

H cool and dry

Go On ▶

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Reporting Category:	**4 Physical Geography**
Performance Indicator:	**3.3.8 Differentiate the distinguishing characteristics of ecosystems (i.e., deserts, grasslands, rainforests).**

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

A rain forest

B desert

C arctic

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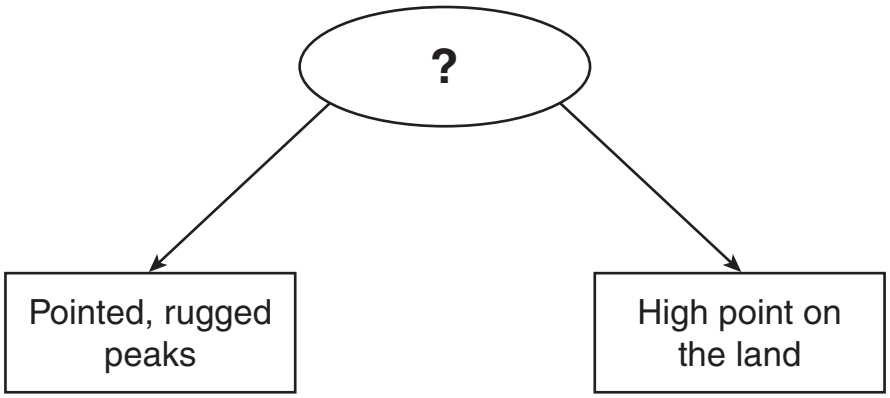
Reporting Category:	**4 Physical Geography**
Performance Indicator:	**3.3.9 Recognize the identifying characteristics of certain geographic features (i.e., peninsula, islands, continents, mountains, rivers, deserts, oceans, and forests).**



24 **Which title best completes the diagram above?**

F Peninsula

G Island

H Mountain

Go On ▶

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Reporting Category: **5 History**

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

25 **Which sentence tells about the future?**

A A doctor is going to speak to our class.

B The soccer team won last Thursday.

C The dog was tired yesterday.

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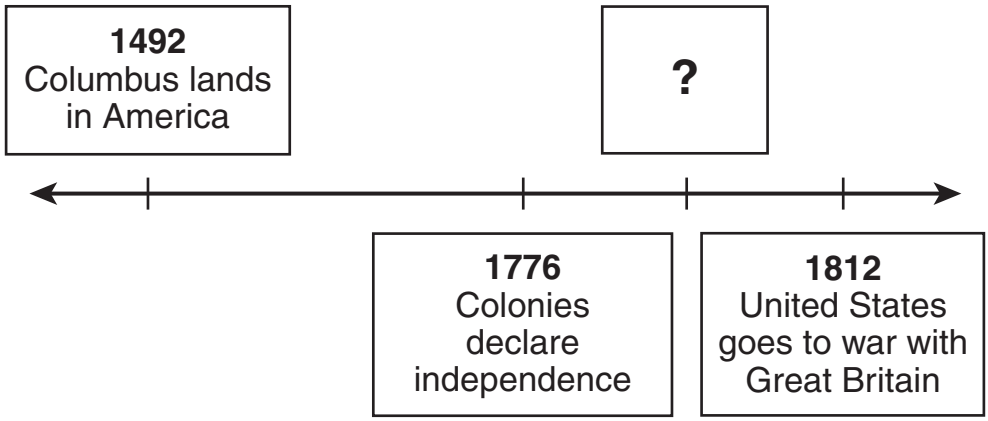
Reporting Category: **5 History**

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

Early History of America



26 **Which event completes the timeline?**

F Plymouth Colony is settled, 1620

G Florida joins the United States, 1819

H George Washington becomes president, 1788

Go On ▶

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Reporting Category: **5 History**

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

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

27 **Which did President Kennedy want citizens to do?**

A go shopping

B watch television

C help others

STOP

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Reading/Language Arts
Answer Key

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

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

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

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

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Mathematics
Answer Key

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

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

17	A
18	F
19	C
20	H
21	C
22	G
23	C
24	G

25	B
26	H
27	C
28	G
29	B
30	H
31	C
32	G

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Science
Answer Key

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

10	H
11	C
12	F
13	C
14	F
15	A
16	G
17	A
18	H

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

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

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Social Studies
Answer Key

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

8	F
9	C
10	H
11	B
12	H
13	A
14	H

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

22	G
23	B
24	H
25	A
26	H
27	C

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Tennessee Comprehensive Assessment Program

Modified Academic Achievement Standards ~ Grade 3

Item Sampler

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