Student Name _____

Teacher Name _____

School _____

System _____

Tennessee Comprehensive Assessment Program

Modified Academic Achievement Standards ~ Grade 8

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

The Tool Belt

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

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

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

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

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

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(14) In the early 1800s, the word **chatelaine** came into use women replaced keys with personal items. (15) One interesting example is a **vinaigrette**, a small container with holes drilled in them for holding sponges soaked with sweet smelling oils. (16) Where some **chatelaines** also had miniature pens, notepads, and magnifying glasses, one **chatelaine** from this period had a miniature music box attached to it and another had a compass. (17) Some **chatelaines** consisted of metal rings with ribbons hanging from them like my great-grandmother's tool belt. (18) Others had been made from a variety of materials including gold, silver, brass, wood, and leather.

(19) I smiled when I examined my great-grandmother's **chatelaine**. (20) In its cylinder were two sewing needles and a rolled up piece of paper with these words written on it: Be ever helpful.

Reporting Category:	**1 Language**
Performance Indicator:	**0801.1.2 Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases) within context.**

1 **Read Sentences 17 and 18.**

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

Choose the correct revision for the underlined words.

A were made

B have been made

C were being made

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Reporting Category:	**1 Language**
Performance Indicator:	**0801.1.4 Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context.**

2 **Read Sentence 16.**

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

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

F Although

G Because

H Since

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Reporting Category:	**1 Language**
Performance Indicator:	**0801.1.5 Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context.**

3 **Read Sentence 7.**

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

What is the <u>best</u> way to revise this sentence?

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

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

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

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

4 **Read Sentence 3.**

I compared it to mine, a sleek and modern tool belt, which held my hammer, screwdrivers, and tape measure.

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

F mine a sleek and modern tool belt which

G mine a sleek and modern tool belt, which

H correct as is

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

5 **Read Sentences 11 and 12.**

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

What is the best way to combine these sentences?

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

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

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

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Reporting Category:	**1 Language**
Performance Indicator:	**0801.1.8 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements).**

6 **Read Sentence 14.**

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

What is the best way to write Sentence 14?

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

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

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

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

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

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

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

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

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

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

7 **Read Sentence 10.**

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

Which pronoun best replaces the underlined word?

A them

B these

C they

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Reporting Category:	**1 Language**
Performance Indicator:	**0801.1.13 Form singular and plural possessive using apostrophes correctly.**

8 **Read Sentence 11.**

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

What is the correct way to write the underlined words?

F each persons

G each persons'

H correct as is

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0801.3.6 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.**

9 **Read Sentences 6 and 7.**

Once people began to store items in warehouses, they did not know which jar belonged to them and which belonged to someone else. Since writing had not been invented yet, it was not an option for labeling the containers.

Which sentence belongs between these two sentences to tie them together?

A Farmers with an abundant harvest needed storage space.

B Containers could easily end up with the wrong person.

C Warehouses could easily become disorganized.

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Reporting Category: **3 Writing and Research**

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

10 **Read the last paragraph.**

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

Which sentence from the paragraph is not necessary?

F Seals are still used today.

G Some are labeled while some are not.

H Seals mean that the contents are kept safe until opened.

Reporting Category: **3 Writing and Research**

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

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

A The Growth of Seals

B Identifying Stored Crops

C Ancient Seals, Modern World

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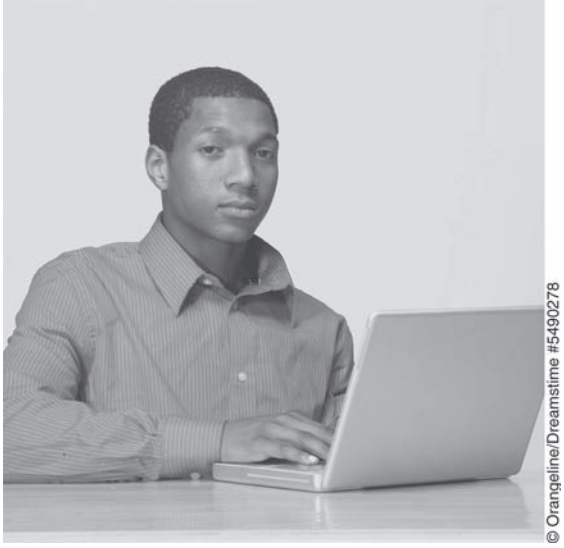
Directions **The following passage is a speech. Read the speech and answer Numbers 12 through 26.**

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

2 Online schools offer many benefits for the learner. Students can attend school wherever and whenever they desire. Homework can be turned in from anywhere the student has Internet access. Additionally, many online schools will allow students to work at their own pace. Math geniuses are usually the best online students because they can work quickly through the subject, allowing extra time for other subjects.

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

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

5 Of course, there are some problems with going to school online. Though there are some free online schools, most charge an admission fee. Also, the learner should be prepared to do much of their class reading and writing homework alone. Because teachers are not present to monitor progress, online students must stay very organized in order to complete the required work. Even though learners may work at their own pace, timelines are set to ensure students finish their work in a reasonable amount of time. Finally, online students may not see or talk to friends as often as they would in a traditional school. There are no extracurricular activities.

6 Yes, computer technology is amazing. We use computers for chatting with our friends, listening to music, and playing games. Almost every part of our lives is affected by them. Since 2006, at least 38 states either have their own online schools or made rules for students attending them. It looks like online schools are here to stay, but only you can decide if this type of learning is right for you.

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

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

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

Which synonym for pace matches the way it is used in the sentence above?

F step

G speed

H beat

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

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

A to explain why online schools are better than traditional schools

B to inform listeners about a different kind of school

C to entertain listeners with stories from an online student

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0801.2.2 Identify the targeted audience of a speech.**

14 **Who is most likely the desired audience of this speech?**

F teachers

G administrators

H students

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0801.2.3 Identify the thesis and main points of a speech.**

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

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

B Of course, there are some problems with going to school online.

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

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

16 **During the presentation of this speech, what should the speaker do to keep the interest of the listeners?**

F speak very loudly

G look down to read notes

H make eye contact with the audience

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

17 **How is the information in this speech mostly organized?**

A compare and contrast

B order of importance

C problem and solution

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0801.2.9 Distinguish between a summary and a critique.**

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

F In most online schools, learners may work at their own speed as long as their work is completed by the deadline.

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

H One advantage of traditional schools is the availability of extracurricular activities to suit a variety of interests.

Reporting Category:	**5 Logic**
Performance Indicator:	**0801.5.1 Recognize a reasonable prediction of future events of a given text.**

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

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

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

C Organized sports and clubs will be offered by online schools.

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Reporting Category:	**5 Logic**
Performance Indicator:	**0801.5.5 Choose a logical word to complete an analogy, using synonyms, antonyms, homonyms, categories/subcategories, whole/part, functions, verb forms, rhymes, scrambled words, homophones.**

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

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

F clubs

G friends

H books

Reporting Category:	**5 Logic**
Performance Indicator:	**0801.5.6 Identify an example of deductive or inductive reasoning in text.**

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

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

B Because teachers are not present to monitor progress, online students must stay very organized in order to complete the required work.

C We use computers for chatting with our friends, listening to music, and playing games.

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Reporting Category: **5 Logic**

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

22 **Which sentence from the speech is a false premise?**

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

G Math geniuses are usually the best online students because they can work quickly through the subject, allowing extra time for other subjects.

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

Reporting Category: **5 Logic**

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

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

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

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

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

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Reporting Category:	**5 Logic**
Performance Indicator:	**0801.5.9 Make inferences and draw conclusions based on evidence in text.**

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

F some keyboarding skills

G ownership of a computer

H having basic computer skills

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0801.6.1 Formulate appropriate questions before, during, and after reading.**

25 **If an eighth grade student were interested in going to an online school, what is the first question he or she would need to ask?**

A Are online schools available for middle school students?

B Can a middle school student mix online school with traditional school?

C What information is used to show academic progress for a middle school student taking classes online?

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

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

• can attend classes whenever there is time • more time can be given to difficult subjects • special classes available	• can have additional costs • must be able to work independently • do not work one-on-one with teachers and other students

Why did the student most likely create this chart?

F to explain the benefits of attending online school

G to list the facts and opinions about online schools

H to organize the pros and cons of online school

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

The Jazz Sensation

1 The early 1900s is sometimes referred to as the Jazz Age. This musical style was unlike anything before it. It actually grew out of music that had existed for centuries. The real inspiration for jazz came mostly from the music, the feelings, and the history of black people in America.

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

3 Jazz focused on individual thoughts and rhythm rather than traditional musical composition. Jazz musicians varied the beat, the rhythm, and the volume according to their feelings. This freedom to alter and experiment with the music while playing it was known as improvisation. It became a main ingredient of jazz.

4 When the jazz era in New Orleans began to fade in 1917, some out-of-work musicians headed northward to Chicago, Illinois. New York and its Harlem Renaissance became the place for others. The Harlem Renaissance included painting, literature, poetry, and education.

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

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

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

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

What is the best way to combine these two sentences?

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

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

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

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0801.3.2 Identify the targeted audience for a selected passage.**

28 **The people for whom this report is written most likely have an interest in**

F American art in Chicago.

G New York music traditions.

H American musical history.

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0801.3.3 Select an appropriate thesis statement for a writing sample.**

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

A The early 1900s is sometimes referred to as the Jazz Age.

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

C This freedom to alter and experiment with the music while playing it was known as improvisation.

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0801.3.4 Rearrange multi-paragraphed work in a logical and coherent order.**

30 **Choose the <u>most</u> logical order for the paragraphs in this report.**

F 1, 3, 4, 5, 2

G 1, 2, 5, 3, 4

H 1, 3, 2, 4, 5

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0801.3.5 Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.**

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

> The Harlem Renaissance included painting, literature, poetry, and education, _____.

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

A but jazz was clearly the motivation for this cultural era

B yet the musicians in New Orleans continued experimenting

C and these were also significant aspects of the Harlem Renaissance

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0801.4.1 Select the most focused research topic.**

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

F Harlem in the 1920s

G Chicago's musical history

H the decline of jazz in New Orleans in 1917

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

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

A an autobiography of Louis Armstrong, a jazz musician

B a history textbook chapter on New Orleans

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

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0801.4.5 Discern irrelevant research material from written text.**

34 **Marcus wanted to learn more about the beginnings of jazz for his report. After reading some information on a Web site, he wrote the following notes.**

1. African rhythms were introduced to America by slaves and immigrants.
2. Chicago became known as a meat-producing giant for America.
3. Jazz performers ranged from street musicians to international superstars.

Which fact is <u>not</u> relevant to Marcus's report?

F Fact 1

G Fact 2

H Fact 3

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

Movie Theater Manners

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

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

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

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

Go On ▶

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Reporting Category:	**1 Language**
Performance Indicator:	**0801.1.12 Identify correctly or incorrectly spelled words in context.**

35 **Read this sentence from Paragraph 1.**

> We all agreed the movie was excelent, but my purpose here is not to write a film review.

What is the correct way to spell the underlined word?

A exsellent

B excellent

C excellant

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0801.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade, to entertain).**

36 **What is most likely the author's purpose for writing this passage?**

F to describe the appropriate ways to behave in a movie theater

G to convince moviegoers to change their behavior while at the movie theater

H to entertain readers with a description of a recent experience at a movie

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

37 **Which information, if added to the passage, would best support the author's viewpoint?**

A the cost of attending a movie at a local theater

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

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

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

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

F persuasive.

G technical.

H narrative.

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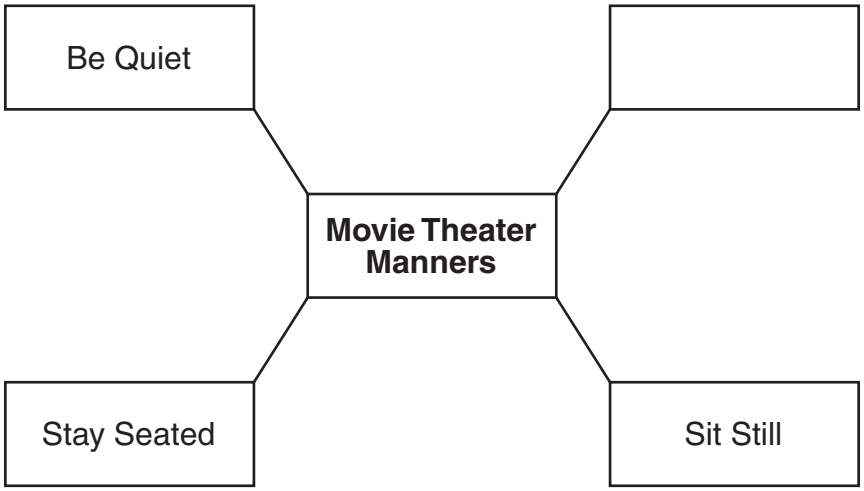
Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0801.3.12 Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection.**

39 **Read the diagram.**



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

A Stay at Home

B No Running

C Be on Time

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0801.7.1 Choose the most appropriate medium for a prescribed purpose and audience.**

40 **Which medium would be the most effective for the author to use to give the information?**

F a letter to the editor of the local newspaper

G an e-mail to personal friends and family

H a letter to the theater owners throughout town

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

Batty About Bats

by Kathiann M. Kowalski

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

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

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

Flying and Feeding

4 Bats are the only true flying mammals. Thin membranes cover muscles and blood vessels and connect a bat's arm, palm, and finger bones to its ankles — forming wings. Because wings are necessary for flying and feeding, bats spend lots of time taking care of them.

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5 Flying takes lots of energy, so bats eat about half their weight in food each day. What's on the menu? Over 200 of the 925 known species eat fruits or flower nectar. Other bat species eat mosquitoes, flies, moths, beetles, or termites. Still others feed on frogs, fish, lizards, or other animals.

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Hanging Out

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

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7 Other bat species live in groups in caves. The Mexican free-tailed bat in the southwestern United States forms the largest groups of mammals known anywhere, with millions of bats per cave.

Super Sonar

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

9 About 670 species supplement fair or poor vision with echolocation. "They create maps of their environment by sound," explains Dean Waters at Great Britain's University of Leeds. The bats send out high-frequency cries that humans cannot hear. Then they interpret the echoes. Echolocation is more than measuring the time for echoes to bounce back. "Bats can not only range targets, but can also classify them depending on how they 'sound,' " says Waters.

Helpers in Trouble

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

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

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

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0801.1.19 Recognize and use grade appropriate and/or content specific vocabulary.**

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

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

What does multiplied mean in this sentence?

A changed

B increased

C hurried

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0801.4.1 Select the most focused research topic.**

42 **A student wants to do a report about bats. Which of these topics is narrow enough for a short report about bats?**

F a comparison of bat species around the world

G a history of bats from ancient times until today

H a description of how echolocation helps a bat find prey

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0801.4.2 Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).**

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

A an encyclopedia article about different species of bats

B a local newspaper article about removing bats from an attic

C an eyewitness account of bats swarming out of a cave

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Reporting Category: **3 Writing and Research**

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

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

F an encyclopedia entry on the Internet

G a newspaper article

H the Web site for the organization

Reporting Category: **5 Logic**

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

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

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

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

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

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Reporting Category:	**5 Logic**
Performance Indicator:	**0801.5.3 Analyze cause-effect relationships in text.**

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

F provide a safe place for bats to roost.

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

H protect bats from injury as they open and close.

Reporting Category:	**5 Logic**
Performance Indicator:	**0801.5.4 Identify examples of persuasive devices (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal).**

47 **Read Paragraph 1.**

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

What type of persuasive device does the author use in this paragraph?

A loaded words

B name-calling

C snob appeal

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Reporting Category:	**5 Logic**
Performance Indicator:	**0801.5.8 Identify instances of bias and stereotyping in print and non-print texts.**

48 **Which stereotype is suggested in the passage?**

F Bats are the only mammals that really fly.

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

H Bats are creatures that are dangerous to humans.

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0801.6.2 Identify the main idea and supporting details in text.**

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

A to give the bats a safe place to live

B to stop the bats from attacking people

C to keep the bats from bothering miners

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Reporting Category:	**6 Informational Text**
Performance Indicator:	**0801.6.3 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).**

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

F Hanging Out

G Super Sonar

H Helpers in Trouble

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0801.6.6 Identify the organizational structure of a text (i.e., chronological, cause-effect, comparison-contrast, sequential, problem-solution).**

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

A listing the reasons why bats are in danger from people.

B explaining the way organizations hope to educate people about bats.

C identifying problems bats are experiencing and how they are being solved.

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Reporting Category: **7 Literature**

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

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

F to provide information about the usefulness of bats

G to entertain readers with tales about bats

H to describe why some people are nervous around bats

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Directions **Read the two poems. Then answer Numbers 53 through 67. The first poem was written to honor Billie Holiday, a famous jazz singer during the Harlem Renaissance. The second poem is about a woman who moved out West.**

You Go to My Head

by Carole Boston Weatherford

I sang my songs so much
that they became
the soundtrack for my dreams,
the melody of my moods,
a room I lived in,
and a balm for my wounds.

I sang my songs enough
to know them backward
and forward, enough
to wonder if they could lift me
from my hometown haunts
to center stage.

I'd sung my songs enough
to think I could take on
Baltimore's best talent
at the Harlem Theater
Amateur Hour
and maybe even win.

If you sing a song enough
it can go to your head that way.

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"You Go to My Head" from *Becoming Billie Holiday* by Carole Boston Weatherford, (Wordsong, an imprint of Boyds Mills Press, 2008), text copyright © 2008 by Carole Boston Weatherford.

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MARY STAHLER
Kansas, 1874

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

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

The trail was rough
and the going was tough.
The prairies of Kansas
were far West enough.
John staked out our claim

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one hot day in July,
as I waited and I watched —
endless land . . . endless sky . . .

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

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

"A Pioneer Woman Looks Back" from *We the People* by Bobbi Katz, text copyright © 2000 by Bobbi Katz. Used by permission of HarperCollins Publishers.

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Reporting Category:	2 Vocabulary
Performance Indicator:	0801.1.16 Use context clues and/or knowledge of roots and affixes to determine the meaning of unfamiliar words.

53 **Read these lines from "You Go to My Head."**

I sang my songs so much
that they became
the soundtrack for my dreams,
the melody of my moods,
a room I lived in,
and a balm for my wounds.

From the context, a balm is something that is

A healing.

B confusing.

C demanding.

Reporting Category:	7 Literature
Performance Indicator:	0801.8.2 Identify and analyze the author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).

54 **The first person point of view in both poems helps the reader understand**

F the speakers' actions.

G the speakers' thoughts and feelings.

H what others think of the speakers.

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Reporting Category:	**7 Literature**
Performance Indicator:	**0801.8.3 Determine how a story changes if the point of view is changed.**

55 **In "A Pioneer Woman Looks Back," how might the poem have been different if it were told from John's point of view?**

A John would have expressed more satisfaction with life on the prairie.

B John would have said more about educating his children.

C John would have described farming on the prairie.

Reporting Category:	**7 Literature**
Performance Indicator:	**0801.8.4 Distinguish among different genres (e.g., poetry, drama, biography, novel) using their distinguishing characteristics.**

56 **Which characteristic do these two poems have in common?**

F rhyme schemes

G stanzas

H internal rhymes

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Reporting Category:	**7 Literature**
Performance Indicator:	**0801.8.5 Analyze the development of similar themes across two or more literary texts.**

57 **A theme that is present in both these poems deals with**

A remembering to value family.

B learning to perfect a skill.

C striving to have a better life.

Reporting Category:	**7 Literature**
Performance Indicator:	**0801.8.6 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).**

58 **The reader is able to understand the speaker in "You Go to My Head" by reading what**

F she does.

G others say.

H she says.

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Reporting Category:	**7 Literature**
Performance Indicator:	**0801.8.7 Identify and analyze examples of literary elements that shape meaning within context (i.e., flashback, foreshadowing, irony, mood, symbolism, tone).**

59 **In "You Go to My Head," the tone can <u>best</u> be described as**

A admiring.

B humorous.

C inspiring.

Reporting Category:	**7 Literature**
Performance Indicator:	**0801.8.7 Identify and analyze examples of literary elements that shape meaning within context (i.e., flashback, foreshadowing, irony, mood, symbolism, tone).**

60 **Which literary element has the strongest effect on the meaning of "A Pioneer Woman Looks Back"?**

F flashback to the difficulty of leaving family behind

G foreshadowing the difficulties Mary would face

H the irony of free land causing emotional suffering

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Reporting Category:	**7 Literature**
Performance Indicator:	**0801.8.8 Analyze figurative language (i.e., idiom, metaphor, simile, personification, hyperbole, pun) within context.**

61 **Read these lines from "You Go to My Head."**

I sang my songs so much
that they became
the soundtrack for my dreams,
the melody of my moods,
a room I lived in,
and a balm for my wounds.

The speaker uses metaphors in these lines to

A persuade others to listen to her music.

B describe the effect music has on her.

C explain the type of music she enjoys.

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Reporting Category:	**7 Literature**
Performance Indicator:	**0801.8.8 Analyze figurative language (i.e., idiom, metaphor, simile, personification, hyperbole, pun) within context.**

62 **Read these lines from "A Pioneer Woman Looks Back."**

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

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

F stress the noisiness of the prairies.

G represent the setting as an enemy.

H compare the winds to a member of the family.

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

63 **In "A Pioneer Woman Looks Back," the repetition of "endless land . . . endless sky" throughout is used to**

A create a calm mood for the reader.

B emphasize the feeling of isolation on the prairie.

C remind the reader of the subject of the poem.

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Reporting Category:	**7 Literature**
Performance Indicator:	**0801.8.10 Identify the kind(s) of conflict present in a literary plot (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology).**

64 **What kind of conflict is the speaker experiencing in "A Pioneer Woman Looks Back"?**

F person vs. environment

G person vs. person

H person vs. self

Reporting Category:	**7 Literature**
Performance Indicator:	**0801.8.11 Identify and analyze a literary character's moral dilemma.**

65 **In "A Pioneer Woman Looks Back," the speaker's moral dilemma concerns her isolation in contrast to**

A the advantages of being a landowner.

B her actions while raising her children.

C a sense of feeling bored with her chores.

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Reporting Category:	**7 Literature**
Performance Indicator:	**0801.8.12 Recognize and identify words within context that reveal particular time periods and cultures.**

66 **Which phrase from "A Pioneer Woman Looks Back" helps to place its setting before the twentieth century?**

F going was tough

G staked out our claim

H so many chores

Reporting Category:	**7 Literature**
Performance Indicator:	**0801.8.13 Determine the influence of culture and ethnicity on the themes and issues of literary texts.**

67 **In the poem "A Pioneer Woman Looks Back," how did the idea of westward expansion in a growing country affect the Stahlers?**

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

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

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

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Directions Read and answer Numbers 68 through 92.

Reporting Category:	**1 Language**
Performance Indicator:	**0801.1.3 Identify the correct use of adjectives (i.e., common/proper, comparative/superlative, adjective clauses) and adverbs (i.e., comparative/superlative) within context.**

68 **Read this sentence.**

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

Which word should replace the underlined word?

F hopeful

G hopefuller

H hopefullest

Reporting Category:	**1 Language**
Performance Indicator:	**0801.1.5 Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context.**

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

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

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

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

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Reporting Category:	1 Language
Performance Indicator:	**0801.1.8 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements).**

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

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

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

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

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

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

Reporting Category:	1 Language
Performance Indicator:	**0801.1.9 Identify the appropriate use of gerund and participial phrases.**

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

A Building a tree house in our backyard has a lot of lovely trees.

B Knowing how to use library resources is important.

C Stanley, a thoughtful and caring for his friends.

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Reporting Category:	**1 Language**
Performance Indicator:	**0801.1.10 Identify the correct use of appositives/appositive phrases and infinitive/ infinitive phrases within context.**

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

F Blanca my Labrador retriever loves to lie in the sun and eat pecans.

G A person no matter how strong he or she is must be careful when lifting heavy objects.

H My older sister, the one who is in college, will be home for a short break next week.

Reporting Category:	**1 Language**
Performance Indicator:	**0801.1.11 Select the correct pronoun-antecedent agreement for personal pronouns within context.**

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

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

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

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

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

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

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

G May you help me with my homework?

H Can you go with us next week?

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

75 **Which sentence is written incorrectly?**

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

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

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

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

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

F Tory ran the race in record time.

G I usually record what the speaker says.

H Henry holds the record for growing the largest pumpkin.

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

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

A alma mater.

B bon voyage.

C déjà vu.

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

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

F She tells a funny story about how she got one of her coins.

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

H She keeps her eyes on her notes to make sure she includes her main points.

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0801.2.5 Organize a series of note cards in the most effective order for an oral presentation.**

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

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

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

A 2, 4, 3, 1

B 4, 2, 1, 3

C 4, 1, 2, 3

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

80 **Groups of four students are creating multimedia projects on the American Revolution. Which group is working best as a team?**

F Three students are searching the Internet, and one is listing ways to display their information.

G All four students are looking at the card catalog on a computer screen to find books about wars.

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

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

81 **For a team to be productive, what is the first step the team needs to take?**

A assign a role to each team member

B set deadlines for team members to complete each task

C determine the purpose and goals for the team

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

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

F information gatherer

G the reporter

H the timekeeper

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

83 **Read the sentence below.**

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

What is the best way to make the sentence stronger and more vivid?

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

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

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

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0801.3.13 Select the most appropriate format for a work-related text.**

84 **Cecilia has several pet-sitting jobs in her neighborhood. She wants to make sure she is helpful to her clients, so she is going to prepare a handout for them. What type of handout would be most effective?**

F a list of clients who highly recommend her services

G a series of questions clients should answer correctly

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

Go On ▶

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0801.4.2 Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).**

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

A a magazine article on vegetable gardening in Tennessee

B a seed description from a national catalog

C a book on growing native Tennessee plants

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Reporting Category: **6 Informational Text**

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

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

1. When you are pleased with your design, glue all the pieces to the poster board.
2. Choose a theme.
3. Experiment with the materials you have gathered to create an interesting design. Remember to overlap the pieces.
4. Gather supplies and materials related to your theme: poster board, glue, torn paper, small objects, photos, magazine clippings, or fabrics with a variety of shapes and colors.

Which is the best way to order the steps?

F 3, 2, 1, 4

G 2, 4, 3, 1

H 1, 3, 2, 4

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0801.7.2 Select a visual image that best reinforces a viewpoint or enhances a presentation.**

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

A a poster board with drawings of William Shakespeare throughout his life

B a timeline showing when different plays were written by William Shakespeare

C a chart of the process William Shakespeare used to write his plays

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0801.7.3 Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).**

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

F to describe

G to inform

H to entertain

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0801.7.4 Draw an inference from a non-print medium.**

89 **Look at this photo.**

© YinYang/iStockphoto #6310315

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

A She is studying for an important test.

B She is interested in reading her book.

C She is spending her lunch time at the park.

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

90 **Look at this photo.**

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

F the importance of healthy dental habits for children

G the proper type of toothbrush to use

H the best way for people to brush teeth

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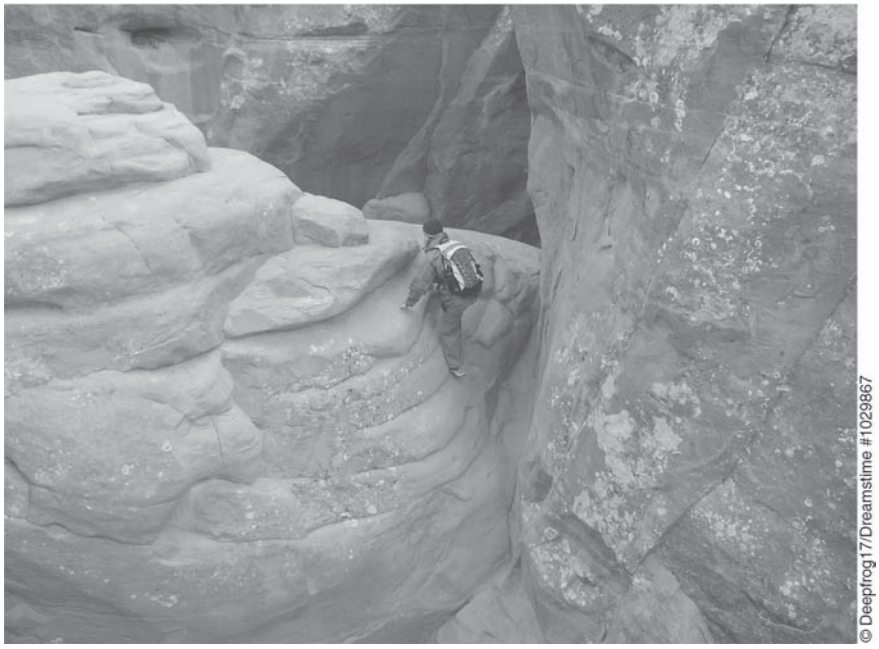
Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0801.7.6 Select the type of conflict (e.g., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.**

91 **Look at the photograph.**



What type of conflict is presented in this photograph?

A person vs. environment

B person vs. person

C person vs. self

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Reporting Category:	**7 Literature**
Performance Indicator:	**0801.8.1 Demonstrate an understanding of the basic elements of plot: exposition, rising action, climax, falling action, resolution/denouement.**

92 **After reading a short story, Tamika wrote the following in a report.**

> Eduardo was finally faced with the consequences of his decision. It was a moment of great suspense for the reader.

Which plot element is Tamika describing?

F the exposition

G the climax

H the resolution

STOP

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Mathematics

Reporting Category: **1 Mathematical Processes**

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

1 A car traveled for $\frac{3}{4}$ hour at a constant speed of 72 miles per hour. What is the total distance the car traveled?

$$\boxed{\text{Distance} = \text{rate} \times \text{time}}$$

A 18 miles

B 24 miles

C 54 miles

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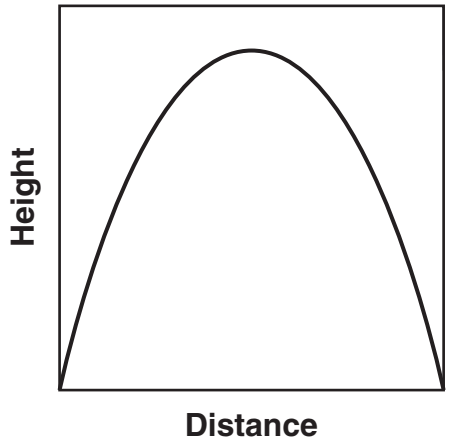
Reporting Category:	**1 Mathematical Processes**
Performance Indicator:	**0806.1.2 Interpret a qualitative graph representing a contextual situation.**

2 William made this graph to model the flight of an arrow in the air.



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

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

G The height of the arrow decreased and then increased.

H The height of the arrow increased and then decreased.

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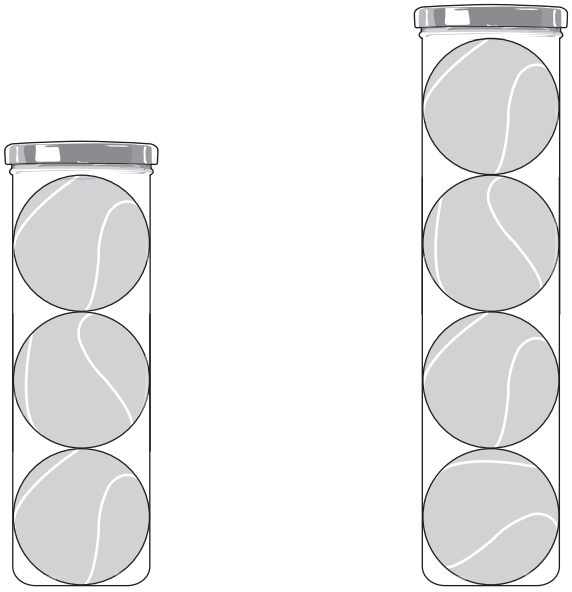
Reporting Category: **1 Mathematical Processes**

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

3 Coach Keller compared the prices of two packages of tennis balls, as shown below.



3 tennis balls
$4.95

4 tennis balls
$6.00

How much money will Coach Keller save by purchasing 12 tennis balls in packages with the lowest unit price compared to the highest unit price?

A $1.05

B $1.80

C $2.10

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0806.2.1 Order and compare rational and irrational numbers and locate on the number line.**

4 Which value best represents the location of Point *P* on the number line?

F $\sqrt{18}$

G $\sqrt{24}$

H $\sqrt{48}$

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0806.2.2 Identify numbers and square roots as rational or irrational.**

5 Which of these numbers is irrational?

A 2.001

B $\sqrt{3}$

C $0.\overline{24}$

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0806.2.3 Use scientific notation to compute products and quotients.**

6 **Simplify:**

$$(3 \times 10^6)(2 \times 10^7)$$

F 5×10^{13}

G 6×10^{42}

H 6×10^{13}

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0806.2.4 Solve real-world problems requiring scientific notation.**

7 The expression below represents the number of ten-dollar bills produced at the Bureau of Engraving and Printing in 2007.

$$8.32 \times 10^7$$

How many ten-dollar bills were produced in 2007?

A 8,320,000,000

B 83,200,000

C 8,320,000

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Reporting Category:	**3 Algebra**
Performance Indicator:	**0806.3.1 Find solutions to systems of two linear equations in two variables.**

8 What is the *x*-coordinate of the solution to this system of linear equations?

$$\boxed{\begin{aligned} 6x + 2y &= 4 \\ x - 2y &= 10 \end{aligned}}$$

F 7

G 2

H -4

Reporting Category:	**3 Algebra**
Performance Indicator:	**0806.3.2 Solve the linear equation *f*(*x*) = *g*(*x*).**

9 Look at the functions below.

$$\boxed{\begin{array}{l} f(x) = 5x \\ g(x) = 8x - 2 \\ \text{Let } f(x) = g(x) \end{array}}$$

What is the value of *x*?

A $\frac{3}{2}$

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

C $\frac{2}{3}$

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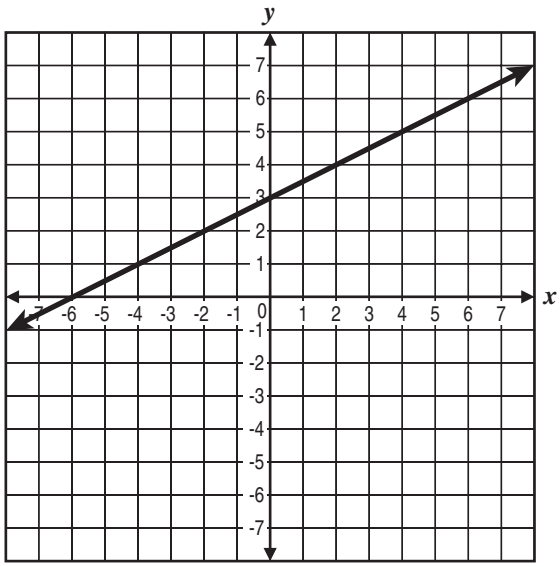
Reporting Category: **3 Algebra**

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

10 Which equation best represents the graph below?



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

G $y = 2x + 3$

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

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Reporting Category:	**3 Algebra**
Performance Indicator:	**0806.3.5 Determine the slope of a line from an equation, two given points, a table or a graph.**

11 What is the slope of the line that passes through the points $(5, 1)$ and $(7, 5)$?

A 2

B $\frac{1}{2}$

C -2

Reporting Category:	**3 Algebra**
Performance Indicator:	**0806.3.5 Determine the slope of a line from an equation, two given points, a table or a graph.**

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

F $\frac{2}{5}$

G 2

H 5

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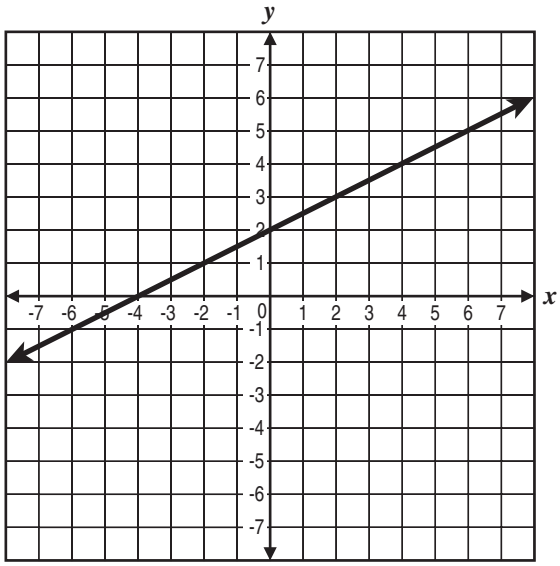
Reporting Category: **3 Algebra**

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

13 Which best describes the ordered pair that represents the *y*-intercept of this line?



A $(0, 2)$

B $(0, -4)$

C $(0, 0)$

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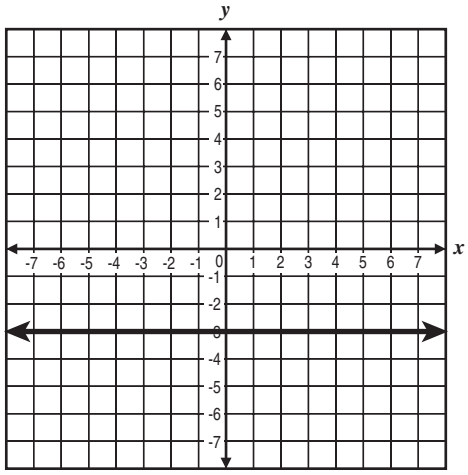
Reporting Category: **3 Algebra**

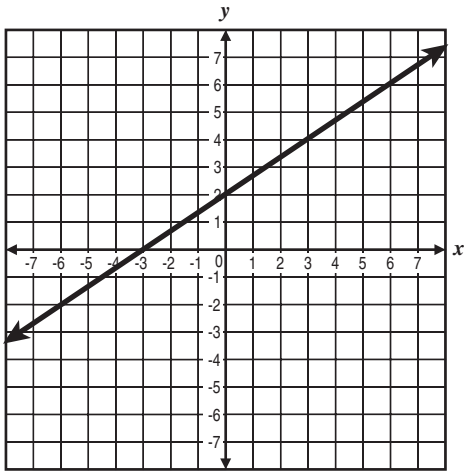
Performance Indicator: **0806.3.6 Analyze the graph of a linear function to find solutions and intercepts.**

14 Which graph shows a line that appears to have a *y*-intercept at $(0, -3)$?

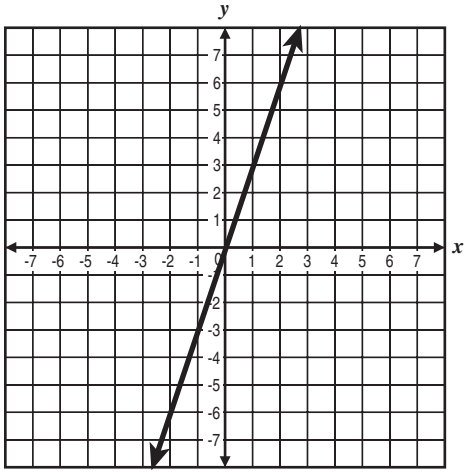
F



H



G



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Reporting Category:	**3 Algebra**
Performance Indicator:	**0806.3.7 Identify, compare and contrast functions as linear or nonlinear.**

15 Which equation represents a linear function?

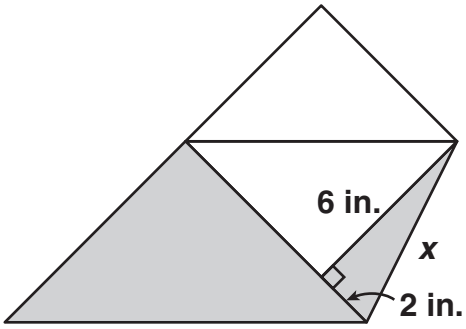
A $y = x^2$

B $y = -3x$

C $y = x^4 + 5$

Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0806.4.1 Use the Pythagorean Theorem to solve contextual problems.**

16 Adolfo is making a cup by folding a piece of paper. This diagram shows the dimensions of the paper during one step of the folding process.



What is the value of x in this diagram?

F $\sqrt{32}$ inches

G $\sqrt{40}$ inches

H $\sqrt{64}$ inches

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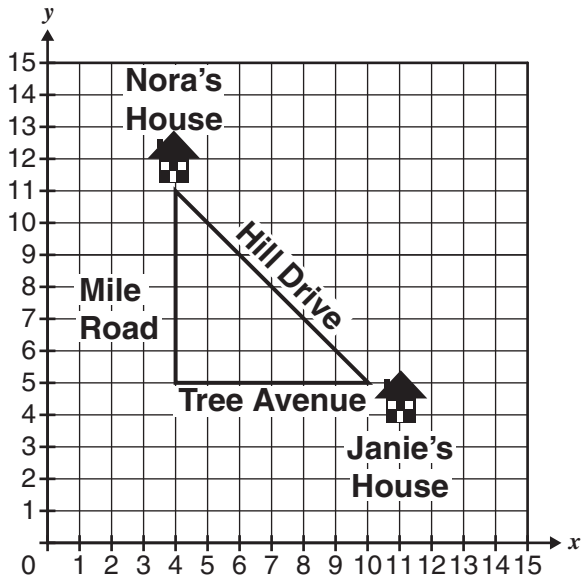
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0806.4.2 Apply the Pythagorean theorem to find distances between points in the coordinate plane to measure lengths and analyze polygons and polyhedra.**

17 Two paths from Nora's house to Janie's house are drawn on the grid below.



Which is closest to the distance from Nora's house to Janie's house on Hill Drive?

A 8 units

B 12 units

C 24 units

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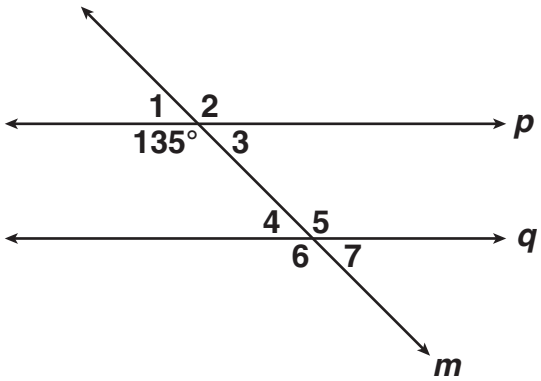
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0806.4.3 Find measures of the angles formed by parallel lines cut by a transversal.**

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



What is the measure of ∠7?

F 45°

G 135°

H 225°

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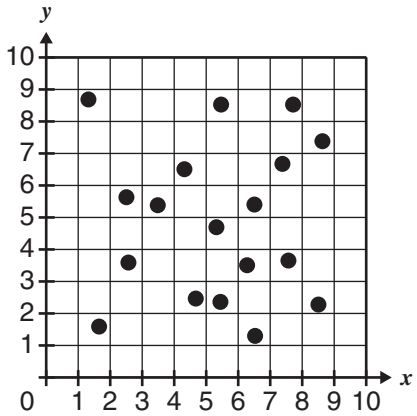
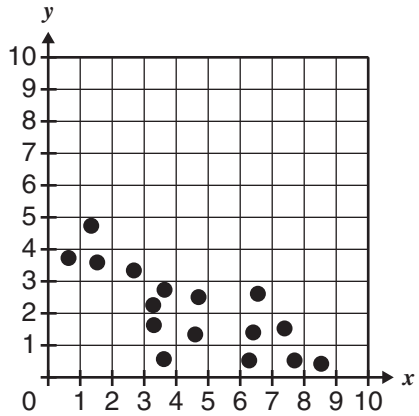
Reporting Category:	**5 Data Analysis, Statistics and Probability**
Performance Indicator:	**0806.5.3 Generalize the relationship between two sets of data using scatterplots and lines of best fit.**

19 Which graph displays a negative relationship between the two variables?

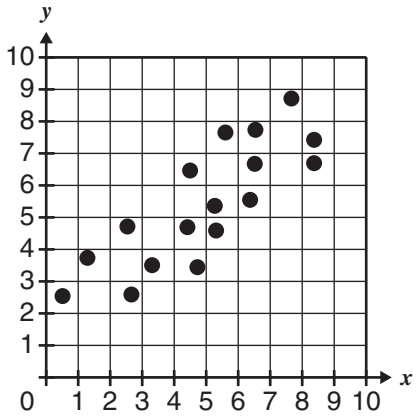
A



C



B



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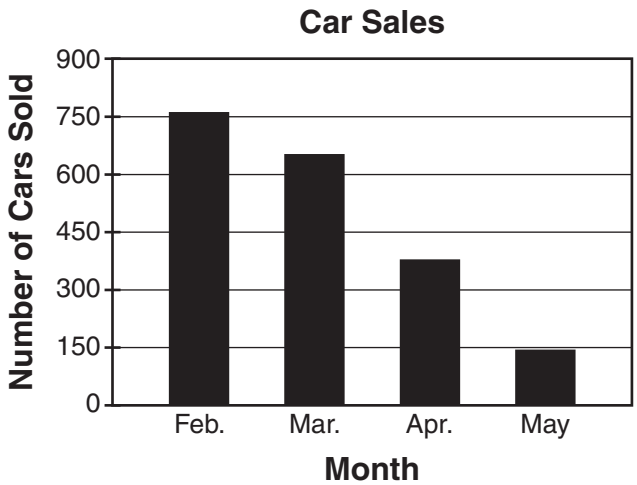
Reporting Category: **5 Data Analysis, Statistics and Probability**

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

20 A car dealership had a decrease in sales over four months, as shown in the graph below.



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

F use a larger vertical scale on the vertical axis

G show the sales from the first and fourth months only

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

STOP

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Science

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

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

1 **A student measures the force needed to slide a 25-gram wooden block across different surfaces. What is the independent variable in this investigation?**

A type of surface

B amount of force

C mass of block

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Reporting Category:	**INQUIRY AND TECHNOLOGY & ENGINEERING**
Performance Indicator:	**0807.INQ.5 Identify a faulty interpretation of data that is due to bias or experimental error.**

2 **A science class is asked to compare the speeds of two similar toy boats.**

- One student measures the time it takes boat X to travel across a pond 10 meters in length.
- A second student measures the time it takes boat Y to travel the same distance across the same pond.

Which would most likely cause error in this investigation?

F conducting two different races in the same pond

G having two different students measure time

H using two different boats to test speed

Reporting Category:	**INQUIRY AND TECHNOLOGY & ENGINEERING**
Performance Indicator:	**0807.TE.2 Evaluate a protocol to determine if the engineering design process was successfully applied.**

3 **A paint company develops a new paint that will solidify faster. The company researches different kinds of paints and develops a new paint formula. What other step should the paint company perform before beginning to sell the paint?**

A survey customers to see if they like the paint

B test the paint to see how quickly it dries

C develop additional colors of the paint

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Reporting Category:	**INQUIRY AND TECHNOLOGY & ENGINEERING**
Performance Indicator:	**0807.TE.4 Differentiate between adaptive and assistive engineered products.**

4 **Why are artificial arms classified as assistive devices?**

F Artificial arms look like real body parts.

G Artificial arms help people with injuries.

H Artificial arms are permanent.

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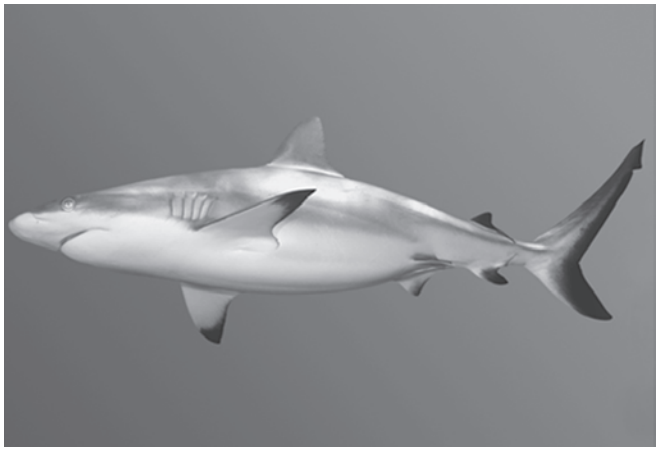
5 **An unknown organism is shown below.**



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Classification Key

1a. The organism has feathers	Class Aves
1b. The organism has no feathers	Go to 2
2a. The organism has no hair	Go to 3
2b. The organism has hair or hair-like structures	Go to 4
3a. The organism has gills	Class Chondrichthyes
3b. The organism has lungs	Class Reptilia
4a. The organism has four legs	Class Mammalia
4b. The organism has six legs	Class Insecta

Based on this classification key, in which class does this organism belong?

A Class Reptilia

B Class Mammalia

C Class Chondrichthyes

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

6 **Which population would best be adapted to maneuver in a rocky, mountainous region?**

F a population of organisms with hooves

G a population of organisms with moist skin

H a population of organisms with gills

Reporting Category:	**LIFE SCIENCE: Biodiversity & Change**
Performance Indicator:	**0807.5.3 Analyze data on levels of variation within a population to make predictions about survival under particular environmental conditions.**

7 **A population of jackrabbits lives on a grassland that is used by ranchers for grazing sheep. After a five-year drought, the sheep have eaten much of the grass that the jackrabbits depend on for food. What is the most likely effect of the drought on the jackrabbit population?**

A The jackrabbit population will increase due to more food being available.

B The jackrabbit population will remain stable until more food is available.

C The jackrabbit population will decrease due to less food being available.

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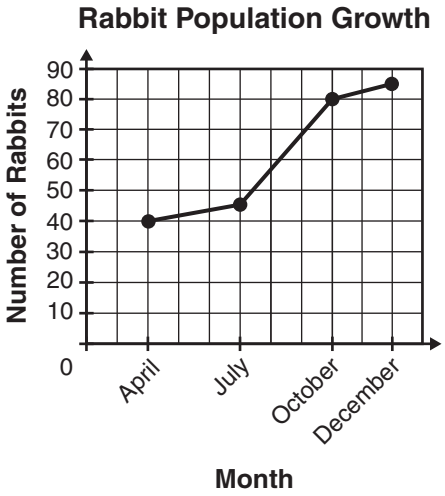
8 The table below shows changes in the size of a rabbit population.

Rabbit Population Numbers

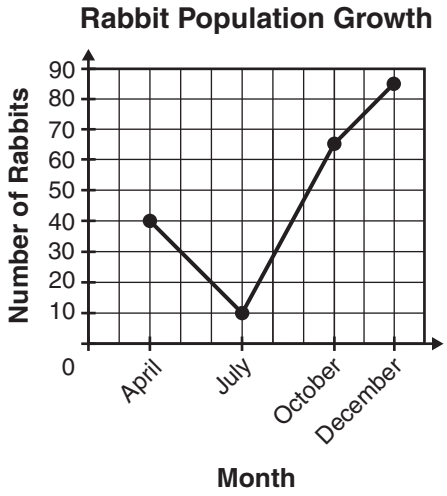
Number of Rabbits	Month
30	April
46	July
67	October
85	December

Which graph would <u>best</u> show the changes in the rabbit population?

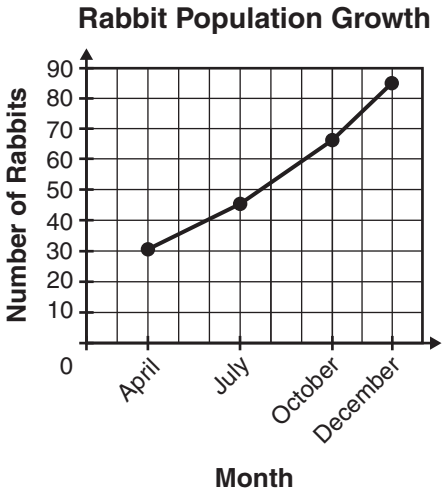
F



H



G



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

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

A increase in cost of farm products

B improvement in gas mileage

C conservation of fossil fuels

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

10 **The clear-cutting of rain forests to create space for humans will most likely result in**

F decreased organism diversity.

G increased oxygen levels.

H stable animal populations.

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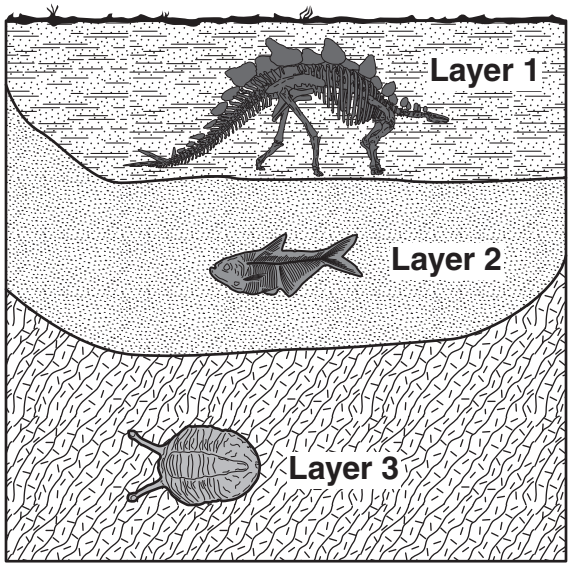
Reporting Category:	**LIFE SCIENCE: Biodiversity & Change**
Performance Indicator:	**0807.5.5 Compare fossils found in sedimentary rock to determine their relative age.**

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



Which statement is <u>best</u> supported by the diagram?

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

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

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

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Reporting Category:	**PHYSICAL SCIENCE 1: Chemical Reactions**
Performance Indicator:	**0807.9.2 Identify the common outcome of all chemical changes.**

12 **A new substance can be formed when two or more substances**

F share a neutron between them.

G form atomic bonds together.

H change states of matter.

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

13 **Which substance is a compound?**

A H_2

B F_2

C NH_4

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

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

F compost combined with peat moss to make potting soil

G cream cheese combined with sugar to make cake frosting

H sulfur dioxide combined with water to form acid rain

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

15 **A teacher heated copper carbonate in a test tube and a new substance formed. Which statement best describes what happened in this demonstration?**

A The copper carbonate melted and changed physically.

B The copper carbonate reacted with air and changed chemically.

C The copper carbonate evaporated and changed physically.

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Reporting Category:	**PHYSICAL SCIENCE 1: Chemical Reactions**
Performance Indicator:	**0807.INQ.2 Select tools and procedures needed to conduct a moderately complex experiment.**

16 **A student is given a beaker of salt water and asked to determine the mass of the dissolved salt by using the steps listed below.**

Procedure to Find Mass of Salt

1. Mass the empty beaker and then deduct its mass from the total mass.
2. Separate the water from the salt by letting water evaporate.
3. Find the total mass of the salt and beaker with an electronic scale.

Which of these is the correct sequence of steps the student should follow?

F 1, 2, 3

G 3, 1, 2

H 2, 3, 1

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Reporting Category:	**PHYSICAL SCIENCE 1: Chemical Reactions**
Performance Indicator:	**0807.9.10 Identify the reactants and products of a chemical reaction.**

17 **The reaction equation for photosynthesis is shown below.**

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

Which is a reactant in the equation?

A water

B oxygen

C glucose

Go On ▶

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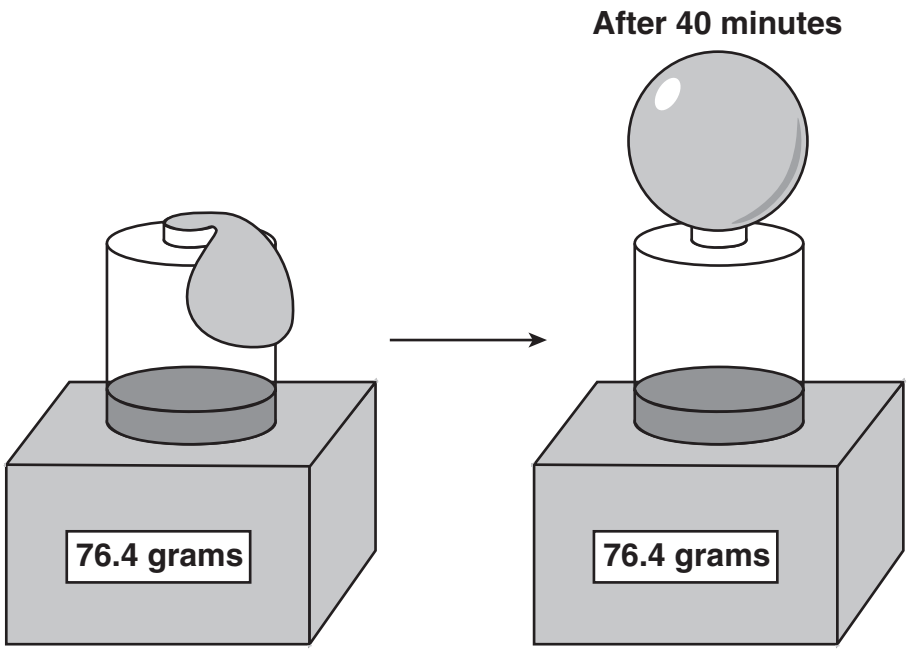
Reporting Category:	**PHYSICAL SCIENCE 1: Chemical Reactions**
Performance Indicator:	**0807.9.11 Recognize that in a chemical reaction the mass of the reactants is equal to the mass of the products (Law of Conservation of Mass).**

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



Which statement <u>best</u> describes the investigation?

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

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

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

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

19 **Which chemical equation best illustrates the law of conservation of mass?**

A 12 grams Reactant X + 10 grams Reactant Y $\longrightarrow$ 2 grams Product Z

B 5 grams Reactant L + 5 grams Reactant M $\longrightarrow$ 25 grams Product N

C 4 grams Reactant Q + 3 grams Reactant R $\longrightarrow$ 7 grams Product S

Reporting Category:	**PHYSICAL SCIENCE 1: Chemical Reactions**
Performance Indicator:	**0807.9.12 Identify the basic properties of acids and bases.**

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

F 6.5

G 7.2

H 9.1

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

Performance Indicator: **0807.9.1 Recognize that all matter consists of atoms.**

21 **What do a cup, an ice cube, and rainwater all have in common?**

A The cup, ice cube, and rainwater are all solids.

B The cup, ice cube, and rainwater are all made of atoms.

C The cup, ice cube, and rainwater are all the same compound.

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

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

22 **Which table correctly identifies the gas percentages of the atmosphere of Earth?**

F

Gas Percentages	
78.1% Nitrogen	21.9% Other

G

Gas Percentages	
78.1% Oxygen	21.9% Nitrogen

H

Gas Percentages	
78.1% Oxygen	21.9% Other

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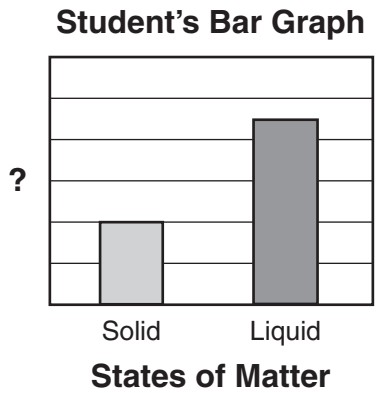
Reporting Category:	**PHYSICAL SCIENCE 2: Properties of Matter**
Performance Indicator:	**0807.9.6 Compare the particle arrangement and type of particle motion associated with different states of matter.**

23 **A student's bar graph below shows how the particle arrangement of two states of matter is related to another factor.**



Which of these is the <u>best</u> title for the *y*-axis on the graph?

A Particle Volume

B Particle Shape

C Particle Speed

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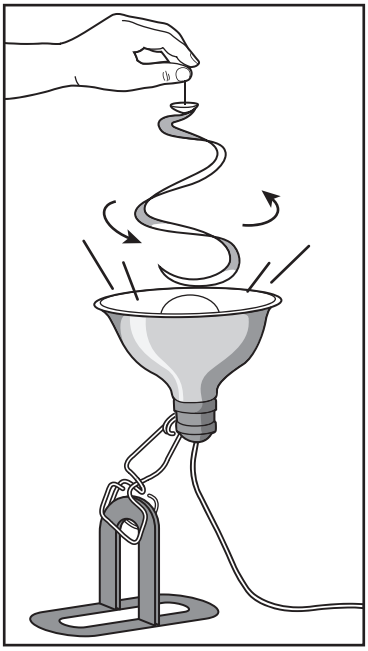
Reporting Category:	**PHYSICAL SCIENCE 2: Properties of Matter**
Performance Indicator:	**0807.INQ.4 Draw a conclusion that establishes a cause and effect relationship supported by evidence.**

24 **When a student holds a piece of paper above a lamp, the paper begins to spin.**



Which of these most likely causes the piece of paper to spin?

F warm air rising

G paper expanding

H cool air rising

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Reporting Category:	**PHYSICAL SCIENCE 2: Properties of Matter**
Performance Indicator:	**0807.9.7 Apply an equation to determine the density of an object based on its mass and volume.**

25 **The formula for density is shown below.**

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

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

A ball has a volume of 6 cubic centimeters and a mass of 12 grams. What is the density of the ball?

A 2 grams/cubic centimeter

B 6 grams/cubic centimeter

C 18 grams/cubic centimeter

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26 **The periodic table of elements is shown below.**

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

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

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

F helium (He)

G neon (Ne)

H argon (Ar)

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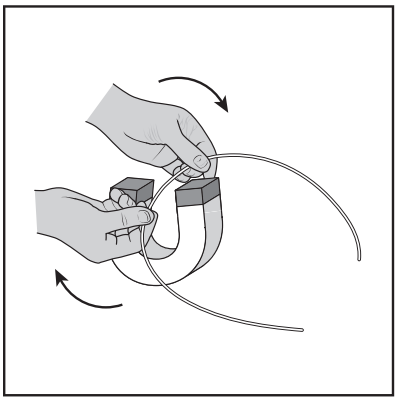
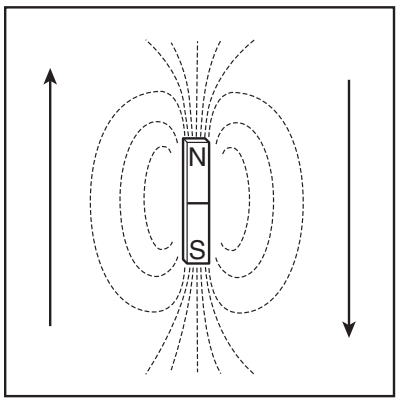
Reporting Category:	**PHYSICAL SCIENCE 3: Forces of Nature**
Performance Indicator:	**0807.12.1 Recognize that electricity can be produced using a magnet and wire coil.**

27 **In the diagrams below, different activities are being performed with magnets. The arrows indicate movement. Which diagram <u>best</u> illustrates an activity that would produce an electric current?**

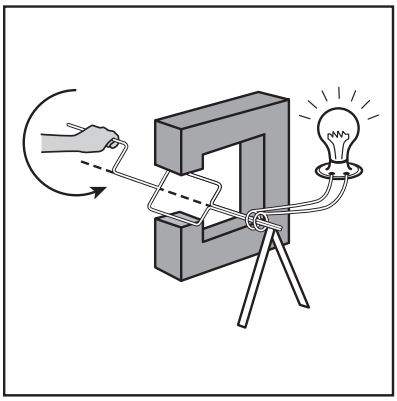
A



C



B



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Reporting Category:	**PHYSICAL SCIENCE 3: Forces of Nature**
Performance Indicator:	**0807.12.1 Recognize that electricity can be produced using a magnet and wire coil.**

28 **What happens when a bar magnet is moved through wire coils?**

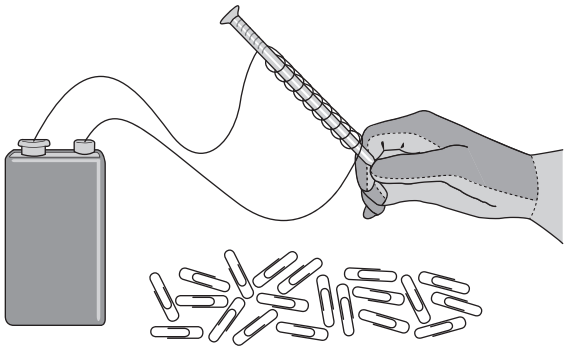
F Mechanical energy is produced.

G A gravitational field is produced.

H An electric current is produced.

Reporting Category:	**PHYSICAL SCIENCE 3: Forces of Nature**
Performance Indicator:	**0807.12.2 Describe the basic principles of an electromagnet.**

29 **A diagram is shown below.**



What device is the diagram depicting?

A a barometer

B a bar magnet

C an electromagnet

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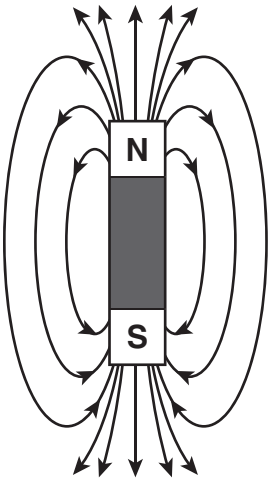
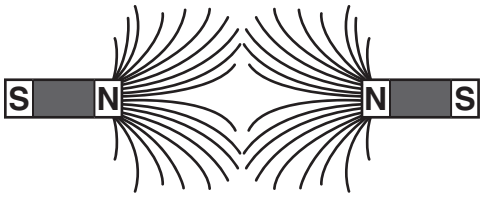
Reporting Category:	**PHYSICAL SCIENCE 3: Forces of Nature**
Performance Indicator:	**0807.12.3 Distinguish among the Earth's magnetic field, a magnet, and the fields that surround a magnet and an electromagnet.**

30 **The magnetic field of Earth is <u>most</u> similar to the magnetic field of which diagram?**

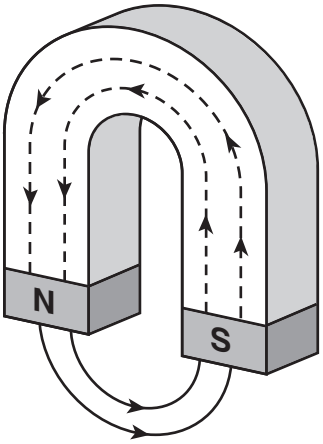
F



H



G



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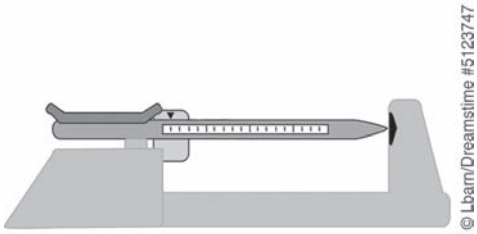
Reporting Category:	**PHYSICAL SCIENCE 3: Forces of Nature**
Performance Indicator:	**0807.12.4 Distinguish between mass and weight using appropriate measuring instruments and units.**

31 Which tool is <u>best</u> used to measure weight in newtons?

A

Spring Scale

B



Triple Beam Balance

C

Electronic Balance

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Reporting Category:	**PHYSICAL SCIENCE 3: Forces of Nature**
Performance Indicator:	**0807.TE.1 Identify the tools and procedures needed to test the design features of a prototype.**

32 **Students are to build a model bridge that is 30 centimeters long and will support 5 newtons at its center. Which pair of tools would best help in the design of the bridge?**

F ruler and weights

G beaker and water

H hammer and nails

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

33 **Two objects are equal in mass. The gravitational force between the two objects will increase if the distance between the objects is**

A increasing.

B decreasing.

C constant.

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

34 **Which characteristic keeps a planet in an orbit around the sun?**

F the total size of the planet

G the number of moons rotating around the planet

H the gravity from the sun pulling on the planet

STOP

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Social Studies

Reporting Category:	**1 Economics**
Performance Indicator:	**8.2.1 Recognize America's natural resources (i.e., land, timber, fish, animal pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).**

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

A pears

B peanuts

C onions

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Reporting Category:	**1 Economics**
Performance Indicator:	**8.2.2 Interpret a diagram showing the steps of changing a resource into a product.**

Salt Production

2 **Based on the diagram above, which step occurs immediately before packaging?**

F Process salt

G Ship to market

H Add to food

Reporting Category:	**1 Economics**
Performance Indicator:	**8.2.3 Differentiate between credit and debt.**

3 **An example of debt is money**

A borrowed which must be paid back.

B deposited in a bank to earn interest.

C stored in a safe for an emergency.

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Reporting Category: 1 Economics

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

Johnson's Blacksmith Shop
We make and repair horseshoes, metal tools, and carriage wheels. Reasonable prices!

4 Which type of economic activity is advertised above?

F herding

G farming

H service

Reporting Category: 1 Economics

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

5 Which taxes are used to collect money from imports?

A tariffs

B sales taxes

C income taxes

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Reporting Category:	**1 Economics**
Performance Indicator:	**8.2.6 Interpret a variety of economic graphs and charts with topics (e.g., the Columbian exchange, numbers of slaves, population of colonies, population diversity).**

Slaves Brought from Africa to the Americas

Time Period	Number
1450 – 1600	367,000
1601 – 1700	1,868,000
1701 – 1800	6,133,000
Total	**8,368,000**

Source: *A History of African Societies to 1870*

6 When were the <u>most</u> slaves brought to the Americas?

F 1450 – 1600

G 1601 – 1700

H 1701 – 1800

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Reporting Category:	**1 Economics**
Performance Indicator:	**8.2.7 Differentiate between a commercial and a subsistence economy.**

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

A manufacturing

B subsistence

C capitalist

Reporting Category:	**1 Economics**
Performance Indicator:	**8.2.8 Recognize the factors that led to urbanization and industrialization in early America (i.e., religious freedom, land ownership, thriving market).**

8 **Many Massachusetts colonists who lacked good farmland opened shops in towns to produce**

F finished goods for other English colonists.

G crafts based on Native American designs.

H luxury items for the London market.

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

Colonial Shoemakers in New England

- Independent
- Numerous

9 **What economic system is represented above?**

A free competition

B monopoly

C traditional

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Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**8.4.1 Identify the rights, responsibilities, and privileges of a member of the United States of America (i.e., Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights).**

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

10 **The amendment quoted above <u>most</u> directly protects a person's right to**

F assembly.

G privacy.

H speech.

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Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**8.4.2 Identify the purposes and structures of various systems of governance (i.e., Federalism, Confederation, Republic, Democracy, Executive, Legislative, Judicial).**

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

A dictatorship

B monarchy

C federal

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

Services Provided by Governments

- Schools
- Highways
- Bridges

12 **The services on the list above are provided by the government for the**

F national defense.

G economic growth.

H public good.

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

13 **The First Amendment right to a free press permits citizens to**

A vote in elections.

B be informed.

C pay taxes.

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**8.4.5 Identify how conditions, actions, and motivations contributed to conflict and cooperation between states, regions, and nations.**

14 **The Missouri Compromise was written to reduce the conflict between**

F Northern and Southern states.

G the United States and Mexico.

H Kansas and Nebraska.

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Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**8.4.6 Recognize the rights guaranteed in the Bill of Rights.**

- protection against cruel and unusual punishment
- guarantee of a speedy trial
- guarantee of a trial by jury

15 **The guarantees described above are listed in the**

A Bill of Rights.

B Mayflower Compact.

C Declaration of Independence.

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

16 **Why was the decision in *Marbury v. Madison* important?**

F It stopped government regulation of commerce.

G It established the principle of judicial review.

H It ended segregation in public schools.

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

17 **The city council would <u>most</u> likely require a permit for the parade to**

A keep the public safe.

B make sure costs are low.

C stop people from watching.

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

18 **Which institutions are established by communities to provide an education for future workers?**

F government

G schools

H churches

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

19 **A group attempting to overturn an unjust law would most likely turn to which government institution?**

A the courts

B the schools

C the military

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Reporting Category: 3 Geography

Performance Indicator: 8.1.1 Recognize the definition of religion.

20 **A shared set of beliefs and practices can best be described as**

F education.

G religion.

H occupation.

Reporting Category: 3 Geography

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

Official Languages of Canada

- English
- French

21 **The most likely reason that Canada has two official languages is**

A England and France both had colonies in Canada.

B people in Canada learn the history of England and France.

C Canada trades equally with England and France.

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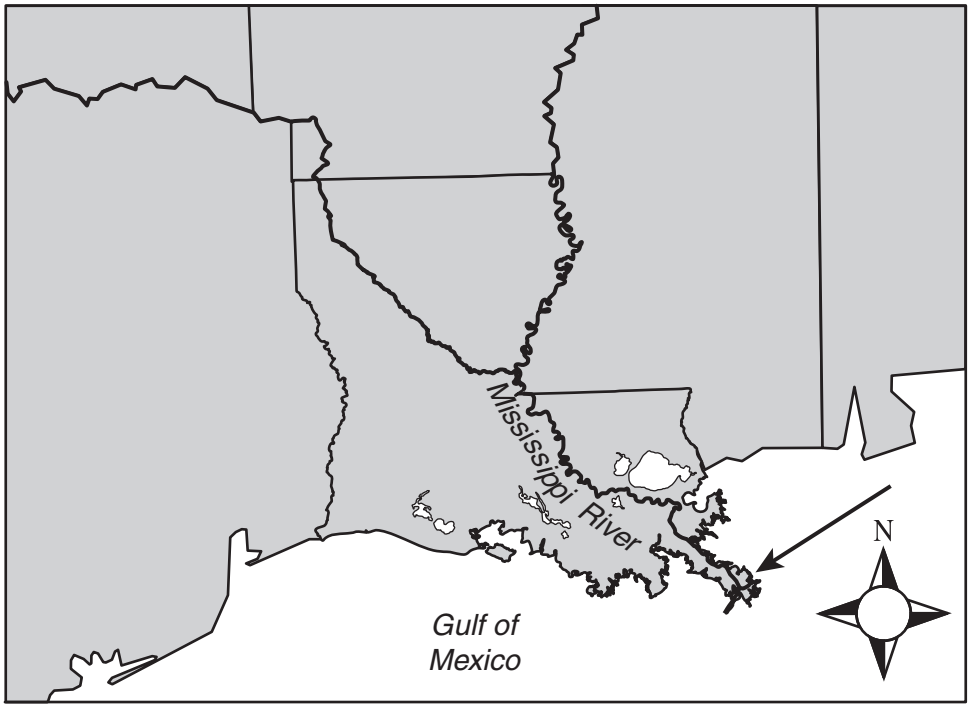
Reporting Category:	**3 Geography**
Performance Indicator:	**8.3.2 Identify and use the key geographic elements on a map (i.e., island, flood plain, swamp, delta, marsh, harbor, cape, sea level, bay, prairie, desert, oasis, mesa, mountain, valley, glacier, canyon, cliff, plateau).**

Louisiana Gulf Coast



22 **Which geographic feature is marked by an arrow on the map above?**

F delta

G canyon

H plateau

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

Nation 1: The government encourages efforts to import natural resources.
Nation 2: The government supports a large military.
Nation 3: The government constructs dams on major rivers.

23 **Which nation is changing its environment?**

A 1

B 2

C 3

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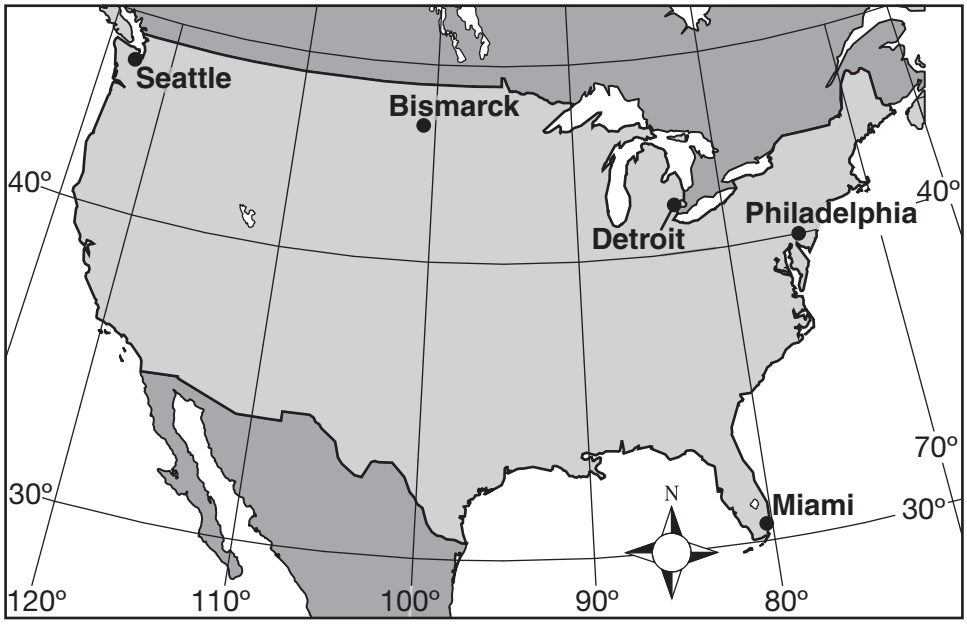
Reporting Category:	**3 Geography**
Performance Indicator:	**8.3.4 Use various geographic data from maps and globes to determine longitude, latitude, distance, direction.**

Continental United States



24 **Which two cities on the map above are separated by a measurement of roughly 20° longitude?**

F Bismarck and Seattle

G Detroit and Philadelphia

H Miami and Seattle

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Reporting Category: **3 Geography**

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

New England Colonies

25 **The communities listed on the map above developed fishing industries because of their location near the**

A coastline.

B mountains.

C forest.

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

26 **Which geographic feature helped the early exploration of Tennessee?**

F Cumberland Gap

G Ozark Plateau

H Mississippi Delta

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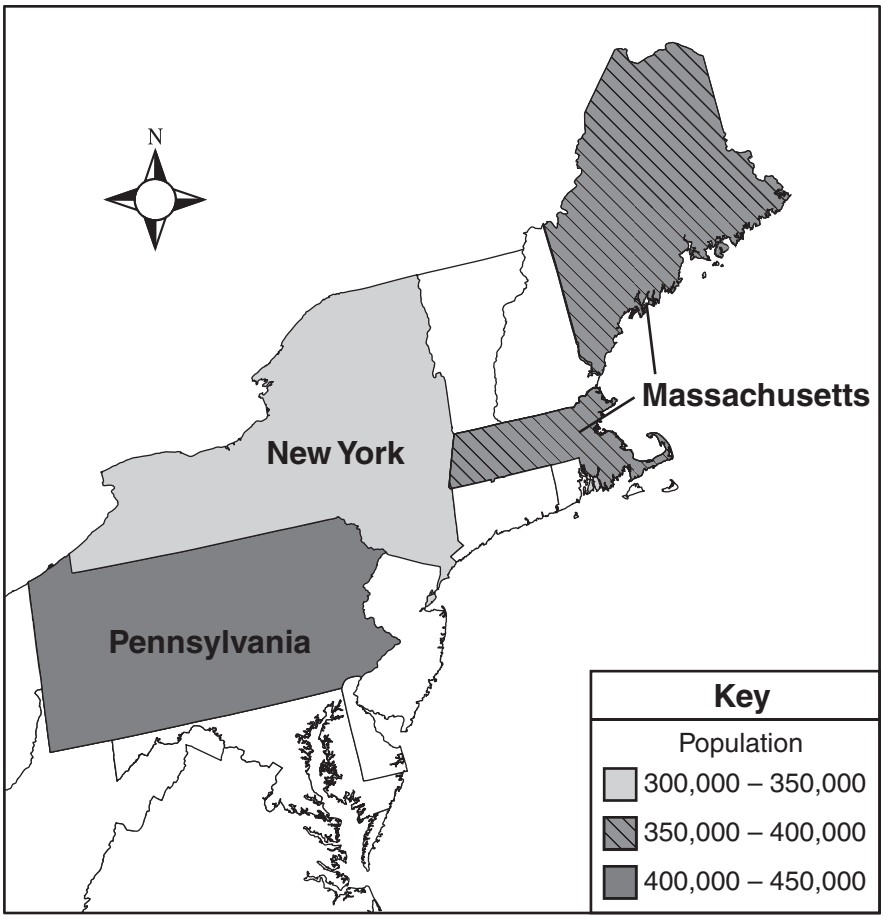
Reporting Category:	**3 Geography**
Performance Indicator:	**8.3.7 Interpret a chart or map of population characteristics of the early United States (i.e., density, distribution, regional growth).**

Population of Selected U.S. States, 1790



Source: U.S. Census

27 **According to the map above, which of these states had the greatest population in 1790?**

A Massachusetts

B New York

C Pennsylvania

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

?

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

28 **What is the best title for the list above?**

F Colonial Advantages over Native Americans

G Colonial Contributions to the Triangular Trade

H Colonial Advances in Farming

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

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

A believed in spiritual forces.

B worshipped the world around them.

C worshipped ancestors.

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

30 **The early New England Puritan society formed its social customs around the**

F local militia.

G royal governor.

H community church.

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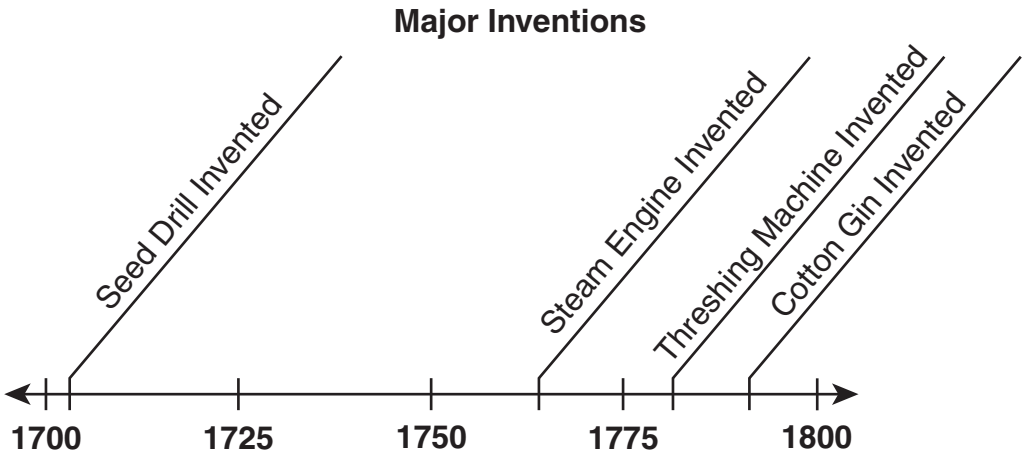
Reporting Category: **4 US History Period 1 (Beginnings -1820)**

Performance Indicator: **UH1.8.1.6 Interpret a timeline of technological innovations.**



31 **Which industry was <u>most</u> affected by the inventions shown above?**

A mining

B agriculture

C steel

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

Performance Indicator: **UH1.8.2.9 Analyze in economic terms (i.e., climate, triangle trade, infrastructure, topography) why slavery flourished in the South as opposed to the North.**

32 **Slavery was <u>not</u> important to the economy in the North because the**

F churches preached against slavery.

G climate was too cold for cash crops.

H states had never allowed slavery.

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

Performance Indicator: **UH1.8.5.1 Contrast the characteristics of major native civilizations of the Americas.**

Culture	Location	Characteristics
Pueblo	Southwest	• Used stone and earth to build homes • Made objects out of clay • Grew corn and cotton
Mohawk	Northeast	• Built homes out of bark and twigs • Built canoes from trees • Wove baskets

33 **The main differences between the groups described above were a result of the**

A size of their populations.

B amount of wealth they collected.

C types of natural resources available in their regions.

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

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

34 **Which document is a secondary source?**

F a soldier's journal

G a student's history book

H a general's battle map

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Reporting Category:	**4 US History Period 1 (Beginnings -1820)**
Performance Indicator:	**UH1.8.5.4 Recognize causes and consequences of conflict (i.e., French and Indian War, Revolutionary War, War of 1812).**

35 **European control of land in North America led to the**

A French and Indian War.

B Mexican-American War.

C Civil War.

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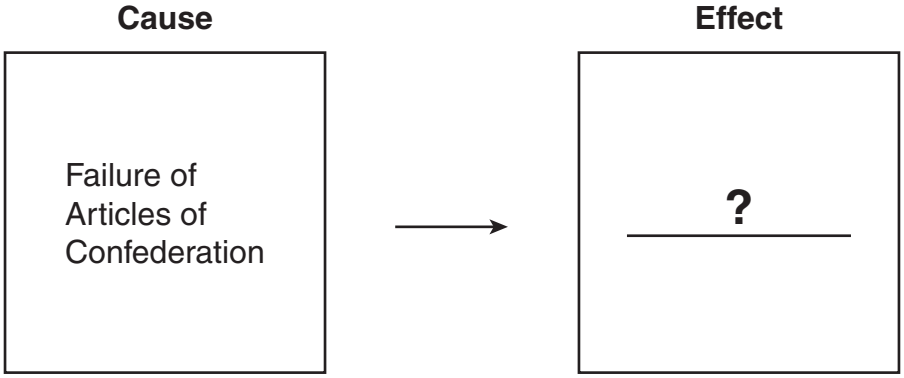
Reporting Category:	**4 US History Period 1 (Beginnings -1820)**
Performance Indicator:	**UH1.8.5.6 Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).**



36 **Which event replaces the question mark in the diagram above?**

F Pilgrims sign the Mayflower Compact

G Declaration of Independence is signed

H U.S. Constitution is written

Reporting Category:	**4 US History Period 1 (Beginnings -1820)**
Performance Indicator:	**UH1.8.5.7 Recognize the historical impacts of European settlement in North America.**

37 **One result of European settlement in North America was the**

A spread of new diseases.

B decline of trade.

C increased power of native civilizations.

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Reporting Category:	**4 US History Period 1 (Beginnings -1820)**
Performance Indicator:	**UH1.8.5.12 Differentiate between primary and secondary source documents.**

38 **A primary source can be created by**

F recording daily events in a journal.

G writing a book about someone.

H describing a painting of a battle.

Reporting Category:	**5 US History Period 2 (1801-1900)**
Performance Indicator:	**UH2.8.1.2 Identify cultures that contributed to the development of the United States (i.e., Native American, African, British, Scottish, Irish, German).**

39 **By 1820, Tennessee's inhabitants included Native Americans, African Americans, and**

A immigrants from Europe.

B farmers from Mexico.

C soldiers from Canada.

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

40 **Many Eastern Europeans immigrated to the United States in the late 1800s to**

F escape poor economic conditions.

G work as southern sharecroppers.

H become indentured servants.

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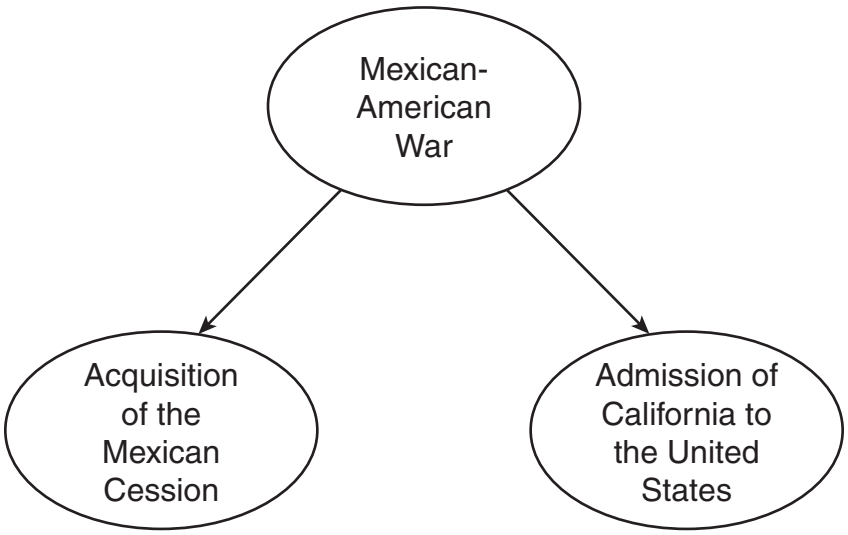
Reporting Category:	**5 US History Period 2 (1801-1900)**
Performance Indicator:	**UH2.8.4.9 Analyze the contributions of Tennessee political leaders on the national scene (i.e., Andrew Jackson, Andrew Johnson, James K. Polk, Sequoyah, Sam Houston).**



41 **The events in the diagram above happened during the presidency of**

A Andrew Jackson.

B James K. Polk.

C Millard Fillmore.

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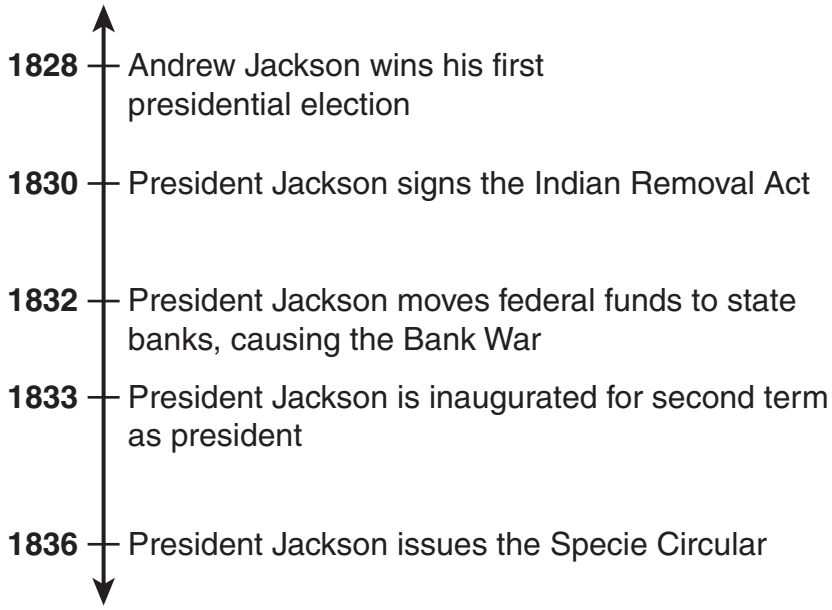
Reporting Category: **5 US History Period 2 (1801-1900)**

Performance Indicator: **UH2.8.5.2 Read a timeline and order events of the past.**

Andrew Jackson's Presidency



42 **Based on the timeline above, which action did President Andrew Jackson take during his second term in office?**

F issued the Specie Circular

G moved federal funds to state banks

H signed the Indian Removal Act

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

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

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

43 **The above text is a primary source because it is**

A a textbook chapter.

B an autobiography.

C a historical summary.

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Reporting Category:	**5 US History Period 2 (1801-1900)**
Performance Indicator:	**UH2.8.5.4 Recognize causes and consequences of conflict, (i.e., French and Indian War, Revolutionary War, War of 1812).**

- British forces encourage Native Americans to attack settlers
- British navy forces American sailors to work on British ships

44 **War Hawks in Congress reacted to the issues listed above by calling for which conflict?**

F French and Indian War

G the War of 1812

H the First Seminole War

Reporting Category:	**5 US History Period 2 (1801-1900)**
Performance Indicator:	**UH2.8.5.5 Recognize consequences of the westward expansion of the United States.**

45 **The rapid settlement of the western territories during the early 1800s led to**

A economic depression.

B immigration reforms.

C sectional differences.

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Reporting Category:	**5 US History Period 2 (1801-1900)**
Performance Indicator:	**UH2.8.5.6 Classify the characteristics of major historical events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).**

46 **Which event led most directly to the Civil War?**

F completion of the Transcontinental Railroad

G withdrawal of South Carolina from the Union

H victory at the Battle of Gettysburg

Reporting Category:	**5 US History Period 2 (1801-1900)**
Performance Indicator:	**UH2.8.5.8 Determine the social, political, and economic factors that contributed to the institution of slavery in America.**

47 **Which factor helped the expansion of slavery after 1800?**

A creation of big businesses

B increase of factory towns

C growth of cotton plantations

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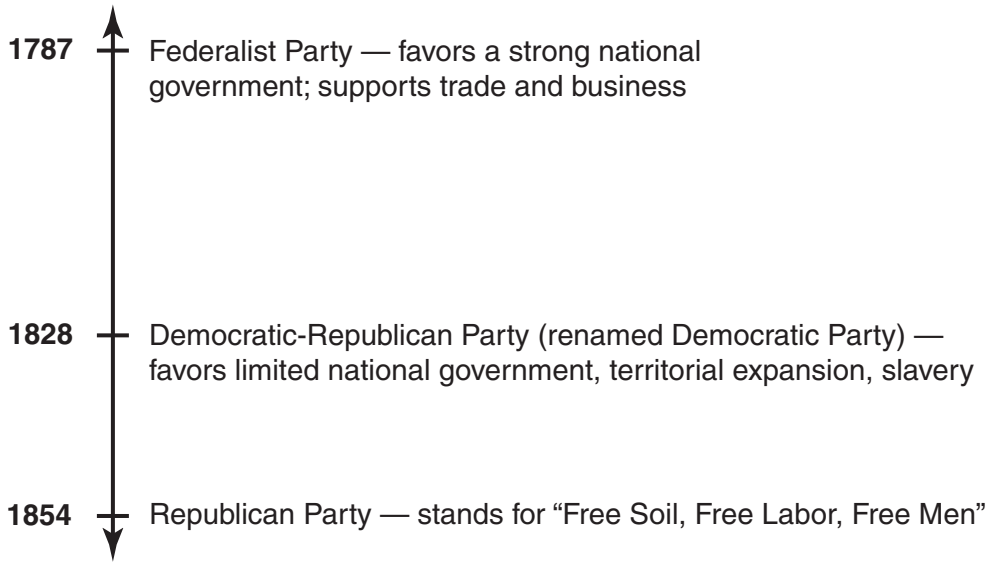
Reporting Category:	**5 US History Period 2 (1801-1900)**
Performance Indicator:	**UH2.8.5.9 Interpret a timeline, detailing the development of political parties in the United States to the Civil War.**

Development of Some Political Parties in the 1800s



Note: Some dates are approximate

48 **According to the timeline, abolitionists would most likely have been attracted to the**

F Federalist Party.

G Democratic Party.

H Republican Party.

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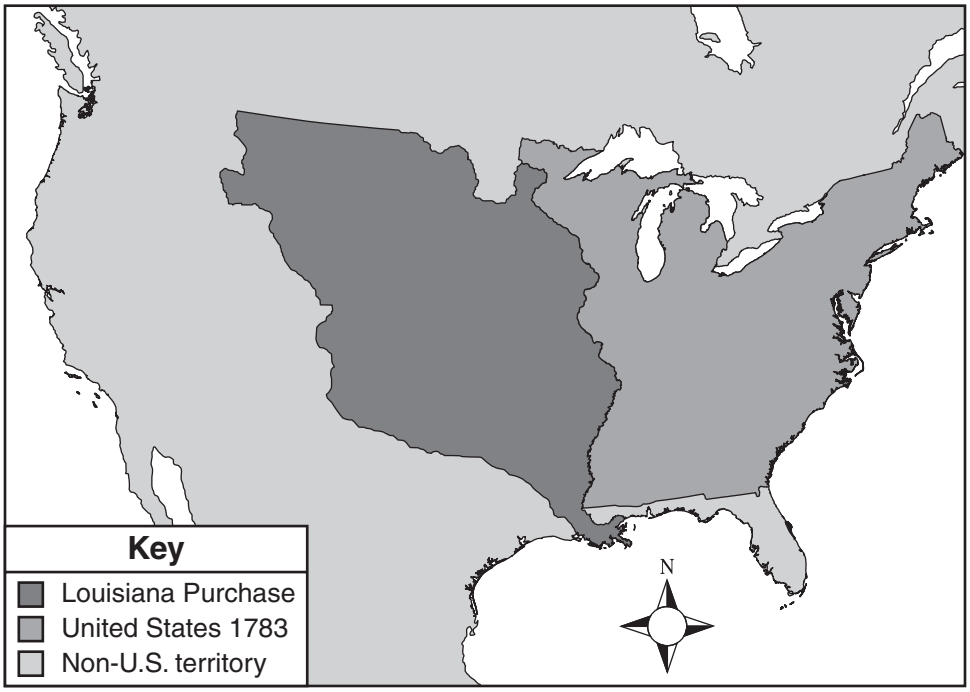
Reporting Category:	**5 US History Period 2 (1801-1900)**
Performance Indicator:	**UH2.8.5.10 Interpret maps, timelines, and charts that illustrate key elements of history (i.e., expansion, economics, politics, society).**

Louisiana Purchase



49 **The map above shows that the Louisiana Purchase**

A doubled the land area of the United States.

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

C added most of the Southwest to the United States.

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Reporting Category:	**5 US History Period 2 (1801-1900)**
Performance Indicator:	**UH2.8.5.11 Identify conclusions about historical events using primary and secondary sources.**

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

50 **In the above passage, Tecumseh stated that, to stop settlers from taking their land, Native Americans needed to**

F work together as a group.

G move farther west.

H relocate to reservations.

Reporting Category:	**5 US History Period 2 (1801-1900)**
Performance Indicator:	**UH2.8.5.13 Examine the demographic changes brought about by westward movement (i.e., slavery, industrialization, and Native American relocation).**

51 **Which of these groups was forced to relocate due to United States westward expansion?**

A Native Americans

B French Canadians

C Irish immigrants

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Reporting Category:	**5 US History Period 2 (1801-1900)**
Performance Indicator:	**UH2.8.5.14 Recognize the course of conflicts including major battles, alliances, strategy, leadership, resources, or technology using a diagram for the Revolutionary War.**

Events of the Revolutionary War

52 **Based on the diagram above, the Battle of Saratoga is considered the turning point of the Revolutionary War because it**

F occurred right before the Americans won the war.

G took place between major British victories.

H convinced France to join the American cause.

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Reporting Category:	**5 US History Period 2 (1801-1900)**
Performance Indicator:	**UH2.8.6.1 Identify the impact of individual and group decisions on historical events.**

53 **Which president more than doubled the size of the United States by buying land from France?**

A John Adams

B Thomas Jefferson

C James Madison

Reporting Category:	**5 US History Period 2 (1801-1900)**
Performance Indicator:	**UH2.8.6.2 Recognize the impact groups have on change at the local, state, national, and world levels.**

54 **Which group's primary goal was to end slavery in the United States?**

F Abolitionists

G Suffragists

H Prohibitionists

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Reporting Category:	**5 US History Period 2 (1801-1900)**
Performance Indicator:	**UH2.8.6.3 Recognize examples of stereotyping, prejudice, conformity, altruism in early American history.**

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

A learn.

B vote.

C work.

STOP

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Reading/Language Arts
Answer Key

1	A	24	G	47	A	70	H
2	F	25	A	48	H	71	B
3	C	26	H	49	A	72	H
4	H	27	A	50	G	73	C
5	A	28	H	51	C	74	G
6	G	29	B	52	F	75	C
7	A	30	H	53	A	76	G
8	H	31	A	54	G	77	A
9	B	32	H	55	A	78	H
10	G	33	A	56	G	79	B
11	C	34	G	57	C	80	H
12	G	35	B	58	H	81	C
13	B	36	G	59	C	82	H
14	H	37	A	60	H	83	A
15	A	38	F	61	B	84	H
16	H	39	C	62	G	85	C
17	A	40	F	63	B	86	G
18	G	41	B	64	F	87	B
19	A	42	H	65	A	88	H
20	H	43	A	66	G	89	B
21	B	44	H	67	A	90	F
22	G	45	A	68	F	91	A
23	A	46	G	69	C	92	G

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Mathematics
Answer Key

1	C
2	H
3	B
4	G
5	B

6	H
7	B
8	G
9	C
10	H

11	A
12	H
13	A
14	F
15	B

16	G
17	A
18	F
19	C
20	F

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Science
Answer Key

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

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

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

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

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Social Studies
Answer Key

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

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

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

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

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Tennessee Comprehensive Assessment Program

Modified Academic Achievement Standards ~ Grade 8

Item Sampler

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