Student Name _____

Teacher Name _____

School _____

System _____

Tennessee Comprehensive Assessment Program

Modified Academic Achievement Standards ~ Grade 4

Item Sampler

Table of Contents

Introduction 3

What is the TCAP Modified Academic Achievement Standards Test? 3

What are the questions testing? 3

Who is eligible to be tested? 3

How long will the tests take? 3

How do I use the sample questions? 3

How will the tests be scored? 4

May calculators be used? 4

Which test accommodations may be used? 4

Here are some tips for preparing students for the test. 4

Reading/Language Arts 5

Mathematics 61

Science 92

Social Studies 119

Answer Key 147

Developed and published under contract with Tennessee State Department of Education by the Educational Measurement group of Pearson, a business of NCS Pearson Inc., 2510 North Dodge Street, Iowa City, Iowa 52245. Copyright © 2009 by Tennessee State Department of Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of Tennessee State Department of Education.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

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.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

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.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reading/Language Arts

Directions **The following passage is a student's rough draft of a report. It contains mistakes. Read the passage and answer Numbers 1 through 8.**

Ring-tailed Lemurs

(1) There is a new family of animals at our zoo. (2) They are from an island called Madagascar. (3) These small, furry animals are related to monkeys. (4) They are called ring-tailed lemurs.

(5) Ring-tailed lemurs is about the size of cats. (6) Their backs are covered with gray fur and they have white fur on their bellies. (7) Their long, fluffy tails have black-and-white rings. (8) They also have black triangles around their eyes.

(9) Like some monkeys, ring-tailed lemurs spend a lot of time in trees. (10) Unlike monkeys, they cannot never use their tails for hanging on to branches. (11) They do, however, use their tails to balance themselves as they jump from tree to tree.

(12) Ring-tailed lemurs like to live in groups of about twelve. (13) Usually there are more male lemurs than female lemurs. (14) However, the female are the bosses of the group.

(15) Other kinds of lemurs also live on Madagascar. (16) It is a safest place for them, because there are not many big animals that live there. (17) The island has lots of the food lemurs like to eat, too. (18) Ring-tailed lemurs enjoy sitting with their arms spred out in the sunshine.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**1 Language**
Performance Indicator:	**0401.1.2 Identify the correct use of verbs (i.e., agreement, tenses, action and linking) within context.**

1 **Read Sentence 5.**

Ring-tailed lemurs is about the size of cats.

What is the correct way to write the underlined verb?

A was

B be

C are

Reporting Category:	**1 Language**
Performance Indicator:	**0401.1.3 Identify the correct use of adjectives (i.e., comparison forms and articles) and adverbs (i.e., comparison forms and negatives) within context.**

2 **Read Sentence 16.**

It is a safest place for them, because there are not many big animals that live there.

What is the correct way to write the underlined part of the sentence?

F It is a more safer place

G It is a most safest place

H It is a safe place

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**1 Language**
Performance Indicator:	**0401.1.6 Identify the correct use of commas (i.e., series, dates, addresses, friendly letters, introductory words, compound sentences) within context.**

3 **Read Sentence 6.**

Their backs are covered with gray fur and they have white fur on their bellies.

Which sentence uses the comma correctly?

A Their backs are covered with gray fur, and they have white fur on their bellies.

B Their backs are covered with gray fur and, they have white fur on their bellies.

C Their backs are covered with gray fur and they, have white fur on their bellies.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**1 Language**
Performance Indicator:	**0401.1.7 Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to/too/two, their/there/they're, its/it's).**

4 **Read Sentence 10.**

Unlike monkeys, <u>they cannot never use</u> their tails for hanging on to branches.

What is the correct way to write the underlined part of the sentence?

F they cannot use

G they can't not use

H they can never not use

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category: **1 Language**

Performance Indicator: **0401.1.8 Identify correctly or incorrectly spelled words in context.**

5 **Read Sentence 18.**

Ring-tailed lemurs enjoy sitting with their arms spred out in the sunshine.

Which of the underlined words is not spelled correctly?

A enjoy

B sitting

C spred

Reporting Category: **1 Language**

Performance Indicator: **0401.1.9 Choose the correct formation of plurals, contractions, and possessives within context.**

6 **Read Sentence 4.**

They are called ring-tailed lemurs.

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

F The'are

G They're

H The're

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**1 Language**
Performance Indicator:	**0401.1.11 Identify sentences with correct subject-verb agreement (person and number).**

7 **Read Sentence 14.**

However, the female are the bosses of the group.

What is the correct way to write this sentence?

A However, the female are the boss of the group.

B However, the female is the bosses of the group.

C However, the females are the bosses of the group.

Reporting Category:	**1 Language**
Performance Indicator:	**0401.1.15 Identify grade level compound words, contractions, and common abbreviations within context.**

8 **Which word from the report is a compound word?**

F monkeys

G bellies

H sunshine

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Directions **Emily wrote the following report. It contains mistakes. Read the report and answer Numbers 9 through 13.**

The Laughing Kookaburra

(1) If you were in Australia, a person might hear the laughing call of a bird called the kookaburra. (2) That laugh is how the kookaburras let other birds know to stay out of their area.

(3) The laughing kookaburra has a thick body and a large head and beak. (4) Its head and belly is cream colored, and its wing feathers is brown. (5) This chubby and strong bird eats small snakes, lizards, mice, worms, beetles, and other insects. (6) It's a hungry animal!

(7) Kookaburras make their nests in the hollow parts of a tree or inside an empty termite mound found in the tree. (8) A female kookaburra can lay up to four eggs in the nest. (9) The female and the male share the duties of taking care of the young chicks. (10) Most chicks stay with their parents for four to five years to help raise other chicks protect their home and hunt for food. (11) The bird will defend its home and will attacking other birds if necessary.

(12) Do you think that someday you will see a kookaburra's nest in Australia?

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**1 Language**
Performance Indicator:	**0401.1.1 Identify the correct use of nouns (i.e., common and proper, plurals, possessives) and pronouns (i.e., subject, object, and agreement) within context.**

9 **Read Sentence 1.**

If you were in Australia, a person might hear the laughing call of a bird called the kookaburra.

What pronoun should replace the underlined word?

A they

B you

C we

Reporting Category:	**1 Language**
Performance Indicator:	**0401.1.2 Identify the correct use of verbs (i.e., agreement, tenses, action and linking) within context.**

10 **Read Sentence 11.**

The bird will defend its home and will attacking other birds if necessary.

What is the correct way to write the underlined word?

F attack

G attacks

H attacked

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**1 Language**
Performance Indicator:	**0401.1.4 Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.**

11 **Which sentence from the report is an exclamatory sentence?**

A That laugh is how the kookaburras let other birds know to stay out of their area.

B It's a hungry animal!

C Do you think that someday you will see a kookaburra's nest in Australia?

Reporting Category:	**1 Language**
Performance Indicator:	**0401.1.6 Identify the correct use of commas (i.e., series, dates, addresses, friendly letters, introductory words, compound sentences) within context.**

12 **Read Sentence 10.**

Most chicks stay with their parents for four to five years to help raise other chicks protect their home and hunt for food.

What is the correct way to use commas in the underlined part of the sentence?

F raise, other chicks protect, their home and hunt, for food

G raise other chicks, protect their home, and hunt for food

H raise, other chicks protect their home and hunt for food

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**1 Language**
Performance Indicator:	**0401.1.11 Identify sentences with correct subject-verb agreement (person and number).**

13 **Read Sentence 4.**

Its head and belly is cream colored, and its wing feathers is brown.

What is the correct way to write this sentence?

A Its head and belly are cream colored, and its wing feathers is brown.

B Its head and belly is cream colored, and its wing feathers are brown.

C Its head and belly are cream colored, and its wing feathers are brown.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Directions **Madison gave the following speech to a group of elementary students. Read the speech and answer Numbers 14 through 24.**

Frosting in My Hair

1 My Aunt Cindy owns a shop called Custom Cakes. She makes fancy cakes for special events, such as weddings. I spent a week last summer helping her in the shop. I thought making a cake would be simple. I was wrong!

2 On the first day, I practiced making little colored dots on a sheet of wax paper. No matter how hard I tried, I could not get the dots to be the same shape or size. Most of the cake frosting ended up in my hair.

© Artak Ayvazyan/iStockphoto #5790124

3 Next I helped move blank cakes. These are cakes that haven't been decorated yet. The cake pans were several feet long! The cakes that come out of those pans are very heavy too. I almost dropped one trying to take it out of the freezer by myself. Luckily one of Aunt Cindy's helpers was there. He saved the cake from hitting the ground.

4 One of the most important things I learned is that it takes a whole team to make a huge cake. Each person on the team has to be great at his or her job. For example, Aunt Cindy draws the cakes on paper. Larry bakes the blank cakes. Then other helpers carve and put frosting on the cakes. Aunt Cindy and Larry do most of the decorating while the helpers help make small parts like flowers. Building a big cake is like playing a team sport. If one person doesn't do his or her job, the whole team suffers.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

5 Even though I was not much help to my aunt, I'm glad I spent the week in her shop. Making cakes takes more than just baking skills. It takes art and painting skills too. Now when I see a special cake, I don't think of eating it first. Instead, I look at it and wonder how many hours it took to make. I also realize that cake decorating is not the job for me. I would have too much frosting in my hair.

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0401.1.13 Recognize and use grade appropriate vocabulary within context.**

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

I thought making a cake would be simple.

What does the word simple mean in this sentence?

F easy

G scary

H neat

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category: **4 Communication and Media**

Performance Indicator: **0401.2.1 Identify the main idea and supporting points of a speech.**

15 **What is this speech mainly about?**

A moving cakes in a shop

B helping an aunt make fancy cakes

C discovering that making cakes is difficult

Reporting Category: **4 Communication and Media**

Performance Indicator: **0401.2.1 Identify the main idea and supporting points of a speech.**

16 **What is the main reason Madison was glad that she spent a week in her aunt's shop?**

F She got to practice making dots.

G She learned about teamwork.

H She learned art and painting skills.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0401.2.2 Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task), identify those that are appropriate (or inappropriate) for group activities.**

17 **When Madison is giving this speech, what should the students do?**

A take lots of notes during the speech

B ask questions during the speech

C listen carefully to the speech

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0401.2.3 Select the best summary of a speech.**

18 **Which of these is the <u>best</u> summary of this speech?**

F Madison thinks making fancy cakes will be easy. She learns that it is not easy at her aunt's cake shop. She decides that she doesn't want to make cakes.

G Madison spends a week with her aunt in her aunt's cake shop. She makes colorful dots. While she works, she gets frosting in her hair.

H Madison starts working with her aunt to make cakes. She helps by moving cakes. She almost drops a very large cake.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**5 Logic**
Performance Indicator:	**0401.5.1 Locate information to support opinions, predictions, and conclusions.**

19 **Which sentence from the speech best shows that it is important for the people to work together in Aunt Cindy's shop?**

A He saved the cake from hitting the ground.

B If one person doesn't do his or her job, the whole team suffers.

C Making cakes takes more than just baking skills.

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0401.6.6 Use available text features (e.g., graphics and illustrations) to make meaning from text.**

20 **How does the picture of the cake in the speech help the reader?**

F It shows the reader what a special cake looks like.

G It explains why it takes a special person to decorate a cake.

H It tells the reader why people should work together when making a cake.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0401.6.7 Arrange instructions in sequential order.**

21 **Read these steps for putting frosting on a cake.**

1. First spread a layer of frosting over the top of the first layer of cake.
2. Spread frosting over the top and sides of the second layer of cake.
3. Set the second layer of cake on top of the first layer.

What is the correct order for these steps?

A 3, 2, 1

B 2, 3, 1

C 1, 3, 2

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0401.7.1 Select the most appropriate and reliable media for accessing information, writing a report, or making a presentation.**

22 **Madison wants to learn more about cake making. Which of these sources would be <u>best</u> to use?**

F a video from the library titled *Cake Making for Beginners*

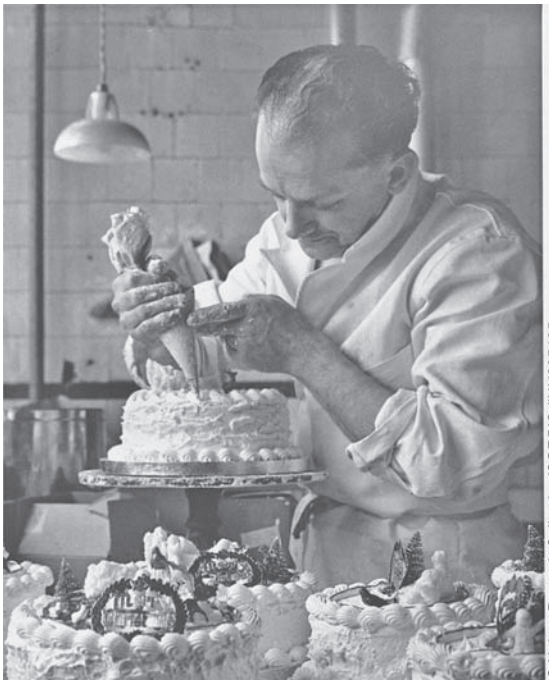
G a Web site called Start Your Own Cake-Making Business

H an online encyclopedia entry about cake making

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0401.7.2 Identify the main idea in a visual image.**

23 **Look at the picture.**



© Hulton-Deutsch Collection/CORBIS #HU035135

Madison wants to include this picture in her speech. What is the main idea of the picture?

A A person needs many workers to decorate a cake.

B A person carefully decorates a cake.

C A person gets very messy while decorating a cake.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0401.7.3 Choose the most effective medium to enhance a short oral presentation (e.g., still pictures, model, diorama, PowerPoint, recording).**

24 **Which of these would be best to show the audience at the end of this speech?**

F a list of ingredients Aunt Cindy would use to make frosting

G a recording of Aunt Cindy describing kitchen safety tips

H color photographs of Madison working in Aunt Cindy's bakery

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Directions **Logan wrote the following report. It contains mistakes. Read the report and answer Numbers 25 through 36.**

1 Japan is an island country in Asia. It is known for its cherry trees. Each spring, something big happens. There are many special days in Japan. Around the end of March, the country blooms! _____, thousands of cherry trees bloom. It is a beautiful sight.

2 In Japan, people call the cherry trees "sakura." These trees do not make cherries, but they make hundreds of beautiful flowers. The flowers can be white or pink. These blooms last about two weeks before falling to the ground.

3 Many Japanese cities have parks with these trees in them. The trees grow in small gardens next to many homes. In fact, these trees grow just about anywhere on the island. They even grow up the sides of mountains and along the streets.

4 Every spring, the people in Japan look forward to "hanami." People celebrate spring and the blooming of the cherry trees. The word "hanami" means "flower viewing." They go to parks for festivals. Girls wear their special "kimonos." A "kimono" is a robe worn on special occasions. Often, "kimonos" will have a cherry blossom pattern on them.

5 In 1912, the city of Tokyo gave 3,020 cherry trees to the city of Washington, D.C. The trees were planted at the Tidal Basin and around the Jefferson Memorial. Japanese cherry trees are also grown in the United States. The best time to see the trees bloom is late March or early April. The people of Washington, D.C., celebrate the blooming of the cherry trees. They have an annual Cherry Blossom Festival.

6 Did you ever think one flower could make so many people happy? If you see a tree covered in white in early spring, you may not be seeing snow. Look closely; you might be seeing a flowering cherry tree.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0401.3.1 Identify the purpose for writing (i.e., to entertain, to inform, to share experiences).**

25 **The author most likely wrote this report to**

A give readers information about a kind of tree.

B tell readers a story about people at a festival.

C explain to readers how to grow special trees.

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0401.3.2 Identify the audience for which a text is written.**

26 **"Springtime in Japan" was most likely written for**

F children in Japan.

G people interested in trees.

H people living near Washington, D.C.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0401.3.3 Choose a topic sentence for a paragraph.**

27 **Read Paragraph 3.**

> Many Japanese cities have parks with these trees in them. The trees grow in small gardens next to many homes. In fact, these trees grow just about anywhere on the island. They even grow up the sides of mountains and along the streets.

Which sentence is <u>best</u> to add to the beginning of the paragraph?

A It would be interesting to visit the island of Japan.

B The Japanese people are proud of their gardens.

C Cherry trees are found all over Japan.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0401.3.4 Select details that support a topic sentence.**

28 **Read Paragraph 4.**

Every spring, the people in Japan look forward to "hanami." People celebrate spring and the blooming of the cherry trees. The word "hanami" means "flower viewing." They go to parks for festivals. Girls wear their special "kimonos." A "kimono" is a robe worn on special occasions. Often, "kimonos" will have a cherry blossom pattern on them.

Which sentence would best fit with this paragraph?

F There are many beautiful parks in the large cities of Japan.

G Families sit under the trees and enjoy picnics.

H Japan has more than one hundred different kinds of cherry trees.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0401.3.5 Rearrange sentences to form a sequential, coherent paragraph.**

29 **Read these sentences from Paragraph 4.**

1. Every spring, the people in Japan look forward to "hanami."
2. People celebrate spring and the blooming of the cherry trees.
3. The word "hanami" means "flower viewing."

What is the <u>best</u> order for these sentences?

A 1, 2, 3

B 2, 1, 3

C 3, 2, 1

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0401.3.6 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.**

30 **Read Paragraph 2.**

In Japan, people call the cherry trees "sakura." These trees do not make cherries, but they make hundreds of beautiful flowers. The flowers can be white or pink. These blooms last about two weeks before falling to the ground.

Which sentence would be best to add at the end of this paragraph?

F Sometimes the ground looks as if it is covered with snow from all the flowers.

G This tree, however, is still called a flowering cherry tree.

H There are other kinds of cherry trees that actually have real cherries.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0401.3.7 Identify sentences irrelevant to a paragraph's theme or flow.**

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

> Japan is an island country in Asia. It is known for its cherry trees. Each spring, something big happens. There are many special days in Japan.

Which sentence does <u>not</u> belong in this paragraph?

A Japan is an island country in Asia.

B Each spring, something big happens.

C There are many special days in Japan.

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0401.3.8 Select appropriate time-order or transitional words to enhance the flow of a writing sample.**

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

> Around the end of March, the country blooms! _____, thousands of cherry trees bloom.

Which word or phrase <u>best</u> fits on the blank line?

F In fact

G Finally

H Next

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0401.3.9 Select an appropriate title that reflects the topic of a written selection.**

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

A Flowering Trees

B Japanese Cherry Trees

C Gardens in Japan

Reporting Category: **3 Writing and Research**

Performance Indicator: **0401.3.10 Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.**

34 **Logan made this vocabulary chart while working on his report.**

Japanese Word	Meaning
sakura	cherry tree
hanami	flower viewing
kimono	

Which of these would best complete the chart above?

F holiday

G girl's robe

H pretty colors

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0401.4.1 Select appropriate sources from which to gather information on a given topic.**

35 **Which source would best help Logan learn more about "hanami"?**

A a gardening Web site

B a friend who plans to visit Japan

C an article about festivals in Japan

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0401.7.3 Choose the most effective medium to enhance a short oral presentation (e.g., still pictures, model, diorama, PowerPoint, recording).**

36 **Logan must give his report out loud to his social studies class. What could Logan show the class to best help them understand the report?**

F a diagram with the parts of a cherry tree labeled

G a photograph of a park in Japan with blooming cherry trees

H a map showing the island of Japan

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Directions **Read the passage. Then answer Numbers 37 through 43.**

Open Wide

1 A hippopotamus is one of the biggest, heaviest creatures on land. It can open its mouth wider than almost any other animal — a whopping four feet! A six-year-old child could stand in its mouth. But who would want to get that close to those huge teeth?

2 A hippo's front teeth never stop growing. The biggest ones, called the canines, or tusks, can be as long as a person's arm. They're strong enough and sharp enough to cut a crocodile in two.

3 Hippos aren't interested in eating crocodiles or any other animal, however. When a hippo wants to eat, it grabs a mouthful of grass with its thick, wide lips and swings its head from side to side to rip the grass free. It moves the food to the back of its mouth with its big, long tongue. Then it uses its flat back teeth to grind and chew the grass before it swallows.

4 And swallows. And swallows. A hippo can eat nearly 100 pounds of grass a night!

© Warwick Lister-Kaye/iStockphoto #8373406

Hippo Facts

- Can live 40 – 45 years
- Drink up to 56 gallons of water a day
- An adult can spend up to 5 minutes under water
- Spend most of their time in the water

"Open Wide" from *Click* magazine, September 2007, Vol. 10, No. 7, © 2007 by Carus Publishing Company. Reprinted by permission of Cricket Magazine Group, Carus Publishing Company.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0401.1.14 Use prefixes, suffixes, and root words as aids in determining meaning within context.**

37 **Read the sentence from Paragraph 1.**

A hippopotamus is one of the biggest, heaviest creatures on land.

What does the ending est mean in the underlined words above?

A full

B most

C above

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0401.1.16 Determine the meaning of unfamiliar words using context clues, dictionaries, and glossaries.**

38 **Read these sentences from Paragraph 3.**

It moves the food to the back of its mouth with its big, long tongue. Then it uses its flat back teeth to grind and chew the grass before it swallows.

What does grind mean in the sentence above?

F to enjoy tasting

G to sharpen something

H to crush into tiny bits

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0401.4.1 Select appropriate sources from which to gather information on a given topic.**

39 **If a student wants to learn where hippos live, which source would be <u>best</u> to use?**

A a book about the largest animals in the world

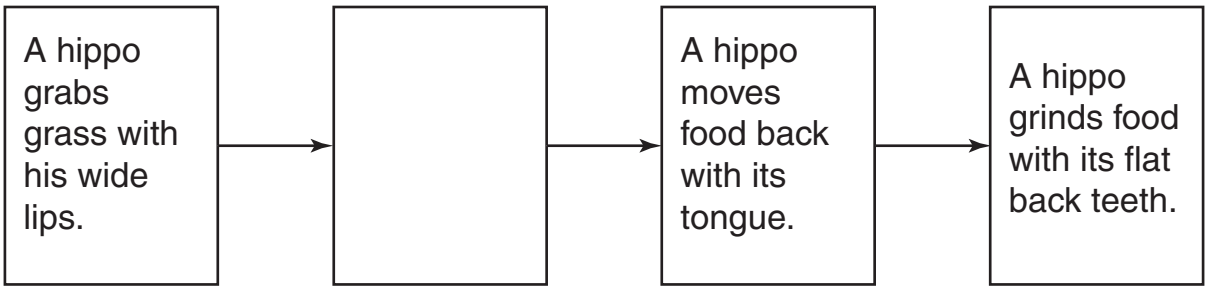
B a newspaper story about a new animal at the zoo

C a funny story about two large animals

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0401.4.3 Complete a graphic organizer (e.g., chart, web) organizing material collected from text or technological sources.**

40 **Marlo is using facts from the passage to write a report about hippos. Read his flow chart.**



What information belongs in the empty box?

F A hippo swallows and swallows.

G A hippo opens its mouth wide.

H A hippo swings its head from side to side.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0401.6.1 Select questions used to focus and clarify thinking before, during, and after reading text.**

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

A What kind of food do hippos like to eat?

B How many teeth does a hippo have?

C How much does a hippo weigh?

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0401.6.2 Identify the stated main idea and supporting details in text.**

42 **What is the main idea of the passage?**

F Hippos can open their mouths really wide but only eat plants.

G Hippos use their lips to grab grass and their teeth to chew it.

H Hippos spend most of their time in the water.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0401.6.4 Use headings, graphics, and captions to make meaning from text.**

43 **The picture of the hippos helps readers understand information in the passage by showing**

A how many plants hippos like to eat.

B how much water hippos can drink.

C how wide hippos can open their mouths.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Directions **Read the drama. Then answer Numbers 44 through 50.**

Blank Pages

CHARACTERS:
MARCUS, nine-year-old boy
SHELLEY, eight-year-old girl
DEEDEE, nine-year-old girl
MRS. FLORES, Marcus's mother

SCENE 1

(***Setting: Monday at the Flores house. MARCUS and SHELLEY are sitting at the kitchen table doing homework. MRS. FLORES is getting dinner ready.***)

MARCUS: (*Sighs and sets pencil on top of his math book.*) I can't believe DeeDee is moving to Florida.

SHELLEY: (*Sadly.*) I know.

MRS. FLORES: When is she leaving?

SHELLEY: Her last day of school is Friday.

MRS. FLORES: I know it must be sad to see her go. Why don't you make her a memory book?

MARCUS: (*With a puzzled look.*) What is a memory book?

MRS. FLORES: It's a way to save your memories. It's like the scrapbooks we make for our family.

SHELLEY: That's a great idea, Mrs. Flores. Let's start now!

MRS. FLORES: You two need to finish your math homework first. After dinner you can work on it.

SHELLEY: Mom is picking me up after dinner.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

MARCUS: Tonight we will each look for things to include in the memory book. Then we can work on putting the book together at your house.

SHELLEY: Perfect!

SCENE 2

(***Setting: Tuesday at SHELLEY's house. The children sit at the kitchen table looking through the items they collected.***)

MARCUS: Did you find anything good?

SHELLEY: Yeah. Look at this picture from last year's talent show.

MARCUS: (*Laughing.*) Remember how DeeDee's shoe flew off into the audience and almost hit some kid?

SHELLEY: That was funny. I don't think she ever found her shoe.

MARCUS: I found this ribbon from the race we won last year. DeeDee was as fast as lightning.

SHELLEY: (*Grabs a picture from the pile.*) Your arm is in a cast in this picture. How long did you have to wear it?

MARCUS: I don't know, but I remember that you and DeeDee took turns carrying my lunch tray and sat with me in the library because I couldn't go to recess.

(*The children continue to talk about their friendship with DEEDEE and put their memory book together.*)

SCENE 3

(***Setting: Friday at school, MARCUS and SHELLEY surprise DEEDEE with the memory book.***)

DEEDEE: I'm sorry I haven't been able to come over this week. (*Looking sad.*) We've been really busy packing. I'm really going to miss you both. I hope you don't forget about me.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

(*SHELLEY and MARCUS look at each other and smile. MARCUS pulls the memory book out of his backpack.*)

MARCUS: We made this for you so you won't forget about us. (*Hands the book to DEEDEE.*)

DEEDEE: (*Reading the title on the cover.*) "Best Friends." (*Smiles at the picture under the title.*) Where did you find this picture of us from preschool?

MARCUS: My mom had it in a box in our garage.

DEEDEE: (*Flipping through the pages.*) We sure do have a lot of great memories. Why are the last few pages blank?

SHELLEY: For the new memories we'll make when we come visit you.

(*SHELLEY, MARCUS, and DEEDEE smile at each other.*)

CURTAIN

Reporting Category:	**5 Logic**
Performance Indicator:	**0401.5.2 Recognize cause-effect relationships within context.**

44 **Why do Marcus and Shelley decide to make a memory book?**

F They think the book will help DeeDee remember them.

G They have to make a special project as homework.

H DeeDee asks them to make something for her.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category: **5 Logic**

Performance Indicator: **0401.5.5 Make inferences and draw appropriate conclusions from text.**

45 **What is the main subject the author discusses in this drama?**

A family

B friendship

C school

Reporting Category: **5 Logic**

Performance Indicator: **0401.5.6 Indicate the sequence of events in text.**

46 **When do Shelley and Marcus finish making the memory book?**

F on Monday after finishing their homework

G on Tuesday after looking through their pictures

H on Friday after arriving at school

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category: **7 Literature**

Performance Indicator: **0401.8.3 Determine the problem in a story and recognize its solution.**

47 **Which of these best describes how the problem is solved in this drama?**

A Shelley and Marcus finish their math homework.

B DeeDee and her family decide to move to Florida.

C Shelley and Marcus give DeeDee a memory book.

Reporting Category: **7 Literature**

Performance Indicator: **0401.8.5 Identify the forms of text (e.g., poems, drama, fiction, nonfiction).**

48 **Which characteristic is the best clue that "Blank Pages" is a drama?**

F The plot is shown mainly through what the characters say.

G There is a problem that is eventually solved.

H The characters enjoy spending time with each other.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**7 Literature**
Performance Indicator:	**0401.8.5 Identify the forms of text (e.g., poems, drama, fiction, nonfiction).**

49 **"Blank Pages" is written in a form that best identifies it as a**

A story.

B poem.

C drama.

Reporting Category:	**7 Literature**
Performance Indicator:	**0401.8.6 Identify and interpret similes and metaphors.**

50 **Which sentence from the drama contains a simile?**

F It's a way to save your memories.

G DeeDee was as fast as lightning.

H We sure do have a lot of great memories.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Directions **Read "Where's Ralph the Mouse?" Then answer Numbers 51 through 56.**

Where's Ralph the Mouse?

by Joan Stevenson

It's time for me to feed my pets.
They're hiding in the house.
I've found my other animals,
but where is Ralph the Mouse?
Frog is in the fruit bowl;
my ferret's on the floor.
Turtle's on the table;
my gerbil's in a drawer.
Parrot's perched among the plants;
Rabbit's on the rail.
The snake is in my sneaker,
snoozing by the snail.
Puppy's in the closet,
wearing Daddy's hat.
Look behind the basket —
there you'll find the cat.
Iguana's in a corner
upon a pile of clothes,
And Hamster's in the bookcase
with cornflakes on her nose.
Now I really need your help —
I'm puzzled as can be.
Ralph the Mouse has disappeared.
Can you PLEASE help me!

"Where's Ralph the Mouse?" by Joan Stevenson, from *Highlights for Children*, January 2007, copyright © 2007 by Highlights for Children, Inc. Columbus, Ohio. Used by permission.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0401.1.12 Select appropriate antonyms, synonyms, and homonyms within context.**

51 **Read Line 3.**

I've found my other animals,

Which word means the opposite of found?

A lost

B placed

C wanted

Reporting Category:	**5 Logic**
Performance Indicator:	**0401.5.2 Recognize cause-effect relationships within context.**

52 **Why is the speaker looking for Ralph the Mouse?**

F The mouse should be with the gerbil.

G The animals need to go to sleep.

H It is time to give the mouse its food.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**7 Literature**
Performance Indicator:	**0401.8.3 Determine the problem in a story and recognize its solution.**

53 **What is the main problem in this poem?**

A The speaker has too many animals.

B The speaker cannot find a pet.

C The mouse does not want to eat.

Reporting Category:	**7 Literature**
Performance Indicator:	**0401.8.7 Identify the author's purpose (e.g., to entertain, to inform, to persuade, to share feelings).**

54 **What is the main reason the author wrote this poem?**

F to entertain the reader with a funny story about pets

G to teach the reader a lesson about small animals

H to get the reader to help small animals

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**7 Literature**
Performance Indicator:	**0401.8.8 Recognize the sounds of language (i.e., alliteration, rhyme, and repetition).**

55 **Which line from the poem has alliteration?**

A my gerbil's in a drawer.

B Parrot's perched among the plants;

C with cornflakes on her nose.

Reporting Category:	**7 Literature**
Performance Indicator:	**0401.8.8 Recognize the sounds of language (i.e., alliteration, rhyme, and repetition).**

56 **Which two words from the poem rhyme?**

F sneaker, snail

G clothes, nose

H table, drawer

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Directions **Read the story. Then answer Numbers 57 through 66.**

Cheese for Dinner

A Tale from Mexico

Retold by Judy Goldman

1 Coyote was hiding behind a large rock near the lake. He stared at Conejo (ko-NEH-ho). The rabbit was gazing at the full moon that lit the cloudless sky.

2 Coyote jumped at Conejo. The rabbit bounded away, leaping over rocks and around bushes, but Coyote stayed right behind him.

3 Conejo came to a wall of rock. He looked for a way to escape. Finding none, he leaned against the wall, thinking of what to do.

4 Coyote scrambled to a stop and brought his jaws close to Conejo. "Caught you," he said, flashing his pointy white teeth. "I haven't eaten for two days, and I'm hungry."

5 Conejo's mind raced. "You don't want to eat me," he said. "I'm just a skinny rabbit."

6 "I know you're not much, but you'll do," Coyote said, opening his mouth wide.

7 "Wait!" Conejo yelled. "I have a better idea. I know where you can get something good to eat. Just before you started to chase me, I saw a huge wheel of cheese resting on the bottom of the lake."

8 "Why didn't you get it?" Coyote asked.

9 "I wanted to, but I can't swim. I was thinking about how to fetch it when you surprised me. A big strong coyote like you can probably dive in, pull it out, and eat it all by yourself."

10 Coyote's mouth watered.

11 "Show me the cheese," he said.

12 Conejo led the way to the lake, then pointed. "See?"

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

13 Coyote saw something round and yellow in the water. "That's a big wheel of cheese," he said. "I'm going to get it right now."

14 Coyote held his breath and dove in. He swam down, down, down. But when he got to the bottom of the lake, he saw no cheese.

15 "Where is it?" he thought as he struggled to hold his breath. Then he swam up, up, up. Gasping for air, he pulled himself out of the water. To his surprise, Conejo was nowhere to be found.

16 Coyote stared at the cheese in the lake. "How can I get it?" he wondered. Coyote lifted his head to howl. At that moment, he saw the full moon. He looked again at the lake and saw the moon's round reflection.

17 "That sly Conejo tricked me!" Coyote yelled.

18 For hours, Coyote searched high and low for Conejo. Not finding him, Coyote went to bed hungry.

19 As for Conejo, he was safe in his cozy home.

"Cheese for Dinner: A Tale from Mexico" retold by Judy Goldman, from *Highlights for Children*, September 2007, copyright © 2007 by Highlights for Children, Inc. Columbus, Ohio. Used by permission.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0401.1.14 Use prefixes, suffixes, and root words as aids in determining meaning within context.**

57 **Read this sentence from the story.**

The rabbit was gazing at the full moon that lit the cloudless sky.

What does the word cloudless mean?

A without clouds

B covered with clouds

C under the clouds

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0401.1.16 Determine the meaning of unfamiliar words using context clues, dictionaries, and glossaries.**

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

The rabbit bounded away, leaping over rocks and around bushes, but Coyote stayed right behind him.

What does the word bounded mean?

F wished

G jumped

H looked

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category: **5 Logic**

Performance Indicator: **0401.5.3 Distinguish between fact/opinion and reality/fantasy.**

59 **Which detail about this story cannot really happen?**

A A rabbit has a name.

B The animals talk like people.

C A coyote chases a rabbit.

Reporting Category: **5 Logic**

Performance Indicator: **0401.5.6 Indicate the sequence of events in text.**

60 **Which event happens after Conejo and Coyote go to the lake?**

F Conejo tells Coyote about a wheel of cheese.

G Coyote chases Conejo close to a wall of rock.

H Coyote sees something round and yellow.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0401.6.1 Select questions used to focus and clarify thinking before, during, and after reading text.**

61 **Which question can be answered from the subtitle of this story?**

A When was the story written?

B Who are the characters in the story?

C Where was this story created?

Reporting Category:	**7 Literature**
Performance Indicator:	**0401.8.1 Recognize plot features of fairy tales, folk tales, fables, and myths.**

62 **This story can <u>best</u> be described as a fable because an animal**

F has an adventure.

G learns a lesson.

H finds safety.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**7 Literature**
Performance Indicator:	**0401.8.2 Identify characters, setting, and plot in a passage.**

63 **When does this story take place?**

A in the afternoon

B at night

C during the morning

Reporting Category:	**7 Literature**
Performance Indicator:	**0401.8.3 Determine the problem in a story and recognize its solution.**

64 **What is the main problem in this story?**

F Conejo tells Coyote where to find food.

G Coyote wants to eat Conejo.

H The cheese for Coyote is at the bottom of the lake.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**7 Literature**
Performance Indicator:	**0401.8.4 Make appropriate predictions about text.**

65 **In the future, Coyote will most likely**

A reach the cheese at the bottom of the lake.

B ask Conejo to help him find food.

C decide that Conejo cannot be trusted.

Reporting Category:	**7 Literature**
Performance Indicator:	**0401.8.5 Identify the forms of text (e.g., poems, drama, fiction, nonfiction).**

66 **"Cheese for Dinner" can best be described as**

F a drama.

G a poem.

H fiction.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Directions Read and answer Numbers 67 through 76.

Reporting Category:	**1 Language**
Performance Indicator:	**0401.1.5 Select the best way to correct incomplete sentences within context.**

67 **Read these sentences.**

My family has a puppy named Scout. She is very large and loves to play, but she jumps on people. Needs training. We are taking her to classes next week.

What is the best way to rewrite the underlined sentence?

A Because needs training.

B Needs training to stop jumping.

C Scout needs training to stop jumping.

Reporting Category:	**1 Language**
Performance Indicator:	**0401.1.10 Choose the correct use of quotation marks and commas in direct quotations.**

68 **Which sentence uses punctuation correctly?**

F "How was the science fair today?" Cara asked Brad.

G "It was fun" Brad replied.

H "He added, I won second place for my experiment."

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**1 Language**
Performance Indicator:	**0401.1.11 Identify sentences with correct subject-verb agreement (person and number).**

69 **Which sentence is written correctly?**

A Thomas walk to school every day.

B Brenda make cookies and treats for her friends.

C Mr. Herrera and Ms. Jones teach math and science.

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0401.2.2 Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task), identify those that are appropriate (or inappropriate) for group activities.**

70 **A group of fourth graders is working on a project. Which rule is the <u>best</u> for the group to follow?**

F do not speak when someone else is speaking

G look away when you do not like what someone says

H give the students with the best ideas more time to talk

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0401.4.2 Rank the reliability of sources on a given topic.**

71 **A student is writing a report about why volcanoes erupt. Which source would give the student the most reliable facts?**

A a book called *The Tallest Volcanoes in the World*

B a newspaper article about where volcanoes are located

C a Web site called How Volcanoes Work

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0401.4.4 Differentiate among the kinds of information available in a variety of reference materials (i.e., dictionary, thesaurus, atlas, encyclopedia).**

72 **What information can be found in the glossary of a book?**

F a list of the chapters in the book

G a list of pictures in the book

H a list of special words in the book

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**5 Logic**
Performance Indicator:	**0401.5.4 Choose a logical word to complete an analogy using synonyms and antonyms.**

73 **Read the comparison.**

Large is to big as small is to _____.

Which word best completes the sentence?

A tiny

B long

C short

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0401.6.3 Use table of contents, title page, and glossary to locate information.**

74 **Which of these is found on the title page of a nonfiction book?**

F the number of chapters

G the name of the author

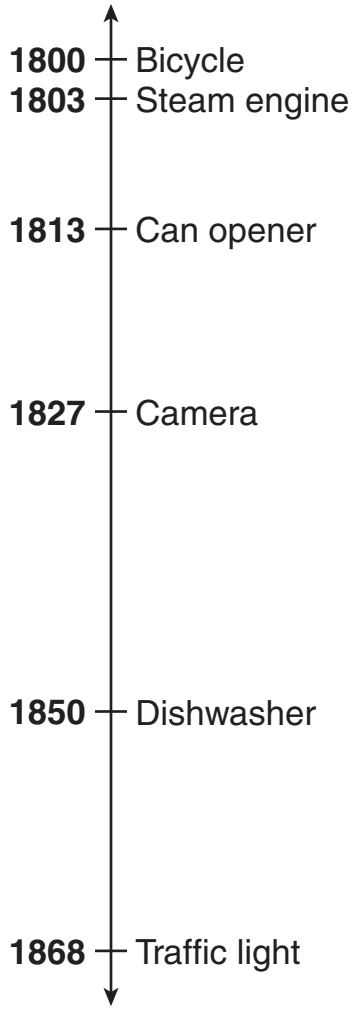
H the definitions of words

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0401.6.5 Interpret information using a chart, map, or timeline.**

75 Study the timeline.

The History of Inventions



Which of these was invented before the traffic light but after the can opener?

A Camera

B Bicycle

C Steam engine

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0401.7.4 From a list of media, identify the medium that is available to you that was probably not available to previous generations.**

76 **Which of these is used by many fourth graders today but was not available to their grandparents when their grandparents were in the fourth grade?**

F online encyclopedia

G recorded music

H car radio

STOP

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Mathematics

Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0406.1.1 Verify a conclusion using the commutative, associative, and distributive properties.**

1 Which number sentence is true?

A $8(4+2)=(8\times 4)\times(8\times 2)$

B $8(4+2)=(8+4)\times(8+2)$

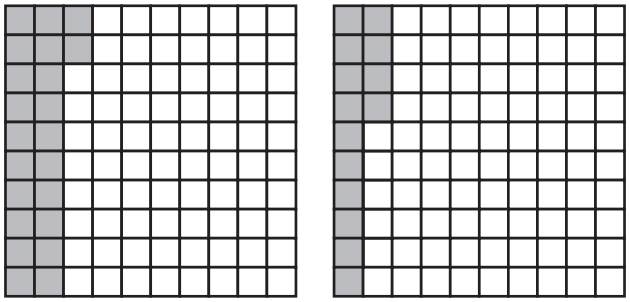
C $8(4+2)=(8\times 4)+(8\times 2)$

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**1 Mathematical Processes**
Performance Indicator:	**0406.1.2 Compare decimals using concrete and pictorial representations.**

2 Each model below is shaded to represent a decimal number.



Which number sentence correctly compares these decimal numbers?

F $0.22 = 0.14$

G $0.22 > 0.14$

H $0.22 < 0.14$

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

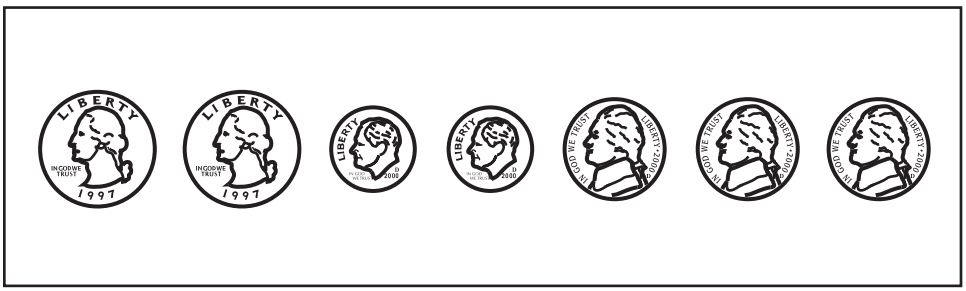
Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0406.1.3 Determine the correct change from a transaction.**

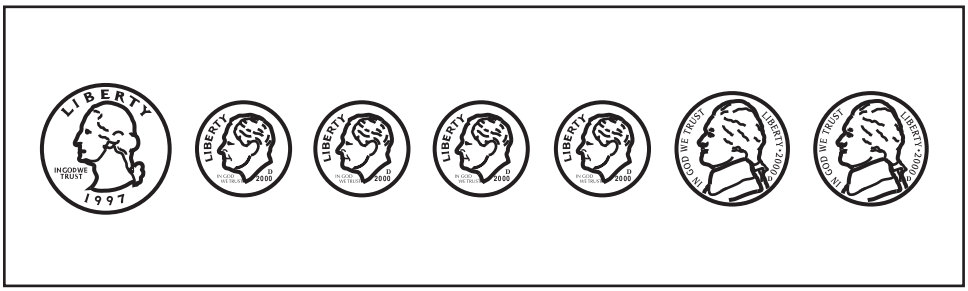
3 Roberto bought a drink that cost $1.25. He paid for the drink with $2. Which set of coins shows the exact amount of change Roberto should have received?

A

B



C



Go On ▶

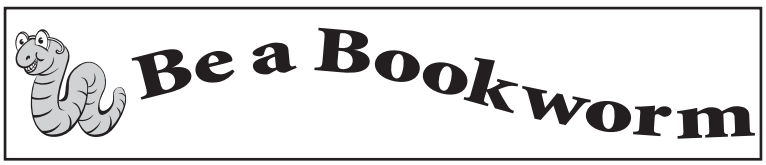
Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**1 Mathematical Processes**
Performance Indicator:	**0406.1.4 Compare objects with respect to a given geometric or physical attribute and select appropriate measurement instrument.**

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

Priscilla's bookmark has a perimeter of 20 centimeters. Which of these could be Priscilla's bookmark?

F



G

H

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0406.2.1 Read and write numbers from hundredths to hundred-thousands in numerals and in words.**

5 How is the number 2.54 written in word form?

A two and fifty-four hundredths

B two and fifty-four tenths

C two hundred fifty-four

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0406.2.1 Read and write numbers from hundredths to hundred-thousands in numerals and in words.**

6 How is three hundred seventy thousand, nine hundred thirty written in standard form?

F 379,003

G 370,930

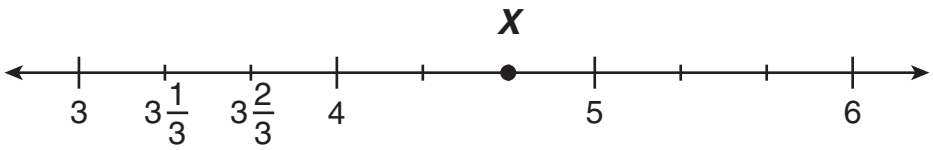
H 370,903

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0406.2.2 Locate and place mixed numbers on the number line.**

7 Which mixed number is best represented by Point *X* on the number line below?



A $4\frac{2}{3}$

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

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

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0406.2.3 Identify the place value of a specified digit in a number and the quantity it represents.**

8 What is the value of the 7 in the number below?

32,074

F 7 ones

G 7 tens

H 7 hundreds

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0406.2.4 Find factors, common factors, multiples, and common multiples of two numbers.**

9 Which number is a common factor of 42 and 70?

A 7

B 10

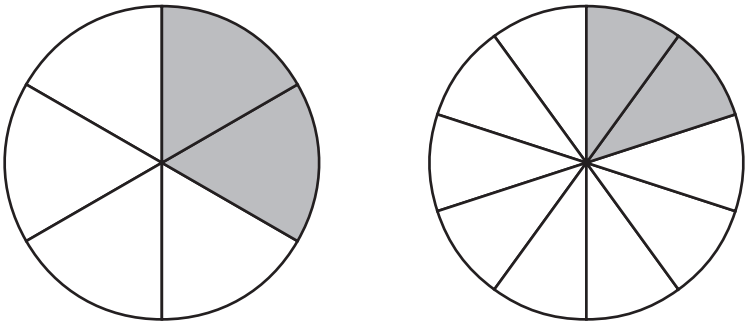
C 21

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0406.2.5 Generate equivalent forms of common fractions and decimals and use them to compare size.**

10 Each of the figures below is shaded to represent a part of a whole.



Which number sentence correctly compares the shaded parts of each figure?

F $\frac{1}{3} > 0.2$

G $\frac{1}{3} > 0.8$

H $\frac{1}{3} < 0.2$

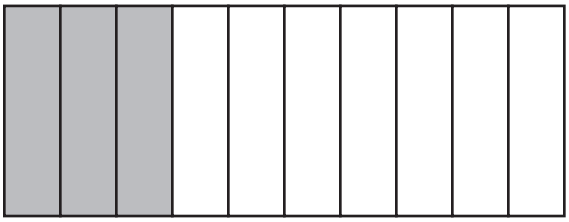
Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0406.2.5 Generate equivalent forms of common fractions and decimals and use them to compare size.**

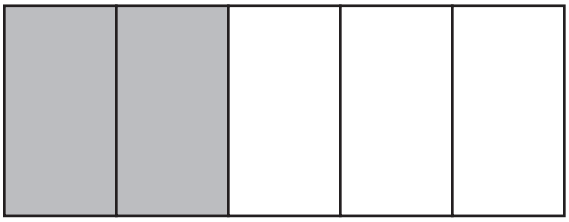
11 The figure below is shaded to represent $\frac{2}{3}$.

Which figure is shaded to show a fraction equal to $\frac{2}{3}$?

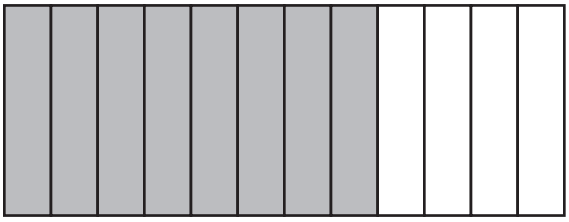
A



B



C



Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0406.2.6 Use the symbols < , >, and = to compare common fractions and decimals in both increasing and decreasing order.**

12 Which number sentence is true?

F $\frac{1}{6} < \frac{1}{3}$

G $\frac{1}{6} = \frac{1}{3}$

H $\frac{1}{6} > \frac{1}{3}$

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0406.2.7 Convert improper fractions into mixed numbers and/or decimals.**

13 Which mixed number is equal to $\frac{11}{6}$?

A $5\frac{1}{6}$

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

C $1\frac{5}{6}$

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0406.2.8 Add and subtract proper fractions with like and unlike denominators and simplify the answer.**

14 **Add:**

$$\frac{1}{4} + \frac{1}{2} =$$

F $\frac{3}{4}$

G $\frac{1}{2}$

H $\frac{1}{3}$

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0406.2.9 Add and subtract decimals through hundredths.**

15 **Solve:**

$$0.53 - 0.09 =$$

A 0.56

B 0.54

C 0.44

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0406.2.10 Solve contextual problems using whole numbers, fractions, and decimals.**

16 Manuel rode his bike on two days.

- He rode a total of 12 miles on the two days combined.
- On the first day, Manuel rode his bike $7\frac{1}{2}$ miles.

How many miles did Manuel ride his bike on the second day?

F $19\frac{1}{2}$ miles

G $5\frac{1}{2}$ miles

H $4\frac{1}{2}$ miles

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0406.2.11 Solve problems using whole number multi-digit multiplication.**

17 Tyrell ordered 18 boxes of shirts for his store. Each box had 12 shirts. What was the total number of shirts in these boxes?

A 54

B 216

C 378

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0406.2.12 Solve problems using whole number division with one- or two-digit divisors.**

18 **Divide:**

$$780 \div 12 = \boxed{}$$

F 66

G 65

H 62

Reporting Category:	**3 Algebra**
Performance Indicator:	**0406.3.1 Use letters and symbols to represent an unknown quantity and write a simple mathematical expression.**

19 A baseball team has p players. A football team has 5 more players than the baseball team. Which expression can be used to find the number of players on the football team?

A $p - 5$

B $p + 5$

C $p \times 5$

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category: **3 Algebra**

Performance Indicator: **0406.3.2 Make generalizations about geometric and numeric patterns.**

20 Bethany used tiles to create the pattern shown below.

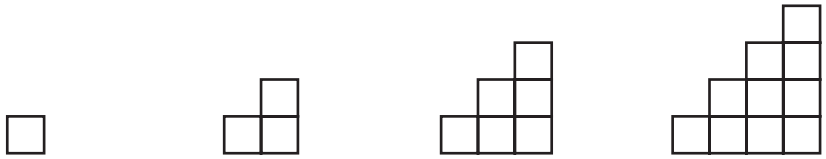


Figure 1 Figure 2 Figure 3 Figure 4 Figure 5

Bethany continues the pattern in the same way. How many tiles should Bethany use to create Figure 5?

F 35

G 20

H 15

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**3 Algebra**
Performance Indicator:	**0406.3.2 Make generalizations about geometric and numeric patterns.**

21 The numbers below follow a pattern.

39, 55, 71, 87, 103, . . .

The pattern will continue in the same way. Which number should come next?

A 117

B 119

C 127

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category: **3 Algebra**

Performance Indicator: **0406.3.3 Represent and analyze patterns using words, function tables, and graphs.**

22 Jennifer uses the same number of beads on each bracelet she makes. The table below shows the total number of beads Jennifer needs to make different numbers of bracelets.

Jennifer's Bracelets

Number of Bracelets	Total Number of Beads
1	10
2	20
3	30
4	40

Based on this information, how many beads will Jennifer need to make 8 bracelets?

F 80

G 70

H 50

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category: **3 Algebra**

Performance Indicator: **0406.3.3 Represent and analyze patterns using words, function tables, and graphs.**

23 Each package of balloons at a store has 5 balloons. Which table shows the relationship between the number of packages and the total number of balloons?

A

Packages of Balloons

Number of Packages	Total Number of Balloons
2	5
4	10
6	15
8	20

B

Packages of Balloons

Number of Packages	Total Number of Balloons
2	10
4	15
6	20
8	25

C

Packages of Balloons

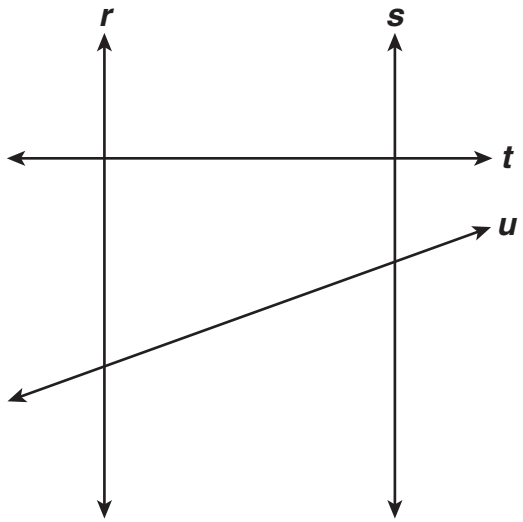
Number of Packages	Total Number of Balloons
2	10
4	20
6	30
8	40

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0406.4.1 Classify lines and line segments as parallel, perpendicular, or intersecting.**

24 Vincent drew the 4 lines shown below.



Which 2 lines appear to be intersecting, but not perpendicular?

F Lines *s* and *t*

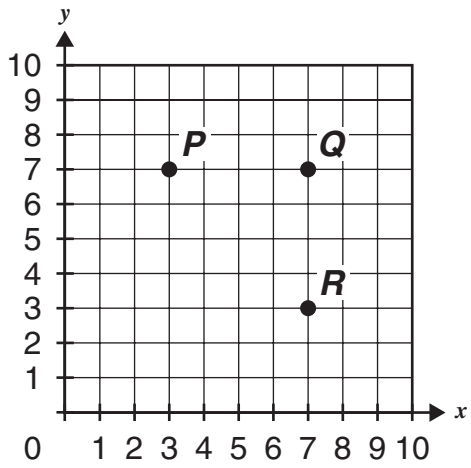
G Lines *s* and *u*

H Lines *r* and *s*

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0406.4.2 Graph and interpret points with whole number or letter coordinates on grids or in the first quadrant of the coordinate plane.**

25 Three points are shown on the coordinate grid below.



Which point appears to be located at $(3, 7)$?

A Point *P*

B Point *Q*

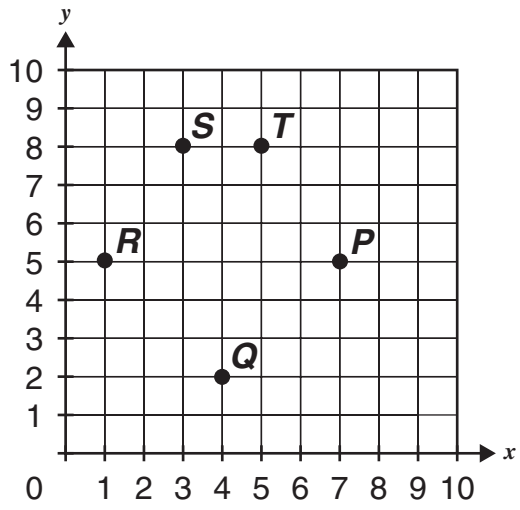
C Point *R*

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0406.4.3 Construct geometric figures with vertices at points on a coordinate grid.**

26 Nick placed points that represent the vertices of a figure on the grid below.



Which figure can be made by connecting these vertices alphabetically, starting and ending with Point *P*?

F pentagon

G hexagon

H triangle

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0406.4.4 Identify acute, obtuse, and right angles in 2-dimensional shapes.**

27 Three figures are shown below.

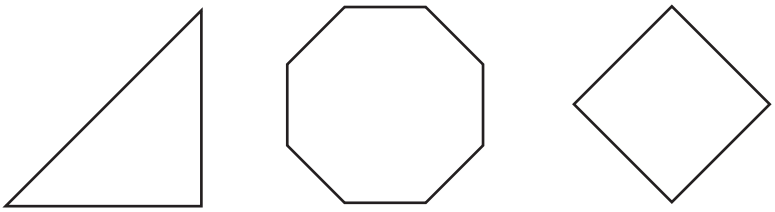


Figure 1 **Figure 2** **Figure 3**

Which of these figures appears to have all right angles?

A Figure 1

B Figure 2

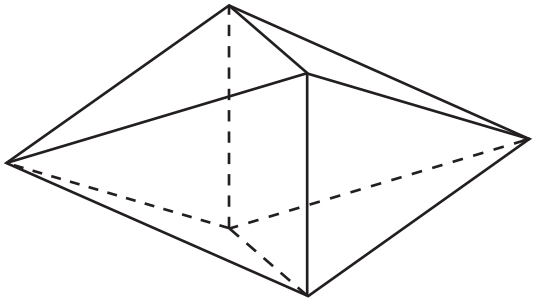
C Figure 3

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0406.4.5 Identify attributes of simple and compound figures composed of 2- and 3-dimensional shapes.**

28 Two square pyramids were combined to make the new figure below.



What is the total number of edges in the new figure?

F 6

G 8

H 12

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0406.4.6 Determine situations in which a highly accurate measurement is important.**

29 In which situation would measuring length to the nearest foot be most important?

A measuring the length of a stamp being put on an envelope

B measuring the length of a wall when buying wallpaper

C measuring the length of a crayon when drawing a picture

Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0406.4.7 Determine appropriate size of unit of measurement in problem situations involving length, capacity, or weight.**

30 Which measurement is closest to the length of a classroom wall?

F 10 centimeters

G 10 millimeters

H 10 meters

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0406.4.8 Convert measurements within a single system that are common in daily life (e.g., hours and minutes, inches and feet, centimeters and meters, quarts and gallons, liters and milliliters).**

31 Helen has a puppy that has a mass of 4 kilograms. What is the mass of Helen's puppy in grams?

1 kilogram = 1,000 grams

A 40,000 grams

B 4,000 grams

C 400 grams

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0406.4.8 Convert measurements within a single system that are common in daily life (e.g., hours and minutes, inches and feet, centimeters and meters, quarts and gallons, liters and milliliters).**

32 Bonita lifted a box of books that weighed 240 ounces. What was the weight of this box in pounds?

1 pound = 16 ounces

F 3,840 pounds

G 256 pounds

H 15 pounds

Go On ▶

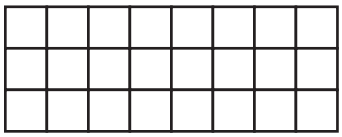
Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0406.4.9 Solve problems involving area and/or perimeter of rectangular figures.**

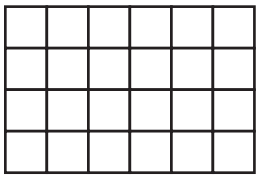
33 Which rectangle has an area of 24 square units and a perimeter of 22 units?

$$\text{Area} = \text{length} \times \text{width}$$

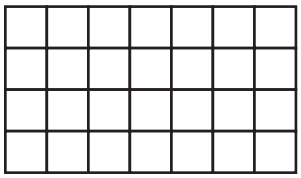
A



B



C

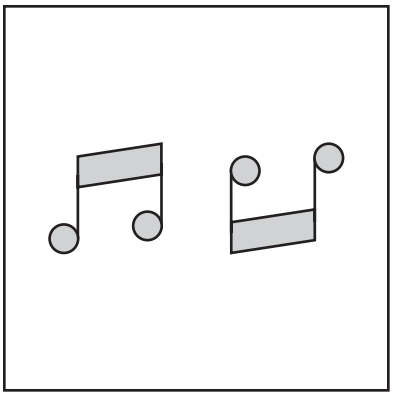


Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

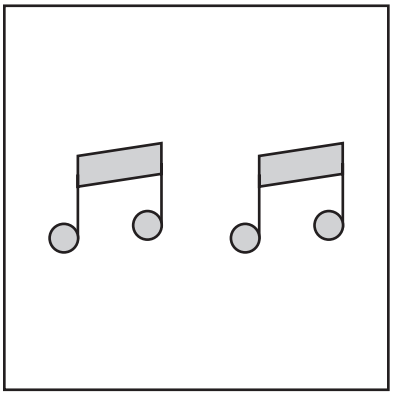
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0406.4.10 Identify images resulting from reflections, translations, or rotations.**

34 Which pair of musical notes shows only a translation?

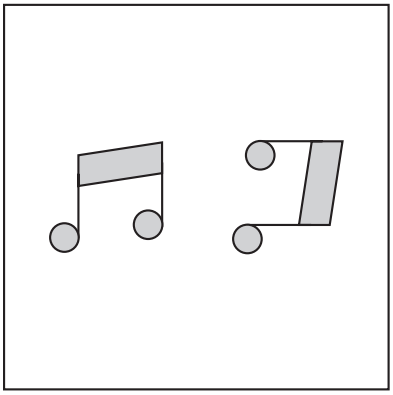
F



G



H

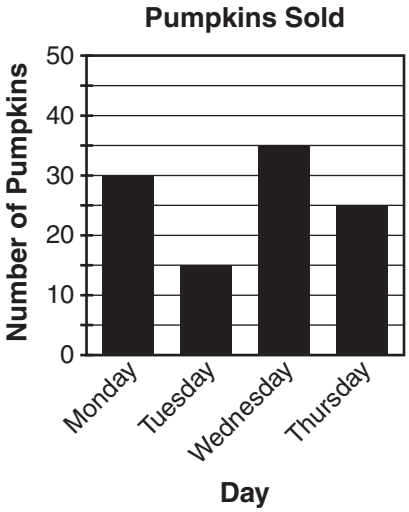


Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**5 Data Analysis, Statistics and Probability**
Performance Indicator:	**0406.5.1 Depict data using various representations (e.g., tables, pictographs, line graphs, bar graphs).**

35 The graph below shows the number of pumpkins sold on each of four days on a farm.



Which table correctly matches the information in the graph?

A

Pumpkins Sold

Day	Number of Pumpkins
Monday	30
Tuesday	10
Wednesday	30
Thursday	20

B

Pumpkins Sold

Day	Number of Pumpkins
Monday	30
Tuesday	15
Wednesday	35
Thursday	25

C

Pumpkins Sold

Day	Number of Pumpkins
Monday	30
Tuesday	20
Wednesday	40
Thursday	30

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**5 Data Analysis, Statistics and Probability**
Performance Indicator:	**0406.5.2 Solve problems using estimation and comparison within a single set of data.**

36 The table below shows the number of computers sold at a store during three days of a sale.

Computer Sales

Day	Number of Computers Sold
Friday	124
Saturday	381
Sunday	256

According to the table, which is the best estimate of the total number of computers sold at this store during these three days?

F 600

G 800

H 900

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**5 Data Analysis, Statistics and Probability**
Performance Indicator:	**0406.5.3 Given a set of data or a graph, describe the distribution of the data using median, range, or mode.**

37 The list below shows the number of hours Leticia read books during each of five weeks.

14, 11, 8, 7, 14

What is the range of this list of numbers?

A 7

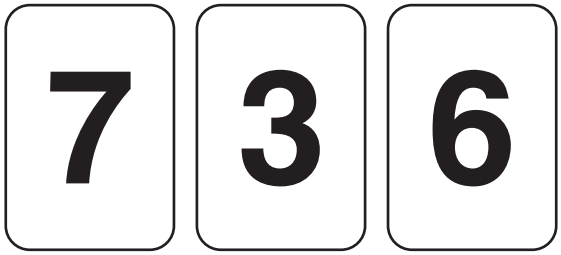
B 11

C 14

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**5 Data Analysis, Statistics and Probability**
Performance Indicator:	**0406.5.4 List all possible outcomes of a given situation or event.**

38 Blake is using the three cards shown below to make a three-digit number.



Which list shows all the possible three-digit numbers Blake can make using each card 1 time?

F 367
673
736

G 367
376
673
736

H 367
376
637
673
736
763

STOP

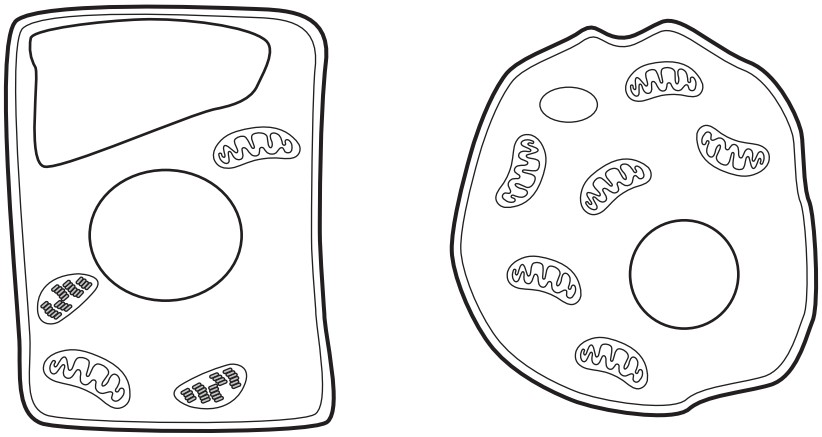
Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Science

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

Performance Indicator: **0407.1.1 Compare basic structures of plant and animal cells.**

1 **A plant and animal cell are shown.**



Which part of a plant cell is <u>not</u> found in an animal cell?

A chloroplast

B nucleus

C vacuole

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0407.TE.1 Select a tool, technology, or invention that was used to solve a human problem.**

2 **Which tool best helps doctors study how cells work in the human body?**

F telescope

G microscope

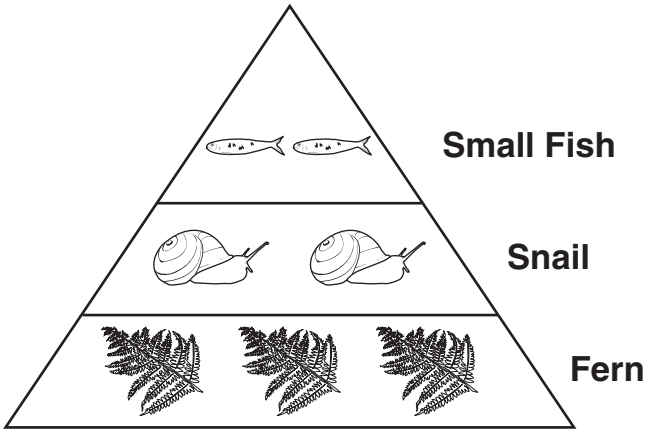
H magnifying glass

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0407.3.1 Determine how different organisms function within an environment in terms of their location on an energy pyramid.**

3 An energy pyramid is shown below.



What is the role of the fern in the energy pyramid?

A producer

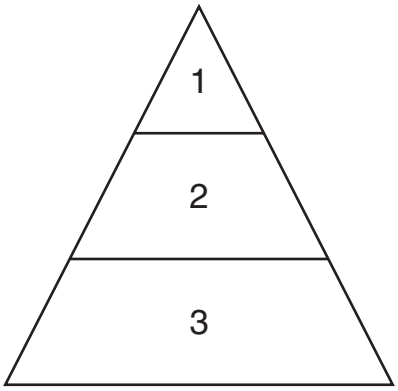
B herbivore

C carnivore

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0407.3.1 Determine how different organisms function within an environment in terms of their location on an energy pyramid.**

4 A diagram of an energy pyramid is shown below.



Which level of the pyramid has the greatest amount of energy?

F 1

G 2

H 3

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0407.4.1 Draw conclusions about the relationship between reproduction and the survival of a species.**

5 **If a rose plant is never pollinated, the rose plant could**

A attract more bees.

B become extinct.

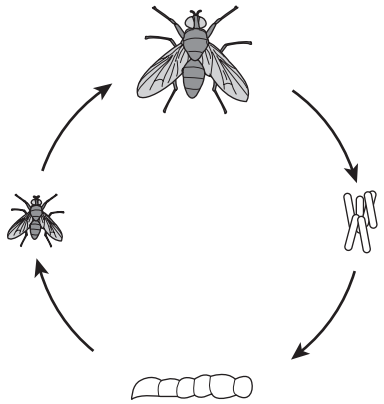
C produce more seeds.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

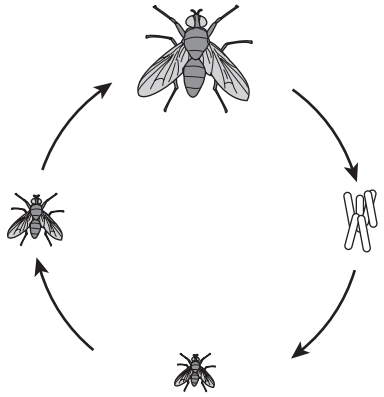
Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0407.4.2 Distinguish between complete and incomplete metamorphosis.**

6 Which diagram <u>best</u> shows complete metamorphosis?

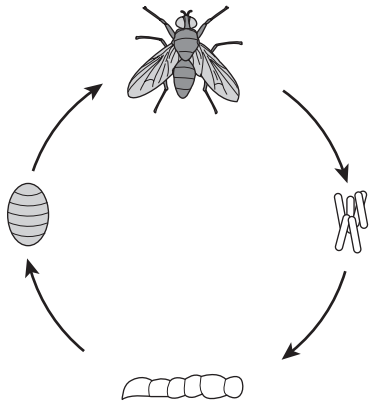
F



G



H

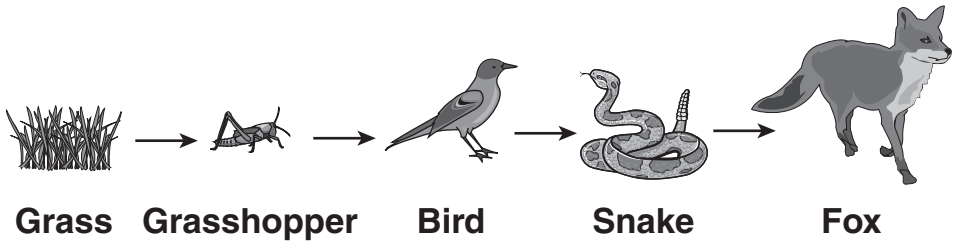


Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0407.2.1 Recognize the impact of predation and competition on an ecosystem.**

7 **A food chain is shown below.**



Which would happen first if the snake population were to suddenly increase?

A The grasshopper population would increase.

B The bird population would decrease.

C The fox population would decrease.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0407.5.1 Determine how a physical or behavioral adaptation can enhance the chances of survival.**

8 **A grizzly bear is shown below.**

How do its claws most likely help the grizzly bear survive?

F move quickly

G stay warm

H catch food

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0407.5.2 Infer the possible reasons why a species became endangered or extinct.**

9 **Whooping cranes are endangered. Whooping cranes live in wetlands. Many wetlands have become roads or farms. Which is the most likely reason whooping cranes are endangered?**

A climate change

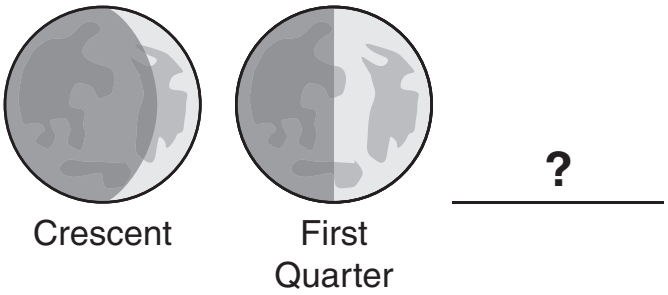
B habitat loss

C disease

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0407.6.1 Organize the phases of the moon in the correct sequence.**

10 The picture below shows two phases of the moon.



Which phase of the moon happens next?

F

Waxing Gibbons

H

Crescent

G

New Moon

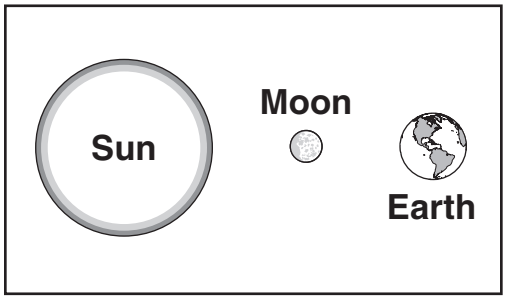
Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

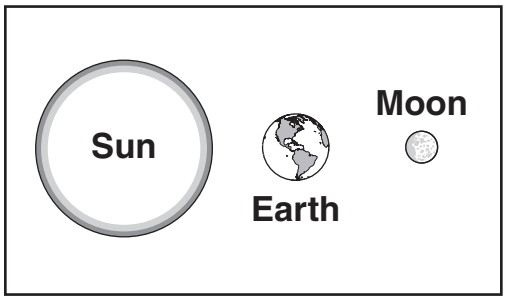
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0407.6.2 Infer that the moon's phases are caused by the revolution of the moon and earth around the sun.**

11 **Which drawing correctly shows the positions of the sun, Earth, and moon when the moon is full?**

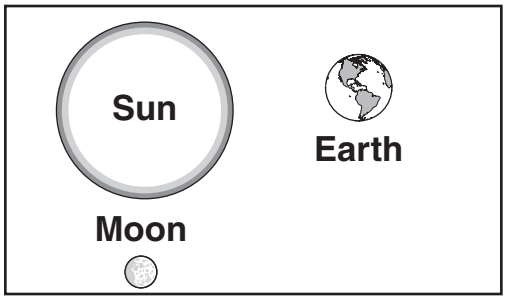
A



B



C

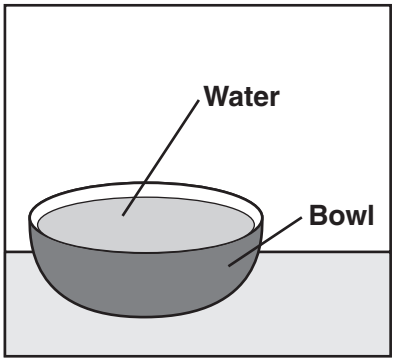


Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

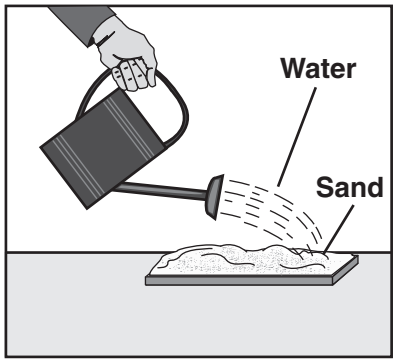
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0407.7.1 Design a simple model to illustrate how the wind and movement of water alter the earth's surface.**

12 Which model would best show how water can change the surface of Earth?

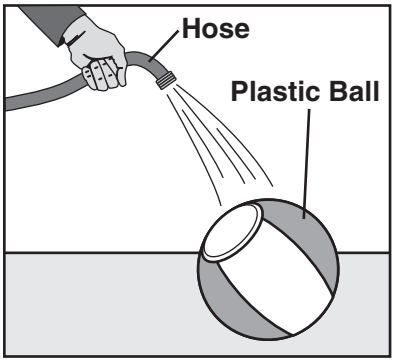
F



H



G



Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0407.7.2 Analyze how different earth materials are utilized to solve human problems or improve the quality of life.**

13 **Coal is an earth material that is often used to heat homes. How has coal improved the quality of life for people on Earth?**

A People use coal to build houses.

B People use coal as a fuel source.

C People use coal to pave roads.

Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0407.TE.2 Recognize the connection between a scientific advance and the development of a new tool or technology.**

14 **Many years ago, scientists used a curved piece of glass to make objects look larger. Curved glass was later used to make which instruments?**

F telegraphs

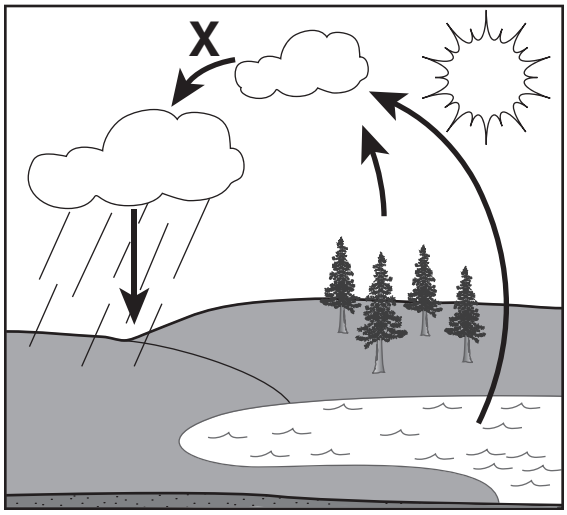
G computers

H telescopes

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0407.8.1 Identify the basic features of the water cycle and describe their importance to life on earth.**

15 A diagram of a water cycle is shown.



What process should be at the label X?

A condensation

B evaporation

C runoff

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0407.8.2 Distinguish between weather and climate.**

16 **Monday was sunny and hot. Tuesday was cool and wet. These conditions are examples of**

F seasons.

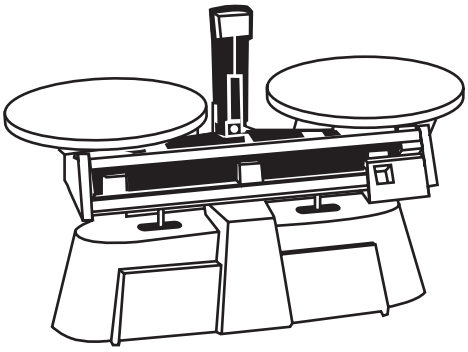
G climate.

H weather.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**PHYSICAL SCIENCE 1: Matter and Energy**
Performance Indicator:	**0407.9.1 Choose an appropriate tool for measuring a specific physical property of matter.**

17 **A science tool is shown below.**



What property does this tool measure?

A mass

B length

C volume

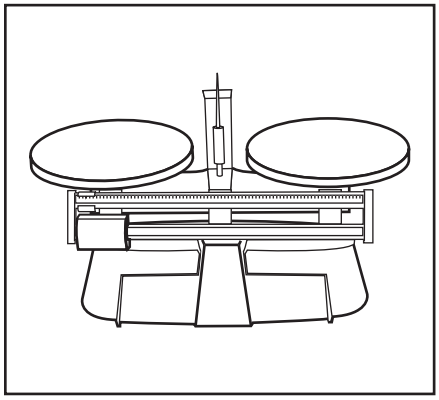
Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**PHYSICAL SCIENCE 1: Matter and Energy**
Performance Indicator:	**0407.9.1 Choose an appropriate tool for measuring a specific physical property of matter.**

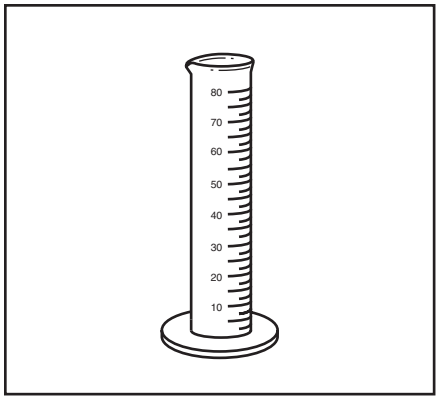
18 **Which tool would <u>best</u> help students measure the volume of water collected after a rainstorm?**

F



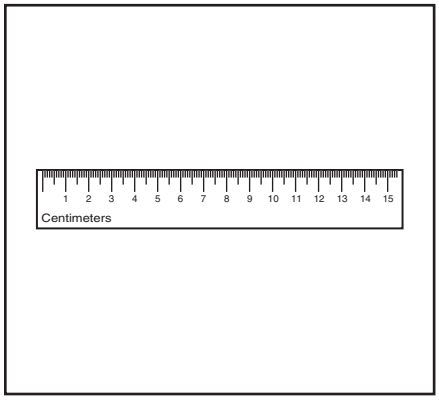
Pan Balance

H



Graduated Cylinder

G



Metric Ruler

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**PHYSICAL SCIENCE 1: Matter and Energy**
Performance Indicator:	**0407.9.2 Determine the mass, volume, and temperature of a substance or object using proper units of measurement.**

19 **Which unit should be used to measure the volume of water in a pot?**

A liter

B meter

C gram

Reporting Category:	**PHYSICAL SCIENCE 1: Matter and Energy**
Performance Indicator:	**0407.9.3 Interpret the causes and effects of a physical change in matter.**

20 **Students left some ice cubes on a table and they turned into water. Which best explains why the ice cubes changed into water?**

F The ice cubes gained mass.

G The temperature of the ice cubes increased.

H The temperature of the ice cubes decreased.

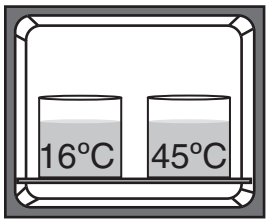
Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**PHYSICAL SCIENCE 1: Matter and Energy**
Performance Indicator:	**0407.INQ.1 Select an investigation that could be used to answer a specific question.**

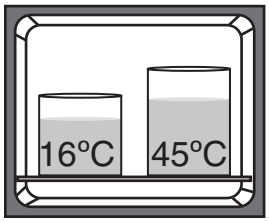
21 Students want to find out if warm water freezes faster than cool water. Which setup will <u>best</u> help students answer this question?

A



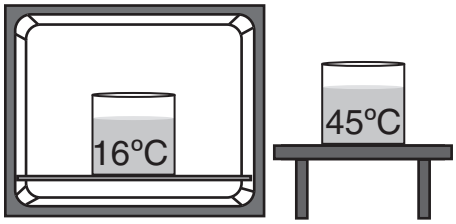
In freezer at 0°C

C



In freezer at 0°C

B



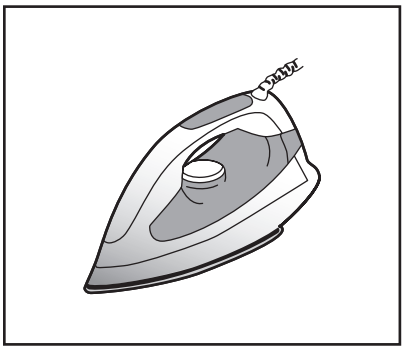
In freezer at 0°C **On table at 20°C**

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**PHYSICAL SCIENCE 1: Matter and Energy**
Performance Indicator:	**0407.10.1 Identify different forms of energy, such as heat, light, and chemical.**

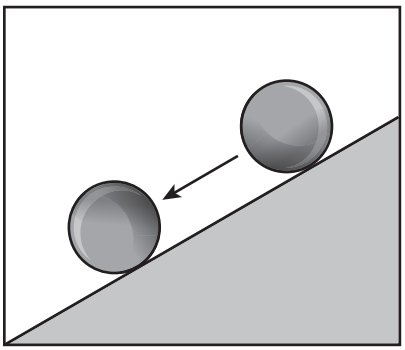
22 Which is designed to change electrical energy to heat energy?

F



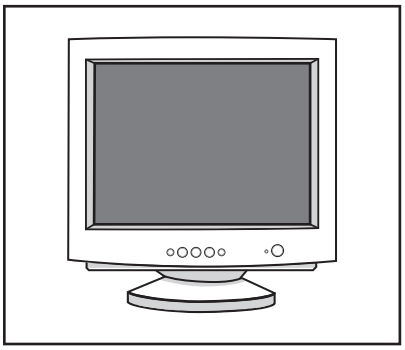
Iron

H



Ball Rolling

G



Computer Screen

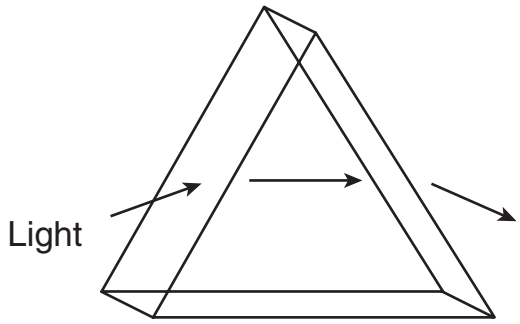
Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

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

Performance Indicator: **0407.10.2 Determine which surfaces reflect, refract, or absorb light.**

23 **Light shines on a crystal, as shown in the picture below.**



The light on this crystal is being

A reflected.

B absorbed.

C refracted.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**PHYSICAL SCIENCE 1: Matter and Energy**
Performance Indicator:	**0407.10.3 Determine whether a material is transparent, translucent, or opaque.**

24 Which is the best example of an opaque object?

F

Wooden Door

H

Magnifying Glass

G

Window

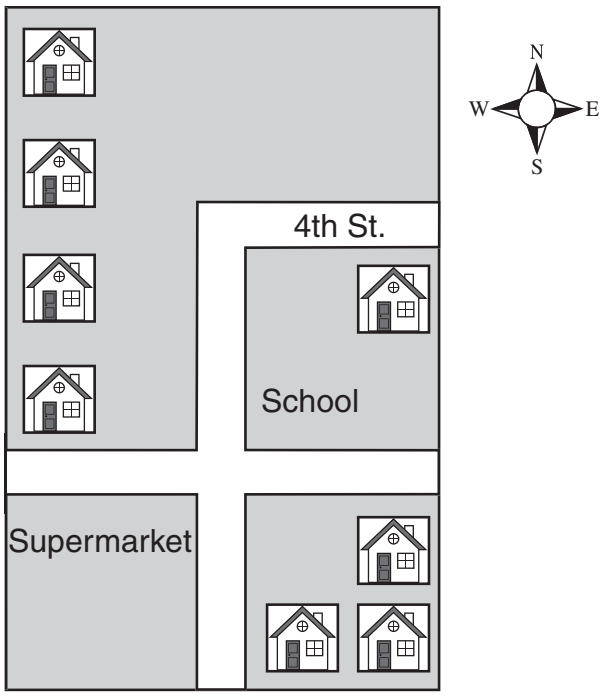
Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**PHYSICAL SCIENCE 2: Motion, Forces in Nature**
Performance Indicator:	**0407.11.1 Describe the position of an object relative to fixed reference points.**

25 **A map is shown below.**

Community Map



Students need to get from school to the supermarket. In which direction do the students need to travel?

A northeast

B southwest

C southeast

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**PHYSICAL SCIENCE 2: Motion, Forces in Nature**
Performance Indicator:	**0407.11.2 Identify factors that influence the motion of an object.**

26 **A ball rolled across a table and fell to the floor. What caused the ball to fall to the floor?**

F friction

G gravity

H air pressure

Reporting Category:	**PHYSICAL SCIENCE 2: Motion, Forces in Nature**
Performance Indicator:	**0407.11.3 Determine the relationship between speed and distance traveled over time.**

27 **Three cars traveled different distances, as shown in the chart below.**

Car	Distance (miles)
1	12
2	15
3	21

All the cars traveled for the same amount of time. Which car had the fastest speed?

A 1

B 2

C 3

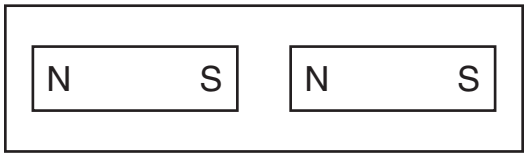
Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

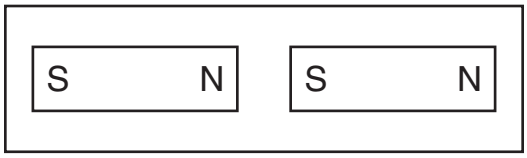
Reporting Category:	**PHYSICAL SCIENCE 2: Motion, Forces in Nature**
Performance Indicator:	**0407.12.1 Identify how magnets attract or repel one another.**

28 Which drawing shows magnets that will repel each other?

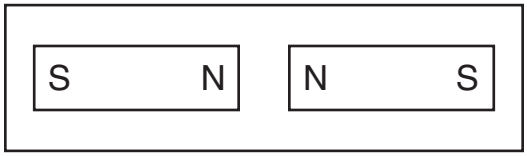
F



G



H



Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**PHYSICAL SCIENCE 2: Motion, Forces in Nature**
Performance Indicator:	**0407.12.2 Determine how an electrically charged material interacts with other objects.**

29 **A girl rubs a balloon against her hair.**

What is the most likely reason the girl's hair is attracted to the balloon?

A The girl's hair has a sticky substance.

B The balloon has an electrical charge.

C The balloon causes friction.

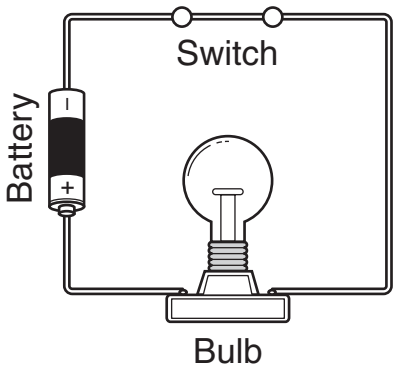
Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

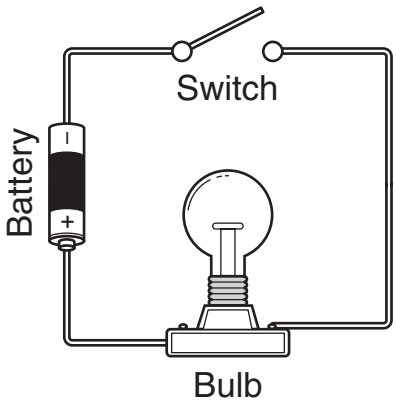
Reporting Category:	**PHYSICAL SCIENCE 2: Motion, Forces in Nature**
Performance Indicator:	**0407.12.3 Determine the path of an electrical current in a simple circuit.**

30 Which diagram most likely shows a circuit that will light the bulb?

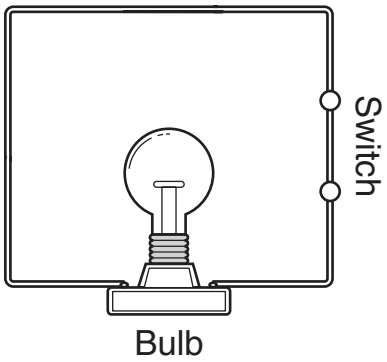
F



G



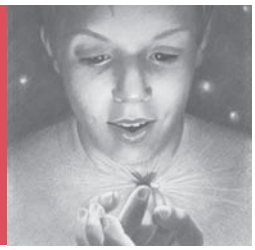
H



STOP

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Social Studies



Reporting Category: **1 Economics**

Performance Indicator: **4.2.1 Recognize the concept of supply and demand.**

1 **If a company makes too many toys, what should the company do to sell the toys?**

A lower the price

B build a bigger store

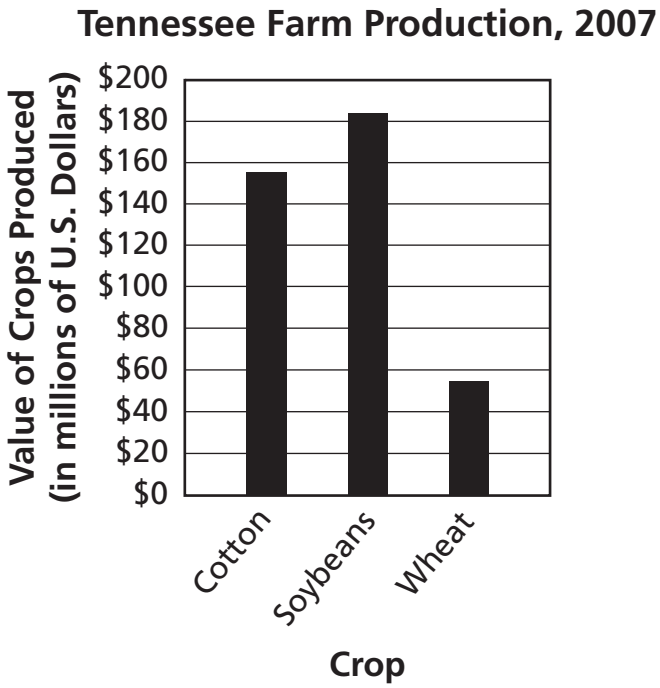
C reward the workers

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category: **1 Economics**

Performance Indicator: **4.2.2 Interpret a chart of major agricultural produce in Tennessee (i.e., cotton, tobacco, soy beans, rice, corn, cattle, wheat, swine, sheep).**



2 **Based on the graph above, which crop has the highest dollar value?**

F Cotton

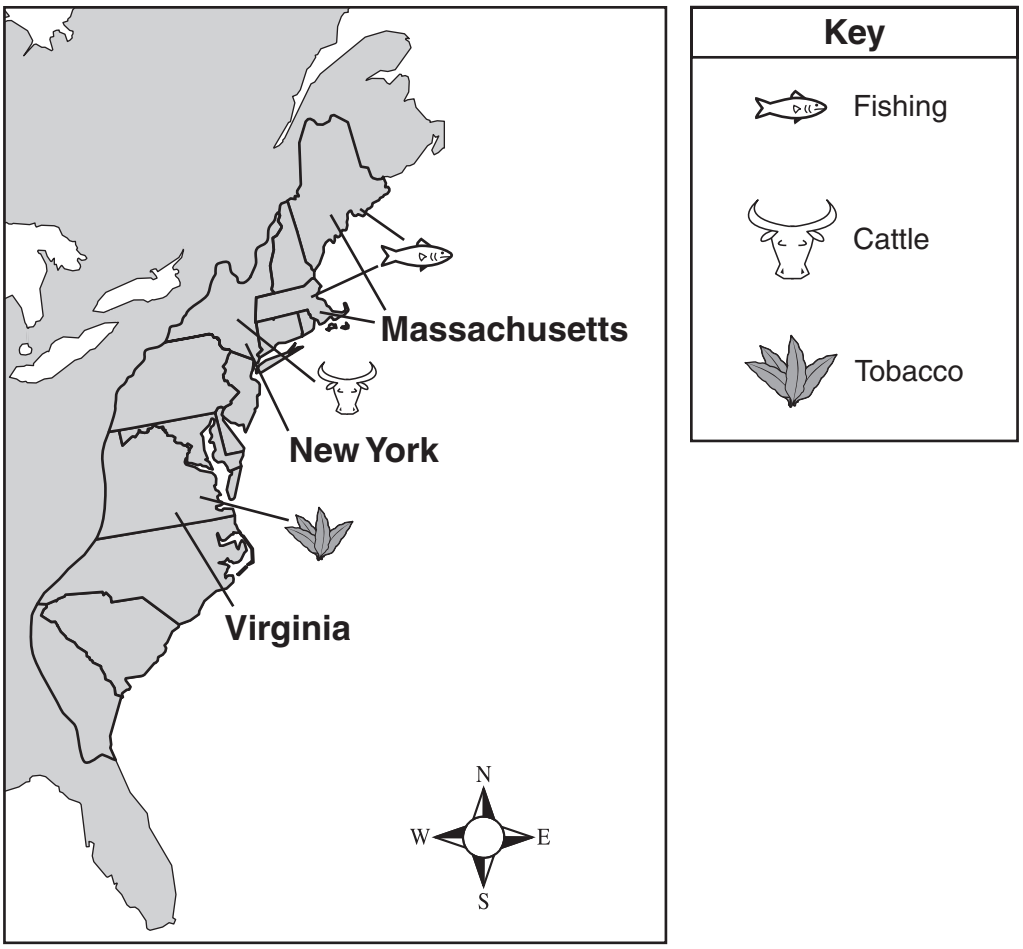
G Soybeans

H Wheat

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**1 Economics**
Performance Indicator:	**4.2.3 Identify major industries of Colonial America using a map of the original 13 colonies.**

Industries in Colonial America in 1730



3 **Based on the map above, which colony relied most on the fishing industry?**

A Massachusetts

B New York

C Virginia

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category: **1 Economics**

Performance Indicator: **4.2.4 Recognize the difference between a barter system and a money system.**

4 **Which system of exchange is shown by the people in this picture?**

F using barter

G getting credit

H buying with money

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**1 Economics**
Performance Indicator:	**4.2.5 Analyze the impact of European exploration and colonization on the economy of Tennessee.**

5 **Which resource was traded by the earliest Europeans in Tennessee?**

A cotton

B fur

C wheat

Reporting Category:	**1 Economics**
Performance Indicator:	**4.6.3 Read and interpret a passage about a political or economic issue which individuals may respond to with contrasting views (i.e., state taxes, federal taxes, slavery, Bill of Rights).**

> The income tax is a [fair] law . . . I am [for] an income tax.
> When I find a man who is not willing to pay his [part] . . .
> I find a man who [does not deserve] to enjoy . . .
> a government like ours.
>
> — William Jennings Bryan, 1896

6 **The person who made the statement above <u>most</u> likely feels that people should help**

F pay for running the government.

G others find jobs.

H the leaders of the country.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**4.1.3 Determine how various groups resolve conflict (i.e., school, tribal councils, courts).**

7 **A common role of tribal council meetings and court proceedings is to**

A teach children.

B settle conflicts.

C form businesses.

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**4.4.1 Identify the 3 branches of federal and state governments.**

8 **Which person heads the executive branch of the federal government?**

F speaker of the house

G chief justice

H president

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**4.4.2 Identify the rights outlined by the Bill of Rights (i.e., Amendments 1, 5, 6, 8).**

9 **The First Amendment allows citizens to**

A hire a lawyer for trials.

B vote in national elections.

C practice any religion.

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**4.4.3 Examine how the Mayflower Compact is a symbol of the first United States government.**

10 **The Mayflower Compact was an important document because it**

F allowed women to vote.

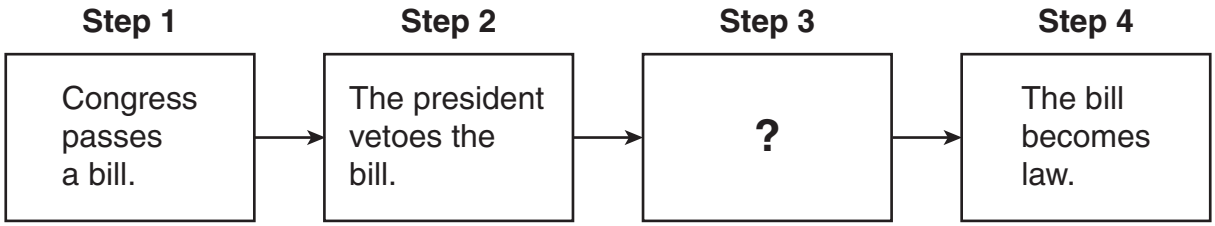
G led to a democratic government.

H set up farms for citizens.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	2 Governance and Civics
Performance Indicator:	**4.4.4 Using a chart showing checks and balances, explain how one branch of government can limit the power of others.**



11 **Which sentence completes Step 3 in the chart above?**

A Congress overrides the veto.

B Courts rule the bill is against the law.

C Citizens vote to make the bill a law.

Reporting Category:	2 Governance and Civics
Performance Indicator:	**4.5.6 Examine the events that contributed to the outbreak of the American Revolution (i.e., taxation, judicial process, lack of representation, quartering of troops).**

12 **Which British activity contributed to the start of the American Revolution?**

F taxing colonists without representation

G allowing local elections in the colonies

H setting up trade with other countries

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**4.6.1 Recognize how groups work cooperatively to accomplish goals and encourage change (i.e., American Revolution, founding of Tennessee, the failure of the Articles of Confederation, colonies).**

13 **Which was an important reason the Constitutional Convention succeeded?**

A Citizens voted to approve the changes.

B Delegates worked together to solve the problems.

C Courts agreed to support the new document.

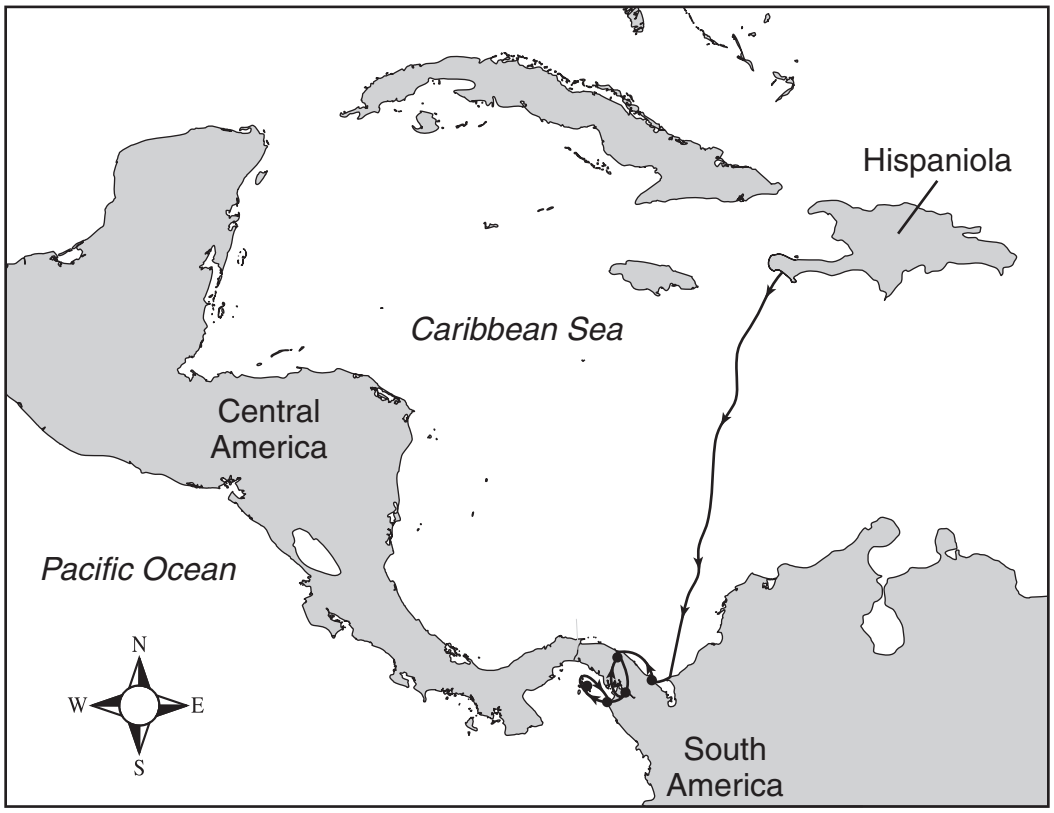
Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**3 Geography**
Performance Indicator:	**4.3.1 Identify the routes of the explorers of the Americas on a map (i.e., Columbus, Balboa, Pizarro, DeSoto).**

Central America

Explorations of ____?____



Key
Exploration route

14 **Which explorer traveled the route shown on the map above?**

F Balboa

G de Soto

H Cortez

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**3 Geography**
Performance Indicator:	**4.3.2 Identify and use key geographical features on maps (i.e., mountains, rivers, plains, valleys, forests).**

Some United States Landforms

15 **Based on the map above, where does the Arkansas River begin?**

A the Rocky Mountains

B the Coastal Plains

C the Appalachian Mountains

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**3 Geography**
Performance Indicator:	**4.3.3 Recognize the reasons settlements are founded on major river systems (i.e., transportation, manmade boundaries, food, and water sources).**

16 **The need to trade goods caused many early cities to be built near**

F rivers.

G mountains.

H forests.

Reporting Category:	**3 Geography**
Performance Indicator:	**4.3.4 Recognize river systems that impacted early American history (i.e., Mississippi, Mystic, Charles, Hudson).**

17 **Which river system did early European explorers use to learn about western Tennessee?**

A Charles

B Hudson

C Mississippi

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**3 Geography**
Performance Indicator:	**4.3.5 Determine how physical processes shape the United States' features and patterns (i.e., erosion, volcanoes, plate tectonics, flooding).**

18 **Which physical process mainly formed the Great Smoky Mountains?**

F flooding rivers

G erupting volcanoes

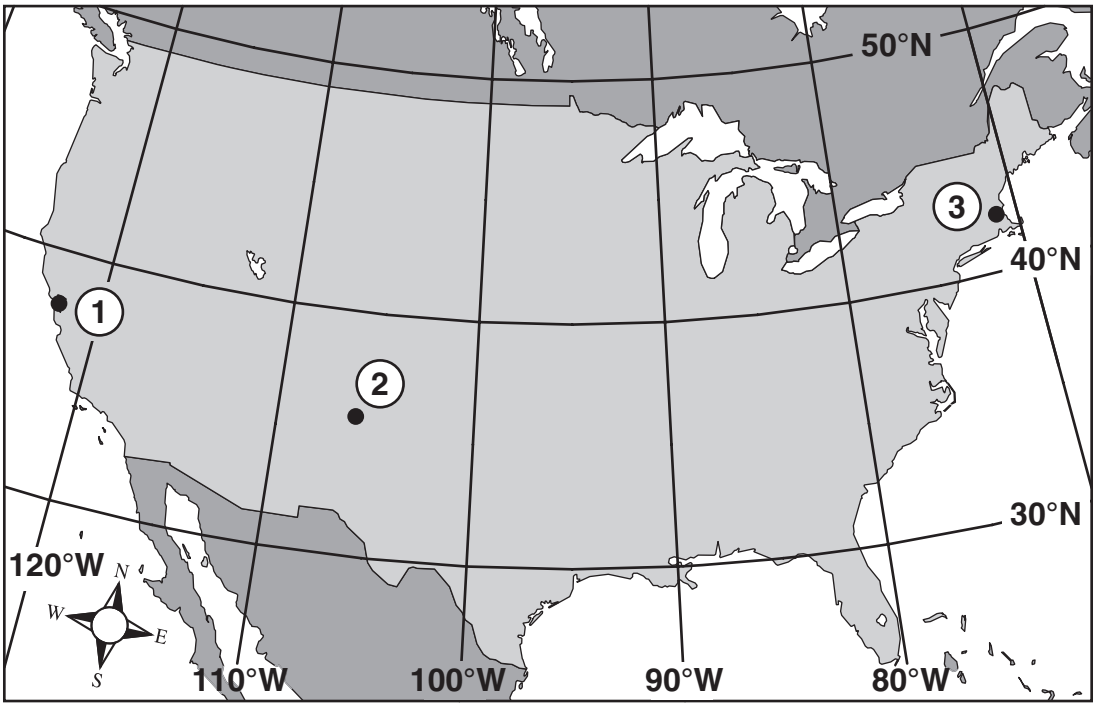
H movement of Earth's crust

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**3 Geography**
Performance Indicator:	**4.3.6 Use latitude and longitude to identify major North American cities on a map (i.e., Boston, Mexico City, Toronto, Charleston, Savannah, Washington D.C., Philadelphia, Santa Fe, Los Angeles).**

Selected Cities in North America



19 **Santa Fe is located near 36°N and 106°W. Which number on the map shows Santa Fe?**

A 1

B 2

C 3

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**3 Geography**
Performance Indicator:	**4.3.7 Determine how density, distribution, and growth rate affected United States settlement patterns.**

20 **Why did most United States settlers continue to move farther west during the 1800s?**

F The iron industry was building bigger factories.

G The anti-slavery movement was growing.

H The population of the nation was getting larger.

Reporting Category:	**3 Geography**
Performance Indicator:	**4.3.8 Identify cause and effect relationships between population distribution and environmental issues (i.e., water supply, air quality, solid waste).**

21 **A large city would usually have the most**

A air pollution.

B sandy beaches.

C pine trees.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 US History Time Period 1: Eras 1, 2, 3**
Performance Indicator:	**UH1.4.1.1 Identify pre-Colonial Native American groups (i.e., Cherokee, Creek, Chickasaw, Aztec, Mayans, Olmec, Mississippi Mound Builders).**

22 **Where were the Olmec and Mayan civilizations located?**

F Pacific Northwest

G Central America

H Mississippi Valley

Reporting Category:	**4 US History Time Period 1: Eras 1, 2, 3**
Performance Indicator:	**UH1.4.1.2 Identify cultural groups who inhabited North America in the 17th century (i.e., Puritans, Quakers, Spanish, French).**

23 **Early French settlers in North America worked mainly as**

A innkeepers.

B furniture makers.

C fur traders.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 US History Time Period 1: Eras 1, 2, 3**
Performance Indicator:	**UH1.4.1.4 Examine how Native American Culture changed as a result of contact with European cultures (i.e., decreased population, spread of disease, increased conflict, loss of territory, increase of trade).**

24 **Native American populations decreased after contact with Europeans because they**

F married settlers.

G caught diseases.

H signed treaties.

Reporting Category:	**4 US History Time Period 1: Eras 1, 2, 3**
Performance Indicator:	**UH1.4.1.5 Identify various racial and ethnic groups in Tennessee at the founding of statehood (i.e., Cherokee, Creek, Shawnee, English, Scottish, French, American born pioneers).**

25 **Early settlers from other states who came to Tennessee were often called**

A sailors.

B carpenters.

C pioneers.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 US History Time Period 1: Eras 1, 2, 3**
Performance Indicator:	**UH1.4.1.6 Read and interpret facts from a historical passage about an early American Spanish mission.**

> Indian alcaldes were appointed in the Mission towns to maintain order. Their duty was that of police officers. . . .
>
> — Guadalupe Vallejo, *The Century Magazine*, 1890

26 **According to the passage above, which job did the Native Americans hold in mission towns?**

F delivering mail

G building roads

H enforcing laws

Reporting Category:	**4 US History Time Period 1: Eras 1, 2, 3**
Performance Indicator:	**UH1.4.5.1 Identify Native American groups in Tennessee before European exploration (i.e., Cherokee, Creek, Chickasaw).**

27 **A Native American group that lived in Tennessee before European exploration was the**

A Apache.

B Pequot.

C Creek.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 US History Time Period 1: Eras 1, 2, 3**
Performance Indicator:	**UH1.4.5.4 Determine the hardships faced by early Tennessee settlers in the late 1700s (i.e., security, isolated communities, lack of access to goods, natural geography).**

28 **Which hardship was <u>most</u> commonly faced by early settlers in Tennessee?**

F taxes by the English government

G unfair trading by French colonists

H attacks by Native Americans

Reporting Category:	**4 US History Time Period 1: Eras 1, 2, 3**
Performance Indicator:	**UH1.4.5.5 Determine the reasons for colonial settlement (i.e., religious, economic, individual freedom).**

29 **Getting rich and practicing religion freely were two major reasons for**

A setting up trade among European countries.

B building English colonies in North America.

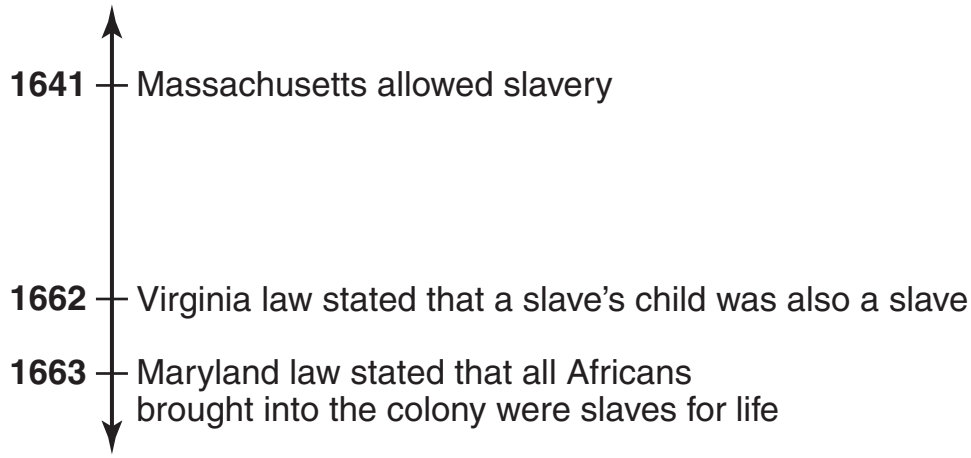
C declaring loyalty to the king of England.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 US History Time Period 1: Eras 1, 2, 3**
Performance Indicator:	**UH1.4.5.8 Interpret a timeline, graph, or map depicting slave and indentured servants coming from Europe to live in North America.**

Slavery in the Colonies



30 **Which sentence below is true about this timeline?**

F Massachusetts was against the slave trade.

G Virginia had a law for sons and daughters of slaves.

H Maryland wanted all slaves to learn how to read.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 US History Time Period 1: Eras 1, 2, 3**
Performance Indicator:	**UH1.4.5.10 Recognize the accomplishments that John Sevier contributed to Tennessee history (i.e., state of Franklin's one and only governor, Tennessee's first governor, United States Congressman, soldier).**

?

- First Tennessee governor
- U.S. congressman
- Officer in the Army

31 **Which man's name completes the list above?**

A David Crockett

B Sam Houston

C John Sevier

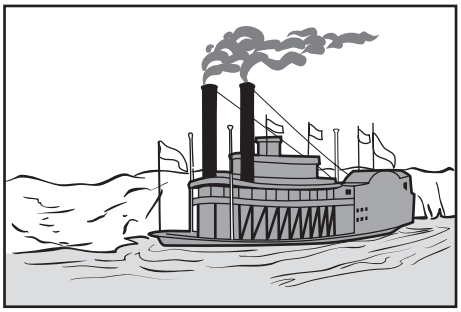
Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 US History Time Period 1: Eras 1, 2, 3**
Performance Indicator:	**UH1.4.5.11 Interpret a visual contrasting life before and after the American Revolution (i.e., education, family size, transportation, politics).**

Before the Revolution

After the Revolution



32 **How do the images above show the changes in river travel after the American Revolution?**

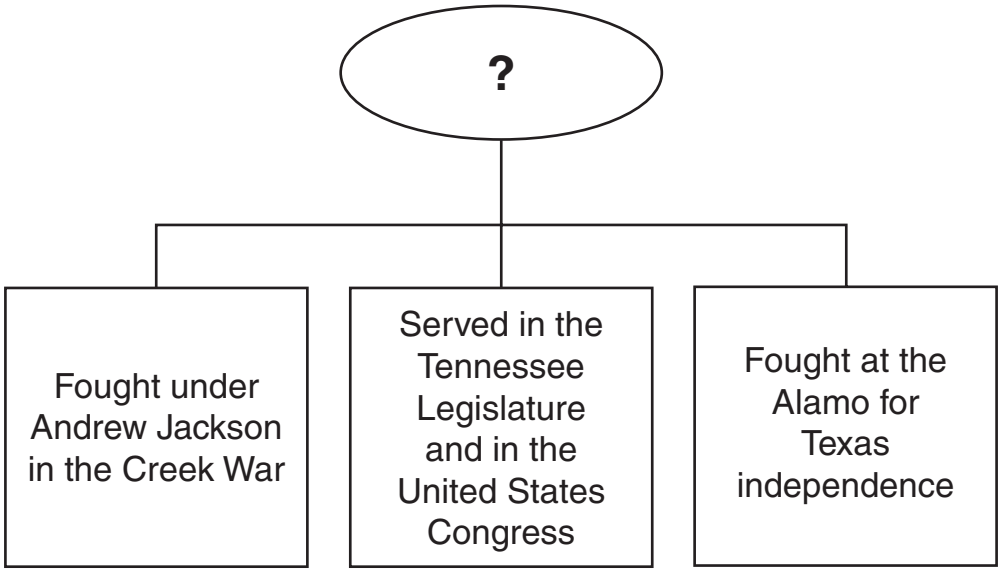
F Boats traveled faster.

G Boats stopped transporting cargo.

H Boats carried fewer people.

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**4 US History Time Period 1: Eras 1, 2, 3**
Performance Indicator:	**UH2.4.5.2 Identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James Polk, Sequoyah, David Crockett, Nancy Ward).**



33 **Which leader from Tennessee completes the diagram above?**

A James Polk

B Sam Houston

C David Crockett

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**5 US History Time Period 2: Eras 4, 5, 6**
Performance Indicator:	**UH2.4.5.2 Identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James Polk, Sequoyah, David Crockett, Nancy Ward).**

34 **Which political leader of Tennessee became president of the United States?**

F Andrew Jackson

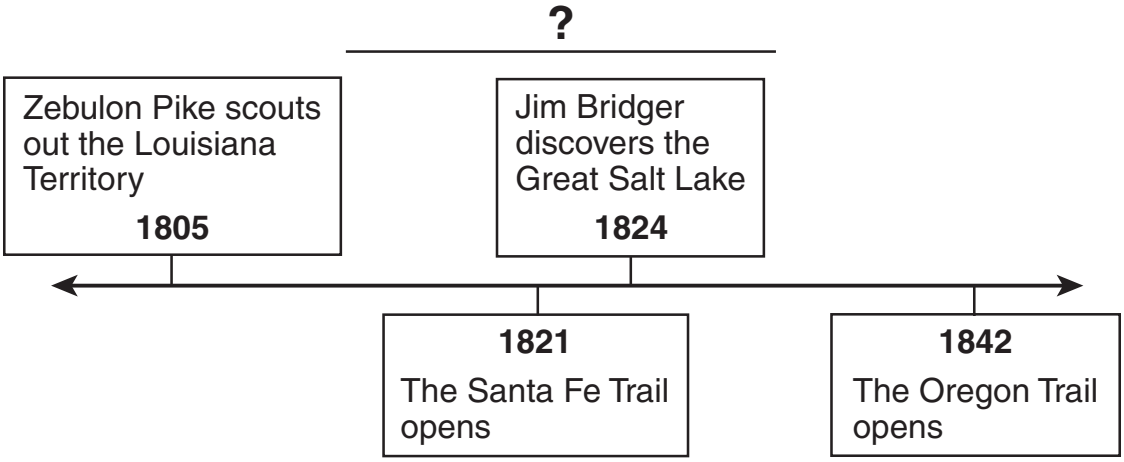
G David Crockett

H Sam Houston

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category: **5 US History Time Period 2: Eras 4, 5, 6**

Performance Indicator: **UH2.4.5.3 Interpret a timeline that depicts major historical pre-Civil War events.**



35 **Which is the best title for the timeline?**

A Journeys North

B Building the Railroad

C Westward Growth

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**5 US History Time Period 2: Eras 4, 5, 6**
Performance Indicator:	**UH2.4.5.7 Determine why the United States Constitution was necessary (i.e., no single currency, no judicial branch, no enforcement of laws, small and large states having unequal representation).**

36 **One reason the U.S. Constitution was written was to**

F set up a single currency.

G make states more powerful.

H elect federal judges.

Reporting Category:	**5 US History Time Period 2: Eras 4, 5, 6**
Performance Indicator:	**UH2.4.5.9 Determine the influence Lewis and Clark's expedition had on westward expansion.**

37 **Which event <u>most</u> helped the United States grow west?**

A the Boston Tea Party

B the Constitutional Convention

C the Lewis and Clark Expedition

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**5 US History Time Period 2: Eras 4, 5, 6**
Performance Indicator:	**UH2.4.5.12 Read and interpret a passage about the Trail of Tears.**

> Many of the Cherokees did not care to leave their lands, . . . It was forced upon them . . .
>
> — W.W. Harnage, American Native Press Archives

38 **What is described in the passage above?**

F the Gold Rush to California

G the Trail of Tears to Oklahoma

H pioneers moving to Oregon

Reporting Category:	**5 US History Time Period 2: Eras 4, 5, 6**
Performance Indicator:	**UH2.4.5.13 Analyze how the Louisiana Purchase influenced the growth of the United States (i.e., increased size, encouraged expansion, increased natural resources).**

39 **How did the Louisiana Purchase change the United States?**

A It allowed people to stay in the east.

B It increased the size of the country.

C It raised taxes on goods made locally.

Go On ▶

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reporting Category:	**5 US History Time Period 2: Eras 4, 5, 6**
Performance Indicator:	**UH2.4.6.2 Determine how the issue of slavery caused political and economic tensions between government policy and people's beliefs (i.e., abolitionists, plantation owners, state's rights, central government).**

40 **Which group wanted to keep slavery legal?**

F Quaker farmers

G abolitionist workers

H plantation owners

STOP

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Reading/Language Arts
Answer Key

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

20	F
21	C
22	F
23	B
24	H
25	A
26	G
27	C
28	G
29	B
30	F
31	C
32	F
33	B
34	G
35	C
36	G
37	B
38	H

39	A
40	H
41	A
42	F
43	C
44	F
45	B
46	G
47	C
48	F
49	C
50	G
51	A
52	H
53	B
54	F
55	B
56	G
57	A

58	G
59	B
60	H
61	C
62	G
63	B
64	G
65	C
66	H
67	C
68	F
69	C
70	F
71	C
72	H
73	A
74	G
75	A
76	F

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Mathematics
Answer Key

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

11	C
12	F
13	C
14	F
15	C
16	H
17	B
18	G
19	B
20	H

21	B
22	F
23	C
24	G
25	A
26	F
27	C
28	H
29	B
30	H

31	B
32	H
33	A
34	G
35	B
36	G
37	A
38	H

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Science
Answer Key

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

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

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

25	B
26	G
27	C
28	H
29	B
30	F

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Social Studies
Answer Key

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

11	A
12	F
13	B
14	F
15	A
16	F
17	C
18	H
19	B
20	H

21	A
22	G
23	C
24	G
25	C
26	H
27	C
28	H
29	B
30	G

31	C
32	F
33	C
34	F
35	C
36	F
37	C
38	G
39	B
40	H

Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Tennessee Comprehensive Assessment Program

Modified Academic Achievement Standards ~ Grade 4

Item Sampler