Student Name _____

Teacher Name _____

School _____

System _____

Tennessee Comprehensive Assessment Program

Modified Academic Achievement Standards ~ Grade 5

Item Sampler

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Introduction

What is the TCAP Modified Academic Achievement Standards Test?

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

What are the questions testing?

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

Who is eligible to be tested?

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

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

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

How long will the tests take?

The length of the tests will vary, depending on the grade level. The time limits are generous and allow most students time to finish. Extended time limits only apply to students who are eligible for special or English Language Learner (ELL) accommodations.

How do I use the sample questions?

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

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In a classroom learning session, these questions can be used to prepare students for the actual test. Item types with and without art are presented to better familiarize students with the actual test format.

An answer key for the sample questions is provided at the end of this on-line Item Sampler.

How will the tests be scored?

The test answers will be machine scored. Results from the test provide information about how well students performed on the content being tested.

May calculators be used?

Calculators may be used on Part 1 and 2 of the mathematics portions of the TCAP Modified Academic Achievement Standards Test (grades 3–8) as per system policy.

Which test accommodations may be used?

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

Here are some tips for preparing students for the test.

Remind students to:

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

Listen: Listen to and read the test directions carefully.

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

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

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Reading/Language Arts

Directions **The following letter contains mistakes. Read the letter and answer Numbers 1 through 12.**

November 2 2008

Miss Grace Leverson
7980 Coolidge Avenue
Virginia Beach, VA 23456

Dear Miss Leverson:

(1) Thank you very much for your request for information about volunteering at the Northside Animal Shelter. (2) It takes a lot of work to run our shelter we are always thankful for new volunteers. (3) You said in your letter that you love dogs and that you are available to help after school on Mondays and Fridays. (4) I will explan some of the possible duties, and you can decide which ones interest you.

(5) Our popularly volunteer activity is the Dog Walkers Club. (6) Members of this group takes two dogs at a time to walk them in Northside Park. (7) This park has lots of trails and a special area where the dogs can get exercise. (8) The dogs enjoy the exercise and the company of our dog walkers.

(9) We also offer a program called Playtime Pals. (10) In this program, you would take four dogs into our play area so they can play with him. (11) The dogs like running around the yard. (12) They also enjoy a game of fetch with a tennis ball.

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(13) If you decide to not never work with the animals, you may help with some of the front office duties. (14) These duties of stuffing and stamping envelopes and mailing pet information forms. (15) If you are interested, please contact me at 1-800-290-5992. (16) I look forward to hearing from you.

Sincerely,

Beth Robertson, Director of Volunteer Services

Reporting Category:	**1 Language**
Performance Indicator:	**0501.1.1 Identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects) and pronouns (i.e., agreement, subject, object) within context.**

1 **Read Sentence 10.**

In this program, you would take four dogs into our play area so <u>they can play with him</u>.

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

A you can play with it

B they can play with you

C them can play with you

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Reporting Category:	**1 Language**
Performance Indicator:	**0501.1.2 Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, tenses) within context.**

2 **Read Sentence 6.**

Members of this group takes two dogs at a time to walk them in Northside Park.

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

F take

G taken

H have took

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Reporting Category:	**1 Language**
Performance Indicator:	**0501.1.3 Identify the correct use of adjectives (i.e., common/proper, comparative forms, predicate adjectives) and adverbs (i.e., comparative forms, negatives) within context.**

3 **Read Sentence 5.**

Our <u>popularly</u> volunteer activity is the Dog Walkers Club.

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

A most popular

B more popularest

C popularest

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Reporting Category:	**1 Language**
Performance Indicator:	**0501.1.4 Recognize usage errors occurring within context (e.g., double negatives, troublesome words: {to/too/two, their/there/they're, lie/lay, sit/set, leave/let, learn/teach}).**

4 **Read Sentence 13.**

If you decide to not never work with the animals, you may help with some of the front office duties.

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

F cannot decide to not work with the animals

G have not decided to not work directly with the animals

H decide not to work with the animals

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Reporting Category:	**1 Language**
Performance Indicator:	**0501.1.5 Identify sentences with correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) and of colons within context.**

5 **What is the correct way to write the date at the beginning of this letter?**

A November, 2 2008

B November 2, 2008

C November, 2, 2008

Reporting Category:	**1 Language**
Performance Indicator:	**0501.1.7 Identify correctly or incorrectly spelled words in context, including the correct spelling of plurals and possessives.**

6 **Read Sentence 4.**

I will explan some of the possible duties, and you can decide which ones interest you.

What is the correct way to write the underlined word?

F explane

G explain

H explaen

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Reporting Category:	**1 Language**
Performance Indicator:	**0501.1.8 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma+ coordinating conjunction, use of semicolon, introductory phrases and/or clauses).**

7 **Read Sentences 11 and 12.**

The dogs like running around the yard. They also enjoy a game of fetch with a tennis ball.

What is the correct way to combine these sentences?

A The dogs like running around the yard, they also enjoy a game of fetch with a tennis ball.

B The yard is where dogs like running, and they also enjoy a game of fetch with a tennis ball every now and then.

C Although the dogs like running around the yard, they also enjoy a game of fetch with a tennis ball.

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Reporting Category:	**1 Language**
Performance Indicator:	**0501.1.9 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context.**

8 **Read Sentence 2.**

It takes a lot of work to run our shelter we are always thankful for new volunteers.

What is the correct way to write this sentence?

F It takes a lot of work to run our shelter, and we are always thankful for new volunteers.

G It takes a lot of work to run our shelter, but we are always thankful for new volunteers.

H It takes a lot of work to run our shelter, we are always thankful for new volunteers.

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Reporting Category:	**1 Language**
Performance Indicator:	**0501.1.10 Select the best way to correct incomplete sentences within context.**

9 **Read Sentence 14.**

These duties of stuffing and stamping envelopes and mailing pet information forms.

What is the correct way to rewrite this sentence to make it a complete sentence?

A These duties that are stuffing and stamping envelopes and mailing pet information forms.

B Including these duties of stuffing and stamping envelopes and mailing pet information forms.

C These duties include stuffing and stamping envelopes and mailing pet information forms.

Reporting Category:	**1 Language**
Performance Indicator:	**0501.1.14 Identify compound words, contractions, and common abbreviations within context.**

10 **Read the street address at the beginning of the letter.**

7980 Coolidge Avenue

What is the correct way to abbreviate Avenue?

F Ave.

G Avne.

H Av.

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0501.3.2 Identify the purpose for writing (i.e., to entertain, to inform, to share experiences, to persuade, to report).**

11 **What is the main purpose for writing this letter?**

A to get information about an animal shelter

B to give information about volunteering

C to share an experience about working with dogs

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0501.3.3 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.**

12 **Read Sentence 3.**

You said in your letter that you love dogs and that you are available to help after school on Mondays and Fridays.

Which of these supporting sentences could best be added after Sentence 3?

F You did not say a specific time when you would arrive at the shelter.

G We offer some great activities to help out with our dogs on those days.

H We have a team of volunteers working here every day of the week.

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Directions **A student wrote the following report. It contains mistakes. Read the report and answer Numbers 13 through 19.**

(1) A javelina is a wild animal found in the southwest United States and northwest Mexico. (2) It is the only pig-like animal found in this country. (3) This animal is often called a wild pig, it is not a pig at all.

(4) A javelina is thinner than a pig. (5) An adult weighs between 40 and 60 pounds and is nearly two feet tall. (6) The javelina also has slimmer legs than a pig, and it only has three toes on its hind legs compared to the four toes a pig has on each foot. (7) The javelina also has stiff gray hair running along its back and some white hair on its neck. (8) Its long, sharp tusks caused early explorers to name the animal after the Spanish word for javelin, or spear.

(9) A pack of javelinas can have about three members, but packs up to twenty have seen traveling together. (10) The pack does everything together, including resting and looking for food.

(11) The javelinas hunt the desert ground for their food. (12) They use their long snouts to sniff out bulbs, roots, and prickly pear cactus. (13) This cactus is one of their favorite foods because it's full of water.

(14) As they travel, the javelinas "talk" to each other. (15) They make noises to protect themselves. (16) Their strong sense of smell alerts them when animals or people are approaching.

(17) In the southwest United States, the javelinas mark on the land is easy to see. (18) Javelinas have torn up plants small trees, and bushes on golf courses and in yards. (19) At the same time, these lands are good for viewing packs of javelinas. (20) If left alone, the animals are not dangerous and can be observed easily.

(21) As people learn more about javelinas, they will better understand these interesting animals.

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Reporting Category:	**1 Language**
Performance Indicator:	**0501.1.1 Identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects) and pronouns (i.e., agreement, subject, object) within context.**

13 **Read Sentence 17.**

In the southwest United States, the javelinas mark on the land is easy to see.

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

A the javelinas' mark

B the javelinas's mark

C correct as is

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Reporting Category:	**1 Language**
Performance Indicator:	**0501.1.2 Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, tenses) within context.**

14 **Read Sentence 9.**

A pack of javelinas can have about three members, but packs up to twenty have seen traveling together.

What is the correct way to write the underlined verb phrase?

F was seen traveling

G have been seen traveling

H is seen traveling

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Reporting Category:	**1 Language**
Performance Indicator:	**0501.1.5 Identify sentences with correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) and of colons within context.**

15 **Read Sentence 18.**

Javelinas have torn up plants small trees, and bushes on golf courses and in yards.

Which sentence uses commas correctly?

A Javelinas have torn up plants, small, trees, and bushes on golf courses and in yards.

B Javelinas have torn up plants, small trees, and bushes on golf courses and in yards.

C Javelinas have torn up plants, small trees and, bushes on golf courses and in yards.

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Reporting Category:	**1 Language**
Performance Indicator:	**0501.1.9 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context.**

16 **Read Sentence 3.**

This animal is often called a wild pig, it is not a pig at all.

What is the correct way to rewrite this run-on sentence?

F This animal is often called a wild pig it is not a pig at all.

G This animal is often called a wild pig, so it is not a pig at all.

H This animal is often called a wild pig, but it is not a pig at all.

Reporting Category:	**1 Language**
Performance Indicator:	**0501.1.14 Identify compound words, contractions, and common abbreviations within context.**

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

A thinner

B everything

C explorers

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0501.3.9 Choose the sentence that best supports the topic sentence and fits the flow of ideas in a paragraph.**

18 **Read Sentences 11 through 13.**

The javelinas hunt the desert ground for their food. They use their long snouts to sniff out bulbs, roots, and prickly pear cactus. This cactus is one of their favorite foods because it's full of water.

Which sentence would best fit after Sentence 13?

F The javelinas also eat bugs and lizards.

G People should never try to feed a javelina.

H The javelinas also use their ears to protect themselves.

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0501.3.12 Select an appropriate title that reflects the topic of a written selection.**

19 **Which title would be best for this report?**

A Long Snout, Thin Legs

B Javelinas: Wild but Not Pigs

C Finding a Home for the Javelina

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Directions **Darius gave the following speech. Read the speech and answer Numbers 20 through 29.**

Cultures Around the World Camp

1 What did you do for fun last summer? Did you go hiking? Did you spend time at the park? During my summer vacation, I took an exciting trip to West Africa. The best part of my trip was that I never left Knoxville!

2 Last summer I attended the Cultures Around the World Camp. This is an art camp for kids 5 – 18 years old. The theme last year was West Africa. While at camp, I painted tribal masks, danced wearing colorful costumes, and helped make other costumes for musicians. I even learned to beat out African rhythms on tall drums. I had so much fun at the camp that I can't wait to go back next summer. I also hope some of you will come with me.

3 If you enjoy music, acting, or just working with your hands, then you will enjoy the Cultures Around the World Camp. Each year a different part of the world is presented. The teachers are musicians and artists from nearby universities. Some of them have lived and studied in countries all over the world.

4 At camp, I learned that West African art is created in many forms. It can be made through writing music, singing, acting, and dancing. Art can also be created when a drum or mask is made or when a costume is sewn. Each day the campers chose the activities that sounded most interesting. Our teachers encouraged us to always try something new. At the end of the week, all the campers performed in a parade during the Knoxville Kuumba Festival.

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5 One fact I learned at the camp is that many of the African Americans in Eastern Tennessee have roots in West Africa. Now I am curious about my own family's history. I'm reading a book about West African drum-making. Maybe one of my ancestors played the same kinds of drums. There is still much more for me to learn.

6 The idea of attending a camp may seem impossible. It's true that some summer camps cost a lot of money. However, the Cultures Around the World Camp has a way to help pay for some students to go to camp. Any Tennessee student between 5 and 18 can attend the weeklong day camp.

7 The Cultures Around the World Camp can bring a new experience to anyone. If you want to learn something about different cultures and meet new people, then think about going to the Cultures Around the World Camp next summer. You will have a great time.

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Reporting Category:	2 Vocabulary
Performance Indicator:	0501.1.16 Determine the correct meaning/usage of multiple meaning words within context.

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

> At camp, I learned that West African art is created in many forms. It can be made through writing music, singing, acting, and dancing.

Which definition most closely matches this meaning of the word form?

F the shape of something

G a printed or typed document to be filled out

H a kind or type

Reporting Category:	4 Communication and Media
Performance Indicator:	0501.2.1 Identify the audience for a given speech.

21 **Which audience would be most interested in this speech?**

A students interested in art from different parts of the world

B people who have lived and worked in many places

C children who have traveled to different countries

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0501.2.3 Choose the best summary of a speech.**

22 **Which of these is the best summary of this speech?**

F Darius took a long and exciting trip last summer. He went to the Cultures Around the World Camp and learned about West African culture.

G Darius went to the Cultures Around the World Camp. There, he met teachers and musicians from local universities. He also learned about different types of West African art.

H Darius went to the Cultures Around the World Camp last summer. He learned about West African art and believes other children should go to the camp.

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0501.2.4 Organize ideas in the most effective order for an oral presentation.**

23 **Why does Darius most likely begin his speech with questions?**

A to get answers from the audience

B to get the attention of the audience

C to list different activities

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Reporting Category:	**5 Logic**
Performance Indicator:	**0501.5.1 Locate information to support opinions, predictions, and conclusions.**

24 **Which sentence best supports the idea that artwork is created in many ways?**

F While at camp, I painted tribal masks, danced wearing colorful costumes, and helped make other costumes for musicians.

G Some of them have lived and studied in countries all over the world.

H Each day the campers chose the activities that sounded most interesting.

Reporting Category:	**5 Logic**
Performance Indicator:	**0501.5.3 Distinguish between fact/opinion and reality/fantasy.**

25 **Which sentence from the speech is a fact?**

A The best part of my trip was that I never left Knoxville!

B The theme last year was West Africa.

C You will have a great time.

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Reporting Category:	**6 Informational Text**
Performance Indicator:	**0501.6.1 Select questions used to focus and clarify thinking before, during, and after reading text.**

26 **Lisa heard Darius's speech and would like to go to the camp. What question would be best for her to ask Darius?**

F How do I sign up to attend the Cultures Around the World Camp next summer?

G What is the name of the drum-making book you are reading?

H How many local artists teach at the Cultures Around the World Camp each year?

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0501.6.4 Identify the stated main idea and supporting details in text.**

27 **Which sentence is the main message of Darius's speech?**

A If you enjoy music, acting, or just working with your hands, then you will enjoy the Cultures Around the World Camp.

B At the end of the week, all the campers performed in a parade during the Knoxville Kuumba Festival.

C However, the Cultures Around the World Camp has a way to help pay for some students to go to camp.

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Reporting Category:	4 Communication and Media
Performance Indicator:	0501.7.1 Select the most appropriate medium or media for accessing information, writing a report, or enhancing an oral presentation.

28 **What would be best for Darius to show the audience during his speech?**

F a poster with a map of where to find the Cultures Around the World Camp

G a handout with the Web site address for the Cultures Around the World Camp

H a short video of campers playing drums at the Cultures Around the World Camp

Reporting Category:	7 Literature
Performance Indicator:	0501.8.9 Identify the author's purpose (i.e., to inform, to entertain, to share feelings, to describe, to persuade).

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

A compare world travel with going to a summer camp.

B provide information about a special summer camp.

C entertain readers with a funny story about summer camp.

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Directions **Henrika wrote the following report. It contains mistakes. Read the report and answer Numbers 30 through 41.**

1 Mars has always been of interest to humans. Many years ago, scientists used telescopes to chart the movements of Mars. Today, scientists can do more than just look at Mars through a telescope.

2 The United States sent the first successful mission into space to photograph Mars in 1964. *Mariner 4* was a satellite that had a camera. It got close enough to the planet to send back 21 photos of craters and mountains.

3 During the summer of 2003, the U.S. sent two spacecraft toward Mars. They landed on the surface of the planet. The two rovers began looking for water and signs of life on the planet.

4 In the years that followed *Mariner 4*, other spacecraft traveled to Mars. Many were lost during their long journey to the planet. A few satellites and machines did make it inside the planet's atmosphere. They were able to collect enough information to show scientists that more studies of the planet should be done.

5 The rovers, *Spirit* and *Opportunity*, were smaller than most cars. Each had the ability to move around rocks. The rovers had cameras and other tools that sent information to scientists on Earth. There have been many public events giving details about the rovers' missions. Scientists have carefully studied the information sent by the rovers and still continue to do so.

6 One of the most important questions to scientists is whether there has ever been water on Mars. If there has been water on the planet, there could also have been some form of life there. Studies have proven that there was once liquid water on Mars. However, life on Mars has still not been proven.

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0501.3.1 Identify the audience for which a text is written.**

30 **Which audience would be most interested in reading this report?**

F researchers studying the history of photography

G students with an interest in Mars

H people who like to look at planets using telescopes

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0501.3.4 Identify the sentence irrelevant to a paragraph's theme or flow.**

31 **Read Paragraph 5.**

> The rovers, *Spirit* and *Opportunity*, were smaller than most cars. Each had the ability to move around rocks. The rovers had cameras and other tools that sent information to scientists on Earth. There have been many public events giving details about the rovers' missions. Scientists have carefully studied the information sent by the rovers and still continue to do so.

Which sentence does not belong in this paragraph?

A The rovers, *Spirit* and *Opportunity*, were smaller than most cars.

B The rovers had cameras and other tools that sent information to scientists on Earth.

C There have been many public events giving details about the rovers' missions.

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0501.3.5 Select an appropriate concluding sentence for a well-developed paragraph.**

32 **Read Paragraph 6.**

One of the most important questions to scientists is whether there has ever been water on Mars. If there has been water on the planet, there could also have been some form of life there. Studies have proven that there was once liquid water on Mars. However, life on Mars has still not been proven.

Which sentence offers the best ending to this paragraph?

F Scientists will keep discovering more information about this interesting planet.

G Maybe creatures really did live on Mars.

H I hope exploration with the rovers continues for many more years.

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0501.3.7 Select details that support a topic sentence.**

33 **Read Paragraph 1.**

Mars has always been of interest to humans. Many years ago, scientists used telescopes to chart the movements of Mars. Today, scientists can do more than just look at Mars through a telescope.

Which sentence below best supports the topic sentence?

A Scientists in the United States can actually study the surface of the planet.

B Photographs are known to become important historical records.

C It is rust-colored when looked at through a telescope.

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0501.3.9 Choose the sentence that best supports the topic sentence and fits the flow of ideas in a paragraph.**

34 **Read Paragraph 3.**

During the summer of 2003, the U.S. sent two spacecraft toward Mars. They landed on the surface of the planet. The two rovers began looking for water and signs of life on the planet.

Which sentence <u>best</u> supports this paragraph?

F There are too many details of these missions to describe here.

G Other planets are as interesting, but most of them are farther away.

H Scientists were eager to learn more about the planet's surface.

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0501.3.10 Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.**

35 **Read the first two sentences in Paragraph 3.**

During the summer of 2003, the U.S. sent two spacecraft toward Mars. _____, they landed on the surface of the planet.

Which word belongs on the blank line to link these two sentences together?

A Eventually

B However

C Besides

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0501.3.11 Rearrange paragraphs in a narrative writing selection in sequential and chronological order.**

36 **Read Paragraphs 2, 3, and 4.**

2 The United States sent the first successful mission into space to photograph Mars in 1964. *Mariner 4* was a satellite that had a camera. It got close enough to the planet to send back 21 photos of craters and mountains.

3 During the summer of 2003, the U.S. sent two spacecraft toward Mars. They landed on the surface of the planet. The two rovers began looking for water and signs of life on the planet.

4 In the years that followed *Mariner 4*, other spacecraft traveled to Mars. Many were lost during their long journey to the planet. A few satellites and machines did make it inside the planet's atmosphere. They were able to collect enough information to show scientists that more studies of the planet should be done.

These paragraphs are in the wrong order. What is the correct order?

F 2, 4, 3

G 4, 2, 3

H 3, 4, 2

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0501.3.12 Select an appropriate title that reflects the topic of a written selection.**

37 **Which title would be best for Henrika's report?**

A Exploring the Landscape of Mars

B The First Successful Mission

C Rovers Take Over Mars

Go On ▶

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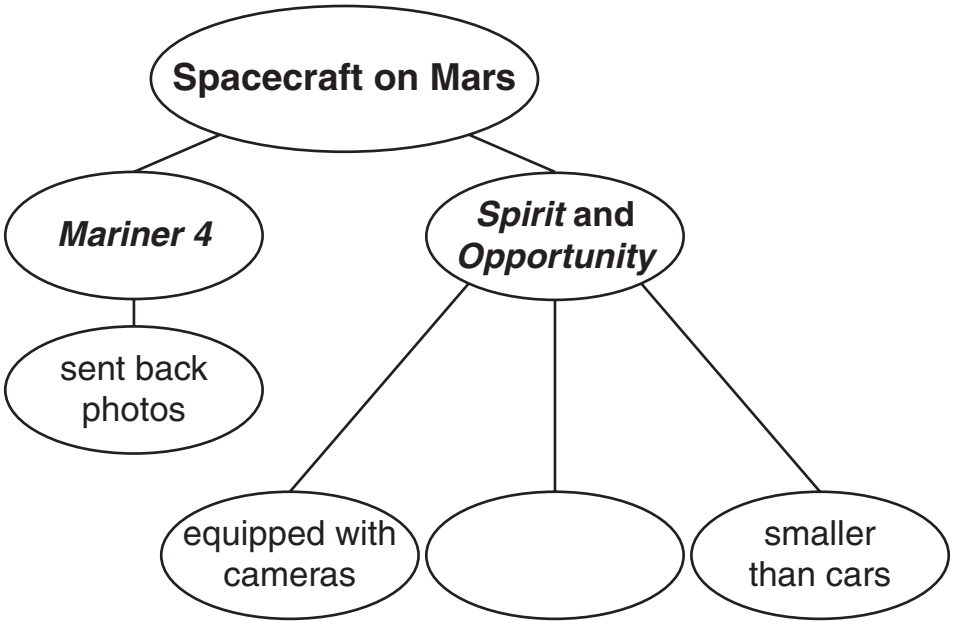
Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0501.3.13 Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.**

38 **Look at the web Henrika made before writing her report.**



Which of these belongs in the blank space in this web?

F can see water

G returned to their spacecraft

H can move around rocks

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0501.4.1 Identify the most reliable information sources available for preparing a research report.**

39 **Which source would provide the <u>most</u> recent information on Mars's rovers?**

A the Web site marsrovers.gov

B a book titled *Mars: Earth's Outer Neighbor*

C a magazine article titled "Ways to Explore the Planets"

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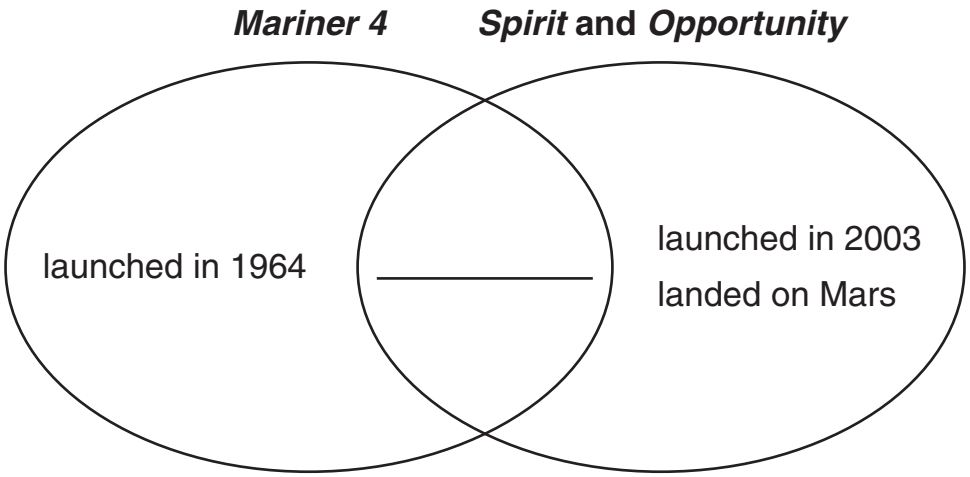
Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0501.4.3 Complete a graphic organizer (e.g., chart, web) organizing material collected from text or technological sources.**

40 **A student began the following Venn diagram after reading Henrika's report. Use it to answer the question.**



Which of these belongs on the blank line?

F took photographs

G used telescope

H was a satellite

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0501.4.4 Select appropriate sources from which to gather information on a given topic.**

41 **Which source would be best to use to gather facts about the history of the United States' exploration of Mars?**

A a magazine

B an online encyclopedia

C a local newspaper

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Directions **Read the passage. Then answer Numbers 42 through 48.**

Making Giant Bubbles

Making bubbles is a way of mixing science and art together. Bubbles are fun, but they can pop easily. The larger the bubbles, the more easily they pop.

Blowing soap bubbles is a great outdoor activity for a hot day. Small bubbles are easy to make using a mixture of dishwashing liquid and water and a small hoop of plastic or wire. Creating giant bubbles can be hard, but it can lead to hours of fun experiments.

Supplies:

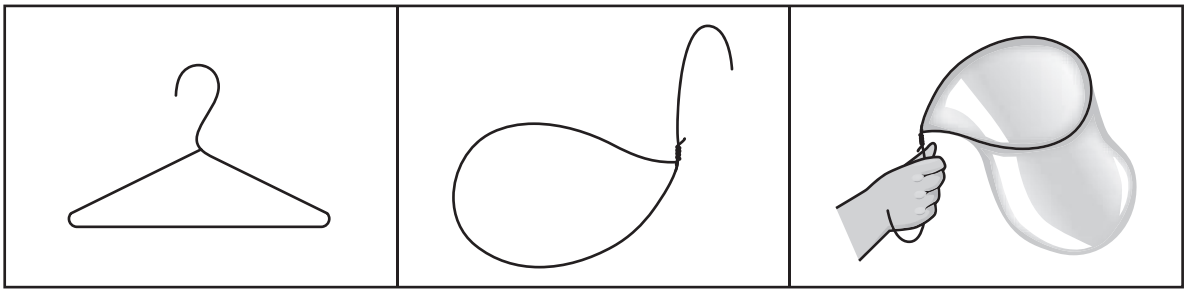
- A wire hanger
- 2 feet of cotton string
- 2 plastic straws
- A clean gallon-sized milk jug
- 1 cup of dishwashing liquid
- 1 gallon of water
- A large bowl

Make the bubble mixture:

1. Pour 1 cup of dishwashing liquid and 1 gallon of water into the jug.
2. Cover the jug and shake.
3. Pour mixture into the large bowl.

Make a big bubble wand:

1. Untwist a wire hanger so it is straight.
2. Clean the hanger.
3. Bend the wire into a round shape with a handle.



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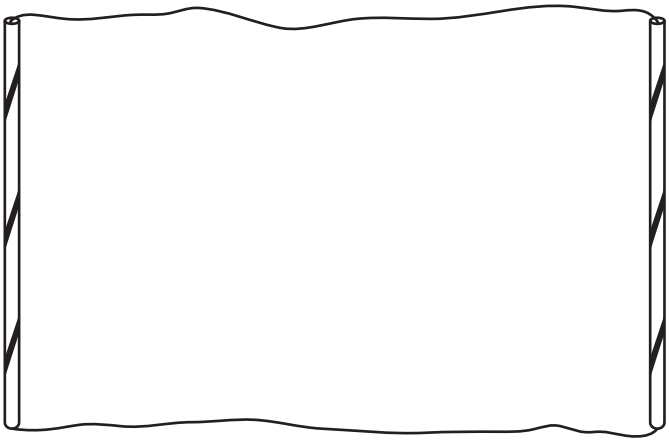
4. Dip the wand you just made into the bubble mixture.
5. Very carefully and slowly, wave the wand through the air.

See how big a bubble you can make before it pops!

Make a REALLY GIANT bubble wand:

1. Take a two-foot long piece of cotton string.
2. Push the string through two long plastic straws.
3. Tie the ends of the string together.
4. The straws are your handles. Hold the straws apart so that the string makes a rectangle.



5. Now hold the straws together and dip the string in the bubble mixture.
6. Once the straws are out of the bubble mixture, slowly pull them apart. A bubble should stretch around the string between the straws.

See how long you can make the bubble last before it pops. See how big a bubble you can create.

Tips: Make sure the day is not windy. Wind will pop bubbles. Try using other household objects to make bubbles too. Cookie cutters, plastic strawberry baskets, and cut plastic lids can all be dipped in the bubble mixture and waved through the air to make bubbles.

Go On ▶

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Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0501.1.13 Select appropriate synonyms, antonyms, and homonyms within context.**

42 **Read this sentence from the first paragraph.**

The larger the bubbles, the more easily they pop.

Which word is an antonym for larger?

F harder

G smaller

H quicker

Reporting Category:	**5 Logic**
Performance Indicator:	**0501.5.7 Indicate the correct sequence of events in text.**

43 **What does a person need to do before bending a wire hanger into a round shape?**

A wave the hanger

B clean the hanger

C put a straw on the hanger

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Reporting Category:	**6 Informational Text**
Performance Indicator:	**0501.6.2 Select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, sidebars).**

44 **The middle picture in the section "Make a big bubble wand" helps readers to understand**

F how to hold a bubble.

G how to make a bubble with the wand.

H how the hanger should be shaped.

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0501.6.3 Locate information using available text features (e.g., maps, charts, graphics)**

45 **In which section would a reader learn what to gather <u>before</u> making bubbles?**

A Supplies

B Make the bubble mixture

C Make a REALLY GIANT bubble wand

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Reporting Category:	**6 Informational Text**
Performance Indicator:	**0501.6.4 Identify the stated main idea and supporting details in text.**

46 **According to the passage, what can make bubbles pop?**

F wind

G sunlight

H experiments

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0501.6.5 Select the best summary of a text.**

47 **Which sentence is the <u>best</u> summary of this passage?**

A A bubble mixture can be made of liquid dishwashing soap and water.

B Making bubble mixtures is a simple task.

C People can make giant bubbles using a bubble mixture and different types of bubble wands.

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Reporting Category: **6 Informational Text**

Performance Indicator: **0501.6.6 Arrange a set of instructions in sequential order.**

48 **A student makes this list of steps after reading the passage.**

1. Tie string together.
2. Find two feet of string and two straws.
3. Push one end of string through both straws.

The steps are out of order. What is the best order for the steps?

F 1, 3, 2

G 2, 3, 1

H 3, 1, 2

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Directions **Read the poem. Then answer Numbers 49 through 54.**

Wendell Waited

by John J. Bonk

Wendell just waited.
He constantly waited.
Uncheerily, drearily, wearily waited.
He waited for winter to melt into spring,
for grass to grow,
for birds to sing.
It sprang,
It grew,
They sang, they flew.
Then Wendell sat waiting for winter anew.

Wendell still waited.
Impatiently waited.
He ate from his plate, gaining weight as he waited.
He waited for someone to hand him a prize,

to scratch his back,
to bake his pies.
No prize,
No pies,
No big surprise.
But Wendell kept waiting with wonder and whys.

"Wendell Waited" by John J. Bonk, from *Cricket* magazine, Jan. 2007, Vol. 34, No. 5, © 2006 by Carus Publishing Company. All rights reserved. Used by permission.

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Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0501.1.11 Determine word meanings within context.**

49 **Read Lines 10 through 12.**

Then Wendell sat waiting for winter anew.

Wendell still waited.
Impatiently waited.

What does the word impatiently show about Wendell while he waits?

A He is not quiet.

B He is not happy.

C He is not forgiving.

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0501.1.12 Recognize root words, prefixes, and syllabication as aids in determining meaning within context.**

50 **Read Line 10.**

Then Wendell sat waiting for winter anew.

The underlined root word helps the reader to understand that winter

F is ending.

G has already passed.

H will come soon.

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Reporting Category:	**5 Logic**
Performance Indicator:	**0501.5.4 Determine the conflict in a text and recognize its solution.**

51 **What would best solve Wendell's problem?**

A being more careful when winter comes

B learning to enjoy the present time

C having spring arrive sooner than expected

Reporting Category:	**7 Literature**
Performance Indicator:	**0501.8.3 Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).**

52 **"Wendell Waited" is best described as a poem because it**

F teaches a lesson.

G has lines that rhyme.

H has only one character.

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Reporting Category:	**7 Literature**
Performance Indicator:	**0501.8.8 Identify the effect of sound within context (i.e., onomatopoeia, alliteration, rhythm, rhyme, repetition).**

53 **Which sound device is used most often in this poem?**

A repetition

B onomatopoeia

C rhythm

Reporting Category:	**7 Literature**
Performance Indicator:	**0501.8.8 Identify the effect of sound within context (i.e., onomatopoeia, alliteration, rhythm, rhyme, repetition).**

54 **Which line from the poem uses alliteration?**

F They sang, they flew.

G He waited for someone to hand him a prize,

H But Wendell kept waiting with wonder and whys.

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Directions **Read the story. Then answer Numbers 55 through 65.**

The Chore Chain

by Heather Klassen

1 Maddie wiped her towel at the window, then stared at the streaks on the panes.

2 "I wish I didn't have to wash these windows," she grumbled. "Washing windows is the worst chore in the world."

3 As she dipped her towel into the bucket again, Maddie noticed Mr. Valdez standing in his front yard next door. He was leaning on a rake and rubbing his back.

4 "I'll just take a quick break to visit Mr. Valdez," Maddie decided. She flung her towel onto the porch and leaped down the steps.

5 "Mr. Valdez," Maddie called. "How are you?"

6 "Well, Maddie, I'd be much better if I didn't have to rake these leaves," Mr. Valdez said. "Raking is the hardest chore for me."

7 "I'll rake them for you," Maddie said. "I like to rake leaves."

8 "You would rake for me, Maddie?" Mr. Valdez asked.

9 "Sure," Maddie answered. "I'd be glad to help. I'll finish washing my windows later."

10 "Thank you," Mr. Valdez said, handing Maddie the rake. "I think I'll go see Mrs. Iguchi across the street. It's been a while since we visited."

11 As Maddie began to rake, she smiled. Mr. Valdez's maples had lost many of their leaves. "This will keep me busy all afternoon," Maddie thought happily as her leaf piles grew. "Well, almost all afternoon. I still have to do the windows."

12 Maddie raked all of her small leaf mounds into one huge mountain. She leaned on her rake and gazed at her leaf mountain and Mr. Valdez's clean yard.

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13 "I can't put off those windows any longer," Maddie thought. "I'll bag these leaves later." She turned toward her house and then stopped.

14 Tom, the teenage boy who lived across the street, was standing on Maddie's porch, facing the living-room window. As Maddie stared, she wondered, "What is Tom doing on my por — "

15 "He's washing the windows!" she suddenly realized.

16 Maddie ran across the yard and leaped onto her porch.

17 "Tom, why are you cleaning my windows?" Maddie asked.

18 Surprised, Tom turned around. Before he got a chance to answer, Mr. Valdez called as he crossed the yard with Mrs. Iguchi, "I can explain, Maddie."

19 Maddie turned toward her neighbors.

20 "When I stopped to visit Mrs. Iguchi, she was starting to peel some potatoes," Mr. Valdez began. "She mentioned to me how much she dislikes that chore, so I volunteered to do it. After all, you were taking care of my raking for me. And I like making the potato peelings into long curly shapes anyway."

21 "But . . . ," said Maddie, still wondering how peeling potatoes could have turned into washing windows.

22 "So you see," said Mrs. Iguchi, continuing the explanation, "I decided to go next door to borrow spices for my potato salad. Tom answered the door."

23 "I was just about to vacuum," Tom added. "Mrs. Iguchi said she could tell by the look on my face that I don't like that job. She offered to vacuum for me."

24 "I enjoy the whirr of the cleaner as it sucks up all the dirt," Mrs. Iguchi said.

25 "But . . . ," Maddie tried again.

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26 "I asked her what I could do for her," Tom said. "Mrs. Iguchi said she couldn't think of any chores she needed done. Then she remembered that Mr. Valdez had said that your windows weren't getting washed because you were raking his leaves."

27 "And you — " Maddie began.

28 "Love to wash windows," Tom said. "I like to see the clean glass shine and sparkle in the sun."

29 Maddie laughed. "I guess there's a chore for everyone," she said. "Thank you for doing my windows, Tom."

30 Then Maddie jumped from the porch and sprinted back toward Mr. Valdez's yard.

31 "Maddie!" called Mr. Valdez. "Where are you going?"

32 Maddie turned around and shouted, "To jump in that big mountain of leaves!"

33 "But you'll have to rake them all over again!" Mr. Valdez cried.

34 "That's fine with me!" Maddie called, climbing onto the porch and facing the leaf mountain. "That's the chore in this chain that I like the best!"

35 And then Maddie jumped, landing in that huge, crinkly, wonderful pile of leaves, scattering them across the lawn.

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Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0501.1.13 Select appropriate synonyms, antonyms, and homonyms within context.**

55 **Which two words from the story are synonyms?**

A sparkle, crinkly

B realized, help

C stared, gazed

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0501.1.15 Recognize and use grade appropriate vocabulary within context.**

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

> "I'll just take a quick break to visit Mr. Valdez," Maddie decided. She flung her towel onto the porch and leaped down the steps.

What is the meaning of the word break?

F play

G rest

H look

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Reporting Category: **5 Logic**

Performance Indicator: **0501.5.2 Identify stated or implied cause and effect relationships in text.**

57 **Why does Tom wash the windows?**

A He wants to earn a reward.

B Mr. Valdez asks him to do it.

C Mrs. Iguchi vacuums for him.

Reporting Category: **5 Logic**

Performance Indicator: **0501.5.4 Determine the conflict in a text and recognize its solution.**

58 **What problem do each of the characters in this story have?**

F They have to do chores they dislike.

G They have too many chores to do.

H The must ask neighbors to help with chores.

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Reporting Category:	**5 Logic**
Performance Indicator:	**0501.5.5 Select a logical word to complete an analogy using synonyms, antonyms, homonyms, categories, and subcategories.**

59 **Complete this analogy based on the story.**

A vacuum cleaner is to dirt as a rake is to _____.

A leaves

B mounds

C yards

Reporting Category:	**5 Logic**
Performance Indicator:	**0501.5.6 Make inferences and draw appropriate conclusions from text.**

60 **Maddie's neighbors can best be described as**

F curious.

G shy.

H helpful.

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Reporting Category:	**5 Logic**
Performance Indicator:	**0501.5.7 Indicate the correct sequence of events in text.**

61 **What does Mr. Valdez do after Maddie sees Tom washing the windows?**

A He explains the situation.

B He visits Mrs. Iguchi.

C He helps peel potatoes.

Reporting Category:	**7 Literature**
Performance Indicator:	**0501.8.1 Identify setting, characters, plot, and theme.**

62 **Which of these best describes the setting of this story?**

F Mrs. Iguchi's house

G Tom's living room

H Maddie's neighborhood

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Reporting Category:	**7 Literature**
Performance Indicator:	**0501.8.2 Recognize reasonable predictions of future events within a given context.**

63 **What most likely will happen when Maddie finishes playing in the leaves?**

A She will rake the leaves again.

B Mr. Valdez will put the leaves in bags.

C Mr. Valdez will become upset with the mess.

Reporting Category:	**7 Literature**
Performance Indicator:	**0501.8.4 Identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.**

64 **Each character in the story does a neighbor's chore because he or she**

F volunteers for the chore he or she enjoys.

G is asked to complete a certain chore.

H is assigned to a certain chore in the neighborhood.

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Reporting Category:	**7 Literature**
Performance Indicator:	**0501.8.6 Determine whether the theme is stated or implied within a passage.**

65 **What is the implied theme of this story?**

A Hard work is important.

B Keeping the yard neat is necessary.

C Helping others brings rewards.

Directions **Read and answer Numbers 66 through 79.**

Reporting Category:	**1 Language**
Performance Indicator:	**0501.1.4 Recognize usage errors occurring within context (e.g., double negatives, troublesome words: {to/too/two, their/there/they're, lie/lay, sit/set, leave/let, learn/teach}).**

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

F The horses returned <u>to</u> the barn.

G I help feed them <u>to</u> times a day.

H My sister asked if she could help <u>to</u>.

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Reporting Category:	**1 Language**
Performance Indicator:	**0501.1.6 Choose the correct use of quotation marks and commas in direct quotations.**

67 **Which sentence is written correctly?**

A I thought for a moment then asked "What movie?"

B Liza asked, "Do you want to see a movie Saturday?"

C "Let's check to see what is playing", Liza said.

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0501.2.2 Identify the criteria necessary for a good group leader appropriate to a particular task (i.e., understands the group task, works well with others, keeps the group on task).**

68 **What should a group leader do <u>first</u> when a group of students begins working together?**

F choose a good friend to do all of the work for the group

G make everyone in the group feel important

H write down ideas from only one person in the group

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0501.3.6 Rearrange sentences to form a sequential, coherent paragraph.**

69 **Read these sentences that belong in one paragraph.**

(1) Miranda and Anthony did many fun activities together.
(2) Miranda completed a baby-sitting class and could now baby-sit.
(3) Aunt Sara hired Miranda to baby-sit her four-year-old cousin Anthony.

What is the best order for these sentences?

A 1, 3, 2

B 3, 1, 2

C 2, 3, 1

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0501.3.8 Select vivid and active words for a writing sample.**

70 **Read the sentence below.**

I love to hear birds chirping outside my window.

Which words best replace the underlined words to make the sentence above more vivid?

F to hear the sounds birds make

G to hear the chirping of pretty birds

H to hear the delightful melodies of many birds

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0501.3.8 Select vivid and active words for a writing sample.**

71 **Wilson is writing about a chore he likes to do for his father. Read his sentence.**

I like to help Dad wash the car until it is clean.

Which revision of the sentence best uses vivid words?

A I like to help Dad wash the very dirty car until it is clean.

B I like to help Dad wash the unclean car until it is super nice and really very clean.

C I like to help Dad wash the muddy car until it is sparkling and spotless.

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0501.3.13 Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.**

72 **Bevin outlined these ideas for a report about Sally Ride.**

Sally Ride

I. Personal Background
- **A.** _____
- **B.** Education and training

II. Professional Successes
- **A.** Became the first American woman to reach outer space
- **B.** Went on several space missions
- **C.** Inducted into the Astronaut Hall of Fame

Which idea best completes Bevin's outline?

F Honors and awards

G Family and childhood

H Books she published

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0501.4.2 Identify information that should or should not be included in a citation.**

73 **Matthew is writing a report about illustrator Kadir Nelson. He found information in a source about Nelson's art training. What information does not belong in the citation for Matthew's report?**

A chapter title

B publication date

C name of author

Reporting Category:	**5 Logic**
Performance Indicator:	**0501.5.5 Select a logical word to complete an analogy using synonyms, antonyms, homonyms, categories, and subcategories.**

74 **Read this analogy.**

Winter is to season as pie is to _____.

Which word best completes the analogy?

F fruit

G oven

H dessert

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0501.7.2 Determine the main idea in a visual image.**

75 **Study the photo.**

What is the main idea in this photo?

A A few children read together for fun during class.

B Students should be quiet while studying in a library.

C A teacher and her students are participating in a group activity.

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0501.7.3 Identify the mood created by a visual image.**

76 **Study the photo.**

The mood of the students in this photo can <u>best</u> be described as

F excited.

G focused.

H worried.

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0501.7.4 Identify the various functions of media in daily life (i.e., communication, entertainment, information, persuasion).**

77 **The main purpose of giving news over the radio is to**

A persuade listeners.

B teach a lesson to listeners.

C provide information to listeners.

Reporting Category:	**7 Literature**
Performance Indicator:	**0501.8.5 Recognize that a story is told from first person point of view.**

78 **Read the poem and then answer the question.**

They rush about from room to room
Like little cars that go ZOOM, ZOOM.
They pack their lunches, pick up their books,
And grab their coats off the backdoor hooks.
My tail wags as their car speeds away.
I can finally lie on the couch for the rest of the day!

Which line from the poem lets the reader know this poem is written in first person?

F They pack their lunches, pick up their books,

G And grab their coats off the backdoor hooks.

H My tail wags as their car speeds away.

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Reporting Category:	**7 Literature**
Performance Indicator:	**0501.8.7 Identify similes, metaphors, personification, and hyperbole in context.**

79 **Which sentence contains a simile?**

A The firefly glowed like a tiny star in the dark.

B The dog barked loudly enough to wake the tired baby.

C The boy sang a beautiful song with the famous band.

STOP

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Mathematics

Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0506.1.1 Given a series of geometric statements, draw a conclusion about the figure described.**

1 Ramon has a three-dimensional figure described by the statements below.

- His figure has an odd number of rectangular faces.
- His figure has 6 vertices.

Which could be Ramon's figure?

A pentagonal pyramid

B rectangular prism

C triangular prism

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Reporting Category:	**1 Mathematical Processes**
Performance Indicator:	**0506.1.2 Estimate fraction and decimal sums or differences.**

2 On Wednesday, Shawn ran 4.78 miles and Erik ran 2.42 miles. Which estimate is closest to the difference between the number of miles that each boy ran?

F 7 miles

G 4 miles

H 3 miles

Reporting Category:	**1 Mathematical Processes**
Performance Indicator:	**0506.1.3 Recognize the unit associated with the remainder in a division problem or the meaning of the fractional part of a whole given in either decimal or fraction form.**

3 Bianca cut 92 inches of string into 12-inch pieces. Which statement best explains how Bianca cut the string?

A She cut the string into 7 pieces of equal length and had 2 inches left over.

B She cut the string into 7 pieces of equal length and had 8 inches left over.

C She cut the string into 8 pieces of equal length and had 0 inches left over.

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Reporting Category:	**1 Mathematical Processes**
Performance Indicator:	**0506.1.4 Identify missing information and/or too much information in contextual problems.**

4 Gilbert purchased 12 gallons of fuel. He paid with a $50 bill. What other information is needed to determine the amount of change Gilbert should receive?

F the number of miles Gilbert drove using 12 gallons of fuel

G the number of gallons of fuel already in Gilbert's fuel tank

H the price Gilbert paid per gallon of fuel

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0506.2.1 Read and write numbers from millions to millionths in various contexts.**

5 Rosalba converted meters to yards using the information below.

One meter = one and nine hundred thirty-six ten-thousandths yards

How is one and nine hundred thirty-six ten-thousandths written in standard form?

A 1.936

B 1.0936

C 1.00936

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0506.2.2 Write the prime factorization of numbers through 50 using both exponential and standard notation.**

6 What is the prime factorization of 20?

F 2×5

G 2×5^2

H $2^2 \times 5$

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0506.2.3 Select a reasonable solution to a real-world division problem in which the remainder must be considered.**

7 Mrs. Garrett is buying pencils for the students in her class.

- There are 23 students in the class.
- Each student will receive 2 pencils.
- Pencils are sold in packages of 6.

What is the least number of packages Mrs. Garrett needs to buy?

A 4

B 7

C 8

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0506.2.4 Solve problems involving the division of two- and three-digit whole numbers by one- and two-digit whole numbers.**

8 Frank used 133 yards of cloth to make window curtains. He made 7 curtains of equal size. Exactly how many yards of cloth did Frank use for each curtain?

F 16

G 18

H 19

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0506.2.4 Solve problems involving the division of two- and three-digit whole numbers by one- and two-digit whole numbers.**

9 Information about Bettina's favorite book is listed below.

- There is a total of 364 pages.
- There are 14 chapters.
- Each chapter has the same number of pages.

How many pages are in each chapter of this book?

A 26

B 27

C 28

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0506.2.5 Solve addition and subtraction problems involving both fractions and decimals.**

10 **Subtract:**

$$2.38 - 1\frac{9}{100} =$$

F 0.48

G 1.29

H 3.47

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0506.2.6 Add and subtract proper and improper fractions as well as mixed numbers.**

11 **Solve:**

$$3\frac{4}{5} + 2\frac{3}{10} =$$

A $5\frac{1}{10}$

B $5\frac{7}{15}$

C $6\frac{1}{10}$

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0506.2.7 Recognize equivalent representations for the same number.**

12 Which fraction shows another way to write 32.4?

F $32\frac{1}{4}$

G $32\frac{2}{5}$

H $32\frac{4}{5}$

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0506.2.8 Write terminating decimals in the form of fractions or mixed numbers.**

13 Which fraction shows another way to write 3.75?

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

B $3\frac{1}{4}$

C $3\frac{1}{75}$

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0506.2.8 Write terminating decimals in the form of fractions or mixed numbers.**

14 Which fraction is equivalent to 12.03?

F $12\frac{3}{100}$

G $12\frac{3}{10}$

H $12\frac{1}{3}$

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0506.2.9 Compare whole numbers, decimals, and fractions using the symbols <, >, and =.**

15 The widths of two skateboards are shown in the table below.

Skateboard Widths

Skateboard	Width in Inches
X	8.125
Y	$8\frac{1}{8}$

Which number sentence correctly compares the widths of these two skateboards?

A $8.125 < 8\frac{1}{8}$

B $8.125 = 8\frac{1}{8}$

C $8.125 > 8\frac{1}{8}$

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0506.2.9 Compare whole numbers, decimals, and fractions using the symbols <, >, and =.**

16 Which inequality is true?

F $\frac{5}{8} > \frac{1}{2}$

G $\frac{5}{12} > \frac{1}{2}$

H $\frac{5}{12} > \frac{5}{8}$

Reporting Category:	**3 Algebra**
Performance Indicator:	**0506.3.1 Evaluate algebraic expressions involving decimals and fractions using order of operations.**

17 What is the value of this expression, when $p = 30$?

$$p + 2 \times 1.5$$

A 33

B 48

C 60

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Reporting Category:	**3 Algebra**
Performance Indicator:	**0506.3.2 Evaluate multi-step numerical expressions involving fractions using order of operations.**

18 **Evaluate:** $\frac{1}{3} + \frac{1}{2} \times \frac{1}{2}$

F $\frac{2}{7}$

G $\frac{5}{12}$

H $\frac{7}{12}$

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Reporting Category:	**3 Algebra**
Performance Indicator:	**0506.3.3 Find the unknown in single-step equations involving fractions and mixed numbers.**

19 What value of p makes this equation true?

$$\boxed{p = 4\frac{1}{5}}$$

A $\frac{21}{5}$

B $\frac{20}{5}$

C $\frac{19}{5}$

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Reporting Category:	**3 Algebra**
Performance Indicator:	**0506.3.4 Given a set of values, identify those that make an inequality a true statement.**

20 Which set contains only values of x that make this inequality true?

$$x - 6 \leq 10$$

F $\{12, 14, 16\}$

G $\{14, 16, 18\}$

H $\{16, 18, 20\}$

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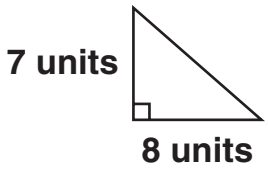
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0506.4.1 Solve contextual problems that require calculating the area of triangles and parallelograms.**

21 Justin drew a triangle that has an area of 15 square units. Which triangle has an area of 15 square units?

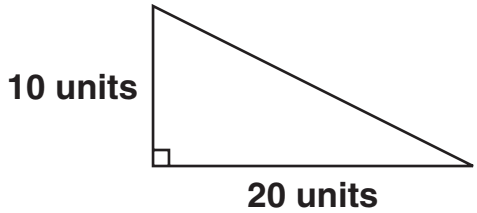
$$\text{Area} = \frac{1}{2}\,\text{base} \times \text{height}$$

A

B



C



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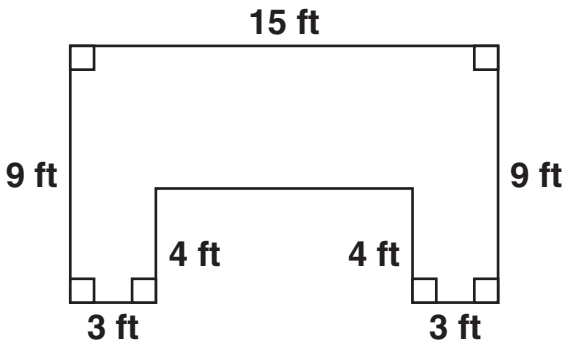
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0506.4.2 Decompose irregular shapes to find perimeter and area.**

22 The diagram below shows the dimensions, in feet (ft), of a stage floor.



Area of Rectangle = length × width

What is the area of the stage floor?

F 99 square feet

G 75 square feet

H 54 square feet

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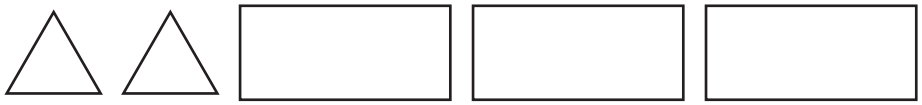
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0506.4.3 Identify a three-dimensional object from two-dimensional representations of that object and vice versa.**

23 Gregg used these shapes to make a three-dimensional figure.



Which could be the three-dimensional figure Gregg made?

A triangular pyramid

B rectangular prism

C triangular prism

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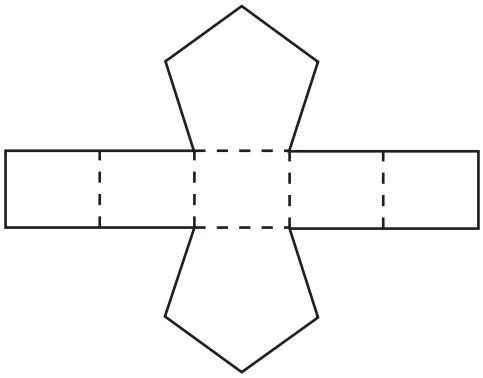
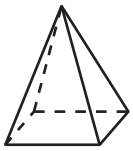
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0506.4.3 Identify a three-dimensional object from two-dimensional representations of that object and vice versa.**

24 A net of a three-dimensional figure is shown below.

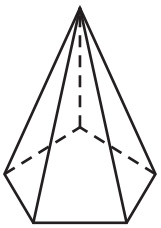


Which figure can be made by folding the net along the dashed line segments?

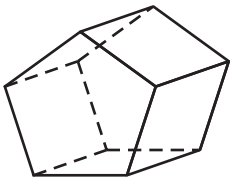
F



G



H



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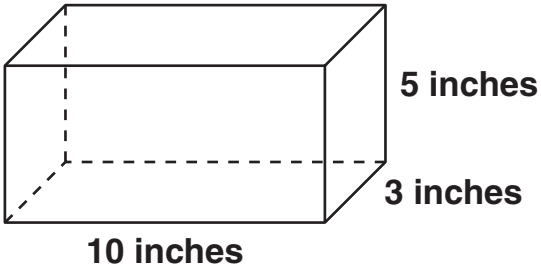
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0506.4.4 Solve problems involving surface area and volume of rectangular prisms and polyhedral solids.**

25 The dimensions of a rectangular prism are shown below.



Volume = length × width × height

What is the volume of this rectangular prism?

A 35 cubic inches

B 150 cubic inches

C 190 cubic inches

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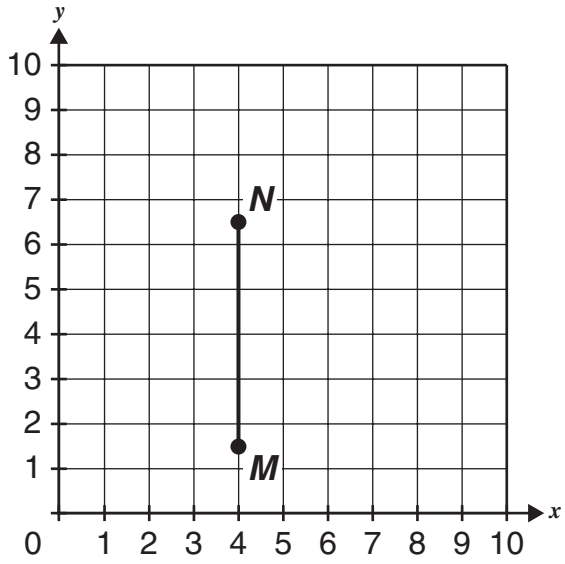
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0506.4.5 Find the length of vertical or horizontal line segments in the first quadrant of the coordinate system, including problems that require the use of fractions and decimals.**

26 Look at the coordinate grid below.



Which is closest to the length of Line Segment *NM*?

F 5.0 units

G 5.5 units

H 6.0 units

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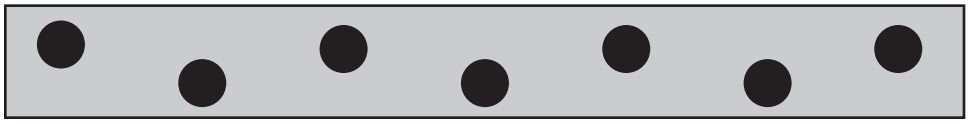
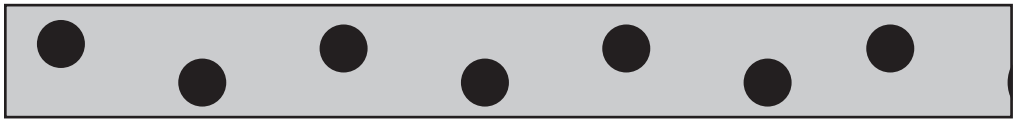
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0506.4.6 Record measurements in context to reasonable degree of accuracy using decimals and/or fractions.**

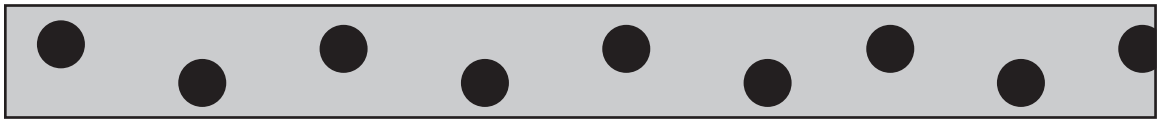
27 Use the inch side of your ruler to help you solve this problem.

Celia used a piece of ribbon that was exactly $5\frac{1}{4}$ inches long.

Which of these <u>best</u> represents the piece of ribbon that Celia used?

A 

B 

C 

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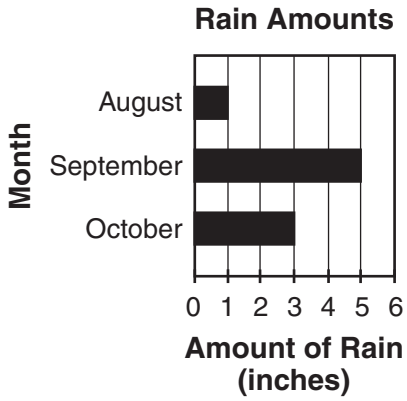
28 The table below shows the rain amounts in a city during 3 months.

Rain Amounts

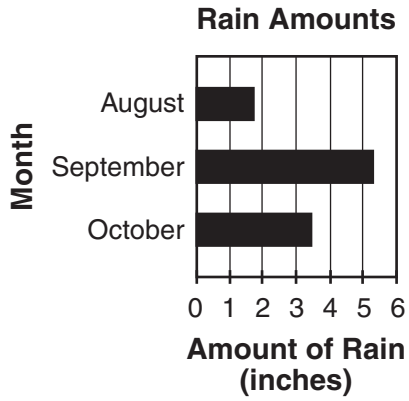
Month	Amount of Rain (inches)
August	1.8
September	5.2
October	3.4

Which graph best represents the data in the table?

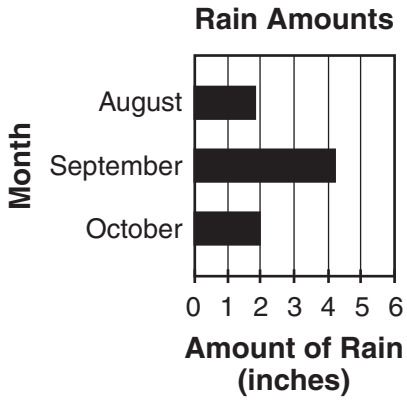
F



H



G



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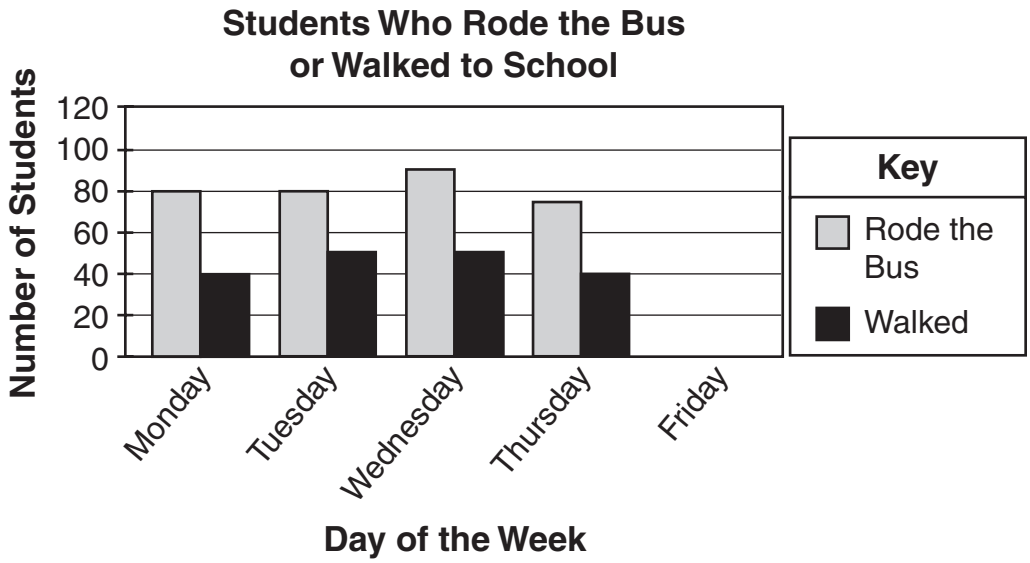
Reporting Category:	**5 Data Analysis, Statistics and Probability**
Performance Indicator:	**0506.5.2 Make predictions based on various data representations, including double bar and line graphs.**

29 The graph below shows the number of students who rode the bus to school and the number of students who walked to school for 4 days.



Based on the graph, which is the <u>best</u> prediction about the data for Friday?

A More than 100 students will ride the bus to school.

B More students will walk to school than ride the bus to school.

C Fewer students will walk to school than ride the bus to school.

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Reporting Category:	**5 Data Analysis, Statistics and Probability**
Performance Indicator:	**0506.5.3 Calculate measures of central tendency to analyze data.**

30 The list below shows the number of cars that passed by a school each minute for five minutes.

30, 28, 32, 40, 28

What is the mode number of cars?

F 28

G 32

H 40

STOP

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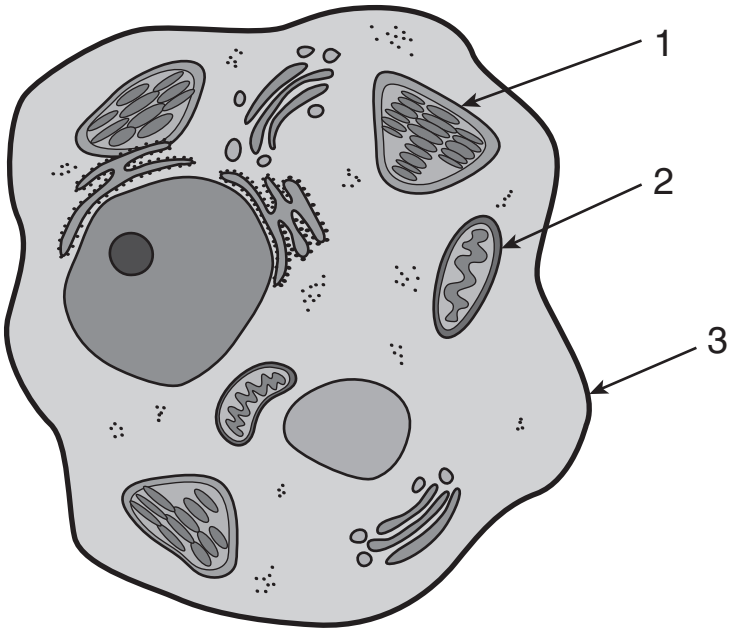
Science

Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0507.1.1 Identify the major parts of plant and animal cells such as, the nucleus, cell membrane, cell wall, and cytoplasm.**

1 The diagram shows a cell.



Which numbered structure represents the cell membrane?

A 1

B 2

C 3

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Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0507.TE.2 Recognize the connection between a scientific advance and the development of a new tool or technology.**

2 **The development of the microscope made it possible for people to**

F view the planets in the solar system.

G view the small structures inside cells.

H view the effects of the weather on crops.

Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0507.1.2 Compare and contrast basic structures and functions of plant and animal cells.**

3 **What is the role of the nucleus in a plant or animal cell?**

A controls what enters and leaves the cell

B produces food for the cell

C controls the activities of the cell

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Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0507.3.1 Identify photosynthesis as the food manufacturing process in plants.**

4 **Which process do plants use to make the energy they need to live?**

F respiration

G pollination

H photosynthesis

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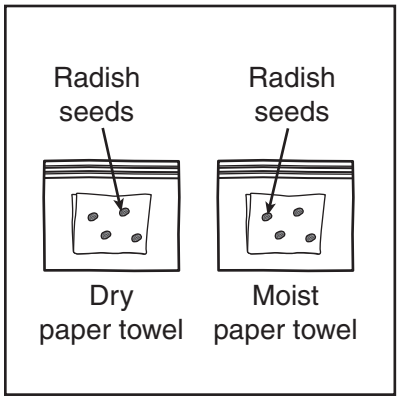
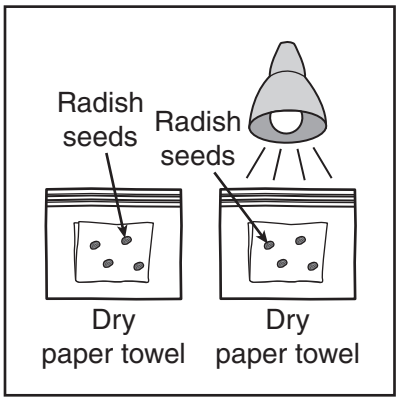
Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0507.INQ.1 Select an investigation that could be used to answer a specific question.**

5 **Students are studying whether water affects the germination of radish seeds. Which experiment is <u>best</u> to use in answering their question?**

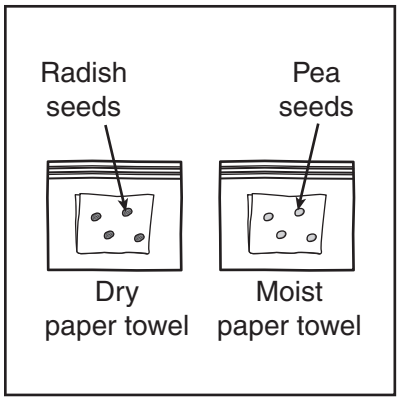
A



C



B



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Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0507.TE.1 Select a tool, technology, or invention that was used to solve a human problem.**

6 **The picture shows an aqueduct.**

Aqueduct

© iofoto/iStockphoto #4220539

The aqueduct carries water long distances. Which of these <u>best</u> explains why people built the aqueduct?

F to get water to people who live in dry areas

G to stop water from flooding towns

H to help animals migrate

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Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0507.3.2 Compare how plants and animals obtain energy.**

7 **Which organism gets energy in the same way as grass?**

A earthworm

B lizard

C tree

Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0507.4.1 Recognize that information is passed from parent to offspring during reproduction.**

8 **A male guinea pig receives information that determines its physical characteristics. This information comes from**

F both parents.

G only the female parent.

H only the male parent.

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Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0507.4.2 Distinguish between inherited traits and those that can be attributed to the environment.**

9 **Which trait can offspring inherit from their parents?**

A braided hair

B pierced ears

C eye color

Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0507.2.1 Describe the different types of nutritional relationships that exist among organisms.**

10 **The diagram shows the flow of energy from grass to a rabbit.**

What is the role of the rabbit?

F producer

G consumer

H decomposer

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Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0507.2.2 Distinguish among symbiotic, commensal, and parasitic relationships.**

11 **Lichens are made of fungi and algae that benefit from growing together. This relationship can be best described as**

A parasitic.

B commensal.

C mutualistic.

Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0507.2.3 Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.**

12 **Part of a forest was cleared to build a shopping mall. Predict how this will most likely affect the environment of the area.**

F Habitat will be destroyed.

G Available wildlife habitat will not change.

H Animal populations in the area will increase.

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Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0507.5.1 Identify physical and behavioral adaptations that enable animals such as, amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.**

13 **A pond is shown.**

Which physical adaptation will <u>most</u> help an animal survive in this environment?

A webbed feet

B long fur

C thick blubber

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Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0507.5.2 Explain how fossils provide information about the past.**

14 **A picture of a fossil is shown below.**

© Michael Brake/iStockphoto #3703998

The feet and legs of this animal were most likely used for

F running.

G swimming.

H climbing.

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Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0507.6.1 Distinguish among the planets according to their known characteristics such as appearance, location, composition, and apparent motion.**

15 **Which planet is the smallest in the solar system?**

A Venus

B Earth

C Mercury

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Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0507.6.2 Select information from a complex data representation to draw conclusions about the planets.**

16 **The table contains some facts about Mercury and Neptune.**

Facts About Mercury and Neptune

Topic	Mercury	Neptune
Diameter	4,879 km	49,572 km
Temperature Range	–173°C to 427°C	–223°C to –220°C
Moons	None	13

Which conclusion is accurate based on this information?

F Both planets have moons.

G Both planets have similar diameters.

H Both planets have temperatures below freezing.

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Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0507.6.3 Identify methods and tools for identifying star patterns.**

17 **A star chart is <u>best</u> used to**

A see stars up close.

B identify constellations.

C travel around the stars.

Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0507.6.3 Identify methods and tools for identifying star patterns.**

18 **Which tool is <u>best</u> used to identify the constellations in the night sky?**

F flashlight

G star chart

H microscope

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Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0507.7.1 Describe internal forces such as volcanoes, earthquakes, faulting, and plate movements that are responsible for the earth's major geological features such as mountains, valleys, etc.**

19 **Which statement best describes how mountains in Tennessee were formed?**

A Earthquakes caused rocks to form piles.

B Large moving earth plates ran into one another.

C Wind blew sediment into clumps.

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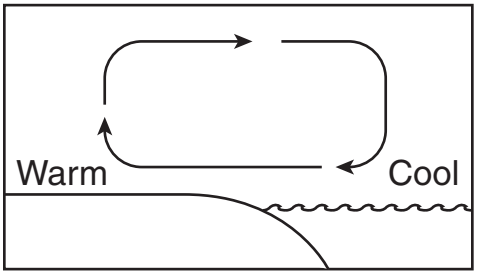
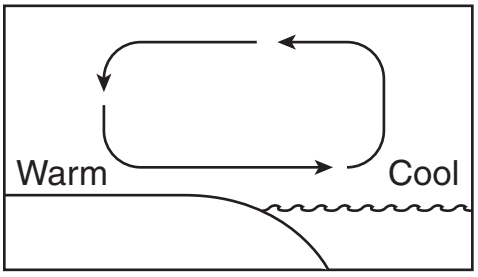
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0507.8.1 Describe the effects of the oceans on weather and climate.**

20 **Which diagram correctly shows the air movement of a sea breeze?**

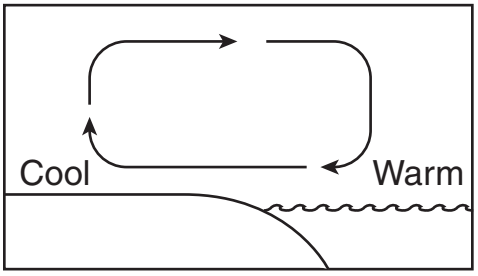
F



G



H



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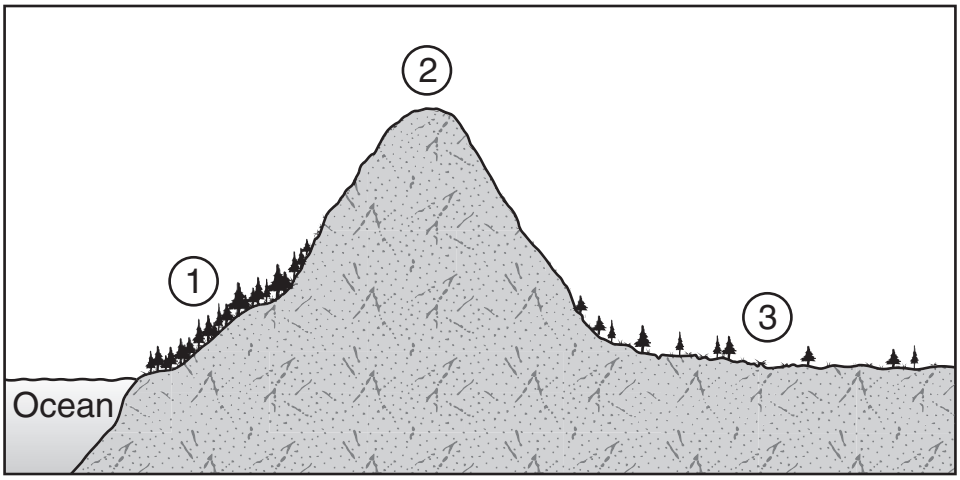
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0507.8.2 Explain how mountains affect weather and climate.**

21 **A coastal mountain is shown.**



Which location will most likely receive the <u>most</u> precipitation?

A 1

B 2

C 3

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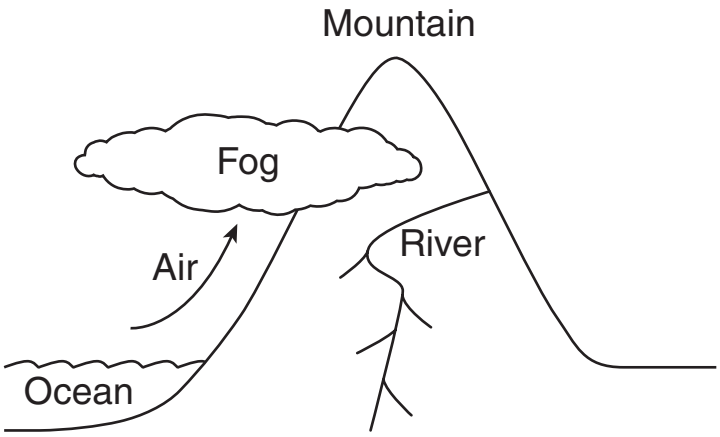
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0507.8.2 Explain how mountains affect weather and climate.**

22 **The diagram shows fog that formed near a mountain.**



Which <u>best</u> explains what caused the fog to form?

F ocean currents flowing toward the mountain

G a river flowing down the mountain

H moist air cooling as it rises

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Reporting Category:	**PHYSICAL SCIENCE 1: Matter and Energy**
Performance Indicator:	**0507.9.1 Distinguish between physical and chemical properties.**

23 **Which of these describes a chemical change in matter?**

A ice melting

B paper burning

C copper shining

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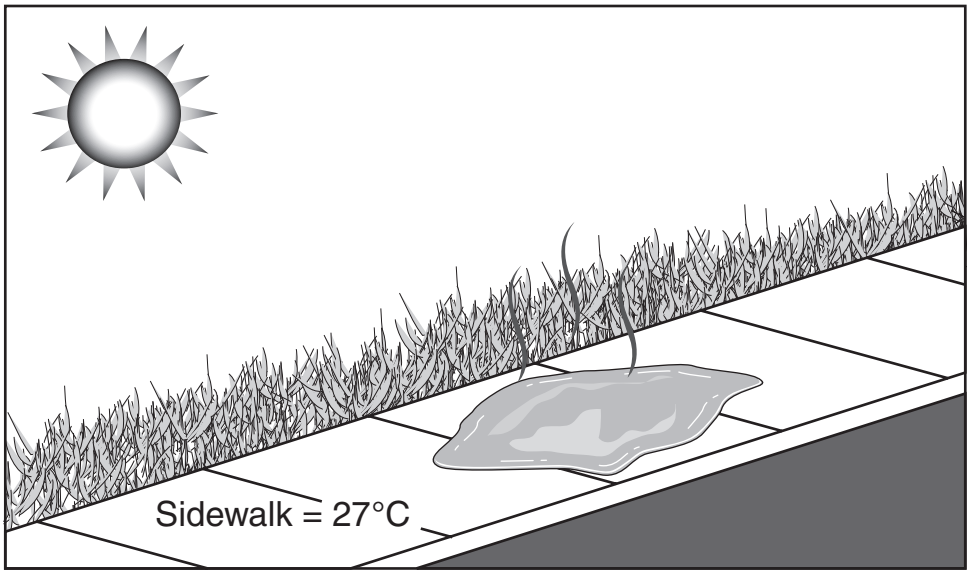
Reporting Category:	**PHYSICAL SCIENCE 1: Matter and Energy**
Performance Indicator:	**0507.9.2 Describe the differences among freezing, melting, and evaporation.**

24 **The picture shows a puddle of water on a sidewalk.**



Which best describes what is happening to the water?

F As heat is added, the water will melt.

G As heat is added, the water will evaporate.

H As heat is removed, water vapor will condense.

Go On ▶

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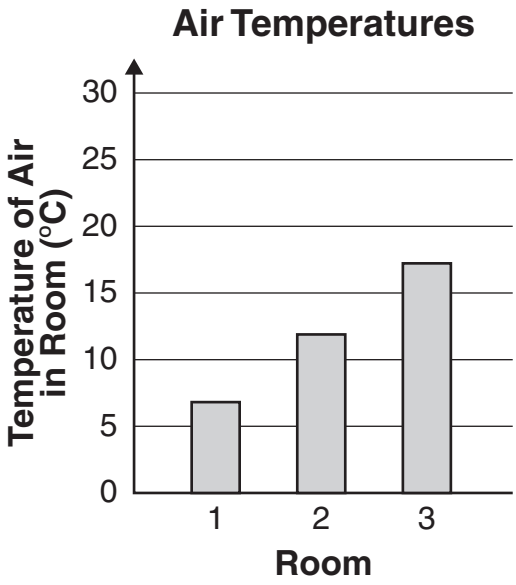
Reporting Category:	**PHYSICAL SCIENCE 1: Matter and Energy**
Performance Indicator:	**0507.9.3 Describe factors that influence the rate at which different types of material freeze, melt, or evaporate.**

25 **A student has three 50-gram samples of ice. Each sample is in a separate plastic container and has a starting temperature of −10°C. Each sample is placed in a different room. The graph shows the original air temperature in each room.**



In which room will the sample of ice most likely melt the fastest?

A 1

B 2

C 3

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Reporting Category:	**PHYSICAL SCIENCE 1: Matter and Energy**
Performance Indicator:	**0507.10.1 Differentiate between potential and kinetic energy.**

26 **Which object has only potential energy?**

F a ball rolling on a soccer field

G a boulder resting on top of a steep hill

H a person riding a bicycle on a flat surface

Reporting Category:	**PHYSICAL SCIENCE 1: Matter and Energy**
Performance Indicator:	**0507.10.2 Use data from an investigation to determine the method by which heat energy is transferred from one object or material to another.**

27 **To keep a car engine from getting too hot, cool water runs through the engine.**

The moving water gains heat while touching the hot engine and carries the heat to the radiator. The heat transfer between the engine and the water happens through

A radiation.

B convection.

C conduction.

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Reporting Category:	**PHYSICAL SCIENCE 2: Motion, Forces in Nature**
Performance Indicator:	**0507.11.1 Explain the relationship that exist among mass, force, and distance traveled.**

28 The mass of three different toy cars is shown in the table below.

Data Table

Toy Car	Mass (grams)
1	25
2	50
3	75

Each toy car was given a push along a flat surface with the same amount of force. Which toy car most likely traveled the farthest?

F 1

G 2

H 3

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Reporting Category:	**PHYSICAL SCIENCE 2: Motion, Forces in Nature**
Performance Indicator:	**0507.12.1 Recognize that the earth attracts objects without touching them.**

29 **Which force causes objects to be attracted to Earth without touching them?**

A electric

B friction

C gravity

Reporting Category:	**PHYSICAL SCIENCE 2: Motion, Forces in Nature**
Performance Indicator:	**0507.12.2 Identify the force that causes objects to fall to the earth.**

30 **A book falls off a desk. What pulls the book toward the floor?**

F gravity

G friction

H magnetism

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Reporting Category:	**PHYSICAL SCIENCE 2: Motion, Forces in Nature**
Performance Indicator:	**0507.12.3 Use data to determine how shape affects the rate at which a material falls to earth.**

31 Three objects with different shapes were dropped from the same height. The time each took to reach the ground is shown in the table below.

Data Table

Object	Drop Time (seconds)
1	.52
2	.34
3	.69

Which object most likely had the greatest surface area?

A 1

B 2

C 3

STOP

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Social Studies

Reporting Category: **1 Economics**

Performance Indicator: **5.2.1 Differentiate between needs and wants on a personal and national level.**

1 **Which goods are needs?**

A jump ropes

B warm clothes

C stuffed animals

Reporting Category: **1 Economics**

Performance Indicator: **5.2.2 Differentiate between an economic boom and bust.**

2 **Which event will most likely occur during an economic boom?**

F The number of people looking for jobs will increase.

G The number of new houses built will increase.

H The amount of food served at elementary schools will increase.

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Reporting Category: **1 Economics**

Performance Indicator: **5.2.3 Recognize the concept of buying on credit.**

> Mr. Hong needs a new car. The car dealer allows him to take the new car and make monthly payments until he has paid for it.

3 **Which action did Mr. Hong perform above?**

A buying on credit

B selling for a profit

C trading for a service

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Reporting Category: **1 Economics**

Performance Indicator: **5.2.4 Interpret economic issues as expressed in maps, tables, diagrams, and charts (i.e., automobile sales, unemployment rates, or airplane production).**

New Car Sales in the United States, 2003–2005

Year	Number of Cars Sold
2003	17.0 million
2004	17.3 million
2005	17.4 million

Source: *Statistical Abstract of the United States 2008*

4 **Based on the table above, car sales were highest in which year?**

F 2003

G 2004

H 2005

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Reporting Category:	**1 Economics**
Performance Indicator:	**5.2.5 Analyze how environmental changes and crises affected the economy across the nation in the 1930s (i.e., Dust Bowl, Black Tuesday, Great Depression, Hoovervilles).**

5 **Which statement most accurately describes conditions during the Great Depression?**

A Many farmers became wealthy.

B Many people lost their jobs.

C Many new schools were opened.

Reporting Category:	**1 Economics**
Performance Indicator:	**5.2.6 Recognize how Americans used credit/installment plans to purchase consumer goods in the 1920s (i.e., vacuum cleaners, washing machines, radios, and other home appliances).**

6 **One way Americans used installment plans during the 1920s was to**

F buy new products.

G save money for retirement.

H pay their income taxes.

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Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**5.1.3 Recognize personal, religious, and national celebrations of various American cultures (i.e., Independence Day, Columbus Day, Native American or American Indian Day, Martin Luther King Jr. Day, Veteran's Day, Memorial Day, or Thanksgiving).**

7 **What is celebrated on July 4th in the United States?**

A Columbus Day

B Independence Day

C Memorial Day

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**5.4.1 Distinguish between the local, state, and federal levels of the legislative, executive, and judicial branches of the American government.**

8 **Which of these is the highest court in the United States?**

F District Court

G Court of Appeals

H Supreme Court

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Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**5.4.2 Select examples using illustrations of First Amendment freedoms (i.e., speech, assembly, and religion).**

People in the United States are allowed to discuss things they do not like about the government.

9 **The right shown above is a First Amendment freedom of**

A religion.

B assembly.

C speech.

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**5.4.3 Recognize the rights established by the 13th, 14th, 15th, and 19th Amendments.**

10 **Which amendment to the Constitution ended slavery in the United States?**

F 13th

G 15th

H 19th

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Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**5.4.4 Recognize the differences between the Tennessee State Constitution and the United States Constitution.**

The United States Constitution gives Congress the power to make national laws.

11 **Which part of Tennessee's government writes state laws?**

A Governor

B Supreme Court

C General Assembly

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**5.4.5 Differentiate among the purposes stated in the Declaration of Independence, the United States Constitution, and the Bill of Rights.**

12 **Which document promised the freedoms of speech and religion to the citizens of the United States?**

F the Declaration of Independence

G the Articles of Confederation

H the Bill of Rights

Go On ▶

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Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**5.6.3 Recognize situations requiring conflict resolution.**

13 **Which situation will most likely require conflict resolution?**

A The school chorus will give a concert.

B A fifth-grade class will take a field trip.

C Two teams want to use the same athletic field.

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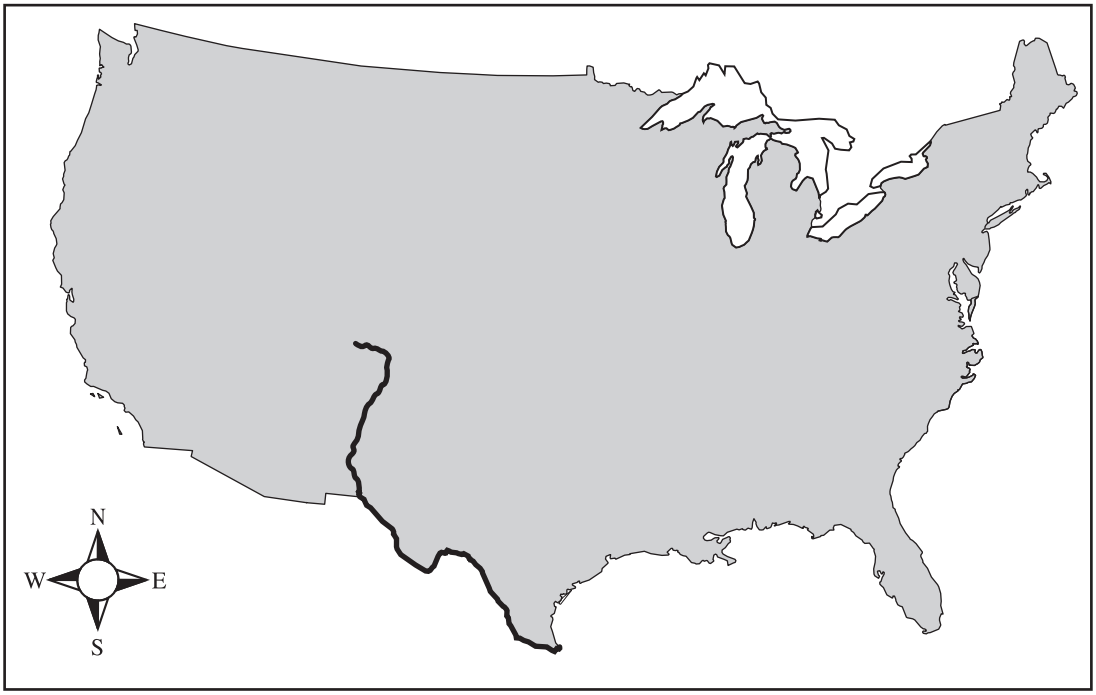
Reporting Category:	**3 Geography**
Performance Indicator:	**5.3.1 Locate continents and significant bodies of water (i.e., the Great Lakes, Atlantic, Arctic and Pacific Oceans; Columbia, Missouri, Colorado, Rio Grande, Ohio, Tennessee, St. Lawrence and Mississippi Rivers).**

The Continental United States



14 **Which river is shown on the map above?**

F Rio Grande

G Tennessee

H Ohio

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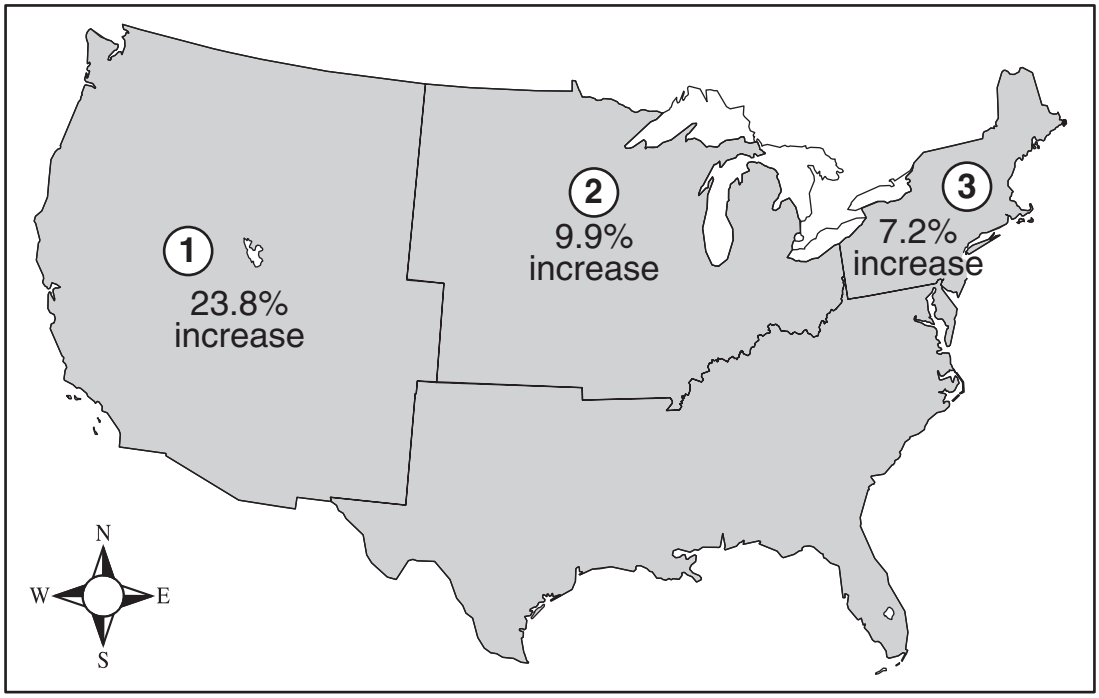
Reporting Category: 3 Geography

Performance Indicator: 5.3.2 Determine America's population shifts by interpreting a population map.

Population Increases in Three Regions of the Continental United States, 1990–2006



Key
Region 1 – West Region 2 – Midwest Region 3 – Northeast

15 **Which numbered region on the map above had the <u>smallest</u> population increase?**

A 1

B 2

C 3

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Reporting Category:	**3 Geography**
Performance Indicator:	**5.3.3 Locate information from an atlas entry.**

Northeastern United States

16 **Which geographic feature describes Vermont?**

F borders with Canada

G borders with Connecticut

H borders the Atlantic Ocean

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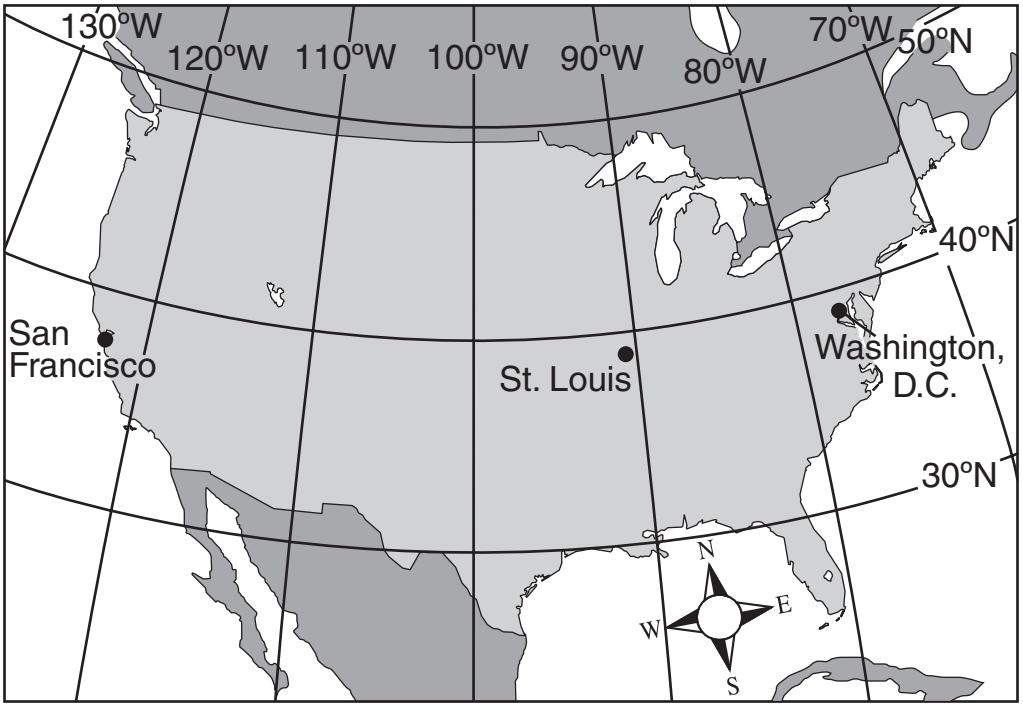
Reporting Category:	**3 Geography**
Performance Indicator:	**5.3.4 Locate a major United States city using latitude and longitude.**

Some Cities in the United States



Source: National Atlas of the United States

17 **Which city is located <u>nearest</u> 39°N and 90°W on the map above?**

A San Francisco

B St. Louis

C Washington, D.C.

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Reporting Category:	**3 Geography**
Performance Indicator:	**5.3.5 Identify the physical and political boundaries of Tennessee.**

18 **Which river forms the western boundary of Tennessee?**

F Clinch

G Cumberland

H Mississippi

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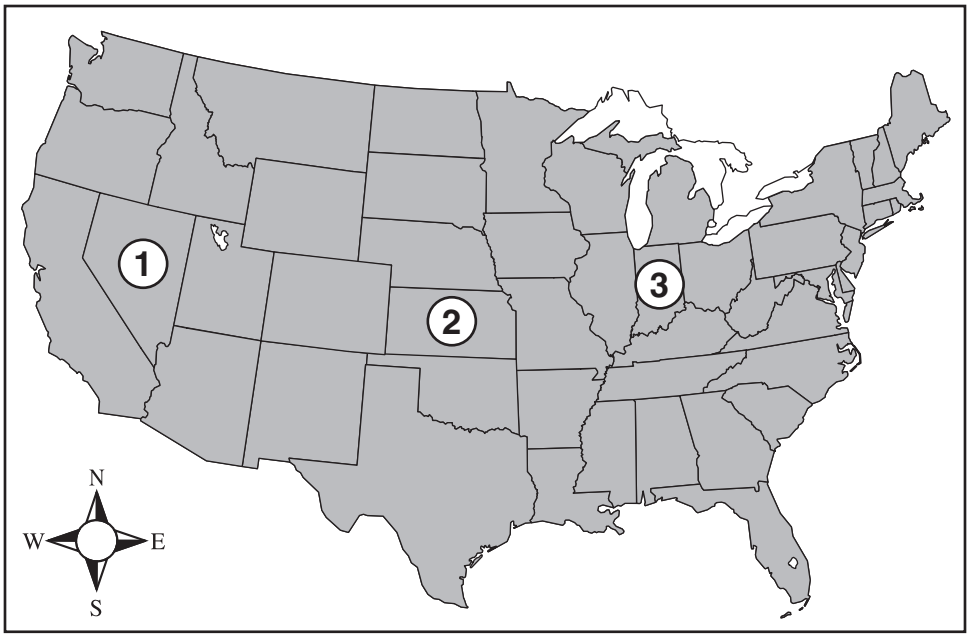
Reporting Category: **3 Geography**

Performance Indicator: **5.3.6 Locate the 50 states using a map with each state outlined.**

The Continental United States



19 **Which number on the map above represents Kansas?**

A 1

B 2

C 3

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Reporting Category:	**3 Geography**
Performance Indicator:	**5.3.7 Recognize and compare landforms, climate, and natural resources of the three grand divisions of Tennessee.**

20 **Which natural resource is <u>most</u> produced in West Tennessee?**

F cotton

G coal

H timber

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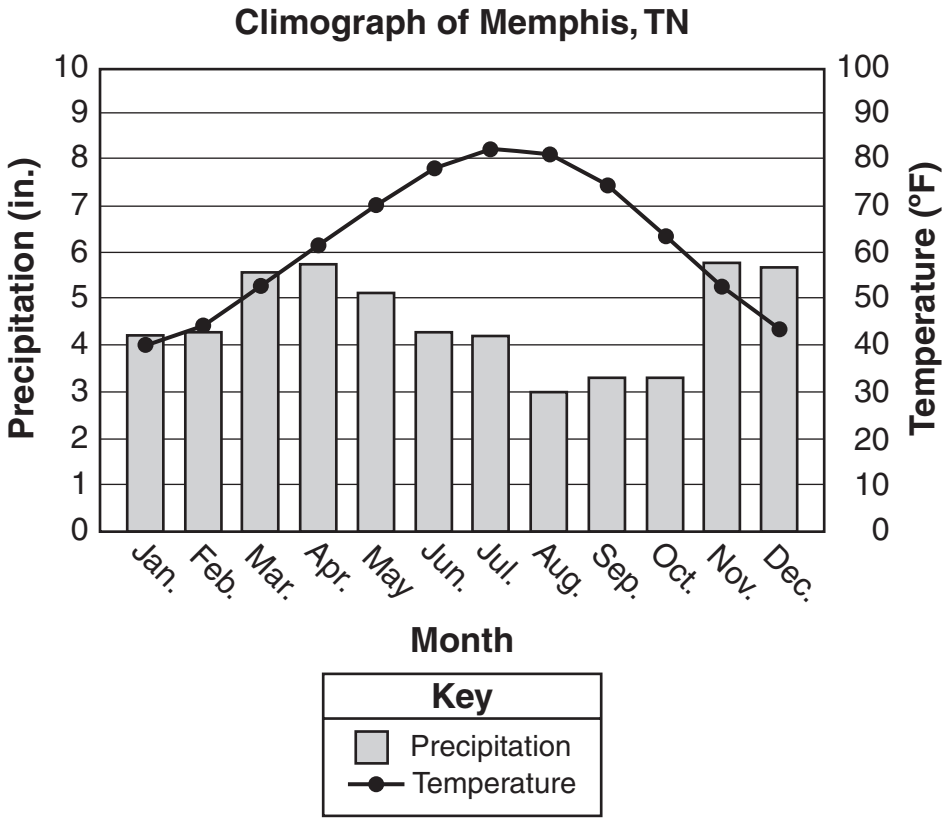
Reporting Category: 3 Geography

Performance Indicator: 5.3.8 Interpret a climograph.



21 **According to the climograph above, Memphis has the least precipitation in which month?**

A January

B May

C August

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Reporting Category:	**5 US History Time Period 2: Eras 4, 5, 6**
Performance Indicator:	**UH1.5.1.2 Interpret how culture changes over time as a consequence of industrialization, technology or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).**

22 **Railroads most changed American culture by causing**

F cities to grow larger.

G slaves to be freed.

H school numbers to increase.

Go On ▶

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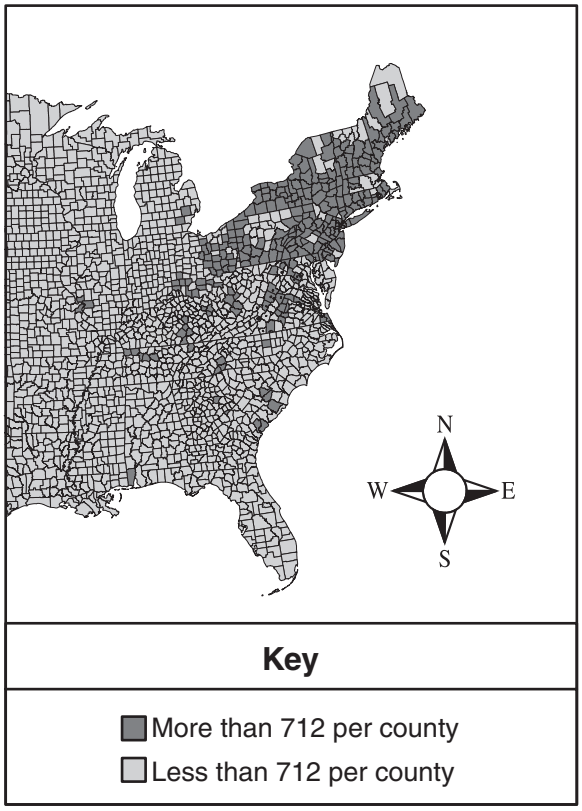
Reporting Category:	**5 US History Time Period 2: Eras 4, 5, 6**
Performance Indicator:	**UH1.5.5.1 Interpret sectional differences in the North and South in pre-Civil War (i.e., a map of Union, Confederate, and border states; pictorial representations of crop production; reading timelines; and interpreting bar graphs showing human, natural, and manmade resources).**

People Working in Manufacturing and Trade, 1840



23 **Where did <u>most</u> of the manufacturing and trade take place in the United States in 1840?**

A northeast

B midwest

C southeast

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Reporting Category:	**5 US History Time Period 2: Eras 4, 5, 6**
Performance Indicator:	**UH1.5.5.2 Recognize military and nonmilitary leaders from the North and South during Civil War (i.e., Frederick Douglass, Clara Barton, Chief Justice Roger Taney, Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Jefferson Davis).**

24 **Clara Barton founded the**

F Democratic Party.

G American Red Cross.

H National Labor Union.

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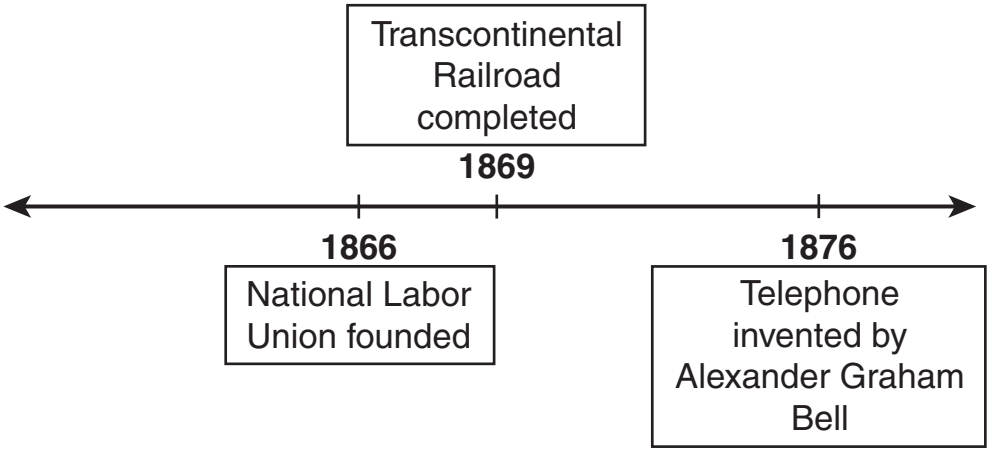
Reporting Category: **5 US History Time Period 2: Eras 4, 5, 6**

Performance Indicator: **UH1.5.5.3 Interpret timelines that depict major historical post-Civil War events.**

Changes in the United States, 1866–1876



25 **Which sentence is supported by this timeline?**

A The National Labor Union was founded before 1865.

B The telephone was invented by Alexander Graham Bell before 1873.

C The Transcontinental Railroad was completed before 1870.

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Reporting Category:	**5 US History Time Period 2: Eras 4, 5, 6**
Performance Indicator:	**UH1.5.5.6 Determine the hardships encountered by Great Plains settlers in the late 1800s (i.e., building materials, natural geography, climatic conditions, isolated communities, lack of revenue).**

26 **Which material did <u>most</u> settlers on the Great Plains use to build houses?**

F sod

G lumber

H stone

Go On ▶

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Reporting Category:	**5 US History Time Period 3: Eras 7, 8, 9, 10**
Performance Indicator:	**UH2.5.1.1 Recognize components of American culture (i.e., holidays, language, clothing, food, art, music, and religion).**

Features of ?

- Food
- Holidays
- Language
- Music
- Religion

27 **Which term best completes the list above?**

A Government

B Culture

C Careers

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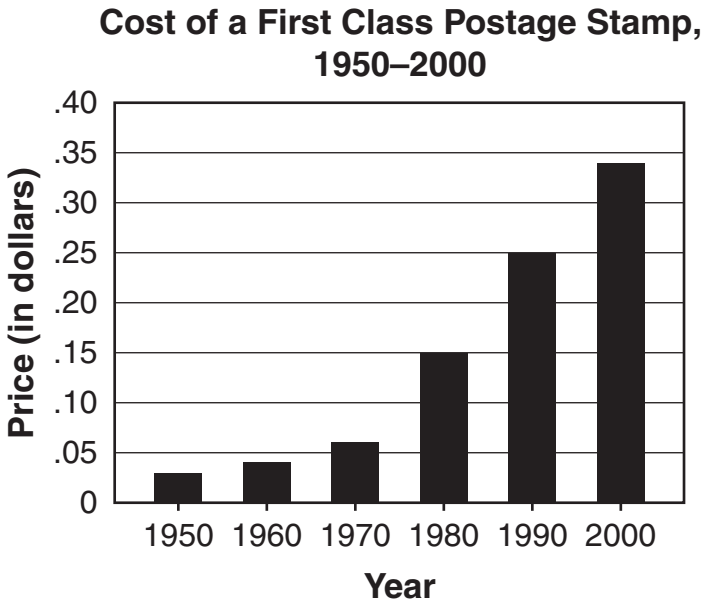
Reporting Category:	**5 US History Time Period 3: Eras 7, 8, 9, 10**
Performance Indicator:	**UH2.5.1.4 Analyze graphs to discover cultural trends (i.e., clothing, music, or radio sales).**



28 **According to the graph above, which change happened between 1950 and 2000?**

F Letters became heavier to carry over time.

G More people mailed letters than used telephones.

H More money was needed to mail letters each decade.

Go On ▶

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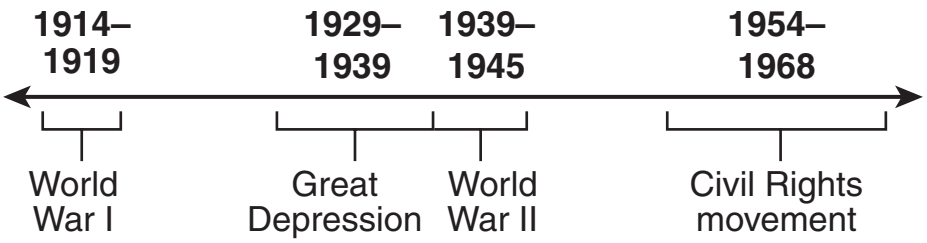
Reporting Category:	**5 US History Time Period 3: Eras 7, 8, 9, 10**
Performance Indicator:	**UH2.5.5.3 Interpret timelines that depict major historical post-Civil War events.**



29 **Based on the timeline above, when was the Great Depression?**

A before World War I

B between World War I and World War II

C during the Civil Rights movement

Reporting Category:	**5 US History Time Period 3: Eras 7, 8, 9, 10**
Performance Indicator:	**UH2.5.5.4 Recognize the rights that workers fought for in the late 1800s (i.e., wages, hours, insurance, and working conditions).**

30 **Workers in the late 1800s formed labor unions to**

F receive higher wages.

G help farmers sell crops.

H gain the right to vote.

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Reporting Category:	**5 US History Time Period 3: Eras 7, 8, 9, 10**
Performance Indicator:	**UH2.5.5.5 Interpret a visual contrasting life before and after World War II (i.e., education, family size, transportation, urbanization, and the role of women).**

Transportation in American Cities

Before World War II

After World War II

31 **The photographs above represent the**

A reduction in the amount of steel available.

B decrease in the number of highways.

C increase in the use of automobiles.

Go On ▶

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Reporting Category:	**5 US History Time Period 3: Eras 7, 8, 9, 10**
Performance Indicator:	**UH2.5.5.7 Interpret a primary reading sample.**

> America's future will be determined by the home and the school. The child becomes largely what he is taught; [so] we must watch what we teach, . . .
>
> — Jane Addams

32 **Based on the excerpt, which factor does Jane Addams believe most determines America's future?**

F government reforms

G balanced diet

H good education

Reporting Category:	**5 US History Time Period 3: Eras 7, 8, 9, 10**
Performance Indicator:	**UH2.5.5.8 Recognize examples of how the United States confronted Civil Rights issues (i.e., Brown v. Board of Education, Montgomery Bus Boycott, Birmingham Civil Rights march, American Indian Movement (AIM), Civil Rights Act of 1964).**

33 **The actions and arrest of Rosa Parks led to the**

A Montgomery Bus Boycott.

B Freedom Rides in the South.

C Selma, Alabama, march.

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Reporting Category:	**5 US History Time Period 3: Eras 7, 8, 9, 10**
Performance Indicator:	**UH2.5.6.1 Recognize people who contributed to reform in Tennessee and American society (i.e., Samuel Gompers, Jane Addams, Martin Luther King Jr., Gov. Austin Peay, Anne Dallas Dudley).**

34 **Anne Dallas Dudley is famous because she fought for**

F ending slavery in Southern states.

G gaining the right to vote for women.

H improving conditions for immigrants.

Go On ▶

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Reporting Category:	**5 US History Time Period 3: Eras 7, 8, 9, 10**
Performance Indicator:	**UH2.5.6.2 Use tools of social science inquiry such as surveys, statistics, maps, and documents.**

Average Weekly Attendance at Movies, 1947–1953

Year	Number of People Attending
1947	90 million
1949	70 million
1951	54 million
1953	46 million

Source: *Historical Statistics of the United States*

35 **Which reason best explains the change in the number of people attending movies in 1951 and 1953?**

A Many families moved away from theaters.

B Televisions became more available and affordable.

C People preferred to stay home and listen to the radio.

STOP

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Reading/Language Arts
Answer Key

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

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

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

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

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Mathematics
Answer Key

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

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

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

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

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Science
Answer Key

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

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

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

25	C
26	G
27	C
28	F
29	C
30	F
31	C

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Social Studies
Answer Key

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

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

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

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

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Tennessee Comprehensive Assessment Program

Modified Academic Achievement Standards ~ Grade 5

Item Sampler