Student Name _____

Teacher Name _____

School _____

System _____

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Tennessee Comprehensive Assessment Program

Modified Academic Achievement Standards ~ Grade 6

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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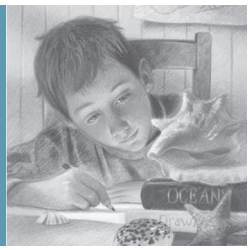
Reading/Language Arts



Directions **This passage is part of a student's journal. It contains mistakes. Read the journal and answer Numbers 1 through 8.**

April 20, 2009

(1) Studying the early settlers have been more interesting than I thought it would be. (2) It was interesting to learn about there experiences as they traveled by foot across the country. (3) To help me better understand what they went through, I decided to make a journey of my own.

(4) My plan was to walk one hundred miles in eight weeks. (5) I kept a daily record of the distance I traveled and any unusual events that happened. (6) I read that the settlers often did not have a cart to carry supplies. (7) To make my trip as much like the settlers' as possible, I carried a backpack filled with supplies. (8) This included enough water to last for three days.

(9) I walked to all my usual places, such as school and friend's houses, but I also added two miles per day at the park. (10) On the first day, I noticed that it took me more long than usual to travel because I was carrying my heavy backpack. (11) I often had to stop to adjust the weight because I was so uncomfortable.

(12) Some days a gentle breeze cooled my face, provideing encouragement to continue. (13) Other times the wind blew or rain poured, making the walk more challenging. (14) I always completed my daily walk. (15) Regardless of the weather conditions.

(16) Four weeks later I reviewed my journal. (17) At twenty-eight miles, I wasn't even close to being halfway to my goal! (18) I realized that the settlers also must have become discouraged with the slow pace of their travels. (19) I began to understand how difficult their experience must have been, but I appreciated how strong they were.

Go On ▶

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Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.3 Identify the correct use of adjectives (i.e., common/proper, comparative forms) and adverbs (i.e., comparative forms) within context.**

1 **Read Sentence 10.**

On the first day, I noticed that it took me <u>more long</u> than usual to travel because I was carrying my heavy backpack.

What is the correct way to write the underlined words?

A long

B longer

C longest

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Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.5 Identify the correct use of conjunctions (i.e., coordinating and subordinating) and interjections within context.**

2 **Read Sentence 19.**

I began to understand how difficult their experience must have been, but I appreciated how strong they were.

What is the best way to revise this sentence?

F I began to understand how difficult their experience must have been, because I appreciated how strong they were.

G I began to understand how difficult their experience must have been, so that I appreciated how strong they were.

H I began to understand how difficult their experience must have been, and I appreciated how strong they were.

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Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.7 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunctions, introductory words, appositives, interrupters).**

3 **Read Sentences 14 and 15.**

I always completed my daily walk. Regardless of the weather conditions.

What is the best way to combine the sentences?

A I regardless of the weather conditions, always completed my daily walk.

B I always completed my daily walk, and regardless of the weather conditions.

C Regardless of the weather conditions, I always completed my daily walk.

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Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.9 Recognize usage errors occurring within context (i.e., double negatives, troublesome words {to/too/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among}).**

4 **Read Sentence 2.**

It was interesting to learn about <u>there</u> experiences as they traveled by foot across the country.

What is the correct way to write the underlined word?

F their

G they're

H correct as is

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Reporting Category: **1 Language**

Performance Indicator: **0601.1.10 Identify the correct spelling of plurals and possessives.**

5 **Read Sentence 9.**

I walked to all my usual places, such as school and friend's houses, but I also added two miles per day at the park.

What is the correct way to write the underlined word?

A friends

B friends'

C friends's

Reporting Category: **1 Language**

Performance Indicator: **0601.1.11 Identify sentences with correct subject-verb agreement (person/number) within context.**

6 **Read Sentence 1.**

Studying the early settlers have been more interesting than I thought it would be.

What is the correct way to write the underlined words?

F Studying the early settlers has been

G Studying the early settlers had been

H Studying the early settlers are being

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Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.12 Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.**

7 **Read Sentence 16.**

Four weeks later I reviewed my journal.

What is the correct way to write this sentence using a comma?

A Four weeks later I reviewed, my journal.

B Four weeks, later I reviewed my journal.

C Four weeks later, I reviewed my journal.

Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.18 Identify correctly and incorrectly spelled words in context.**

8 **Read Sentence 12.**

Some days a gentle breeze cooled my face, provideing encouragement to continue.

Which underlined word is spelled incorrectly?

F gentle

G provideing

H continue

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Directions **A student wrote the following letter. It contains mistakes. Read the letter and answer Numbers 9 through 13.**

January 28, 2009

Shop of Shirts
Suite 401
10999 Westview Drive
Phoenix, Arizona 34521

To whom it may concern:

(1) I am the president of our school's library group. (2) Our library group decided to order special shirts for our members. (3) Your company was recommended as a good business from which to order the shirts. (4) However, we have been very disappointed in the service we have received.

(5) Our group ordered 34 T-shirts from you on December 17, 2008. (6) When we placed the order, they told them that delivery would take two to four weeks. (7) However, after six weeks of waiting, we still have not received the T-shirts we ordered.

(8) The shirts were pictured on page 34 of your November 2008 catalog. (9) The shirts we ordered were red. (10) They were to have a picture of an open book on the front and the words "Readers are Leaders" printed on the back. (11) We also paid extra money to have added underneath the picture the name of our school on the front. (12) We have included a copy of the page from the catalog with the T-shirt we ordered circled in red.

(13) We would like to know when our order will arrive the order confirmation number is #BN-439. (14) We hope that your company will be able to rush the order to us so that we will have the shirts in time for the library groups yearly picture. (15) We looks forward to hearing from you.

Sincerely,

Cindy Mayer

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Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.1 Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives) and pronouns (i.e., agreement, subject, object) within context.**

9 **Read Sentences 5 and 6.**

Our group ordered 34 T-shirts from you on December 17, 2008. When we placed the order, <u>they told them</u> that delivery would take two to four weeks.

How should the underlined part of this sentence be revised to have correct pronoun agreement?

A you told him

B we were told

C she told they

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Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.1 Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives) and pronouns (i.e., agreement, subject, object) within context.**

10 **Read Sentence 14.**

We hope that your company will be able to rush the order to us so that we will have the shirts in time for the library groups yearly picture.

What is the correct way to write the underlined words?

F the library group's yearly picture

G the library groups' yearly picture

H the library groups's yearly picture

Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.2 Identify the correct use of verbs (i.e., action, linking, regular/irregular, agreement) within context.**

11 **Read Sentence 15.**

We looks forward to hearing from you.

What is the correct way to write the underlined word?

A looked

B looking

C look

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Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.4 Identify the correct use of prepositional phrases (place prepositional phrases correctly according to the words they modify within the sentence) within context.**

12 **Read Sentence 11.**

We also paid extra money to have added underneath the picture the name of our school on the front.

What is the best way to rewrite this sentence?

F We also paid extra money to have the name added of our school on the front underneath the picture.

G We also paid extra money to have the name of our school added underneath the picture on the front.

H We also paid extra money to have on the front the name of our school added underneath the picture.

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Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.8 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements).**

13 **Read Sentence 13.**

We would like to know when our order will arrive the order confirmation number is #BN-439.

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

A We would like to know when our order will arrive, the order confirmation number is #BN-439.

B We would like to know when our order will arrive. The order confirmation number is #BN-439.

C We would like to know when our order will arrive, but the order confirmation number is #BN-439.

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Directions **The following passage is a speech. Read the speech and answer Numbers 14 through 23.**

Talking Drums

1 Good morning, friends. As you know, Mr. Kovier began the school year by teaching us about the different families of instruments. My favorite instrument group is the percussion family. When Mr. Kovier asked me to speak to you, I couldn't wait to tell you about my father's African drum school.

2 I have always loved watching people play the drums. I like to watch parades and football games just to see the drummers in the marching bands. While my father was teaching music at Southeast College, our family got the chance to travel to the country of Guinea. I did not realize that other kinds of drums existed before this trip. In the month I spent in Guinea, I saw the Malinke people play their drums. My father learned to play them, and he taught me. My father also opened his own African drum school called Talking Drums.

3 At my father's school, we use African *dun dun* drums. These drums are actually a set of three bass drums. They create unique sounds when struck. Many of these drums are carved from wood. Then they are skillfully painted with beautiful designs. We also have smaller hand drums called *djembes*. We can play some of Africa's most popular music with these drums.

A *djembe* drum

4 Learning to play the different drumbeats can be difficult. First, a student must learn to strike a steady beat on the drum while holding it. As I learned to play these drums, my father taught me about the history of the music. Everyone can learn some of the same things I have learned. My father and other trained drummers travel, perform, and teach in many areas of the United States.

5 Sometimes teachers from West Africa visit the drum school. These teachers are masters of *djembe* drumming and show us their skills. During these visits, other students and I show our special guests what we have learned. We also have chances to perform at the annual cultural festival, the fall parade, and at local elementary schools.

Go On ▶

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6 Since my father opened Talking Drums, I have learned that there are many groups like ours around the United States. Kids in Illinois, California, and New York are also learning to play the African drums. If music keeps your feet tapping like it does mine, I encourage you to take a class at the drum school. You may find yourself with a new favorite musical instrument!

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0601.1.15 Use context clues and prior knowledge of roots and affixes to determine the meaning of multi-meaning words.**

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

First, a student must learn to strike a steady beat on the drum while holding it.

Which meaning of strike is used in the sentence above?

F to come into contact with

G to delete something

H to discover something

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Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0601.1.20 Use knowledge of root words, affixes, syllabication, and/or spelling patterns as aids in determining meaning within context.**

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

Then they are skillfully painted with beautiful designs.

What does skillfully mean in this sentence?

A not having the ability to do

B acting in a way that shows ability

C the ability to care for something

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0601.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).**

16 **What is the main purpose of this speech?**

F to explain to the audience why drums are popular

G to inform the audience about a special music school

H to describe to the audience what Malinke drums look like

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0601.2.2 Identify the targeted audience of a speech.**

17 **Who is the audience for this speech?**

A drummers at Talking Drums

B teachers visiting from West Africa

C students in Mr. Kovier's class

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0601.2.3 Identify the thesis and main points of a speech.**

18 **Which sentence from the speech <u>best</u> expresses the thesis?**

F When Mr. Kovier asked me to speak to you, I couldn't wait to tell you about my father's African drum school.

G My father also opened his own African drum school called Talking Drums.

H Sometimes teachers from West Africa visit the drum school.

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0601.2.8 Select the best summary of a speech.**

19 **Which sentence is the best summary of the speech?**

A Talking Drums is a music school that was started after a man visited the West African country of Guinea.

B Master teachers from West Africa visit the United States to show their drumming skills to students.

C A student who has learned about West African drumming shares facts about a drum school called Talking Drums.

Reporting Category:	**5 Logic**
Performance Indicator:	**0601.5.2 Determine whether a given statement in text is fact or opinion.**

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

F I did not realize that other kinds of drums existed before this trip.

G My father learned to play them, and he taught me.

H Everyone can learn some of the same things I have learned.

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Reporting Category:	**5 Logic**
Performance Indicator:	**0601.5.4 Identify examples of persuasive devices (i.e., bandwagon, loaded terms, testimonial, name-calling).**

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

> If music keeps your feet tapping like it does mine, I encourage you to take a class at the drum school. You may find yourself with a new favorite musical instrument!

Which persuasive device is the speaker using?

A name-calling

B loaded terms

C testimonial

Reporting Category:	**5 Logic**
Performance Indicator:	**0601.5.5 Specify a logical word choice to complete an analogy, using synonyms, antonyms, homonyms, categories, subcategories, whole/part, and functions.**

22 **Read the analogy based on the speech.**

> Drum is to instrument as concert is to _____.

Which word best completes the analogy?

F performance

G talent

H music

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Reporting Category:	**6 Informational Text**
Performance Indicator:	**0601.6.7 Recognize that purpose determines text format.**

23 **After the speech, the speaker wants to give each person in the audience something to help remember Talking Drums. Which of these would be <u>best</u> for the speaker to give to the audience?**

A a photograph of a group of students from the school

B an article from a local newspaper about a recent visiting teacher

C a flier with the location and schedule of classes

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Directions **Don wrote the following report. It contains mistakes. Read Don's report and answer Numbers 24 through 37.**

1 Most schools take pictures of students each year to put in yearbooks. Photographers make it look easy to take pictures and develop them. Photography is one of my favorite hobbies. When photographs were first invented, the process wasn't easy, but many things have changed since that time.

2 The first photograph was taken in the late 1820s. At that time, each sheet of metal, used as film, would record only one image on it. A special material was then used to develop the image onto it. _____, the process of taking out the film and putting in a new piece took a long time.

3 Today, the newest cameras don't even use film. These cameras are called digital cameras. They use computer technology to capture an image or scene. With technology changing at such a fast pace, it is impossible to know what photography will be like in the next 100 years.

4 In the early 1890s, a man named George Eastman invented roll film. Roll film let people take many pictures on one piece. However, there still was not a camera that could quickly take pictures one right after another. In the early 1890s, Thomas Edison, with the help of William Dickson, invented a new camera. It could take more than 40 pictures in one second. When shown from a special projector, the images from this motion picture camera looked as though they were moving.

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0601.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).**

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

F persuade the reader to try photography.

G explain why people enjoy photography.

H inform the reader about photography.

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0601.3.2 Identify the audience for which a text is written.**

25 **Don wrote this report most likely for**

A people who teach photography in art classes.

B people interested in the history of photography.

C children who like taking photographs.

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0601.3.3 Select an appropriate thesis statement for a writing sample.**

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

F Photographers make it look easy to take pictures and develop them.

G When photographs were first invented, the process wasn't easy, but many things have changed since that time.

H With technology changing at such a fast pace, it is impossible to know what photography will be like in the next 100 years.

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0601.3.4 Rearrange multi-paragraphed work in a logical and coherent order.**

27 **Choose the <u>best</u> order for the paragraphs in Don's report.**

A 2, 3, 4, 1

B 1, 4, 3, 2

C 1, 2, 4, 3

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.3.5 Select illustrations, descriptions, and/or facts to support key ideas.**

28 **Don wrote the following facts after reading an article about photography.**

1. Photography is a hobby for many people.
2. Joseph Niepce took the first photograph.
3. Frederick Wratten started the first photography supply business.

Which fact would best support an idea presented in Don's report?

F Fact 1

G Fact 2

H Fact 3

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0601.3.6 Choose the supporting sentence that best fits the context flow of ideas in a paragraph.**

29 **Read Paragraph 3.**

Today, the newest cameras don't even use film. These cameras are called digital cameras. They use computer technology to capture an image or scene. With technology changing at such a fast pace, it is impossible to know what photography will be like in the next 100 years.

Which sentence <u>best</u> fits with this paragraph?

A Digital cameras can take color or black-and-white pictures.

B Most digital photographs can be printed at stores or at home in just minutes.

C Many people take classes to learn different skills in digital photography.

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0601.3.7 Identify sentences irrelevant to a paragraph's theme or flow.**

30 **Read Paragraph 1.**

Most schools take pictures of students each year to put in yearbooks. Photographers make it look easy to take pictures and develop them. Photography is one of my favorite hobbies. When photographs were first invented, the process wasn't easy, but many things have changed since that time.

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

F Most schools take pictures of students each year to put in yearbooks.

G Photographers make it look easy to take pictures and develop them.

H Photography is one of my favorite hobbies.

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0601.3.8 Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.**

31 **Read these sentences from Paragraph 2.**

> At that time, each sheet of metal, used as film, would record only one image on it. A special material was then used to develop the image onto it. _____, the process of taking out the film and putting in a new piece took a long time.

Which transition word <u>best</u> belongs in the blank?

A First

B Additionally

C However

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.3.9 Select an appropriate concluding sentence for a well-developed paragraph.**

32 **Read Paragraph 4.**

In the early 1890s, a man named George Eastman invented roll film. Roll film let people take many pictures on one piece. However, there still was not a camera that could quickly take pictures one right after another. In the early 1890s, Thomas Edison, with the help of William Dickson, invented a new camera. It could take more than 40 pictures in one second. When shown from a special projector, the images from this motion picture camera looked as though they were moving.

Which sentence would best end this paragraph?

F Photography continues to change as inventors find better ways to record photographs and movies.

G Many people today still enjoy using old cameras to take their family photographs.

H Modern cameras look different, but they still work like those invented much earlier.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.3.10 Select an appropriate title that reflects the topic of a written selection.**

33 **Which title would be best for Don's report?**

A Photography Then and Now

B The First Photographers

C Photography Today

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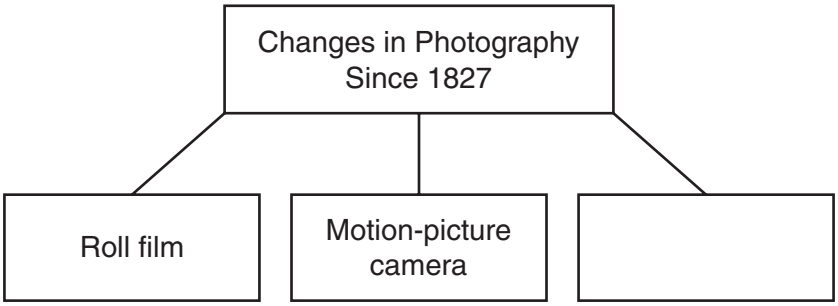
Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0601.3.11 Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection.**

34 **Look at the diagram.**



Which information belongs in the empty space?

F George Eastman

G Special photo paper

H Digital camera

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0601.4.1 Select the most focused research topic.**

35 **Don wants to learn more about digital photography. For an Internet search, which phrase would provide the <u>most</u> focused search for Don?**

A taking electronic images

B changes in camera technology

C history of film

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Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0601.4.4 Distinguish between primary (i.e., letters, interviews, diaries, newspapers) and secondary (i.e., reference books, periodicals, Internet, biographies) sources.**

36 **Which of Don's sources is a primary source?**

F a Web site about the invention of digital cameras

G a biography on Thomas Edison

H a copy of George Eastman's journal

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0601.4.5 Discern irrelevant research material from written text.**

37 **Don made the following notes after reading about Thomas Edison's camera.**

It had continuous tape-like film.
He received 1,093 U.S. patents throughout his career as an inventor.
He worked on it with William Dickson from 1888 – 1893.

Which note is <u>not</u> relevant to Don's report?

A It had continuous tape-like film.

B He received 1,093 U.S. patents throughout his career as an inventor.

C He worked on it with William Dickson from 1888 – 1893.

Go On ▶

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Directions **Read the passage. Then answer Numbers 38 through 49.**

Milk Jug Lumber

by Jae O. Haroldsen

1 In March 1987, a tugboat pulled a barge loaded with garbage from New York City. No state would let it dock. Why? There was too much garbage and too little landfill space to put that trash. Landfills were already filled with plastics.

2 Scientists started looking for new ways to recycle trash, especially plastics.

3 Dr. Tom Nosker, a scientist at Rutgers University, says, "We asked the public for empty soda bottles." People sent not only soda bottles, but also milk jugs, laundry detergent containers, plastic cups, and more.

A Mixed Bag

4 Dr. Nosker let other scientists take the soda bottles. "The rest contained about eighty percent milk jugs and detergent bottles," he says. "Twenty percent was a jumble of different plastics." Dr. Nosker started to melt down a mix of plastics.

5 Each type of plastic melts at a different temperature, so not everything in the mix melted. Little pieces floated in the mix. "I forced the mix into molds shaped like rectangles and circles," he says.

6 When the mix cooled, Dr. Nosker drilled a hole into it and turned in a screw. He wondered, could mixed plastics be made into a substitute for wood?

Plastics can be melted for recycling.

Why Milk Jugs?

7 Wood makes a good building material because it is strong (holds weight) and stiff (doesn't crumple). There is no single type of plastic that is both strong **and** stiff.

8 Milk jugs are strong. (Try tearing one.) Milk jugs are not stiff. (Crush one.) Plastic forks are stiff but not strong.

9 Dr. Nosker had an idea. He needed the right mix of milk jugs **and** plastic forks.

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10 After Dr. Nosker washed and sorted the plastics, he melted each type of plastic separately. He began mixing milk jugs and plastic forks, spoons, and knives in different amounts. He tested the strength and stiffness of each batch. In time, he produced a lumber matching the strength and stiffness of wood. In the mid-1990s, Dr. Nosker's plastic lumber first appeared for building fences, decks, playgrounds, and picnic tables.

A deck made of recycled plastic

11 Today, recycled plastic is being used for railroad ties and even a forest-service bridge. Think of it. One of your milk jugs may be supporting a heavy train or fire truck rolling toward a forest fire!

12 In the future, Dr. Nosker thinks larger bridges or artificial bone may be made from recycled plastics.

"Milk Jug Lumber" by Jae O. Haroldsen, from *Highlights for Children*, July 2007, copyright © 2007 by Highlights for Children, Inc. Columbus, Ohio. Used by permission.

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Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0601.1.19 Recognize and use grade-appropriate and content-specific vocabulary within context.**

38 **Read this sentence from Paragraph 11.**

> One of your milk jugs may be supporting a heavy train or fire truck rolling toward a forest fire!

What does the word supporting mean?

F pressing down

G holding up

H pushing through

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.4.2 Rank research resources according to reliability.**

39 **Terry did an Internet search to learn more about the uses for recycled plastics. Read his results.**

uses for recycled plastics | Search:

1. **Recycling Plastics**
The easiest ways to **recycle** and help the environment . . .
www.#1easyrecycle.com

2. **Recycled Crafts**
Fun ways to **use plastic** bottles to make **recycled** gifts and crafts . . .
www.fun*recycled*crafts.com

3. **U.S. Recycling Industry**
. . . a government agency that studies **uses** for **recycled plastic** wastes . . .
www.USrecycling.gov

Which Internet site would provide Terry with the most reliable information for his search?

A Site 1

B Site 2

C Site 3

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.4.3 Determine the most appropriate research source for a given research topic.**

40 **Leah wants to know the rules for recycling plastic bottles. Which source would have the best information?**

F a U.S. government Web site on recycling plastic bottles

G a television commercial about recycling plastic bottles

H a magazine advertisement for recycling plastic bottles

Reporting Category: **5 Logic**

Performance Indicator: **0601.5.3 Identify stated or implied cause-effect relationships.**

41 **Why did Dr. Nosker use both milk jugs and plastic forks to make plastic lumber?**

A There were not enough soda bottles and plastic cups for him to use.

B These plastics were the only items collected that could be recycled.

C He wanted to make a plastic that was both strong and stiff.

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Reporting Category:	**6 Informational Text**
Performance Indicator:	**0601.6.1 Formulate clarifying questions for use before, during, and after reading.**

42 **Which question is answered in the section "Why Milk Jugs?"**

F Why did Dr. Nosker decide to use plastic forks?

G How are plastics melted down into liquid?

H What is used to make plastic?

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0601.6.2 Identify the main idea and supporting details in a text.**

43 **According to the passage, Dr. Nosker began to solve his problem by**

A trying to build a small bridge from his melted plastics.

B testing plastic forks to find out how strong they were.

C mixing different types of plastic in different amounts.

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Reporting Category:	**6 Informational Text**
Performance Indicator:	**0601.6.2 Identify the main idea and supporting details in a text.**

44 **Which of these was a problem for Dr. Nosker when he melted a mix of plastics?**

F All the plastics melted too quickly.

G None of the plastic was strong.

H Not all of the pieces of plastic melted the same way.

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Reporting Category:	**6 Informational Text**
Performance Indicator:	**0601.6.3 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).**

45 **Look at the photograph.**

A deck made of recycled plastic

The words beneath the photograph help readers to understand

A what plastic lumber looks like.

B how strong plastic lumber can be.

C the many uses for plastic lumber.

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Reporting Category:	**6 Informational Text**
Performance Indicator:	**0601.6.4 Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).**

46 **Clayton filled out the chart below before he read this passage.**

What I KNOW	What I WANT to learn	What I did LEARN
1. Recycling is good.	1. At what temperature would a milk jug melt?	1.
2. Many people recycle plastic.	2. Is a milk jug strong or stiff?	2.

Which of these could be placed in Box 1 in the column "What I did LEARN"?

F Most types of plastic are stronger than wood.

G Soda bottles were useful in Dr. Nosker's research.

H Different types of plastics melt at different temperatures.

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Reporting Category:	**6 Informational Text**
Performance Indicator:	**0601.6.5 Locate and verify information in text to support inferences, opinions, predictions, and conclusions.**

47 **Which detail from the passage best shows that Dr. Nosker met his goal of making a strong, stiff recycled plastic?**

A Today there is a bridge made of recycled plastic.

B Dr. Nosker melted different kinds of plastic to make lumber.

C Because of its strength, wood makes a good building material.

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0601.6.6 Select the best summary of a text.**

48 **Which sentence is the best summary of this passage?**

F Dr. Tom Nosker tried different mixes of melted plastics until he came up with a building material as strong as wood.

G Many scientists were looking for new ways to recycle trash, so Dr. Tom Nosker made different objects from the used items.

H Since plastic can be as strong as wood, Dr. Tom Nosker decided to make things like fences and tables from it.

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0601.7.2 Select the visual image that best reinforces a viewpoint or enhances a presentation.**

49 **Roberto wants to give a speech about the information in this passage. Which of the following would be best for him to show the audience at the end of the speech?**

A a magazine article about a garbage barge

B a selection of milk jugs and plastic forks

C a small chair made from plastic lumber

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Directions **Read the poem. Then answer Numbers 50 through 60.**

In the Ebony Room

by Isaac Olaleye

In my classroom
We study by sunlight.
But when the wind whistles,
And the clouds hurry in front of the sun,
The trees bow.
Leaves flutter,
And the pages of our books
Begin flipping by themselves,
And the clouds are full of rain.
Then the wooden windows
Of my classroom
Are pulled shut.

In the ebony dark room
Grinning students whisper
How wonderful it is
Not to have to do their
Arithmetic, reading, and writing.
The whispering fades.
On wooden desks students rest their heads.
On wooden tables teachers rest their heads.
For in the ebony room
The rain sings
A lullaby to students and teachers.

The pit-a-pat of the rain
On the wooden windowpanes
And the whistling wind
Get louder.
Pupils wake up and sing:
"Stop, rain, stop.
We cannot play on green grass.

Go On ▶

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We cannot go home to our parents.
Stop, rain, stop.
Come back another day."

But the rain, with a mind of its own,
35 Beats against our wooden windows.
And pit-a-pat we hear it say:
"I have a rain forest to fill
And grass to keep green!
I will rain till I'm through.

40 Children can wait.
My music will not."
So in the dark room we nod and doze
To the rain's lullaby.

"In the Ebony Room" from *The Distant Talking Drum*, by Isaac Olaleye, copyright © 1995 by Boyds Mills Press, Inc. Used by permission.

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0601.1.14 Select appropriate synonyms, antonyms, and homonyms within context.**

50 **Read Lines 42 and 43.**

So in the dark room we nod and doze
To the rain's lullaby.

Which word means the same as doze?

F learn

G sleep

H move

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Reporting Category:	**5 Logic**
Performance Indicator:	**0601.5.3 Identify stated or implied cause-effect relationships.**

51 **Read Lines 13 through 23.**

In the ebony dark room
Grinning students whisper
How wonderful it is
Not to have to do their
Arithmetic, reading, and writing.
The whispering fades.
On wooden desks students rest their heads.
On wooden tables teachers rest their heads.
For in the ebony room
The rain sings
A lullaby to students and teachers.

In these lines, the students lose their excitement because they

A listen to the rain talk.

B become sleepy.

C watch the leaves flutter.

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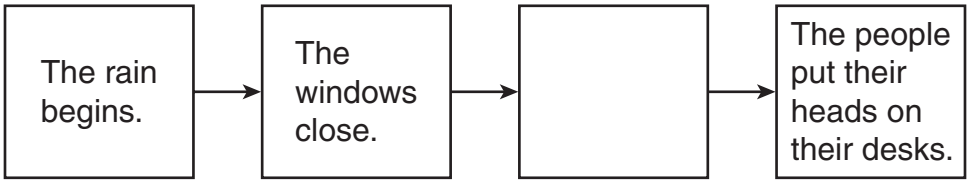
Reporting Category: **5 Logic**

Performance Indicator: **0601.5.6 Indicate the sequence of events in text.**

52 **Look at the graphic organizer.**



Which event belongs in the empty box?

F The children whisper.

G The clouds hurry.

H The leaves flutter.

Reporting Category: **5 Logic**

Performance Indicator: **0601.5.7 Make inferences and draw conclusions based on evidence in text.**

53 **How does the speaker of the poem feel about the storm?**

A disappointed when the storm ends

B fearful of the noise made by the storm

C satisfied to let the storm do its work

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Reporting Category:	**7 Literature**
Performance Indicator:	**0601.8.2 Identify the setting and conflict of a passage.**

54 **The speaker of the poem hints that the classroom has no**

F electrical power.

G windows.

H teaching materials.

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Reporting Category:	**7 Literature**
Performance Indicator:	**0601.8.4 Distinguish between first and third person points of view.**

55 **Which line from the poem shows that it is written in first person?**

A In my classroom

B Begin flipping by themselves,

C Grinning students whisper

Reporting Category:	**7 Literature**
Performance Indicator:	**0601.8.5 Identify the kind(s) of conflict present in a literary plot (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology).**

56 **In the poem, the students are in conflict with**

F teachers.

G themselves.

H nature.

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Reporting Category:	**7 Literature**
Performance Indicator:	**0601.8.6 Identify the stated or implied theme of a literary text.**

57 **What is the implied theme of this poem?**

A People should work together to complete difficult tasks.

B Nature can disrupt planned events and activities.

C A prepared person can overcome any challenge.

Reporting Category:	**7 Literature**
Performance Indicator:	**0601.8.7 Analyze figurative language (i.e., hyperbole, similes, metaphors, personification) within context.**

58 **Read Lines 34 through 39.**

But the rain, with a mind of its own,
Beats against our wooden windows.
And pit-a-pat we hear it say:
"I have a rain forest to fill
And grass to keep green!
I will rain till I'm through.

In these lines, the speaker uses personification to show that

F the rain is more powerful than the wind.

G the sound of the rain creates its own music.

H the rain has desires and feelings of its own.

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Reporting Category:	**7 Literature**
Performance Indicator:	**0601.8.8 Identify examples of sound devices (i.e., accent, alliteration, onomatopoeia, rhyme, and repetition).**

59 **Read Lines 19 and 20.**

On wooden desks students rest their heads.
On wooden tables teachers rest their heads.

These lines show an example of which sound device?

A accent

B repetition

C onomatopoeia

Reporting Category:	**7 Literature**
Performance Indicator:	**0601.8.10 Determine the author's purpose for writing.**

60 **The author wrote this poem most likely to**

F share a pleasant memory.

G inform about a different kind of school.

H express the importance of education.

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Directions **Read the story. Then answer Numbers 61 through 65.**

To Have a Friend . . .

by Richard Woodard

1 "It's finally starting to feel like home," Mom said as she and Gil emptied the last box.

2 "Yeah, I thought we'd never get unpacked," said Gil, stretching. "Mind if I bike down to the store? I'll be back by the time Dad gets home."

3 "All right," said Mom, "but be careful. They drive pretty fast on these country roads."

4 "That's about the only action around here," thought Gil. Three days, and the most exciting thing he'd done was to mow the lawn.

5 It was nicer here than at their last place, Gil had to admit. But in the city he'd had friends, and there was always something to do or someplace to go.

6 Gil hopped on his bike. The road in front of their new house went past some farms, then wound its way up and down hills until it reached a small town with a grocery store, a post office, and an antiques shop. Between the farms there were houses like his, and on the farms he sometimes saw cows or horses.

7 Gil slowed down when he got to the third farm. On his first day of bike riding, he had seen a boy about his age getting the mail from the box beside the road. They had talked for a while.

8 "Everyone swims and fishes in the river," the boy, Tom, had said. "And there's usually a ball game at the school on the other side of town."

9 "Get your bike," Gil had said. "You can show me around."

10 "Can't today. I have to mow the lawn. Maybe tomorrow," Tom replied.

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11 But the next day, Tom had been too busy fixing the barn door and cleaning out the stalls.

12 "He doesn't like me," Gil had told his parents that second night at dinner. "Every time I invite him to go riding, he has some excuse."

13 "Give it time," Mom had said. "You'll make friends."

14 "If he lives on a farm, then he probably does have a lot to do," said Dad. "My father lived on a farm and, according to him, all he ever did was work from sunrise to sunset."

15 "I'll give him one more chance," Gil thought.

16 Now Gil rode up Tom's gravel driveway again. The crunch of his tires reminded him of the cereal commercial he had seen on TV the night before.

17 From the direction of the house, Gil could hear the clunking sound of wood being chopped, and then he saw Tom, hard at work again. "No use even asking," Gil thought. He turned his bike around and headed back to the road.

18 "He was chopping wood today when I went by," Gil told his parents that night at dinner. "I guess he really does work all the time."

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19 "His parents must do a lot of the work, too," said Dad.

20 "I've never seen anyone else. There's not even a car," said Gil. "Maybe he lives by himself and has to do everything."

21 "He's too young to live alone," said Mom. Her face got that worried look. "Someone should check on him."

22 "Uh-oh," thought Gil, hoping he hadn't gotten Tom in trouble.

23 "Let me take a ride over before you do anything," Gil said.

24 "OK," said Mom. "Get back before dark."

25 In a few minutes Gil heard the familiar crunch of gravel beneath his bike tires again. Tom's house was small, but nice. There were curtains on the windows, flowers planted along the walkway, and clothes on the line. A blue car was parked in front of the house.

26 Gil found Tom working in the barn. Tom looked up when Gil walked in. "Hi, Gil," he said.

27 "Still working?"

28 "Never seems to end around here," said Tom.

29 "Don't your folks help?"

30 "It's just me and Mom. She works in the antiques shop."

31 "So you do most of the farm work?" Gil asked.

32 "Yeah."

33 "I don't know anything about farming," said Gil, "but I don't have much to do. Maybe I can come over tomorrow and help you. If we get done early, maybe we can go for a ride or something."

34 Tom looked up from his work. "That would be great," he said, smiling. "I have to weed the garden, but we can go swimming afterward."

35 "All right," said Gil. "See you tomorrow." As he took in the sweet smell of hay on his way out of the barn, Gil felt a surge of happiness.

36 "This country life might not be so bad after all," he thought.

"To Have a Friend . . ." by Richard Woodard, from *Highlights for Children*, August 2002, copyright © 2002 by Highlights for Children, Inc. Columbus, Ohio. Used by permission.

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Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0601.1.16 Use context clues and prior knowledge of roots and affixes to determine the meaning of unfamiliar words.**

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

As he took in the sweet smell of hay on his way out of the barn, Gil felt a surge of happiness.

What does surge mean in this paragraph?

A a great amount of

B a need to do better

C a way to learn

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Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0601.1.17 Use dictionaries, thesauruses, electronic sources, and glossaries as aids in determining the meaning of unfamiliar words.**

62 **Read this dictionary entry for the word stall.**

> **stall** \stôl\ *noun* **1.** a place for animals in a stable or barn **2.** a space for parking a car **3.** a booth or stand

Now read this sentence from Paragraph 11.

> But the next day, Tom had been too busy fixing the barn door and cleaning out the stalls.

Which meaning of stall is used in the sentence above?

F a place for animals in a stable or barn

G a space for parking a car

H a booth or stand

Reporting Category:	**5 Logic**
Performance Indicator:	**0601.5.1 Predict future events of a given text.**

63 **Based on the story, the reader can predict that Gil will**

A share his fishing supplies.

B teach Tom to swim.

C learn about farming.

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Reporting Category:	**7 Literature**
Performance Indicator:	**0601.8.1 Distinguish among various literary genres (e.g., fiction, drama, nonfiction, poetry).**

64 **This story can best be described as**

F drama.

G realistic fiction.

H historical fiction.

Reporting Category:	**7 Literature**
Performance Indicator:	**0601.8.3 Determine the main ideas of plots, their causes, how they influence future actions, and how they are resolved.**

65 **Gil believes that Tom is not interested in becoming friends with him because**

A Tom seems to prefer being with other people.

B Tom does not want to ride bikes with Gil.

C Tom always seems too busy when Gil is around.

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Directions Read and answer Numbers 66 through 83.

Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.5 Identify the correct use of conjunctions (i.e., coordinating and subordinating) and interjections within context.**

66 **Which sentence correctly uses the underlined subordinate conjunction?**

F Even though her room was such a mess, Carmen's mother told her she couldn't visit her friend until her room was clean.

G Louisa will do her homework while her brother has finished practicing his trumpet for his upcoming concert.

H Even if I babysit every Saturday for the next month, I still won't have enough money to buy the game.

Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.6 Choose the correct use of quotation marks, commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks) and colons (i.e., in business letters, preceding a list of items).**

67 **Which of these uses a colon correctly?**

A I put the following in my bag: a sandwich, a cookie, and an apple.

B Cassidy won: a second-place trophy at the race on Saturday.

C Teachers usually bring home: lesson plans and textbooks.

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Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.8 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements).**

68 **Read this sentence.**

I could not open my locker my sweater was caught in the hinge.

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

F I could not open my locker because my sweater was caught in the hinge.

G I could not open my locker though my sweater was caught in the hinge.

H I could not open my locker, so my sweater was caught in the hinge.

Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.13 Choose the appropriate interjection to complete a sentence.**

69 **Read the sentence below.**

"_____, now I understand this math problem," Clara said, nodding her head at her teacher.

Which word <u>best</u> completes the sentence?

A Oops

B Ouch

C Ah

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Reporting Category:	4 Communication and Media
Performance Indicator:	0601.2.4 Select the most appropriate behaviors for participating productively in a team (e.g., contribute appropriate and useful information and ideas, understand the purpose for working as a team, understand the responsibilities of various roles within the team).

70 **A group of students must complete a project. What should the group do first to make the project successful?**

F choose one person to make all decisions for the group

G understand the goal of the assignment

H compare what they are doing with what other groups are doing

Reporting Category:	4 Communication and Media
Performance Indicator:	0601.2.4 Select the most appropriate behaviors for participating productively in a team (e.g., contribute appropriate and useful information and ideas, understand the purpose for working as a team, understand the responsibilities of various roles within the team).

71 **A sixth grade student was asked to complete a science project with a partner. What is the best way for the students to proceed?**

A The student with less homework should do the work.

B One student should tell the other student what to do.

C The pair should have equal tasks in completing the research.

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0601.2.5 Identify the functions and responsibilities of individual roles within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).**

72 **Which member in a group is responsible for making sure that enough attention is given to all the parts of a project in order to meet the due date?**

F leader

G information gatherer

H reporter

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0601.2.6 Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).**

73 **If you are giving a speech and the audience does not appear to be listening, which of these should you do?**

A Change your topic.

B Speak loudly and clearly.

C Sit down and try again later.

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Reporting Category:	4 Communication and Media
Performance Indicator:	0601.2.7 Organize ideas in the most effective order for an oral presentation.

74 **Serena is giving a speech to the school board. Read her outline.**

1. list necessary changes to the current bus routes
2. list problems caused by the use of current bus routes
3. describe how changes to the existing bus routes will benefit students

What is the correct order for Serena's speech?

F 2, 1, 3

G 1, 3, 2

H 3, 1, 2

Reporting Category:	3 Writing and Research
Performance Indicator:	0601.3.12 Select the most appropriate format for writing a specific work-related text (i.e., instructions, directions, letters, memos, e-mails, reports).

75 **Mia wants to present a suggestion to her boss at work about the purchase of a new copy machine. Which format would be the most appropriate for her to use?**

A a set of directions for using the new copy machine

B a memo sent out to the entire department at her work

C an e-mail with a Web site link to information about the new copy machine

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Reporting Category:	**5 Logic**
Performance Indicator:	**0601.5.4 Identify examples of persuasive devices (i.e., bandwagon, loaded terms, testimonial, name-calling).**

76 **If a cable television service uses a claim from a satisfied customer in its advertisements, which type of persuasive device is it using?**

F bandwagon

G loaded terms

H testimonial

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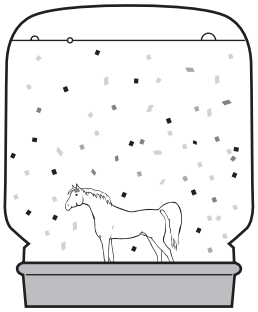
Reporting Category: 6 Informational Text

Performance Indicator: 0601.6.8 Choose the correct order of a set of instructions.

77 Read the instructions on how to make a snow scene in a jar.

Instructions



1. Use hot glue gun to glue the lid onto the jar.
2. Put some glitter into the jar.
3. Fill the jar with water.
4. With an adult's help, use a hot glue gun to glue the plastic animal to the inside of the jar lid.
5. Get a clean baby-food jar with a lid, some glitter, and a small plastic animal.

What is the correct order for this project?

A 5, 4, 3, 2, 1

B 2, 4, 1, 3, 5

C 4, 1, 2, 3, 5

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0601.7.1 Select the medium that best reinforces a viewpoint or enhances a presentation.**

78 **Melissa is giving a presentation to persuade students that CPR (cardiopulmonary resuscitation) is an important skill to know. Which of these should she show during her report?**

F a chart showing the number of lives saved by CPR

G a map of locations where CPR classes are offered

H a list of students and teachers who know CPR

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0601.7.3 Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).**

79 **Most 20-second television commercials for food products are designed to**

A inform.

B entertain.

C persuade.

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0601.7.4 Draw an inference from a non-print medium.**

80 **Look at the photo.**

© Photoclicks/Dreamstime #4222540

From this photo, a viewer can tell that the children

F are nervous about dancing in public.

G are performing in a parade.

H are part of a school club.

Go On ▶

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0601.7.5 Choose the statement that best summarizes/communicates the message presented by a medium.**

81 **Look at this photo.**

© Calvlo/iStockphoto #4031772

A farmer's market plans to use this photo in an advertisement. What message are the farmers most likely trying to give with this photo?

A They sell inexpensive vegetables.

B They offer a variety of fresh vegetables.

C They handpick all of the vegetables.

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Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0601.7.6 Identify the type of conflict (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.**

82 **Look at the picture below.**

©Matka_wariatka/Dreamstime #5092144

Identify the type of conflict represented in the picture.

F person vs. person

G person vs. environment

H person vs. self

Go On ▶

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Reporting Category: **7 Literature**

Performance Indicator: **0601.8.9 Identify patterns of rhyme and rhythm.**

83 **Read this part of the poem "If You Think You Are Beaten" by Walter D. Wintle.**

If you think you are beaten, you are.
If you think you dare not, you don't.
If you'd like to win but think you can't,
It's almost certain you won't.

Life's battles don't always go
To the stronger or faster man,
But sooner or later, the man who wins
Is the man who thinks he can.

What is the rhyme pattern of this poem?

A aabb

B abcb

C abba

STOP

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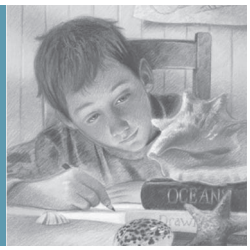
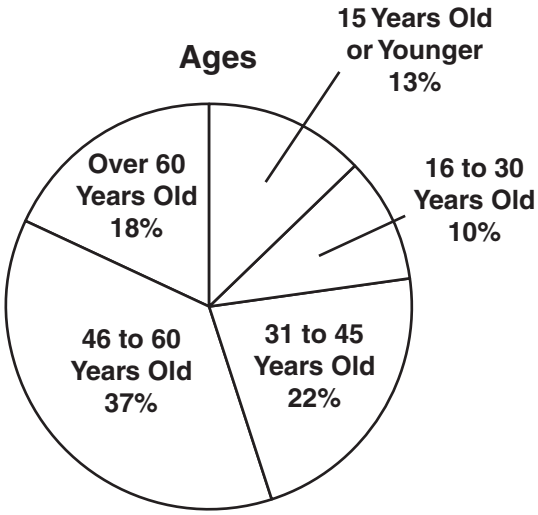
Mathematics



Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0606.1.1 Make conjectures and predictions based on data.**

1 The ages of randomly selected people at a baseball game are shown in the graph below.



About 10,000 people are at the baseball game. Based on the information in the graph, about how many of these people are 30 years old or younger?

A 1,000

B 1,300

C 2,300

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Reporting Category:	**1 Mathematical Processes**
Performance Indicator:	**0606.1.2 Judge the reasonableness of the results of rational number estimates and/or computations.**

2 Jordan put a total of 850 pictures in 12 photo albums. She put about the same number of pictures in each album. Which is the best estimate of the number of pictures Jordan put in each album?

F 70

G 45

H 40

Reporting Category:	**1 Mathematical Processes**
Performance Indicator:	**0606.1.3 Use concrete, pictorial, and symbolic representation for integers.**

3 The temperature at 3:00 P.M. was 65° Fahrenheit. By 9:00 P.M. the temperature had decreased by 27 degrees. Which integer best shows the temperature change, in degrees Fahrenheit, from 3:00 P.M. to 9:00 P.M.?

A 38

B –27

C 27

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Reporting Category:	**1 Mathematical Processes**
Performance Indicator:	**0606.1.4 Select the representation that models one of the arithmetic properties (commutative, associative, or distributive).**

4 Which equation represents the commutative property?

F $3(4+6)=(3\times 4)+(3\times 6)$

G $3+(4+6)=(3+4)+6$

H $3\times 4\times 6=4\times 6\times 3$

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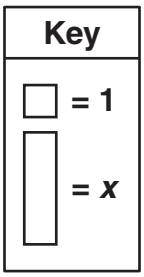
Reporting Category: **1 Mathematical Processes**

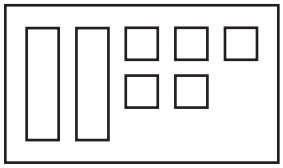
Performance Indicator: **0606.1.5 Model algebraic expressions using algebra tiles.**

5 Look at the key below.

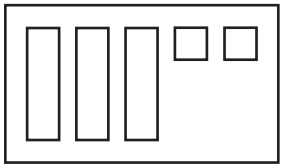


According to the key, which model represents the expression $2x + 3$?

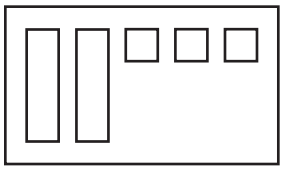
A



B



C



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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0606.2.1 Solve problems involving the multiplication and division of fractions.**

6 **Multiply:**

$$\frac{3}{4} \times \frac{1}{2} =$$

F $\frac{3}{2}$

G $\frac{3}{8}$

H $\frac{2}{3}$

Go On ▶

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0606.2.2 Solve problems involving the addition, subtraction, multiplication, and division of mixed numbers.**

7 **Multiply:**

$$1\frac{3}{4} \times 5 =$$

A $8\frac{3}{4}$

B $6\frac{3}{4}$

C $2\frac{6}{7}$

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0606.2.3 Solve problems involving the addition, subtraction, multiplication, and division of decimals.**

8 Danielle had $33.58. She spent $19.99 on art supplies. How much money should Danielle have left?

F $13.59

G $24.69

H $53.57

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0606.2.4 Solve multi-step arithmetic problems using fractions, mixed numbers, and decimals.**

9 Coretta made 7 pies for a picnic.

- At the picnic, $3\frac{1}{4}$ of the pies were eaten.
- Coretta gave $1\frac{1}{2}$ of the pies to her friends.

How many pies did Coretta have left?

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

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

C $2\frac{1}{4}$

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0606.2.4 Solve multi-step arithmetic problems using fractions, mixed numbers, and decimals.**

10 Ivan had $28.50 saved for gardening supplies. He spent $5.25 each for 2 plants and $6.99 for plant food. How much money should Ivan have left?

F $4.02

G $11.01

H $17.49

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0606.2.5 Transform numbers from one form to another (fractions, decimals, percents, and mixed numbers).**

11 Which fraction is equivalent to 3.08?

A $3\frac{2}{25}$

B $3\frac{8}{25}$

C $3\frac{4}{5}$

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0606.2.6 Solve problems involving ratios, rates and percents.**

12 Joey walks 3 blocks every 5 minutes. At this rate, how many minutes should it take him to walk 45 blocks?

F 75 minutes

G 53 minutes

H 27 minutes

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0606.2.6 Solve problems involving ratios, rates and percents.**

13 The area of a floor is 80 square feet. A rug covers 20 square feet of the floor. What percent of the floor is covered by this rug?

A 75%

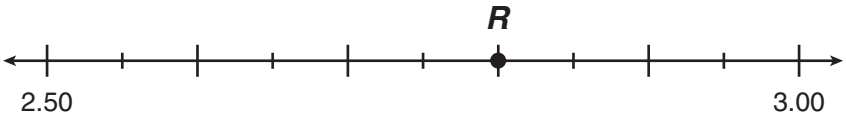
B 25%

C 20%

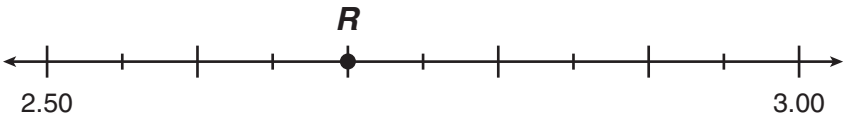
Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0606.2.7 Locate positive rational numbers on the number line.**

14 Which number line <u>best</u> shows Point *R* located at 2.85?

F



G



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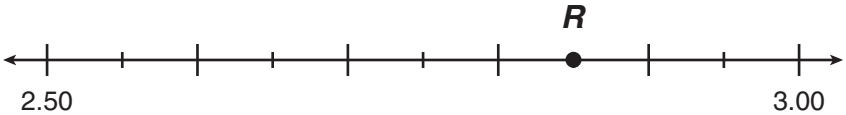

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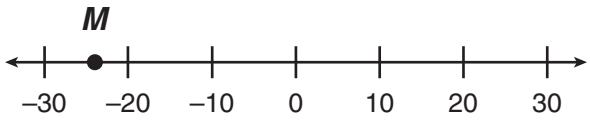
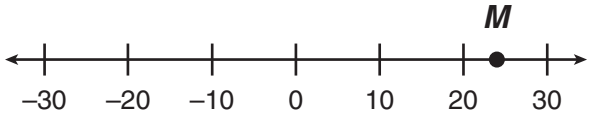
Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0606.2.8 Locate integers on the number line.**

15 Which number line shows Point *M* located at –24?

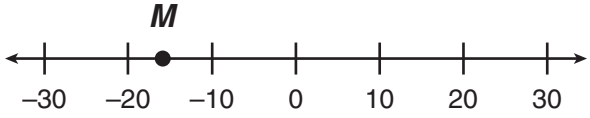
A



B



C



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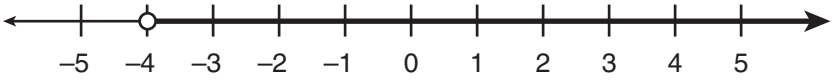
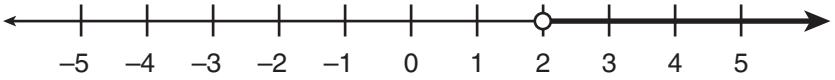
Reporting Category:	**3 Algebra**
Performance Indicator:	**0606.3.1 Represent on a number line the solution of a linear inequality.**

16 Which number line shows the solution to the inequality $4x > -8$?

F



G



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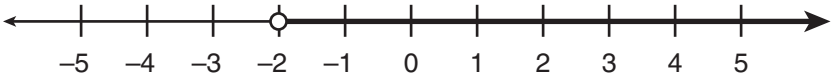

Reporting Category:	**3 Algebra**
Performance Indicator:	**0606.3.2 Use order of operations and parentheses to simplify expressions and solve problems.**

17 **Simplify:**

$$(3^2 + 12) + (4 \times 2)$$

A 50

B 29

C 26

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Reporting Category:	**3 Algebra**
Performance Indicator:	**0606.3.3 Write equations that correspond to given situations or represent a given mathematical relationship.**

18 The list below shows the items Seth bought at a grocery store.

- 1 gallon of milk for $3.88
- 1 loaf of bread for $1.99

He paid for these items with a $10 bill. Which equation could be used to find *c*, the total amount of change, in dollars, Seth should have received?

F $c = 10 + (3.88 + 1.99)$

G $c = 10 + (3.88 - 1.99)$

H $c = 10 - (3.88 + 1.99)$

Reporting Category:	**3 Algebra**
Performance Indicator:	**0606.3.4 Rewrite expressions to represent quantities in different ways.**

19 Which expression is equivalent to $7(6y + 4)$?

A $(7 \bullet 6)y + (y + 4)$

B $(7 \bullet 6)y + (7 \bullet 4)$

C $7y(6 + 4)$

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Reporting Category:	**3 Algebra**
Performance Indicator:	**0606.3.5 Translate between verbal expressions/sentences and algebraic expressions/equations.**

20 Which expression represents "seven less than 4 times a number *n* divided by 5"?

F $7 - \frac{4n}{5}$

G $\frac{4n}{5} - 7$

H $\frac{5}{4n - 7}$

Reporting Category:	**3 Algebra**
Performance Indicator:	**0606.3.6 Solve two-step linear equations using number sense, properties, and inverse operations.**

21 What value of *x* makes this equation true?

$$2x - 1 = 5$$

A 2

B 3

C 12

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Reporting Category:	**3 Algebra**
Performance Indicator:	**0606.3.7 Use algebraic expressions and properties to analyze numeric and geometric patterns.**

22 The first six terms of a number pattern are shown below.

2, 5, 14, 41, 122, 365, . . .

Which expression can be used to find the value of the next number in this pattern, when n represents the previous number in the pattern?

F $n + 3$

G $2n + 1$

H $3n - 1$

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Reporting Category:	**3 Algebra**
Performance Indicator:	**0606.3.7 Use algebraic expressions and properties to analyze numeric and geometric patterns.**

23 The table below shows values for x and y.

x	y
6	12
8	16
10	20
12	24
14	28

Which expression best shows how to find y in terms of x?

A $2x$

B $x + 6$

C $x + 4$

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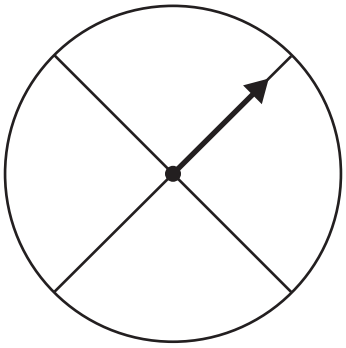
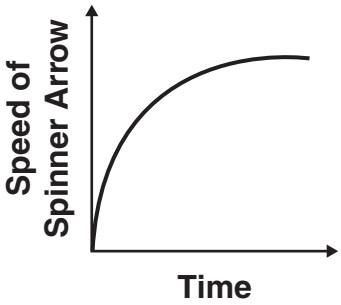
Reporting Category:	**3 Algebra**
Performance Indicator:	**0606.3.8 Select the qualitative graph that models a contextual situation (e.g., water filling then draining from a bathtub).**

24 Vance played a game using a spinner.

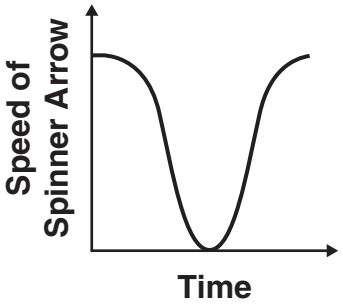


Which graph best represents the speed of the arrow of the spinner from the moment before Vance spun it until it stopped?

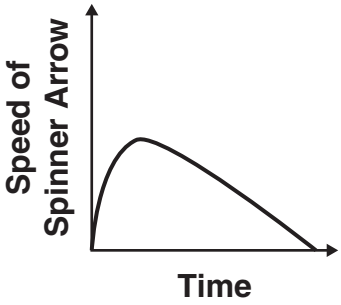
F



H



G



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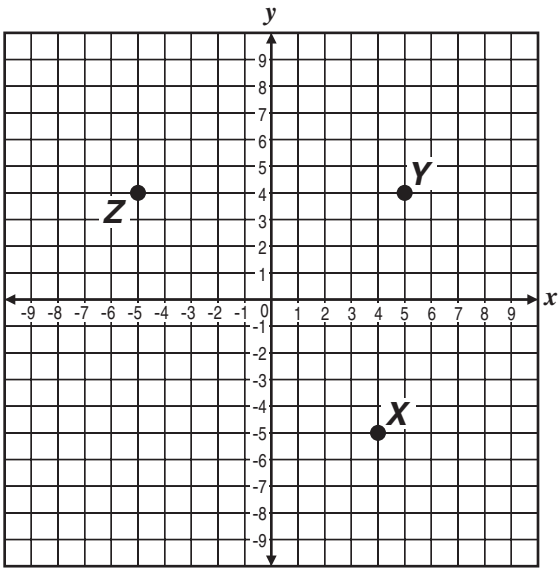
Reporting Category:	**3 Algebra**
Performance Indicator:	**0606.3.9 Graph ordered pairs of integers in all four quadrants of the Cartesian coordinate system.**

25 Which point is located at $(-5, 4)$?



A Point *X*

B Point *Y*

C Point *Z*

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Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0606.4.1 Identify, define or describe geometric shapes given a visual representation or a written description of its properties.**

26 Which characteristic best describes a triangular prism?

F It has exactly 5 faces.

G It has exactly 6 edges.

H It has exactly 12 vertices.

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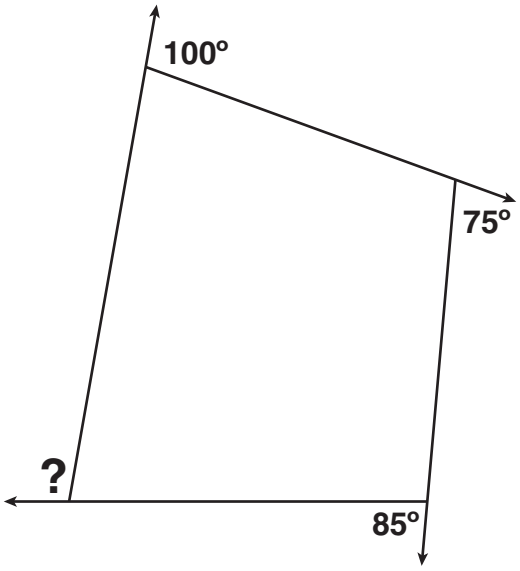
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0606.4.2 Find a missing angle measure in problems involving interior/exterior angles and/or their sums.**

27 What is the measure of the missing exterior angle?



A 80°

B 100°

C 260°

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Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0606.4.3 Solve problems using the Triangle Inequality Theorem.**

28 Kathi drew a triangle. The lengths of two sides of her triangle are shown below.

4 centimeters
8 centimeters

Which of these could be the length of the third side of Kathi's triangle?

F 14 centimeters

G 12 centimeters

H 10 centimeters

Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0606.4.4 Calculate with circumferences and areas of circles.**

29 Cameron drew a circle that had a diameter of 10 centimeters. Which measurement is closest to the area of Cameron's circle?

Area $= \pi r^2$
$r =$ radius
$\pi \approx 3.14$

A 31.40 square centimeters

B 78.50 square centimeters

C 314.00 square centimeters

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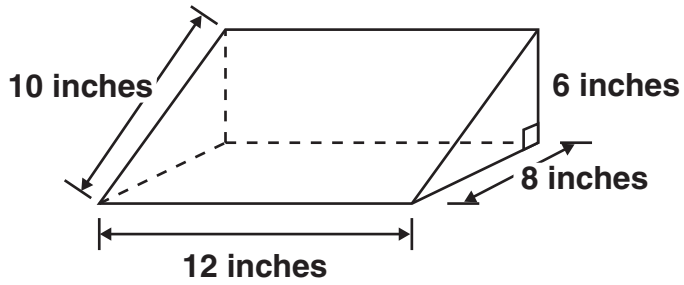
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0606.4.5 Determine the surface area and volume of prisms, pyramids and cylinders.**

30 The picture below shows the dimensions of a triangular prism.



Surface Area = sum of the area of the faces of a three-dimensional figure

Area of Rectangle = length × width

Area of Triangle = $\frac{1}{2}$ base × height

What is the total surface area of the triangular prism?

F 312 square inches

G 336 square inches

H 384 square inches

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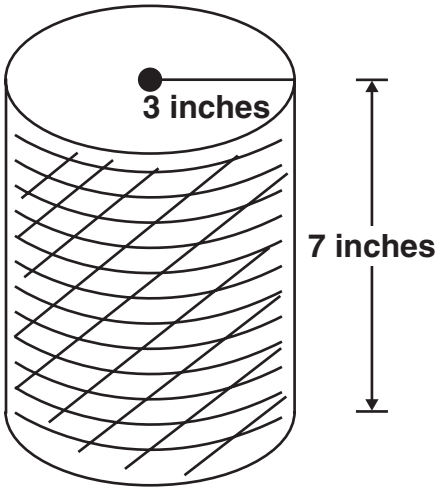
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0606.4.5 Determine the surface area and volume of prisms, pyramids and cylinders.**

31 The cylinder-shaped basket below has a radius of 3 inches and a height of 7 inches.



Volume $= \pi r^2 h$	$r =$ radius
$\pi \approx 3.14$	$h =$ height

Which is closest to the volume of the basket?

A 197.82 cubic inches

B 131.88 cubic inches

C 65.94 cubic inches

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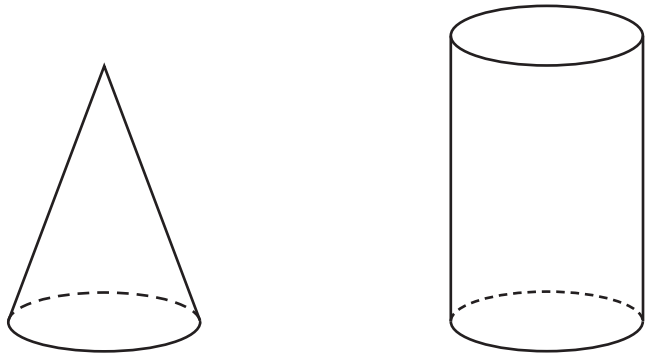
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0606.4.6 Given the volume of a cone/ pyramid, find the volume of the related cylinder/prism or vice versa.**

32 The cone and the cylinder below have the same base area and height.



$V = 330\ \text{cm}^3$

$V = ?$

$V\,(\text{cone}) = \frac{1}{3}Bh$

B = area of the base of the figure

$V\,(\text{cylinder}) = Bh$

B = area of the base of the figure

What is the volume of the cylinder?

F 110 cubic centimeters

G 330 cubic centimeters

H 990 cubic centimeters

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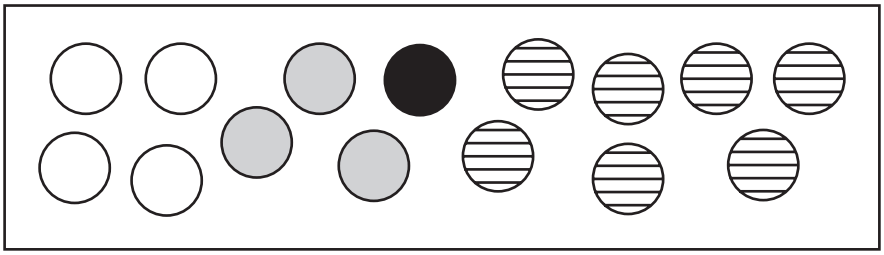
Reporting Category:	**5 Data Analysis, Statistics and Probability**
Performance Indicator:	**0606.5.1 Determine the theoretical probability of simple and compound events in familiar contexts.**

33 A teacher placed these tokens into a bag.



The teacher will select one token without looking. What is the probability that the token will be gray?

A $\frac{1}{5}$

B $\frac{1}{4}$

C $\frac{4}{5}$

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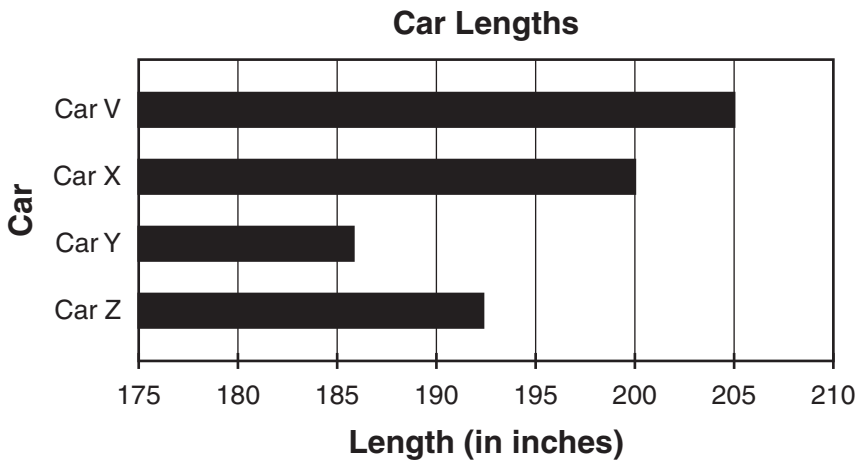
Reporting Category:	**5 Data Analysis, Statistics and Probability**
Performance Indicator:	**0606.5.2 Identify features of graphs that may be misleading.**

34 The graph below shows the length, in inches, of each of 4 cars.



Which feature of the graph may be misleading?

F The scale on the horizontal axis does not start at zero.

G The bars are horizontal instead of vertical.

H The values on the horizontal axis increase by 5.

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Reporting Category:	**5 Data Analysis, Statistics and Probability**
Performance Indicator:	**0606.5.3 Determine whether or not a sample is biased.**

35 Bryan randomly surveyed 50 people at a mall in a town. All the people he surveyed were male. He wanted to determine if they want to build a new football stadium at the local high school. Which sentence best explains why Bryan's survey may be biased?

A Bryan did not visit malls in more than one town.

B Bryan did not limit the survey to people who like football.

C Bryan did not survey both males and females.

STOP

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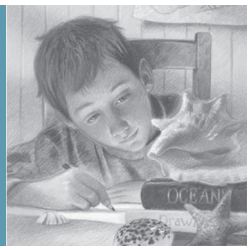
Science



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

Performance Indicator: **0607.INQ.4 Draw a conclusion that establishes a cause and effect relationship supported by evidence.**

1 **Thermometers were placed inside different-colored socks made of the same material and placed on a sunny sidewalk for 30 minutes.**

Sock Temperature Data

Sock Color	Temperature (°C)
Black	39
Dark Green	37
Grey	33
White	32

Which conclusion best explains the difference in the temperatures?

A Thermometers absorbed heat from the sidewalk.

B Darker-colored socks absorbed more solar energy.

C Larger-sized socks absorbed heat more quickly.

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Reporting Category:	**INQUIRY AND TECHNOLOGY & ENGINEERING**
Performance Indicator:	**0607.INQ.5 Identify a faulty interpretation of data that is due to bias or experimental error.**

2 **From the same type of aluminum, several pieces have been hand cut to the same size. The mass of each sample should be about 11.0 grams. The data collected for the samples are shown below.**

Aluminum Sample Data

Sample	Mass (g)
1	11.25
2	10.85
3	12.75
4	11.00

Which sample was most likely recorded incorrectly?

F Sample 1

G Sample 2

H Sample 3

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Reporting Category:	**INQUIRY AND TECHNOLOGY & ENGINEERING**
Performance Indicator:	**0607.TE.2 Evaluate a protocol to determine if the engineering design process was successfully applied.**

3 **A bridge that crosses a small river was damaged by a flood. After engineers repair the bridge, which procedure should be performed by the engineers?**

A test the strength of the bridge

B build a smaller model of the bridge

C measure the width of the river

Reporting Category:	**INQUIRY AND TECHNOLOGY & ENGINEERING**
Performance Indicator:	**0607.TE.3 Distinguish between the intended benefits and the unintended consequences of a new technology.**

4 **New light bulbs have been invented that last longer than old light bulbs.**

What is a benefit of these new light bulbs?

F The light bulbs will never need to be replaced.

G There will be more solar energy available.

H Fewer light bulbs will be thrown away as trash.

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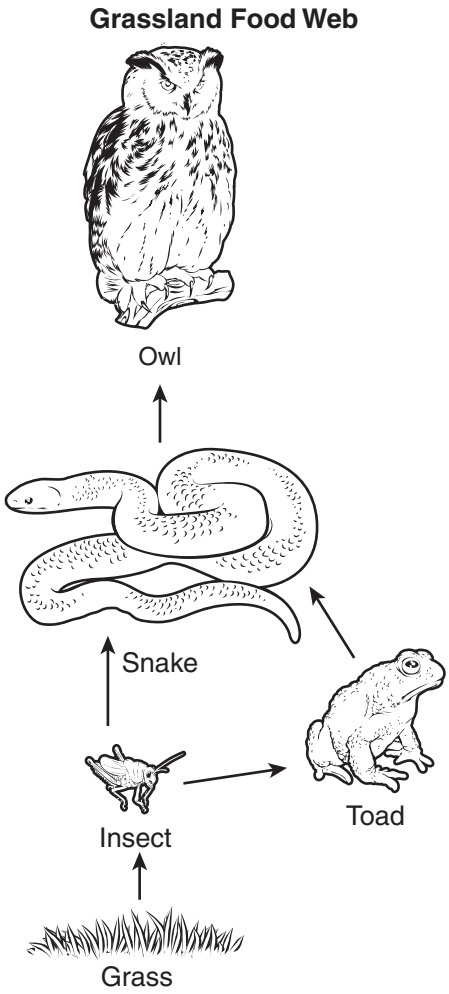
Reporting Category:	**LIFE SCIENCE: Interdependence**
Performance Indicator:	**0607.2.1 Classify organisms as producers, consumers, scavengers, or decomposers according to their role in a food chain or food web.**

5 A grassland food web is shown below.



Which organism is a producer?

A Snake

B Toad

C Grass

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Reporting Category:	**LIFE SCIENCE: Interdependence**
Performance Indicator:	**0607.2.2 Interpret how materials and energy are transferred through an ecosystem.**

6 **Which process begins the transfer of energy in a forest ecosystem?**

F photosynthesis

G metamorphosis

H reproduction

Reporting Category:	**LIFE SCIENCE: Interdependence**
Performance Indicator:	**0607.2.3 Identify the biotic and abiotic elements of the major biomes.**

7 **Which example is a biotic factor of a grassland biome?**

A water

B plants

C clouds

Go On ▶

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Reporting Category:	**LIFE SCIENCE: Interdependence**
Performance Indicator:	**0607.2.4 Identify the environmental conditions and interdependencies among organisms found in the major biomes.**

8 **Plants in the tundra biome grow close to the ground and have shallow root systems. Which statement best explains why these plants have shallow root systems?**

F The plants are eaten by herbivores.

G The ground is frozen much of the year.

H The seeds must be spread quickly.

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Reporting Category:	**EARTH AND SPACE SCIENCE 1: The Universe**
Performance Indicator:	**0607.6.1 Use data to draw conclusions about the major components of the universe.**

9 **The data table below describes the movements of components in the universe.**

Objects in the Universe

Component	Movement
W	Orbits around planets
X	Revolves around the sun
Y	Rotates through space around their centers
Z	Revolves around the sun in the same direction as planets

Which component is <u>best</u> described by letter W?

A stars

B moons

C suns

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Reporting Category:	**EARTH AND SPACE SCIENCE 1: The Universe**
Performance Indicator:	**0607.6.2 Explain how the relative distance of objects from the earth affects how they appear.**

10 **Which best explains why the sun and moon appear to have the same diameter?**

F The sun has a greater gravitational attraction than the moon because it is closer to Earth.

G The moon is larger than the sun, but appears to be the same size because it is closer to Earth.

H The moon is smaller than the sun, but appears to be the same size because it is closer to Earth.

Reporting Category:	**EARTH AND SPACE SCIENCE 1: The Universe**
Performance Indicator:	**0607.6.3 Distinguish among a day, lunar cycle, and year based on the movements of the earth, sun, and moon.**

11 **Which happens in a 24-hour period?**

A The moon rotates once on its axis.

B Earth rotates once on its axis.

C The moon rotates once around Earth.

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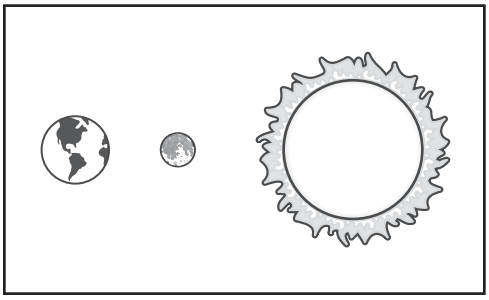
Reporting Category:	**EARTH AND SPACE SCIENCE 1: The Universe**
Performance Indicator:	**0607.6.4 Explain the different phases of the moon using a model of the earth, moon, and sun.**

12 **Which diagram best shows the sun, Earth, and the moon during a new moon?**

F



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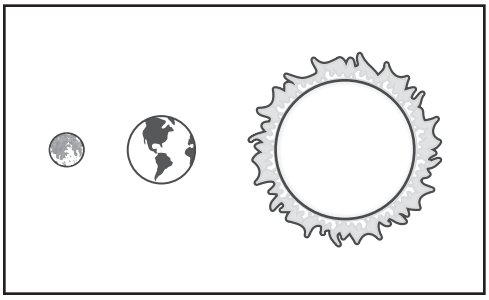

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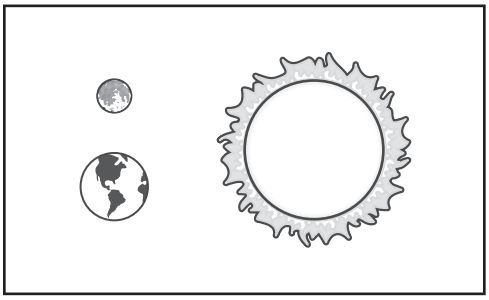

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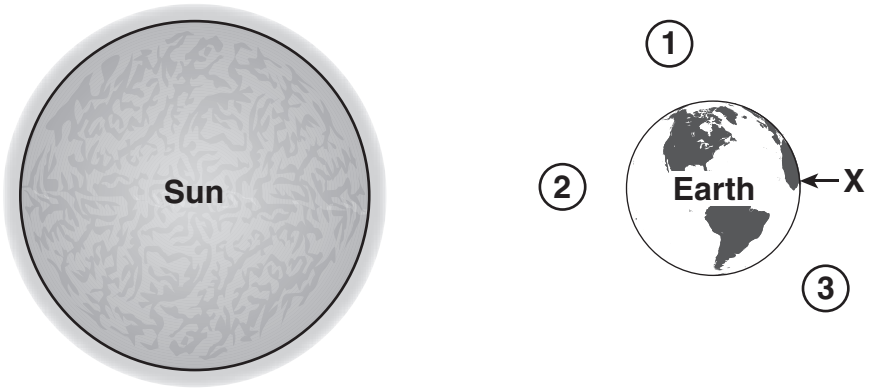
Reporting Category:	**EARTH AND SPACE SCIENCE 1: The Universe**
Performance Indicator:	**0607.6.5 Predict the types of tides that occur when the earth and moon occupy various positions.**

13 **The diagram below shows the sun, Earth, and three different locations of the moon.**



At which position would the moon be located for the highest high tides to be predicted at location X on Earth?

A 1

B 2

C 3

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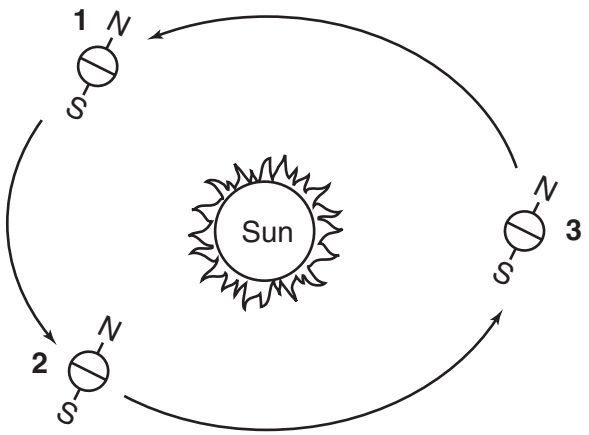
Reporting Category:	**EARTH AND SPACE SCIENCE 1: The Universe**
Performance Indicator:	**0607.6.6 Use a diagram that shows the positions of the earth and sun to explain the four seasons.**

14 **A diagram of Earth revolving around the sun is shown below.**



Winter will begin in the Northern Hemisphere when Earth is at which position?

F 1

G 2

H 3

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Reporting Category:	**EARTH AND SPACE SCIENCE 1: The Universe**
Performance Indicator:	**0607.6.7 Explain the difference between a solar and a lunar eclipse.**

15 **The diagram shows the location of the sun, Earth, and the moon.**

Which is most likely to happen when the sun, Earth, and the moon are positioned as shown?

A a solar eclipse

B a crescent moon

C a lunar eclipse

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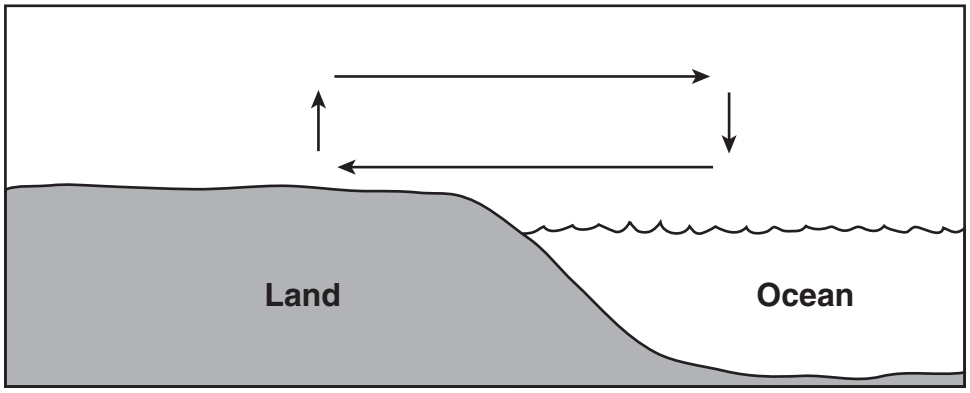
Reporting Category:	**EARTH AND SPACE SCIENCE 2: The Atmosphere**
Performance Indicator:	**0607.8.1 Analyze data to identify events associated with heat convection in the atmosphere.**

16 **The diagram below shows air circulating over land and the ocean.**



What most likely causes rising air from the land to be warm?

F heat from friction

G heat from the sun

H heat from hot springs

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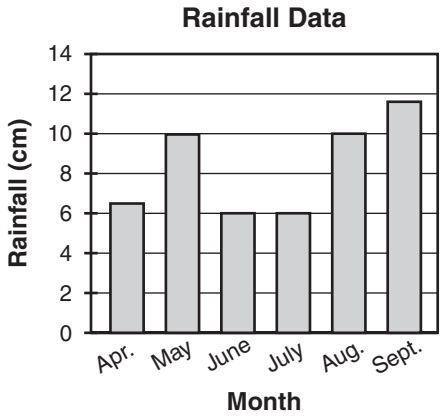
17 The data table below lists the amounts of rainfall measured during a six-month period at a particular location.

Rainfall Data

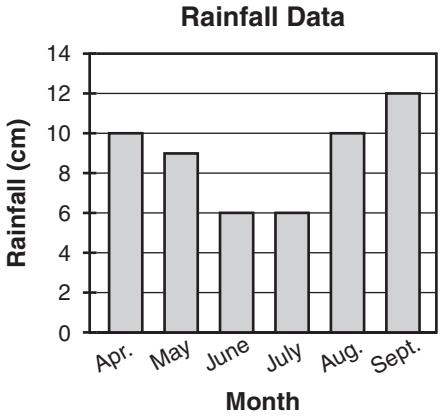
Month	April	May	June	July	August	September
Rainfall (cm)	7.5	9.0	6.0	6.0	10.0	12.5

Which bar graph correctly displays the data in the table?

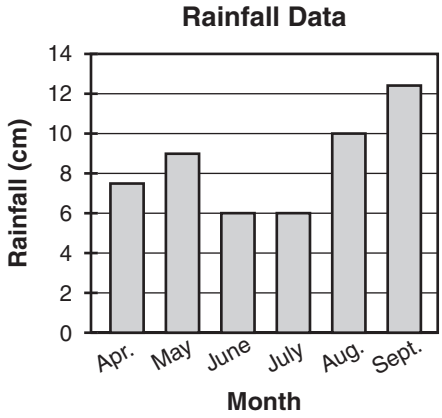
A



C



B



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Reporting Category:	**EARTH AND SPACE SCIENCE 2: The Atmosphere**
Performance Indicator:	**0607.INQ.3 Interpret and translate data into a table, graph, or diagram.**

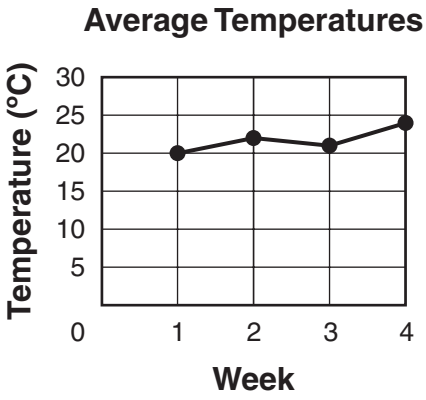
18 Students recorded the temperature outside their classroom every day for 1 month. They then calculated the average weekly temperature and recorded these data in the table below.

Weather Data Table

Week	Average Temperature °C
1	20
2	22
3	21
4	20

Which graph <u>best</u> shows their results?

F



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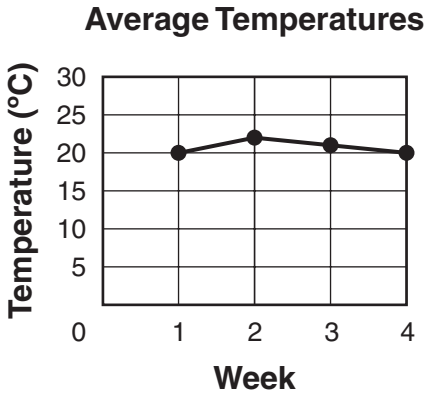

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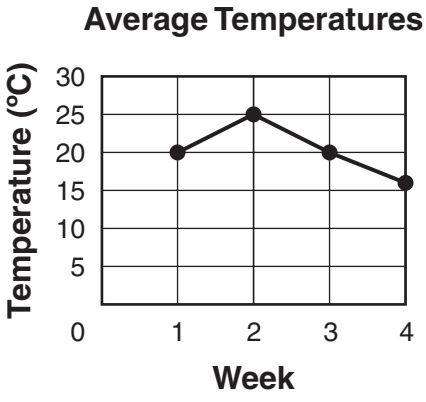

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Reporting Category:	**EARTH AND SPACE SCIENCE 2: The Atmosphere**
Performance Indicator:	**0607.8.2 Recognize the connection between the sun's energy and the wind.**

19 **As the sun warms the atmosphere of Earth, a change in air pressure will form**

A clouds.

B rain.

C wind.

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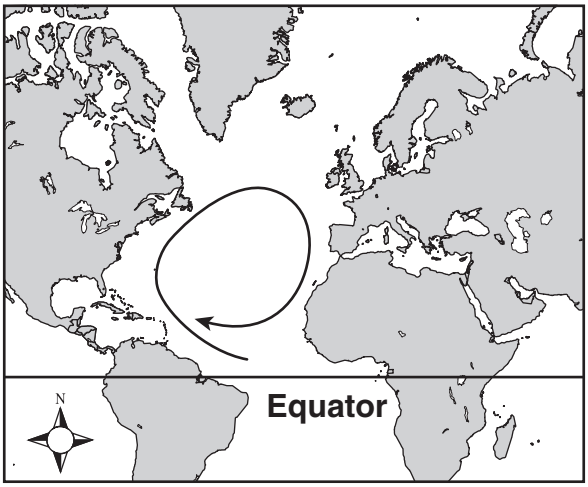
Reporting Category:	**EARTH AND SPACE SCIENCE 2: The Atmosphere**
Performance Indicator:	**0607.8.3 Describe how temperature differences in the ocean account for currents.**

20 **The diagram shows an ocean current moving in a clockwise direction.**



Which best explains why ocean currents in the Northern Hemisphere move from the equator in this direction?

F Cold water at the poles rises and moves toward the tropics.

G Warm water at the equator rises and moves toward the poles.

H Warm water near the coastlines rises and moves toward the equator.

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Reporting Category:	**EARTH AND SPACE SCIENCE 2: The Atmosphere**
Performance Indicator:	**0607.8.4 Interpret meteorological data to make predictions about the weather.**

21 **A student sees clear skies and reads a morning temperature of 35° Celsius or 95° Fahrenheit. The weather during the day will most likely be**

A snowy.

B rainy.

C hot.

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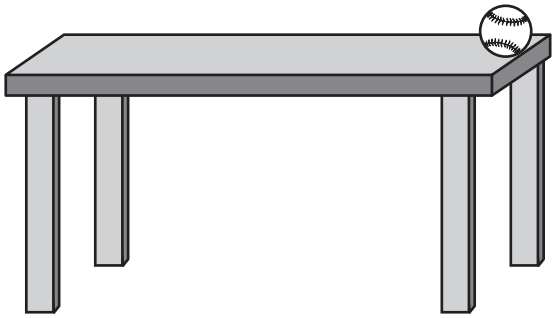
Reporting Category:	**PHYSICAL SCIENCE: Energy, Forces in Nature**
Performance Indicator:	**0607.10.1 Distinguish among gravitational potential energy, elastic potential energy, and chemical potential energy.**

22 **The diagram shows a baseball that has been placed on a tabletop.**



What type of potential energy is stored in the baseball because of its position on the table?

F chemical

G elastic

H gravitational

Go On ▶

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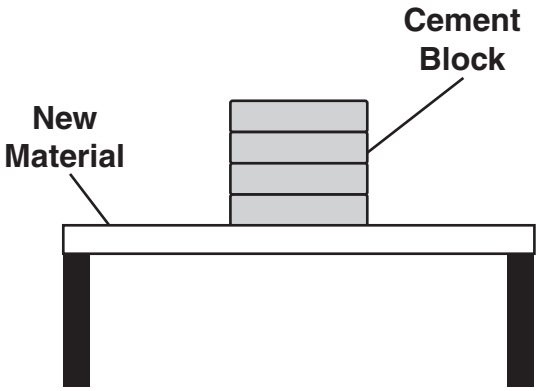
Reporting Category:	**PHYSICAL SCIENCE: Energy, Forces in Nature**
Performance Indicator:	**0607.TE.1 Identify the tools and procedures needed to test the design features of a prototype.**

23 **Designers stack cement blocks on top of a new material to see how much force the material can withstand until it bends.**



Which tool will best measure the force?

A microscope

B spring scale

C stopwatch

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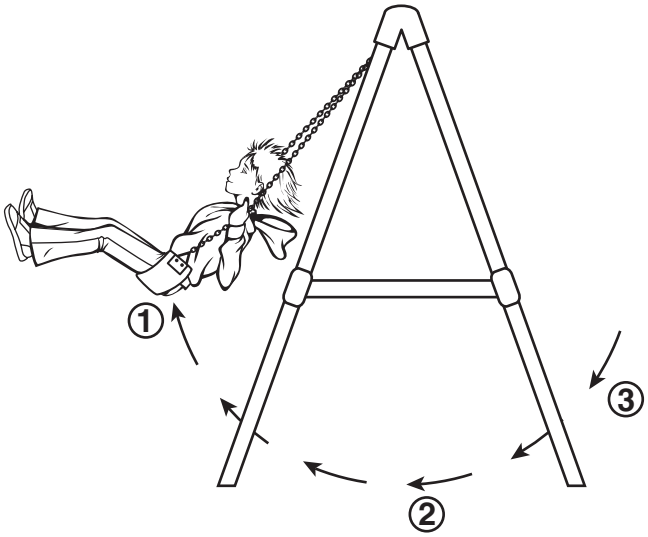
Reporting Category:	**PHYSICAL SCIENCE: Energy, Forces in Nature**
Performance Indicator:	**0607.10.2 Interpret the relationship between potential and kinetic energy.**

24 **A diagram of a student on a playground swing is shown below.**



Which point shows the student with the greatest kinetic energy?

F 1

G 2

H 3

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Reporting Category:	**PHYSICAL SCIENCE: Energy, Forces in Nature**
Performance Indicator:	**0607.10.3 Recognize that energy can be transformed from one type to another.**

25 **Which form of energy is produced when an automobile engine burns gasoline?**

A nuclear energy

B electrical energy

C mechanical energy

Reporting Category:	**PHYSICAL SCIENCE: Energy, Forces in Nature**
Performance Indicator:	**0607.INQ.2 Select tools and procedures needed to conduct a moderately complex experiment.**

26 **A student heats different volumes of water in glass beakers. Then the student measures how long it takes for the water temperatures to return to room temperature.**

Which tool should the student use to measure the temperature of the water?

F graduated cylinder

G stopwatch

H thermometer

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Reporting Category:	**PHYSICAL SCIENCE: Energy, Forces in Nature**
Performance Indicator:	**0607.10.4 Explain the Law of Conservation of Energy using data from a variety of energy transformations.**

27 **A gasoline engine only changes a small amount of the chemical energy into mechanical energy. What other energy transformation takes place as the gasoline is changed?**

A chemical to thermal

B nuclear to chemical

C electrical to mechanical

Reporting Category:	**PHYSICAL SCIENCE: Energy, Forces in Nature**
Performance Indicator:	**0607.INQ.1 Design a simple experimental procedure with an identified control and appropriate variables.**

28 **A student wants to determine if different-colored boxes produce the same temperature as a white box. The student places white, blue, and red boxes that are the same size in the sunlight. A thermometer is placed inside each box. The student records the temperatures inside the boxes throughout the day. Which is the dependent variable in this experiment?**

F the number of trials

G the readings of the thermometers

H the color of the boxes

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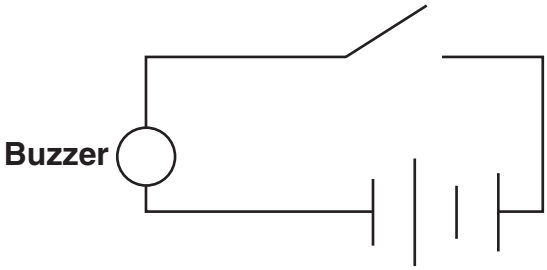
Reporting Category:	**PHYSICAL SCIENCE: Energy, Forces in Nature**
Performance Indicator:	**0607.12.1 Identify how simple circuits are associated with the transfer of electrical energy when heat, light, sound, and chemical changes are produced.**

29 **A diagram of an electric circuit is shown below.**



Which energy transformation will occur when the switch in the circuit is closed?

A light to heat

B electrical to sound

C light to sound

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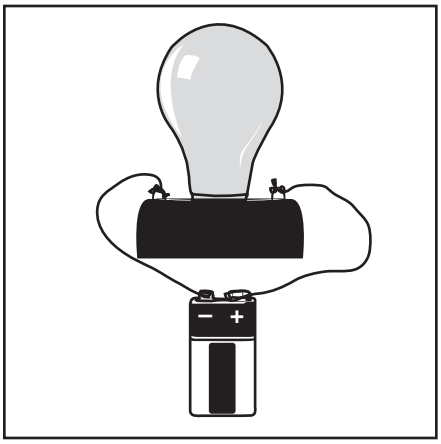
Reporting Category:	**PHYSICAL SCIENCE: Energy, Forces in Nature**
Performance Indicator:	**0607.12.1 Identify how simple circuits are associated with the transfer of electrical energy when heat, light, sound, and chemical changes are produced.**

30 Which of these shows a simple circuit that will cause the light bulb to glow?

F



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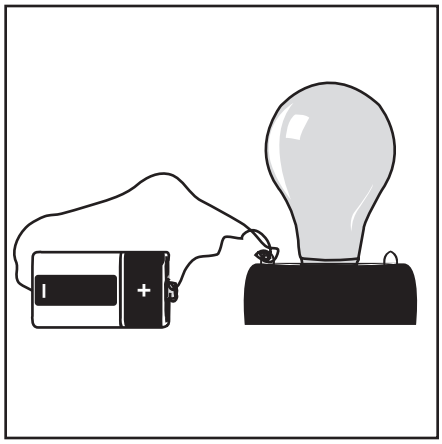

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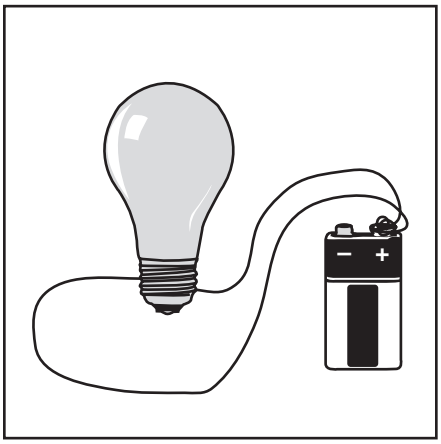

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Reporting Category:	**PHYSICAL SCIENCE: Energy, Forces in Nature**
Performance Indicator:	**0607.TE.4 Differentiate between adaptive and assistive engineered products.**

31 **Which of these is the best example of adaptive biotechnology?**

A cookware made of cast iron

B doorbells that flash a light when rung

C treating a headache with aspirin

Reporting Category:	**PHYSICAL SCIENCE: Energy, Forces in Nature**
Performance Indicator:	**0607.12.2 Identify materials that can conduct electricity.**

32 **Which object would best conduct electricity in a simple circuit?**

F copper penny

G plastic spoon

H cotton napkin

STOP

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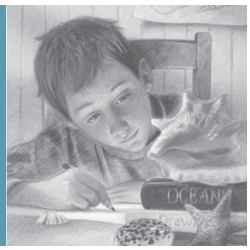
Social Studies



Reporting Category: **1 Economics**

Performance Indicator: **6.2.1 Recognize an example of a barter economy.**

1 **Which person is taking part in a barter economy?**

A a rancher who sells cows for money

B a baker who buys wheat from a local mill

C a farmer who trades chickens for milk

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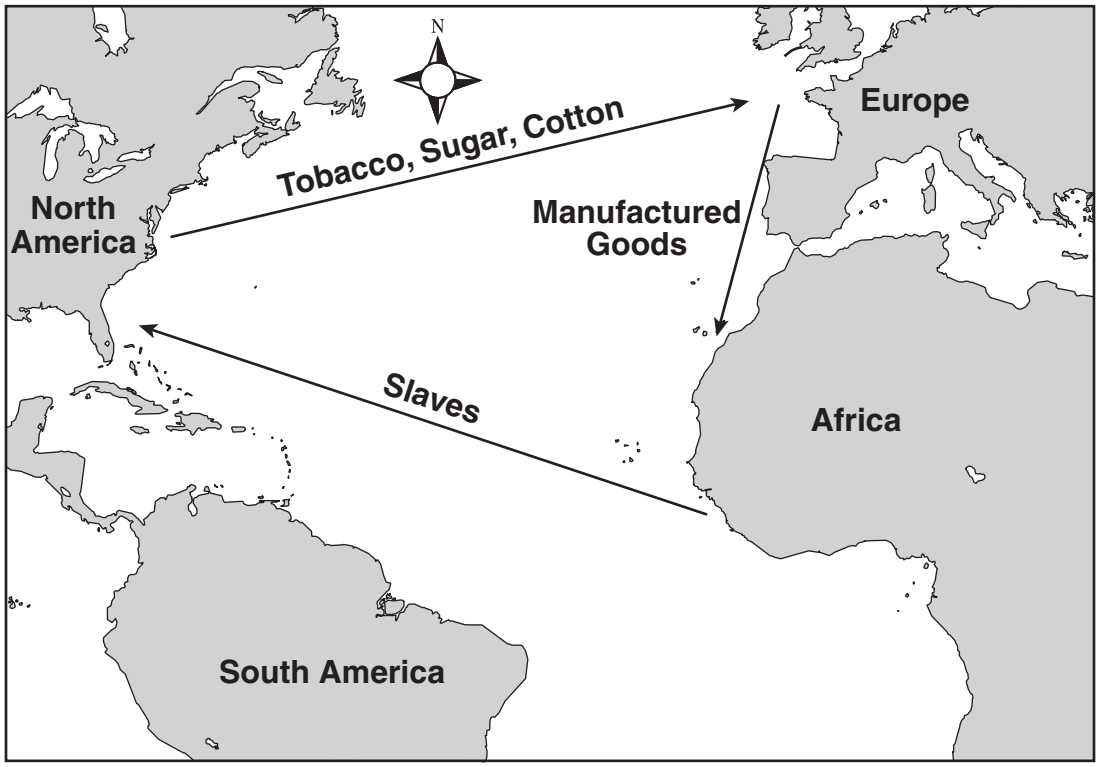
Reporting Category:	**1 Economics**
Performance Indicator:	**6.2.2 Identify major trade routes (i.e., silk roads, Persian trade routes, African trade routes, Mediterranean trade routes, ocean routes).**

Triangular Trade



2 **What was traded from Africa to North America?**

F Tobacco

G Slaves

H Sugar

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Reporting Category:	**1 Economics**
Performance Indicator:	**6.2.3 Identify disadvantages and advantages of nomadic and early farming lifestyles (i.e., shelter, food supply, and domestication of plants and animals).**

3 **As hunter-gatherer societies developed into agricultural societies, one main benefit of the change was the**

A conservation of resources.

B creation of food surpluses.

C building of highways.

Reporting Category:	**1 Economics**
Performance Indicator:	**6.2.4 Recognize the importance of economic systems in the development of early civilizations around rivers (i.e., Tigris and Euphrates, Huang He, Nile, Indus).**

4 **Which type of civilization developed in ancient China on the Huang He River?**

F nomadic

G industrial

H agricultural

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Reporting Category:	**1 Economics**
Performance Indicator:	**6.2.5 Recognize the importance of trade in later civilizations (i.e., Mediterranean, Southeast Asia, India, European).**

5 **During the Middle Ages, <u>most</u> European cities developed along bodies of water because there was**

A milder weather in these areas.

B easy access to trade routes.

C availability of building materials.

Reporting Category:	**1 Economics**
Performance Indicator:	**6.2.6 Analyze how basic economic ideas influenced world events (i.e., supply and demand leads to exploration and colonization).**

6 **Europeans explored the East Indies during the 1500s because of a desire for**

F oil.

G spices.

H art.

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Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**6.4.1 Recognize types of government (i.e., formal/informal, monarchy, direct/indirect democracy, republics, theocracy).**

7 **The monarchy of Saudi Arabia is ruled by a**

A president.

B king.

C dictator.

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**6.4.2 Recognize the steps that give rise to complex governmental organizations (i.e., nomadic, farming, village, city, city-states, states).**

8 **Which skill would best help a nomadic tribe?**

F planting crops for food

G setting up merchant shops

H tracking animal movements

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Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**6.4.3 Identify the development of written laws (i.e., Hammurabi's Code, Justinian Code, Magna Carta).**

9 **Which set of written laws was the first to be developed?**

A Magna Carta

B Twelve Tables

C Hammurabi's Code

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**6.4.4 Recognize the roles assigned to individuals in various societies (i.e., caste systems, feudal systems, city-state systems, class systems).**

10 **Which was the largest group in European feudal society?**

F lords

G knights

H serfs

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Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**6.4.5 Compare and contrast the lives of individual citizens in various governmental organizations (i.e., monarchial systems, caste systems, democratic systems-Greek).**

11 **In which type of government would a citizen have the most political power?**

A oligarchy

B democracy

C monarchy

Reporting Category:	**3 Geography**
Performance Indicator:	**6.1.1 Recognize the basic components of culture (i.e., language, common values, traditions, government, art, literature, lifestyles).**

> If any one steal cattle or sheep, . . . the thief shall pay thirtyfold . . .
>
> — Code of Hammurabi

12 **Which part of Babylonian culture is best described by the excerpt above?**

F language

G values

H literature

Go On ▶

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Reporting Category:	3 Geography
Performance Indicator:	6.1.6 Recognize reasons that cultural groups develop or settle in specific physical environments.

Some of Rome's Physical Features

- Seven hills
- Several miles inland
- Tiber River

13 **Based on the list above, the location of ancient Rome was safe because it offered**

A a pleasant climate.

B a regular food supply.

C an easily defended site.

Reporting Category:	3 Geography
Performance Indicator:	6.1.8 Recognize how migration and cultural diffusion influenced the character of world societies (i.e., spread of religions, empire building, exploration, languages).

14 **The culture of South America was strongly influenced by which country?**

F China

G Egypt

H Spain

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Reporting Category:	**3 Geography**
Performance Indicator:	**6.3.1 Identify the basic components of a world map (i.e., compass rose, map key, scale, latitude and longitude lines, continents, oceans).**

15 **Which map component explains the meaning of symbols on a map?**

A scale

B key

C title

Reporting Category:	**3 Geography**
Performance Indicator:	**6.3.2 Identify basic geographic forms (i.e., rivers, lakes, bays, oceans, mountains, plateaus, deserts, plains, coastal plains).**

- Formed by plate movement
- Shaped by erosion

16 **The list above describes which type of landform?**

F mountains

G deserts

H rivers

Go On ▶

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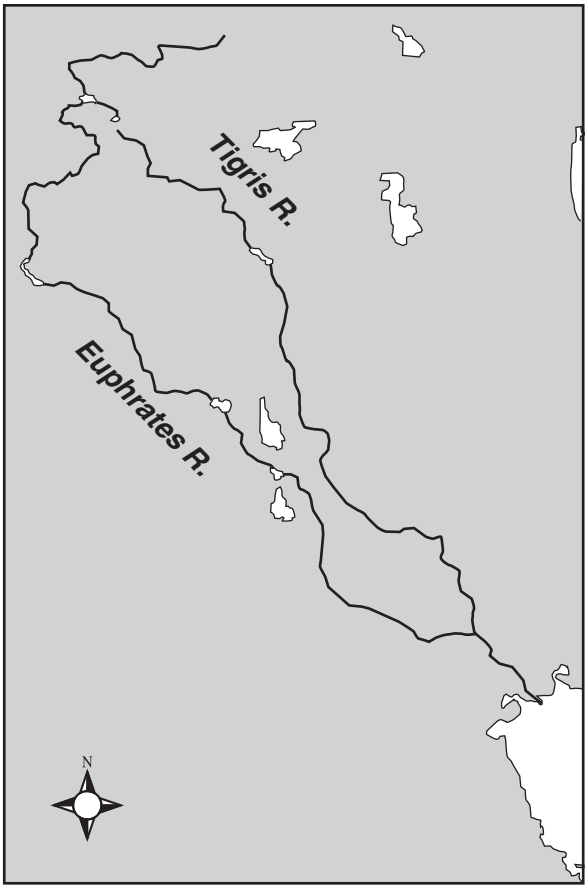
Reporting Category:	**3 Geography**
Performance Indicator:	**6.3.3 Identify the location of early civilizations on a map (i.e., Mesopotamian, Egyptian, Ancient Chinese, Indian).**

The Tigris and Euphrates Rivers



17 **Which civilization developed between the rivers shown on the map above?**

A Indian

B Egyptian

C Mesopotamian

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Reporting Category:	**3 Geography**
Performance Indicator:	**6.3.4 Identify geographic reasons for the location of population centers prior to 1500 (i.e., coastal plains, deserts, mountains, river valleys).**

18 **Which feature was the main reason for the location of the ancient Egyptian civilization?**

F a mountain

G a desert

H a river

Go On ▶

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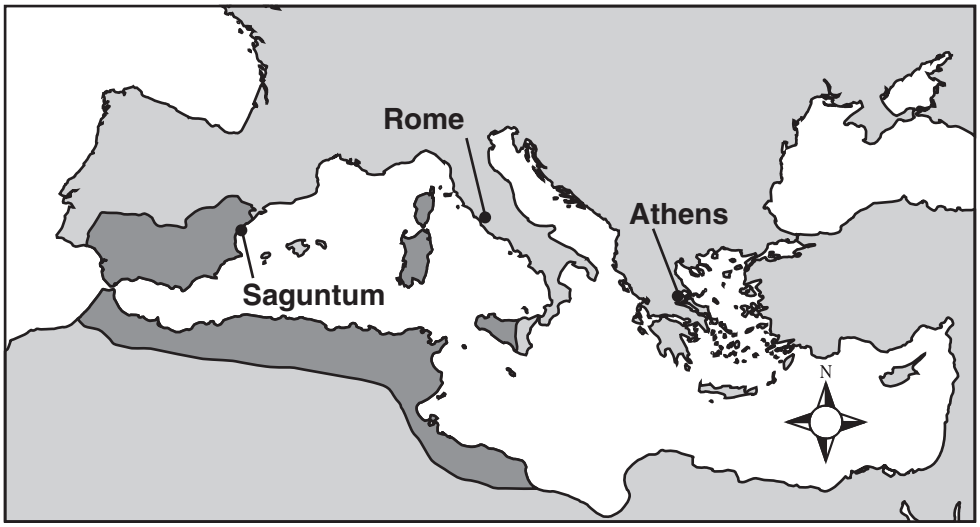
Reporting Category:	**3 Geography**
Performance Indicator:	**6.3.5 Use a variety of maps to understand geographic and historical information (i.e., political maps, resource maps, product maps, physical maps, climate maps, vegetation maps).**

Carthaginian Empire, 3rd Century B.C.E.



Key
Carthaginian Empire
City

19 **Which city shown on the map was part of the Carthaginian Empire in the 3rd century B.C.E.?**

A Saguntum

B Rome

C Athens

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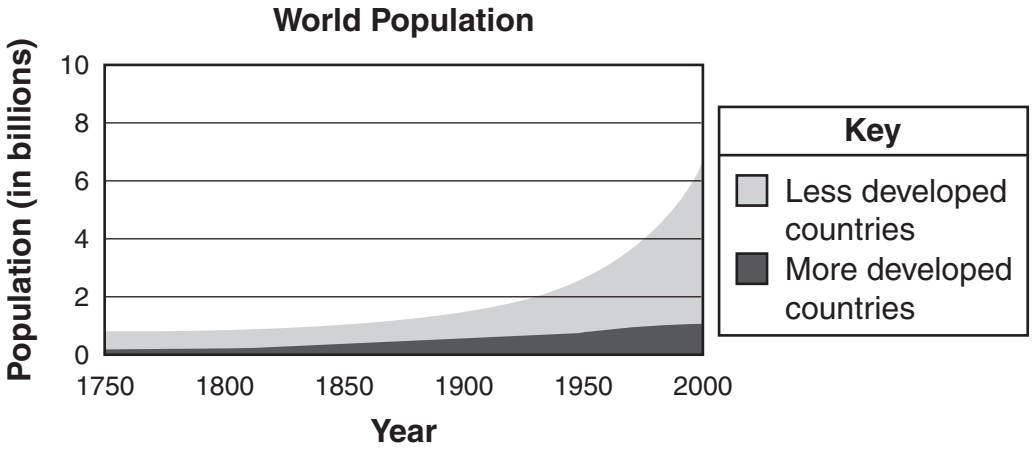
Reporting Category:	**3 Geography**
Performance Indicator:	**6.3.6 Interpret a graph that illustrates a major trend in world history (i.e., population growth, economic development, governance land areas, growth of religions).**



20 **Which factor <u>most</u> influenced the trend shown on the graph above?**

F improvements in military equipment

G establishment of a new religion

H advancements in health care

Go On ▶

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.1.3 Recognize the world's major religions and their founders (i.e., Judaism, Christianity, Islam, Buddhism, Hinduism, Moses, Jesus, and Mohammed).**

21 **Which person is the most important to the Islamic faith?**

A Confucius

B Mohammed

C Abraham

Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.1.4 Recognize significant epics as historical sources (i.e., Iliad, the Odyssey, Mahabharata, Ramayana).**

22 **What part of Greek culture is discussed in Homer's *Iliad*?**

F gods and goddesses

G mathematics and sciences

H art and politics

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.1.7 Identify how early writing forms in Mesopotamia, Egypt, and the Indus Valley influenced life (i.e., legal, religious, and culture).**

23 **Which development helped people learn about life in ancient Egypt?**

A writing

B hunting

C farming

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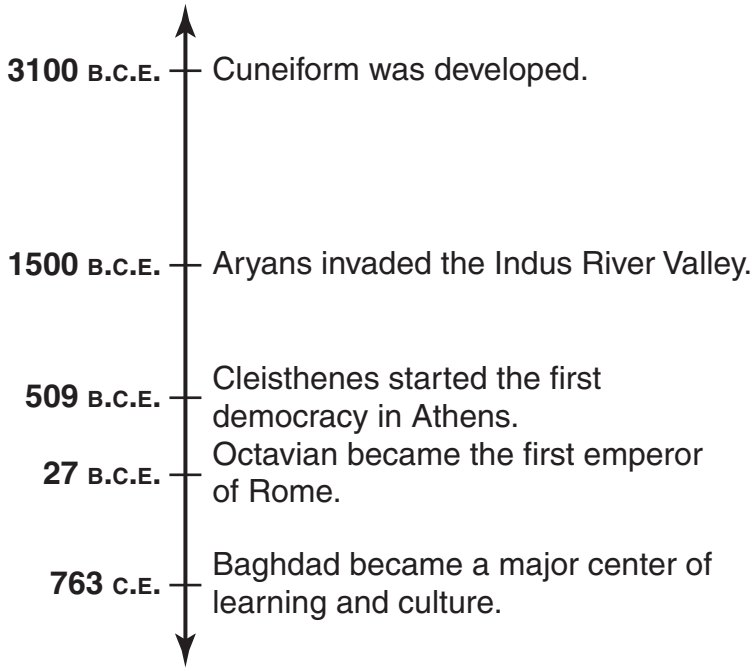
Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.1 Read a timeline and order events of the past between prehistory and the Renaissance.**

Some Developments in Civilization



Note: Dates are approximate.

24 **The Roman Empire fell in 476 C.E. Where on the timeline would this event be placed?**

F before 3100 B.C.E.

G before 509 B.C.E.

H before 763 C.E.

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.2 Recognize the types of early communities (i.e., nomadic, fishing, farming).**

25 **Which type of early community migrated the least?**

A hunter-gatherer

B nomadic

C farming

Go On ▶

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.3 Identify types of artifacts by pictorial representation (i.e., Egyptian, Roman, Greek, Chinese, Native American, Medieval, and Renaissance).**

Terracotta Soldier

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26 **The artifact shown above came from which ancient culture?**

F Chinese

G Egyptian

H Persian

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.4 Recognize the forms of early world writing (i.e., cuneiform and Egyptian/Native American Hieroglyphics).**

Ancient Writing

© Diegophoto/Dreamstime #4995710

27 **Which culture developed the form of writing shown above?**

A Chinese

B Greek

C Egyptian

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.5 Identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press).**

28 **Which advancement allowed people to live in one place?**

F growing food

G writing words

H making tools

Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.6 Recognize the designations for time dating (i.e., B.C.E., C.E., centuries, decades, prehistoric, historic).**

29 **A century is a period of**

A 10 months.

B 100 years.

C 1,000 hours.

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.7 Recognize major historical time periods (i.e., Early Civilizations, Classical Period, Dark Ages, Middle Ages, Renaissance).**

30 **When did the Ancient Greek civilization reach its peak?**

F Dark Ages

G Classical Period

H Middle Ages

Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.10 Identify the development of written and spoken languages (i.e., Roman alphabet, Latin word origins, Romance languages).**

31 **Which language is Spanish based on?**

A German

B Arabic

C Latin

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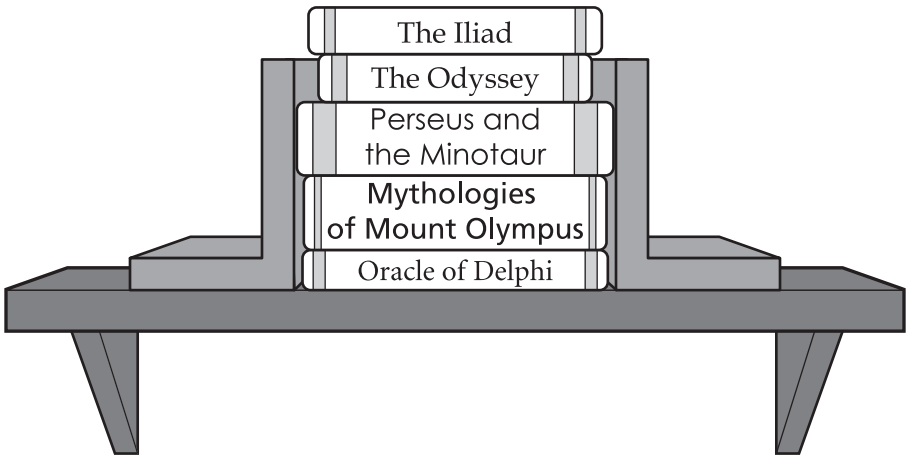
Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.11 Identify characteristics including economy, social relations, religion, and political authority of various societies (i.e., Mesopotamian, Egyptian, Greek City-States, Roman Empire, Indian, Medieval).**



32 **The books above have information about the culture of which ancient civilization?**

F Greek

G Chinese

H Persian

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.12 Recognize the possible causes of change in civilizations (i.e., environmental change, political collapse, new ideas, warfare, overpopulation, unreliable food sources, diseases).**

Problems of the Sumerians

- Periods of flooding and drought
- No natural landforms for protection
- Few building materials

33 **The problems described above were mostly**

A political.

B medical.

C environmental.

Go On ▶

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.17 Recognize the significant mythologies of the Sumerians, Egyptians, Greeks, and Romans.**

? _____ **Mythology**

- Mt. Olympus
- Zeus
- Athena

34 **Which ancient culture completes the title above?**

F Sumerian

G Greek

H Chinese

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.6.1 Identify examples of groups impacting world history (i.e., Muslims, Christians, Mongolians, Vikings, slave traders, explorers, merchants/traders, inventors).**

?

- Lived in Scandinavia
- Conquered Western Europe in the 900s
- Developed new seafaring skills

35 **Which group best replaces the question mark above?**

A The Mongols

B The Vikings

C The Franks

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.6.3 Describe the ways in which individuals can change groups (i.e., Martin Luther-Christian church, William of Normandy-English Monarchy, Joan of Arc-Hundred Years War, Buddha-Chinese Culture).**

36 **William of Normandy changed English history by**

F conquering England and establishing feudalism.

G keeping the Celtic and Scot tribes out of England.

H joining England and Switzerland into one kingdom.

Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.1.2 Identify the job characteristics of archaeologists, anthropologists, geologists, and historians.**

37 **Which job describes a person who studies artifacts from ancient civilizations?**

A geologist

B archaeologist

C anthropologist

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Reporting Category:	5 World History: Dark Ages-Renaissance
Performance Indicator:	WH2.6.1.5 Identify differences between various cultural groups (i.e., European, Eurasian, Indian, Southeast Asian, Middle Eastern, African, Native American).

c. 1500 C.E.

France	?
Christianity	Hinduism

38 Which region completes the table above?

F India

G China

H Africa

Reporting Category:	5 World History: Dark Ages-Renaissance
Performance Indicator:	WH2.6.5.6 Recognize the designations for time dating (i.e., B.C.E., C.E., centuries, decades, prehistoric, historic).

39 Which abbreviation indicates an event that occurred before the year 1?

A P.M.

B B.C.E.

C A.M.

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Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.5.8 Identify conclusions about early world historical events using primary and secondary sources.**

> [T]he number of colonists who desire to go [to Española] amounts to two thousand, [because] the land [is] safer and better for farming and trading . . .
>
> — Christopher Columbus

40 **Based on the statement above, why did people want to settle on the island of Española?**

F The area was good for planting crops.

G The other colonies were more crowded.

H The colony had a need for tradespeople.

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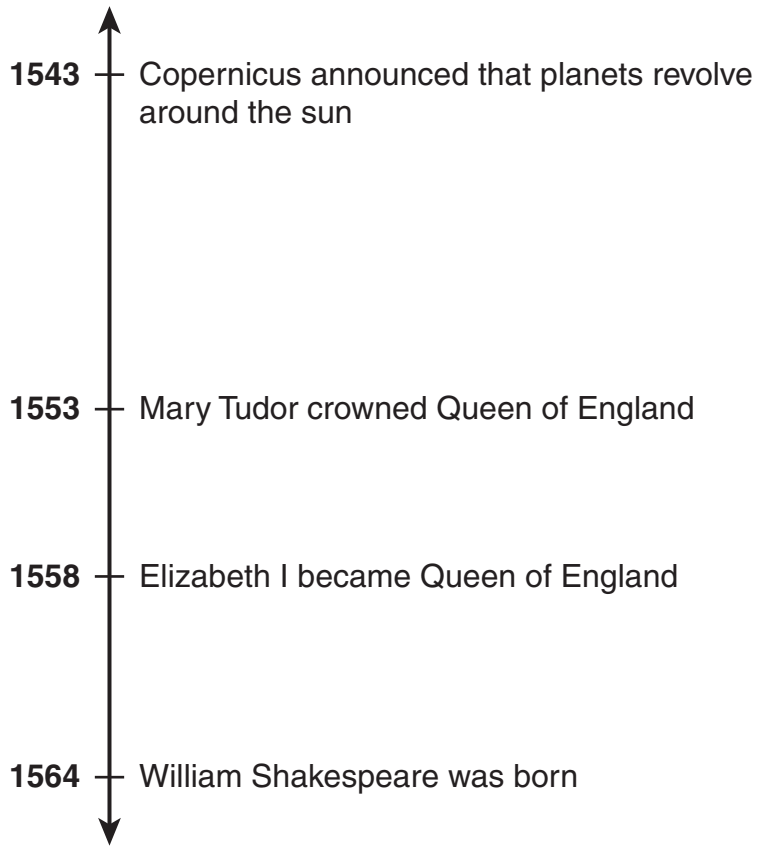
Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.5.9 Recognize and order major historical events on a timeline between the Middle Ages and Renaissance.**



41 **Based on the timeline above, which event happened <u>after</u> Elizabeth I became queen?**

A Copernicus announced that planets revolve around the sun.

B Mary Tudor was crowned Queen of England.

C William Shakespeare was born.

Go On ▶

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Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.5.13 Identify the impact of advances in technology on history (i.e., agricultural revolution, Renaissance scientists, exploration during the 1400s).**

42 **The inventions of the compass and the astrolabe helped**

F sailors sail ships in the opposite direction of the wind.

G scientists measure the distance from Earth to the sun.

H explorers travel large oceans without getting lost.

Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.5.14 Recognize how the Renaissance changes the nature of society (i.e., shift from religious domination to science, philosophy, art).**

43 **During the Renaissance era, many ideas came from the study of**

A Asian paintings.

B Greek books.

C African sculptures.

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Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.5.15 Evaluate to what extent civilizations build on the accomplishments of previous civilizations.**

44 **The government of which ancient civilization most influenced government in the United States?**

F India

G Rome

H Egypt

Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.5.16 Compare and contrast the historical development of the Western, Eastern, and African cultures.**

45 **Which of these developed in most Western, Eastern, and African civilizations?**

A a democratic government

B a system of agriculture

C a written alphabet

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Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.6.2 Recognize the impact of individuals on world history (i.e., Charlemagne, Joan of Arc, William the Conqueror, Ramses II, Julius Caesar, Socrates, Aristotle, Marco Polo, Alexander the Great, King Ferdinand and Queen Isabella, Martin Luther, and Johannes Gutenberg).**

46 **Who invented the first printing press?**

F Johannes Gutenberg

G William Shakespeare

H Nicolaus Copernicus

STOP

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Reading/Language Arts
Answer Key

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

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

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

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

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Mathematics
Answer Key

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

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

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

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

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Science
Answer Key

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

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

17	B
18	H
19	C
20	G
21	C
22	H
23	B
24	G

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

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Social Studies
Answer Key

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

13	C
14	H
15	B
16	F
17	C
18	H
19	A
20	H
21	B
22	F
23	A
24	H

25	C
26	F
27	C
28	F
29	B
30	G
31	C
32	F
33	C
34	G
35	B
36	F

37	B
38	F
39	B
40	F
41	C
42	H
43	B
44	G
45	B
46	F

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Tennessee Comprehensive Assessment Program

Modified Academic Achievement Standards ~ Grade 6

Item Sampler