Student Name _____

Teacher Name _____

School _____

System _____

SECURITY WARNING

All passages, stimuli and questions used in the Tennessee Comprehensive Assessment are CONFIDENTIAL and must be kept SECURE at all times Unauthorized use, duplication or reproduction of ANY or ALL portions of the assessment is prohibited (Tennessee Code Annotated (T.C.A.) 49-1-607)

Tennessee Comprehensive Assessment Program

Modified Academic Achievement Standards ~ Grade 7

Item Sampler

Table of Contents

Introduction 3

What is the TCAP Modified Academic Achievement Standards Test? 3

What are the questions testing? 3

Who is eligible to be tested? 3

How long will the tests take? 3

How do I use the sample questions? 3

How will the tests be scored? 4

May calculators be used? 4

Which test accommodations may be used? 4

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

Reading/Language Arts 5

Mathematics 68

Science 93

Social Studies 121

Answer Key 152

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

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

Introduction

What is the TCAP Modified Academic Achievement Standards Test?

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

What are the questions testing?

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

Who is eligible to be tested?

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

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

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

How long will the tests take?

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

How do I use the sample questions?

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

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

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

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

How will the tests be scored?

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

May calculators be used?

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

Which test accommodations may be used?

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

Here are some tips for preparing students for the test.

Remind students to:

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

Listen: Listen to and read the test directions carefully.

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

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

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

Reading/Language Arts

Directions **Luisa wrote the following essay. It contains mistakes. Read the essay and answer Numbers 1 through 11.**

Now I See!

(1) I never appreciated my eyeglasses until I had to write this report for history class. (2) Now I am having an appreciation for this wonderful invention.

(3) I always thought that Benjamin Franklin invented eyeglasses. (4) He simply added to the invention by creating bifocal lenses. (5) These special lenses allow a person to see both near and far out of the same lens. (6) In 1286 well before Benjamin Franklin the first eyeglasses were created in Italy.

(7) The first glasses were made by placing small magnifieing lenses into two round frames connected by rivets. (8) People used these glasses for seeing things up close. (9) The first lenses were cloudy and fragile. (10) Cloudy lenses were not the only problem with early eyeglasses holding them in place was a challenge. (11) People had to hold them in place by hand. (12) If they didn't hold them in place by hand, their noses were pinched severely. (13) The Spanish and Chinese tried ways of attaching ribbons to the frames to help keep them in place. (14) Unfortunately, her attempts were unsuccessful because the lenses were too heavy.

(15) Even with all these problems, sales of eyeglasses never decreased. (16) In fact, when books became available, the demand for eyeglasses increased. (17) There in those days were no eye doctors, so people visited eyeglass peddlers. (18) People tried on pair after pair until they found one that helped them see clear.

(19) In the early 1700s, Edward Scarlett solved the problem of keeping eyeglasses where they belonged. (20) He added wire sidepieces that pressed

Go On ▶

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

against the temple to hold the glasses in place. (21) About twenty-five years later sidepieces were invented.

(22) It is hard to imagine that it took seven hundred years to perfect eyeglasses. (23) This invention has a long and interesting history.

Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.1 Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate) and pronouns (i.e., agreement, reflexive, interrogative, demonstrative) within context.**

1 **Read Sentences 13 and 14.**

The Spanish and Chinese tried ways of attaching ribbons to the frames to help keep them in place. Unfortunately, <u>her</u> attempts were unsuccessful because the lenses were too heavy.

What is the correct way to write the underlined word?

A his

B their

C them

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

Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.2 Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases) within context.**

2 **Read Sentences 1 and 2.**

I never appreciated my eyeglasses until I had to write this report for history class. Now I <u>am having</u> an appreciation for this wonderful invention.

What is the correct way to write the underlined part of Sentence 2?

F has

G have

H been having

Go On ▶

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

Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.3 Identify the correct use of adjectives (i.e., common/proper, comparative/superlative, adjective clauses) and adverbs (comparative and superlative forms) within context.**

3 **Read Sentence 18.**

People tried on pair after pair until they found one that helped them <u>see clear</u>.

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

A see most clearly

B see more clear

C see clearest

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

Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.5 Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context.**

4 **Read Sentence 17.**

There in those days were no eye doctors, so people visited eyeglass peddlers.

What is the best way to write this sentence?

F There were in those days no eye doctors, so people visited eyeglass peddlers.

G There were no eye doctors, so people visited eyeglass peddlers in those days.

H There were no eye doctors in those days, so people visited eyeglass peddlers.

Go On ▶

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

Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.6 Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.**

5 **Read Sentence 6.**

In 1286 well before Benjamin Franklin the first eyeglasses were created in Italy.

Choose the correct way to punctuate this sentence.

A In 1286, well before Benjamin Franklin, the first eyeglasses were created in Italy.

B In 1286 well before, Benjamin Franklin, the first eyeglasses, were created in Italy.

C In 1286, well before Benjamin Franklin, the first eyeglasses, were created in Italy.

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

Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.6 Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.**

6 **Read Sentence 21.**

About twenty-five years later sidepieces were invented.

Choose the revision that shows correct comma usage in the sentence.

F About twenty-five years later, sidepieces, were invented.

G About twenty-five years later, sidepieces were invented.

H About twenty-five years later sidepieces, were invented.

Go On ▶

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

Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.7 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses).**

7 **Read Sentences 11 and 12.**

People had to hold them in place by hand. If they didn't hold them in place by hand, their noses were pinched severely.

What is the best way to combine these sentences?

A People had to hold them in place by hand, or, if they didn't hold them in place by hand, they severely pinched their noses.

B Pinched severely were their noses if people did not hold them in place by hand.

C When people did not hold them in place by hand, their noses were pinched severely.

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

Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.8 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context.**

8 **Read Sentence 10.**

Cloudy lenses were not the only problem with early eyeglasses holding them in place was a challenge.

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

F Cloudy lenses were not the only problem with early eyeglasses; and holding them in place was a challenge.

G Cloudy lenses were not the only problem with early eyeglasses. Holding them in place was a challenge.

H Cloudy lenses were not the only problem with early eyeglasses, holding them in place was a challenge.

Go On ▶

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

Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.16 Identify correctly and incorrectly spelled words in context.**

9 **Read Sentence 7.**

The first glasses were made by placing small magnifieing lenses into two round frames connected by rivets.

What is the correct way to spell the underlined word?

A magnafying

B magnefieing

C magnifying

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0701.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade, to entertain).**

10 **What is the main purpose of this essay?**

F to inform readers of interesting facts about eyeglasses

G to describe to readers the many uses of eyeglasses

H to persuade readers of the importance of eyeglasses

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

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0701.3.9 Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas.**

11 **To best support the essay, Luisa should include an illustration of**

A a person wearing modern eyeglasses.

B both modern and old-fashioned eyeglasses.

C the glass and sidepieces used in making early lenses.

Go On ▶

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

Directions **Read the speech. Then answer Numbers 12 through 25.**

Females and Football

© Image Source Black/Alamy #ABCXP7

1 Everyone has had someone tell them that they could not do something before seeing what their abilities really were. I have, and I am here to share my story with you and to ask you for your help. My name is Evelyn Foster, and it has always been my dream to play football for a school team.

2 The more I practiced, the better I became at kicking field goals. Each of my brothers went on to play football for both West Middle School and West High School. I hope to do the same. I would be honored to be the first female to play football for West Middle School. However, the one obstacle standing in the way of my being part of the school's only football team is that I am a girl.

3 I have been told that my trying out for the football team would upset the student body. I am here today to ask you to listen to my request and to please sign a petition that would allow me to try out for the football team.

4 According to the Women's Sports Foundation, about 700 girls in the United States play football each year. This was made possible in 1972 when Congress passed Title IX of the Educational Amendments Act. Title IX was created to ensure fairness to public elementary, middle, and high school students. Chapter 38 of the law was written to protect students from discrimination based on gender or blindness. Any school that uses federal money is not allowed to discriminate against students based on these characteristics. Since our school uses government money, I believe that our school risks breaking the law if it remains impermissible for girls to try out for the football team.

5 Some of you may think that football is too dangerous for girls to play. This is simply untrue at the middle school level. From late elementary school through early high school, girls are often taller than boys. It is unlikely that boys at this age will have much greater strength.

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

6 Additionally, there are different positions on a football team that are considered to be less dangerous. Punters and kickers have no physical contact with other players. A punter kicks the ball when the offensive team doesn't move ten or more yards in three tries. Then the punter leaves the playing field. A kicker makes the opening kickoff to start the first and second halves of the game. That person also kicks the ball after every touchdown and field goal. I want the opportunity to play either of these positions.

7 I know football would be a great experience for me because I would be part of one of the best middle school teams. Sports teach kids how to get along with others and to meet goals. Sports also help individuals learn self-control. Sports teach kids about teamwork. Also, playing sports keeps kids out of trouble. In addition, regular physical activity helps students stay healthier. Opening up one more sport to the female students here at West Middle School will benefit us greatly.

8 Friends, I am asking for your help. I am collecting signatures from students who would support female students joining the football team. These signatures will be part of a petition that will be presented to the athletic department and to the school administration. With your help, West School District might open the sport of football to all players. Pick up a pen and do your part to make history today.

Go On ▶

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

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0701.1.20 Recognize and use grade appropriate and/or content specific vocabulary within context.**

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

> I would be honored to be the first female to play football for West Middle School.

What does honored mean in this sentence?

F anxious

G proud

H surprised

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0701.1.21 Decode unknown grade level words in context, using previously learned strategies as aids in determining meaning.**

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

> Since our school uses government money, I believe that our school risks breaking the law if it remains impermissible for girls to try out for the football team.

What does impermissible mean in this sentence?

A not able to relax

B not in need of

C not being allowed

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

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0701.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).**

14 **Evelyn gives this speech to**

F inform school officials of the importance of sports in schools.

G persuade people to sign a petition requesting a change in school policy.

H explain to the school athletic department that she is a talented football player.

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0701.2.2 Identify the targeted audience of a speech.**

15 **Who is Evelyn asking for help?**

A the school administrators

B the school athletic department

C students at West Middle School

Go On ▶

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

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0701.2.3 Identify the thesis and main points of a speech.**

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

F I am here today to ask you to listen to my request and to please sign a petition that would allow me to try out for the football team.

G Any school that uses federal money is not allowed to discriminate against students based on these characteristics.

H In addition, regular physical activity helps students stay healthier.

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0701.2.4 Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).**

17 **What can Evelyn do to <u>best</u> engage her audience?**

A make eye contact with people around the room

B have others add comments to what she is saying

C speak softly so people have to make an effort to hear her

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

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0701.2.6 Discern the organizational pattern of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).**

18 **What organizational pattern is used in this speech?**

F cause-effect

G comparison-contrast

H problem-solution

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0701.2.8 Identify the functions and responsibilities of individual roles within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).**

19 **If Evelyn must organize a group to help her gather signatures, which group member should keep track of the number of signatures on her petition?**

A the leader

B the recorder

C the reporter

Go On ▶

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

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0701.2.9 Distinguish between a summary and a critique.**

20 **Which of the following is a critique of this speech?**

F Evelyn Foster gives some interesting points to think about, but she does not consider the whole population of students. Not all students are interested in football. School rules and regulations should not have to change just because of one person.

G Girls are not allowed to play on the football team at West Middle School. Evelyn Foster would like to change this. She hopes to gain supporters to change this rule so that she can play for the team just as her brothers did.

H Evelyn Foster has enjoyed playing football for many years and would like to participate on the middle school team. However, a school rule prohibits her from doing so. She is seeking supporters to sign a petition that would change this rule.

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0701.4.1 Select the most focused research topic.**

21 **After listening to Evelyn's speech, another student wants to learn more about the benefits of team sports. Which of these is the <u>most</u> focused research topic?**

A girls in school sports

B sports funding through donations

C character development in team sports

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

Reporting Category:	**5 Logic**
Performance Indicator:	**0701.5.2 Evaluate text for fact and opinion.**

22 **Choose the sentence from the speech that is a fact.**

F Any school that uses federal money is not allowed to discriminate against students based on these characteristics.

G It is unlikely that boys at this age will have much greater strength.

H I know football would be a great experience for me because I would be part of one of the best middle school teams.

Reporting Category:	**5 Logic**
Performance Indicator:	**0701.5.4 Identify examples of persuasive devices (i.e., bandwagon, loaded terms, testimonial, name-calling, plain folks).**

23 **Which persuasive device does Evelyn use most in her speech?**

A plain folks

B name-calling

C bandwagon

Go On ▶

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

Reporting Category: **5 Logic**

Performance Indicator: **0701.5.7 Identify a false premise in text.**

24 **Which sentence from the speech is an example of a false premise?**

F Everyone has had someone tell them that they could not do something before seeing what their abilities really were.

G The more I practiced, the better I became at kicking field goals.

H Title IX was created to ensure fairness to public elementary, middle, and high school students.

Reporting Category: **4 Communication and Media**

Performance Indicator: **0701.7.2 Select the visual image that best reinforces a viewpoint or enhances a presentation.**

25 **Which picture could Evelyn use to make the speech more effective?**

A a football field

B her kicking the football

C the football team

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

Directions **Priscilla wrote this report for science class. It contains mistakes. Read the report and answer Numbers 26 through 35.**

1 Many insects wear a natural camouflage that helps them to hide from predators. Without such camouflage, these creatures might not survive.

2 Other insects do not blend in with their environment, but they still have fascinating disguises. The tails of swallowtail butterfly wings can be mistaken for antennae. Their red and blue spots on the wings can be mistaken for eyes. This makes it hard for other creatures to predict which way the swallowtail butterfly will go when it moves, allowing it to fly away quickly. The swallowtail butterfly is then able to get away.

3 Most people are aware of the insects that blend in with their environment to avoid unwanted attention. For example, the walking stick appears to be an ordinary twig. Some insects are shaped like leaves.

4 Some kinds of moths are disguised to look like completely different creatures. Clearwing moths resemble bees. These moths can hover in flight, and they make a buzzing sound by beating their clear wings very quickly. The hummingbird clearwing moth is often mistaken for a hummingbird. The black and yellow bands of color on the snowberry clearwing moth cause it to be often mistaken for a bumblebee.

5 Some insects are disguised to look more dangerous than they really are. _____, swallowtail butterfly caterpillars have big, yellow dummy "eyes" on their backs. When one of these caterpillars is hidden in leaves, it looks very much like a small snake. Even though it is not a snake, its appearance is deceiving. When the caterpillar is annoyed by a predator, it will rise up and pose like a snake that is about to strike.

6 These are just a few of the many different kinds of disguises in the insect world. There are many more insects to explore and to learn about!

Go On ▶

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

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0701.3.2 Identify the audience for which a text is written.**

26 **Who would most likely be interested in reading this report?**

F a teacher who is looking for an entertaining story

G a scientist who studies reptiles

H a student who is learning about insects

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0701.3.3 Select an appropriate thesis statement for a writing sample.**

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

A Many insects wear a natural camouflage that helps them to hide from predators.

B Some kinds of moths are disguised to look like completely different creatures.

C There are many more insects to explore and to learn about!

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

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0701.3.4 Rearrange a multi-paragraphed work in a logical and coherent order.**

28 **Paragraph 2 is not in the correct order in the report. Where should it be moved?**

F after Paragraph 3

G after Paragraph 4

H after Paragraph 5

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0701.3.5 Select the appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.**

29 **Read these sentences from Paragraph 5.**

> Some insects are disguised to look more dangerous than they really are. _____, swallowtail butterfly caterpillars have big, yellow dummy "eyes" on their backs.

Choose the transition word or phrase that belongs in the blank.

A Consequently

B For instance

C Without a doubt

Go On ▶

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

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0701.3.6 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.**

30 **Read Paragraph 3.**

Most people are aware of the insects that blend in with their environment to avoid unwanted attention. For example, the walking stick appears to be an ordinary twig. Some insects are shaped like leaves.

Which sentence <u>best</u> supports the ideas in this paragraph?

F Bright colors are important to many living creatures.

G Many insects can fool predators because of their shape.

H Many students have probably seen a walking stick in a science class or textbook.

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

Reporting Category: **3 Writing and Research**

Performance Indicator: **0701.3.7 Identify the sentence(s) irrelevant to a paragraph's theme or flow.**

31 **Read Paragraph 2.**

Other insects do not blend in with their environment, but they still have fascinating disguises. The tails of swallowtail butterfly wings can be mistaken for antennae. Their red and blue spots on the wings can be mistaken for eyes. This makes it hard for other creatures to predict which way the swallowtail butterfly will go when it moves, allowing it to fly away quickly. The swallowtail butterfly is then able to get away.

Which sentence from this paragraph is repetitive and unnecessary?

A The tails of swallowtail butterfly wings can be mistaken for antennae.

B Their red and blue spots on the wings can be mistaken for eyes.

C The swallowtail butterfly is then able to get away.

Go On ▶

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

Reporting Category: **3 Writing and Research**

Performance Indicator: **0701.3.8 Select an appropriate concluding sentence for a well-developed paragraph.**

32 **Read Paragraph 3.**

Most people are aware of the insects that blend in with their environment to avoid unwanted attention. For example, the walking stick appears to be an ordinary twig. Some insects are shaped like leaves.

Which sentence is the best conclusion for this paragraph?

F All these insects have to do to escape notice is stay still.

G Because these insects look like twigs and leaves, they prefer to live in trees.

H Many predators search trees, looking for these tasty insects.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0701.3.10 Select an appropriate title that reflects the topic of a written selection.**

33 **What would be a good title for Priscilla's report?**

A Insect Safety

B Insects in Disguise

C Fun With Insects

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

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0701.3.11 Identify individual writing selections as technical, narrative, persuasive and/or descriptive in mode.**

34 **Priscilla's report is an example of which type of writing?**

F narrative

G technical

H descriptive

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0701.3.12 Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection.**

35 **Look at the list Priscilla made before writing this report.**

Insects with Camouflage
- Resemble parts of a tree
- Imitate other creatures
- _____

What information is missing from the list?

A Live high up in trees

B Appear more dangerous than they are

C Make buzzing sounds with wings

Go On ▶

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

Directions **Read the passage. Then answer Numbers 36 through 45.**

Eat Your Microbes, They're Good for You!

by Nidhi Kamra

1 Remember the nursery rhyme Little Miss Muffet? She was the easily startled girl who sat on a tuffet,[1] eating her microbes.

2 " 'Microbes'? I think that's curds and whey!" you say.

3 Actually, it's the same thing. However, you probably don't even know what curds and whey are, anyway, do you?

© Leonid Nyshko/iStockphoto #5797724

Microbes in Your Food

4 Dairy foods like curds (yogurt to you) and cheese (made from curds) contain probiotics. These are live microbes that are good for your health.

5 These microbes prefer to eat desserts, so they eat the sugar found in milk. Once they've had their fill, they release something called lactic acid. If the milk is warm, the microbes multiply and increase the lactic acid. This makes milk sour and curdles the proteins in it, forming a gel-like curd. A greenish liquid called whey floats on top (you've seen it on the top of a carton of yogurt). A gram of freshly made curds can contain 1,000,000,000 (one billion) microbes!

Eat 'Em While They're Alive

6 If eaten regularly, these microbes can kill pathogens[2] in your intestines and prevent diseases. However, these friendly microbes need to be eaten while they're alive, energetic, and plentiful. The acid in your stomach kills most microbes. If you eat enough, though, some will survive and travel to your intestines.

---

[1]**tuffet:** a clump of low grass, or a low seat like a stool

[2]**pathogens:** bacteria or viruses that cause disease

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

7 Your intestines are like a city — with many types of microbes living together. The good microbes will compete for a home in this city. Once they're settled in, they'll police the bad guys, a good thing for you!

8 Now that you know what a bowl of curds and whey really is, have one yourself.

"Eat Your Microbes, They're Good for You!" by Nidhi Kamra, adapted from *Odyssey*, Feb. 2007: Microbe Attack!, © 2007 by Carus Publishing Company, published by Cobblestone Publishing. All Rights Reserved.

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0701.1.19 Replace unknown words in context with appropriate synonyms or antonyms.**

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

Once they're settled in, they'll police the bad guys, a good thing for you!

Which word is a synonym for police as used in this sentence?

F maintain

G control

H find

Go On ▶

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

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0701.4.2 Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).**

37 **Which of these sources would have the most reliable information about microbes in a carton of yogurt?**

A a blog about dairy recipes

B a manufacturer's advertisement

C a nutrition label on the package

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0701.4.3 Determine the most appropriate research source for a given research topic.**

38 **Choose the best source for more information about the positive effects of microbes.**

F a scientific journal

G a magazine article

H a newspaper editorial

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

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0701.4.4 Distinguish between primary (i.e., interviews, letters, diaries, newspapers, personal narratives) and secondary (i.e., reference books, periodicals, Internet, biographies) sources.**

39 **Nadine is writing a report for her science class on how dairy foods are made. Which source is her primary source?**

A a magazine article on the benefits of yogurt

B a Web site about current dairy farming practices

C an interview with a local cheese maker

Go On ▶

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

Reporting Category:	**5 Logic**
Performance Indicator:	**0701.5.8 Make inferences and draw conclusions based on evidence in text.**

40 **A reader can conclude that the food with the best source of friendly microbes is**

F fresh yogurt.

G aged cheese.

H cold milk.

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0701.6.1 Formulate clarifying questions before, during, or after reading.**

41 **Which question is not answered in the passage?**

A What do microbes like to eat?

B What type of dairy foods do most people prefer?

C Why should a person eat microbes?

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

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0701.6.2 Identify the main idea and supporting details in text.**

42 **Which sentence best supports the importance of eating microbes in foods?**

F If the milk is warm, the microbes multiply and increase the lactic acid.

G This makes milk sour and curdles the proteins in it, forming a gel-like curd.

H If eaten regularly, these microbes can kill pathogens in your intestines and prevent diseases.

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0701.6.3 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).**

43 **Where in the passage would the reader find the meaning of "probiotics"?**

A in the footnotes

B in the section titled "Microbes in Your Food"

C in the section titled "Eat 'Em While They're Alive"

Go On ▶

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

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0701.6.4 Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).**

44 **Read this recipe.**

Homemade Yogurt

1 gallon of milk
1 package of plain gelatin
¼ cup of boiling water
3 to 4 tbsp. of plain store-bought yogurt

Heat milk in large pot until the milk is very warm. Do not let the milk get too hot, because high heat will kill the live bacteria in the yogurt you are about to add. Stir in the yogurt. Dissolve gelatin in boiling water. Cool and add to warm milk and yogurt mixture. Pour into pint-size jars. Place closed jars into two large pots of very hot water. Set in oven or other warm place for about four or five hours until set. Refrigerate for weeks. Now you have delicious plain yogurt.

Based on the passage and the recipe, which step is <u>most</u> important when making yogurt?

F keeping the mixture at a warm temperature

G mixing the ingredients correctly

H using the correct cooking utensils

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

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0701.6.6 Identify the organizational structure of an informational text (i.e., chronological, cause-effect, comparison-contrast, sequential, problem-solution).**

45 **What is the main organizational structure of Paragraph 6?**

A problem-solution

B comparison-contrast

C cause-effect

Go On ▶

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

Directions **Read the poem. Then answer Numbers 46 through 49.**

The Base Stealer

by Robert Francis

Poised between going on and back, pulled
Both ways taut like a tightrope-walker,
Fingertips pointing the opposites,
Now bouncing tiptoe like a dropped ball
Or a kid skipping rope, come on, come on,
Running a scattering of steps sidewise,
How he teeters, skitters, tingles, teases,
Taunts them, hovers like an ecstatic bird,
He's only flirting, crowd him, crowd him,
Delicate, delicate, delicate, delicate — now!

© Jim Boardman/Dreamstime #8197948

"The Base Stealer" from *The Orb Weaver*, by Robert Francis, copyright © 1960 by Robert Francis. Reprinted by permission of Wesleyan University Press.

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

Reporting Category:	**7 Literature**
Performance Indicator:	**0701.8.3 Distinguish among different genres (e.g., poetry, drama, biography, novel) using their distinguishing characteristics.**

46 **Which statement best explains why "The Base Stealer" is a poem?**

F It is a true account of a real event.

G It uses words to create vivid images.

H It has characters and conflict.

Reporting Category:	**7 Literature**
Performance Indicator:	**0701.8.8 Analyze the effects of sound (i.e., accent, alliteration, onomatopoeia, repetition, rhyme, internal rhyme) in context.**

47 **Read Lines 9 and 10.**

He's only flirting, crowd him, crowd him,
Delicate, delicate, delicate, delicate — now!

What effect does the poet achieve by repeating the word "delicate"?

A The repetition builds suspense in the reader's mind.

B The repetition is a metaphor for the game of baseball.

C The repetition makes the poem look more attractive on the page.

Go On ▶

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

Reporting Category:	**7 Literature**
Performance Indicator:	**0701.8.10 Identify and analyze figurative language (i.e., hyperbole, simile, metaphor, personification, pun) within context.**

48 **Read Lines 1 and 2.**

> Poised between going on and back, pulled
> Both ways taut like a tightrope-walker,

The simile used in these lines compares the base stealer to a tightrope-walker in order to

F show that the runner is in danger.

G add interest to the game the runner is playing.

H emphasize the stress that the runner feels.

Reporting Category:	**7 Literature**
Performance Indicator:	**0701.8.10 Identify and analyze figurative language (i.e., hyperbole, simile, metaphor, personification, pun) within context.**

49 **Read Line 8.**

> Taunts them, hovers like an ecstatic bird,

This line describes the watchful and ready attitude of the base stealer by using

A a pun.

B a simile.

C personification.

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

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

Sierra Oscar Sierra

by Lynn Murray

1 Outside Eric's bedroom window, the January blizzard raged. Treetops swayed dangerously and gusting winds sculpted the snow into huge drifts.

2 Eric turned on his ham radio and tuned into a station talking about the weather. A reporter was announcing, "The National Weather Service has just issued a heavy snow alert for the Colorado Rocky Mountains at 1 P.M. today. A build-up of up to two feet of snow is expected."

3 Bored, Eric changed the channel to listen for any of his radio friends. While changing the channel, he heard a series of loud sounds. There were three short clicks, three long, three short. Morse code! Eric jolted to attention.

4 It was an SOS!

5 The distress call repeated itself.

6 Eric grabbed his radio. "This is KC0ZSZ. Go ahead, SOS."

7 Unfortunately, the sounds were so fast that they all blurred together. Eric could decode only two words — "hurt" and "help." He grabbed a pen and paper, and then said, "This is KC0ZSZ. My name is Eric Bailey. I can't copy that fast. Slow down and tell me your location."

8 He concentrated, decoding one letter at a time. The message read, "BLACK BEAR ROAD. ON SLIDE MOUNTAIN. TRUCK OVER EDGE. MAX K0IDX."

9 Slide Mountain was ninety miles away! And could this be Mac from the ham-radio club? The instructor he had taken classes from?

10 "Stay on the radio. I'll send help."

11 Eric bolted to the phone in the living room. It was not working. The phone line was probably damaged by a falling tree. "No!" he shouted.

12 "What's wrong?" asked Eric's father, lowering his book.

Go On ▶

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

13 “Someone on Slide Mountain needs help, and our phone’s not working. I need to do something fast.”

14 “That’s pretty far,” his father said. “He needs help from someone close. There must be another way to get help to him.”

15 Eric’s mouth dropped open. “I know what to do.”

16 Eric ran back to his room. He spoke into the microphone on his radio. “Mac, I’m still trying to get help. I’ll need to switch to another channel for a minute. Hang in there.”

17 Eric switched to another channel and anxiously said, “HELP. EMERGENCY. KC0ZSZ.”

18 No response. He tried other channels. Finally, he made contact with someone.

19 “This is KC0WAA,” a man’s voice responded. “What’s the emergency? Go ahead.”

20 “This is Eric — KC0ZSZ. I’ve answered an SOS call — repeat, a Sierra Oscar Sierra call — on another channel. My phone line is dead. Can you call for help?”

21 “Yes. What’s the location and problem?”

22 Eric rattled off the information, and then added, “Mac’s not responding well anymore. Please hurry.”

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

23 "Hold on while I call."

24 "Eric? Slide Mountain Rescue is on their way with a team and ambulance. They know the place you're describing. KC0WAA — clear."

25 Eric thanked him and signed off, switching back to Mac. "Can you hear me, Mac? Help's coming! They're on their way."

26 There was no reply, only dead air.

27 Eric kept trying and got a slow response from Mac.

28 "You're doing great," Eric said. "Keep talking. Stay with me."

29 Mac responded occasionally, but slower each time.

30 Suddenly the radio crackled.

31 "This is Slide Mountain Rescue. We have Mac McKenzie."

32 "Yee-haw!" Eric shouted as he punched the air. "How is he?"

33 "He was getting pretty cold, but we arrived in time. Luckily he was able to tap code to you on the steering wheel. He wants to talk to you."

34 Mac's weak voice asked, "Are you the Eric Bailey from ham-radio class in Leadville?"

35 "Yes, sir."

36 "Great rescue, son."

37 "Thanks. Great lessons, Mr. McKenzie."

38 "Seventy-three, Eric."

39 "Best wishes to you, too," Eric said. "Get better soon."

"Sierra Oscar Sierra" by Lynn Murray, from *Highlights for Children*, January 2003, copyright © 2003 by Highlights for Children, Inc. Columbus, Ohio. Used by permission.

Go On ▶

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

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0701.1.17 Use context clues and background knowledge of roots and affixes to determine the meaning of multi-meaning words.**

50 **Read these sentences from Paragraph 22.**

> Eric rattled off the information, and then added, "Mac's not <u>responding</u> well anymore. Please hurry."

In the sentence above, the word <u>responding</u> means

F answering.

G understanding.

H moving.

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

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0701.1.18 Use context clues and background knowledge of roots and affixes to determine the meaning of unfamiliar words.**

51 **Read these sentences from Paragraphs 4 through 7.**

> It was an SOS!
>
> The distress call repeated itself.
>
> Eric grabbed his radio. "This is KC0ZSZ. Go ahead, SOS."
>
> Unfortunately, the sounds were so fast that they all blurred together. Eric could decode only two words — "hurt" and "help."

Based on the context, what does the word distress mean?

A careful

B difficult

C urgent

Reporting Category:	**5 Logic**
Performance Indicator:	**0701.5.1 Make predictions about the outcome of a given text.**

52 **Based on the end of the passage, the reader can predict that Mac McKenzie**

F will teach a ham-radio class near Eric's home.

G will survive his injuries.

H will get a new radio for Eric.

Go On ▶

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

Reporting Category:	**5 Logic**
Performance Indicator:	**0701.5.3 Identify stated or implied cause-effect relationships.**

53 **When Eric is helping Mac, why does Eric need to change the radio channel?**

A He is unable to contact his friends.

B His home phone line does not work.

C He is unable to write down the message.

Reporting Category:	**7 Literature**
Performance Indicator:	**0701.8.1 Demonstrate an understanding of the basic elements of plot: exposition, rising action, climax, falling action, resolution/denouement.**

54 **Which part of the passage reveals the climax?**

F Unfortunately, the sounds were so fast that they all blurred together.

G No response. He tried other channels. Finally, he made contact with someone.

H Eric thanked him and signed off, switching back to Mac.

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

Reporting Category:	**7 Literature**
Performance Indicator:	**0701.8.2 Identify the author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).**

55 **The reader knows this passage is told from a third-person limited point of view because**

A a narrator reveals only Eric's thoughts about rescuing Mac.

B Eric's thoughts about rescuing Mac are explained by Eric.

C a narrator explains the thoughts of all characters.

Reporting Category:	**7 Literature**
Performance Indicator:	**0701.8.5 Identify the stated or implied theme of a literary text.**

56 **Which of the following best states the theme of the passage?**

F People are able to overcome difficult times using technology.

G People should appreciate nature more than they do.

H People are able to make new friends by sharing their interests.

Go On ▶

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

Reporting Category:	**7 Literature**
Performance Indicator:	**0701.8.6 Identify how the author reveals character (i.e., what the author tells us, what the characters say about him or her, what the character does, what the character says, what the character thinks).**

57 **The reader can best understand Mac's character through what**

A he says.

B he thinks.

C the author tells the reader.

Reporting Category:	**7 Literature**
Performance Indicator:	**0701.8.7 Identify flashback, foreshadowing, and symbolism within context.**

58 **In this passage, the radio is a symbol of**

F fun and entertainment.

G help and survival.

H confusion and fear.

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

Reporting Category:	**7 Literature**
Performance Indicator:	**0701.8.9 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).**

59 **What is Eric's main conflict?**

A person vs. person

B person vs. self

C person vs. technology

Reporting Category:	**7 Literature**
Performance Indicator:	**0701.8.12 Identify the author's purpose for writing.**

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

F entertain the reader with a tale of a rescue mission.

G persuade the reader to visit the Rocky Mountains.

H inform the reader about the use of Morse code.

Go On ▶

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

Directions **Read and answer Numbers 61 through 83.**

Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.4 Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context.**

61 **Read the sentence.**

_____ I have not done laundry in a couple of weeks, I must wear plaid pants with a striped shirt today.

Which subordinating conjunction belongs on the blank line?

A Because

B Although

C However

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

Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.9 Recognize usage errors occurring within context (i.e., double negatives, troublesome word pairs: {to/to/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery}).**

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

F Darius has tried all sports offered at school, <u>except</u> soccer.

G I brought my mother onstage with me to <u>except</u> the award.

H Should Carmen <u>except</u> the job offer from the local library?

Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.10 Identify the correct use of colons (i.e., in business letters, preceding list of items) within context.**

63 **Read the sentence.**

The teacher <u>told each student to bring these items for the field trip water</u>, a sandwich, and a good book.

How should the underlined part of the sentence be revised to correctly use a colon?

A told each student: to bring these items for the field trip water

B told each student to bring these items for the field trip: water

C told: each student to bring these items for the field trip water

Go On ▶

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

Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.11 Identify the correct use of appositives and appositive phrases within context.**

64 **Which sentence correctly uses an appositive phrase?**

F The caterpillar, a large one with black spikes scared Paul when it fell from a tree.

G Did you hear that Darius the kid who lives in my neighborhood was voted class president?

H Missy Truman, one of my favorite basketball players, is playing for a team in Minnesota.

Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.12 Identify the correct use of infinitives and infinitive phrases within context.**

65 **Read this sentence.**

We promised to speak respectfully, to walk and not to run, and to properly dispose of trash.

Which part of the sentence uses an infinitive incorrectly?

A promised to speak respectfully

B to walk and

C and to properly dispose

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

Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.13 Select the appropriate use of underlining/italicizing with titles, specific words, numbers, and letters.**

66 **Which sentence uses italics correctly?**

F The *word* capital has many meanings.

G The *Titanic* is one of the most well-known ships that tragically sank.

H I attended the *Learning and Technology* meeting at school last night.

Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.14 Form singular and plural possessives using apostrophes correctly.**

67 **Which sentence is written correctly?**

A The students project's will be displayed in the cafeteria.

B Teds' book report included an excellent summary of the plot.

C The children's toys were scattered throughout the room.

Go On ▶

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

Reporting Category:	**1 Language**
Performance Indicator:	**0701.1.15 Choose the correct use of quotation marks and commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks).**

68 **Which sentence is correctly written using quotation marks?**

F "Our goal for today," Mr. Jimenez announced, "is to read Chapter 8."

G "I think that's the chapter about molecules, Trish told her friend Erik."

H "I hope we get to do some experiments", Erik replied.

Reporting Category:	**2 Vocabulary**
Performance Indicator:	**0701.1.22 Identify commonly used foreign words and phrases (i.e., RSVP, *déjà vu*, *faux pas*, *du jour*, *bon voyage*).**

69 **In a restaurant, the soup offered or served for the day is called the soup**

A déjà vu.

B du jour.

C faux pas.

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

Reporting Category: **4 Communication and Media**

Performance Indicator: **0701.2.5 Organize ideas in the most effective order for an oral presentation.**

70 **Michael is preparing to talk to his science class about his pet ferret. He plans to address the following topics.**

1. preparing the pet's living space for safety and comfort
2. learning how to care for the pet through classes and reading
3. choosing a pet by studying the available options

In what order should Michael present these topics?

F 2, 1, 3

G 1, 3, 2

H 3, 2, 1

Go On ▶

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

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0701.2.7 Select the most appropriate behaviors for participating productively in a team (e.g., ask primarily relevant questions that move the team toward its goal and contribute to the topic of discussion, articulate the goals that have been provided for the team work and ask clarifying questions, come to agreement by seeking consensus or following the majority).**

71 **Once a team has been put together and assigned a task, what is the first step that the team should do to begin their task?**

A outline the assigned goals to clarify the assignment

B contribute individually to the assigned work

C assign roles for each team member

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0701.3.13 Select the most appropriate format for writing a specific work-related text (i.e., instructions, directions, letters, memos, e-mails, reports).**

72 **Leo will assume Troy's responsibilities at the mail desk while Troy is out of town. What is the best tool for Troy to use in training Leo to do this job?**

F a list of instructions

G a lengthy office memo

H a detailed report

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

Reporting Category: **3 Writing and Research**

Performance Indicator: **0701.4.5 Discern irrelevant research material from written text.**

73 **A student created these notes after researching how to maintain a healthful diet. Read the notes and answer the question.**

	Choosing a Healthful Diet
	1 The United States Department of Agriculture (USDA)
	recommends that people eat a Recommended Daily Allowance
	(RDA) of food to maintain a healthful diet.
	2 There are five food groups: milk, vegetable, meat, fruit, and
	bread.
	3 Yogurt is a food from the milk group that is good for digestion.
	4 The USDA suggests that each person should eat a specific
	number of servings from each food group to create balanced
	meals throughout the day.
	5 Avoiding fats, oils, and sweets is recommended.

If the student were to write a report on this topic, which fact in the notes should not be included?

A 1

B 2

C 3

Go On ▶

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

Reporting Category:	**5 Logic**
Performance Indicator:	**0701.5.5 Select the correct word or phrase to complete an analogy, using synonyms, antonyms, homonyms, categories, subcategories, whole/part, functions, verb forms.**

74 **Choose the word that best completes the analogy below.**

Book is to library as flour is to _____.

F bread

G store

H baker

Reporting Category:	**5 Logic**
Performance Indicator:	**0701.5.6 Identify an example of deductive or inductive reasoning in text.**

75 **Which of these is an example of inductive reasoning?**

A Paula likes to garden. Paula's grandmother also likes to garden. Paula and her grandmother like to garden together.

B All students go to recess during the last 30 minutes of the school day. The end-of-school bell will ring shortly, so Mr. Gomez's students will soon come in from recess.

C Danny has a yellow Labrador that is very energetic and happy. Therefore, all Labradors are loving and energetic.

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

Reporting Category:	6 Informational Text
Performance Indicator:	0701.6.5 Choose the correct order of a set of instructions.

76 **Read these steps for washing dishes.**

1. Run warm water in the sink and add soap.
2. Put dirty dishes into the sink.
3. Use a dishcloth to wipe dishes clean.
4. _____
5. Dry dishes and put them away.

Which step belongs on Line 4?

F Separate dishes by type.

G Rinse dishes with clean water.

H Soak dishes in cold water.

Reporting Category:	4 Communication and Media
Performance Indicator:	0701.7.1 Choose the most appropriate medium for a prescribed purpose and audience.

77 **Jasmine is giving a report on her favorite author, Christopher Paul Curtis. Which of these would best convince her classmates to read his work?**

A a photograph of the author and a book he wrote

B a video recording of an interview with the author talking about writing a book

C an outline of the latest book by the author

Go On ▶

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

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0701.7.3 Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).**

78 **A television commercial shows a video of a remote control car that is able to climb up stairs and over large rocks, as well as jump long distances over ramps. What is the most likely purpose of the commercial?**

F to inform viewers about the different uses of the remote control car

G to entertain viewers with the exciting abilities of the remote control car

H to persuade viewers to buy the remote control car for its interesting features

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

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0701.7.4 Draw an inference from a non-print medium.**

79 **Look at the photograph.**

© Silvia Janser/iStockphoto #5095404

What can the reader tell about the subjects of the photograph?

A They are selling homemade instruments.

B They are playing for a school audience.

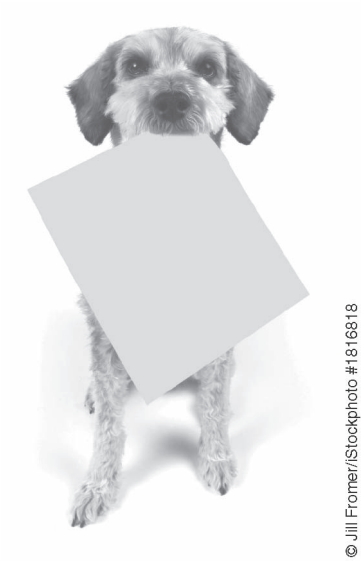
C They are gathering together for a shared interest.

Go On ▶

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

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0701.7.5 Choose the statement that best summarizes/communicates the message presented by a medium.**

80 **Look at the picture.**



What would be an appropriate caption for a company selling paper products?

F Dogs are smarter than many people imagine.

G Even your dog understands the value of a personal letter.

H Please clean up after your pets.

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

Reporting Category:	**7 Literature**
Performance Indicator:	**0701.8.4 Determine the common characteristics of literary drama, nonfiction, novels, poetry, and short stories.**

81 **What characteristic do nonfiction and poetry have in common?**

A They have major and minor characters.

B They have conflict.

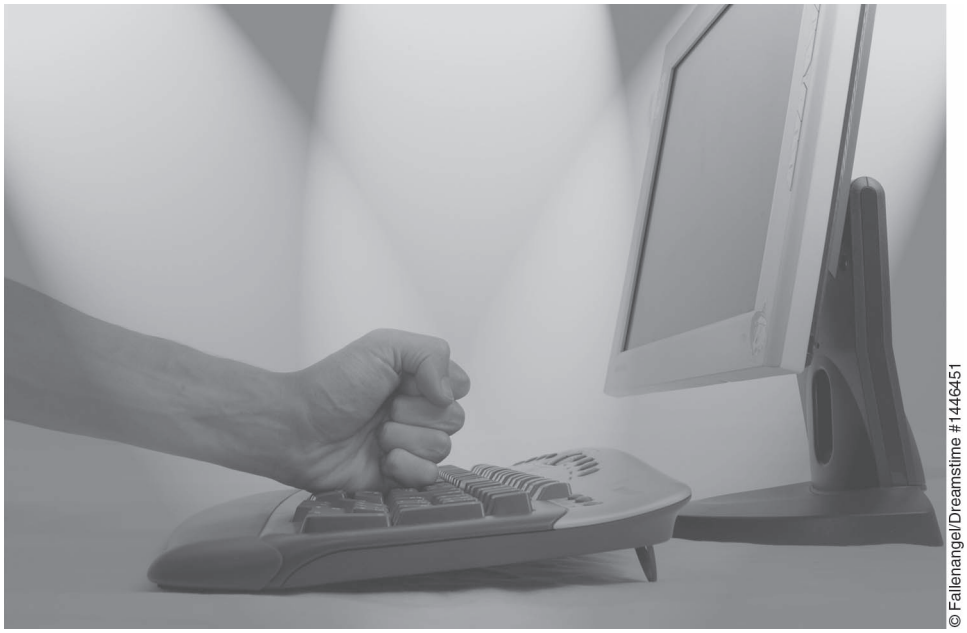
C They have a tone that reflects the author's attitude.

Go On ▶

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

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0701.7.6 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.**



© Fallenangel/Dreamstime #1446451

What type of conflict is shown in the picture?

F person vs. environment

G person vs. self

H person vs. technology

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

Reporting Category:	**7 Literature**
Performance Indicator:	**0701.8.11 Recognize and identify words within context that reveal particular time periods and cultures.**

83 **Read the paragraph below.**

It was a stormy night like I had never seen. The wind howled and the trees swayed, almost touching the ground. I faintly heard the whistle of the train between the crashes of thunder. I grabbed my lantern and headed to the barn to get my horse. I had to warn the train conductor that the tracks had washed away on the other side of the hill.

Which words from the paragraph let the reader know that the setting is long ago?

A a stormy night like I had never seen

B heard the whistle of the train between the crashes of thunder

C grabbed my lantern and headed to the barn to get my horse

STOP

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

Mathematics

Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0706.1.1 Use proportional reasoning to solve mixture/concentration problems.**

1 A soup recipe requires 3 cups of water and 1 cup of broth. At this rate, how many cups of water are required for a soup recipe requiring 6 cups of broth?

A 8 cups

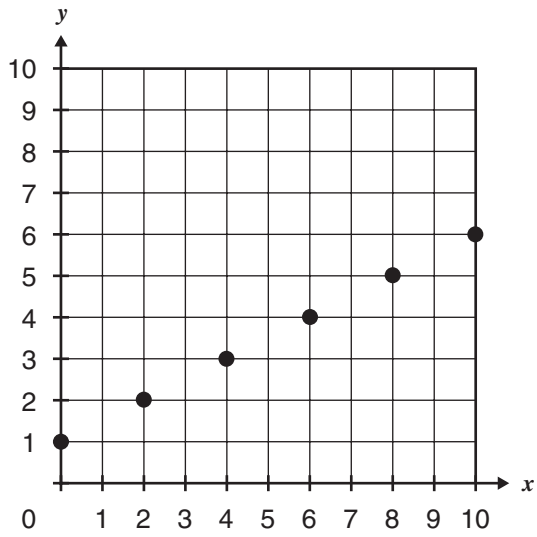
B 18 cups

C 24 cups

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

Reporting Category:	**1 Mathematical Processes**
Performance Indicator:	**0706.1.2 Generalize a variety of patterns to a symbolic rule from tables, graphs, or words.**

2 Look at the pattern shown on the grid below.



Which equation best represents this pattern?

F $y = x + 2$

G $y = 2x + 1$

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

Go On ▶

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

Reporting Category:	**1 Mathematical Processes**
Performance Indicator:	**0706.1.2 Generalize a variety of patterns to a symbolic rule from tables, graphs, or words.**

3 Look at the pattern shown in the table below.

x	*y*
1	2
2	5
3	10
4	17

Which equation represents this pattern?

A $y = x + 1$

B $y = 2x + 1$

C $y = x^2 + 1$

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

Reporting Category:	**1 Mathematical Processes**
Performance Indicator:	**0706.1.3 Recognize whether information given in a table, graph, or formula suggests a directly proportional, linear, inversely proportional, or other nonlinear relationship.**

4 Which best describes the relationship between the *x*- and *y*-values shown in the table below?

x	***y***
1	24
2	12
3	8
4	6

F inversely proportional

G directly proportional

H linear

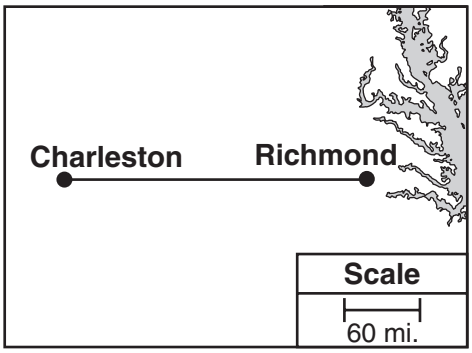
Go On ▶

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

Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0706.1.4 Use scales to read maps.**

5 The scale drawing below shows the distance, in centimeters (cm), between Charleston and Richmond on a map.



Scale: 1 cm = 60 miles

What is the actual distance between Charleston and Richmond?

A 90 miles

B 150 miles

C 240 miles

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

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0706.2.1 Simplify numerical expressions involving rational numbers.**

6 What is the value of this expression?

$$1.75 + 2.5 \div \frac{1}{2}$$

F 3.00

G 6.75

H 8.50

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0706.2.2 Compare rational numbers using appropriate inequality symbols.**

7 Which inequality is <u>true</u>?

A $0.35 < \frac{8}{25}$

B $0.45 < \frac{11}{25}$

C $0.55 < \frac{14}{25}$

Go On ▶

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

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0706.2.2 Compare rational numbers using appropriate inequality symbols.**

8 Which value of m makes this inequality true?

$$0.625 < m < 0.875$$

F $\frac{3}{4}$

G $\frac{3}{5}$

H $\frac{7}{8}$

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

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0706.2.3 Use rational numbers and roots of perfect squares/cubes to solve contextual problems.**

9 David designed a pattern in the shape of a square. The area of this pattern is shown below.

What is the length of each side of this pattern?

A 4 inches

B 8 inches

C 16 inches

Go On ▶

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

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0706.2.4 Determine the approximate location of square/cube roots on a number line.**

10 Which number is closest to $\sqrt[3]{12}$ on a number line?

F 2

G 4

H 6

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0706.2.5 Solve contextual problems that involve operations with integers.**

11 The temperature in Chicago was 15°F. At the same time, the temperature in Boston was 5°F below zero. Which integer <u>best</u> represents the difference between these temperatures?

A 20

B 10

C –10

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

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0706.2.6 Express the ratio between two quantities as a percent, and a percent as a ratio or fraction.**

12 Which ratio is equivalent to 35%?

F 35 : 1

G 7 : 13

H 7 : 20

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0706.2.7 Use ratios and proportions to solve problems.**

13 Emilio paid $4.00 for 8 rolls of paper towels. At this rate, how much would Emilio pay for 12 rolls of these paper towels?

A $6

B $8

C $24

Go On ▶

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

Reporting Category:	**3 Algebra**
Performance Indicator:	**0706.3.1 Evaluate algebraic expressions involving rational values for coefficients and/or variables.**

14 What is the value of the expression below, when $x = \frac{1}{3}$?

$$\boxed{5x^2}$$

F $\frac{5}{9}$

G $\frac{5}{6}$

H $1\frac{2}{3}$

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

Reporting Category:	**3 Algebra**
Performance Indicator:	**0706.3.2 Determine whether a relation (represented in various ways) is a function.**

15 Which relation is a function?

A

x	*y*
–4	1
–2	–3
2	1
4	–5

B

x	*y*
5	–1
2	–3
5	–5
4	–7

C

x	*y*
–2	2
4	–4
–2	2
8	–8

Go On ▶

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

Reporting Category:	**3 Algebra**
Performance Indicator:	**0706.3.2 Determine whether a relation (represented in various ways) is a function.**

16 This set of ordered pairs does not represent a function.

$$\{(8, 8), (1, 4), (2, 4), (1, 8)\}$$

Which ordered pair can be removed from the set so that the set will represent a function?

F $(8, 8)$

G $(2, 4)$

H $(1, 8)$

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

Reporting Category:	**3 Algebra**
Performance Indicator:	**0706.3.3 Given a table of inputs *x* and outputs *f*(*x*), identify the function rule and continue the pattern.**

17 Look at the pattern shown in the function table below.

x	$f(x)$
2	10
3	14
5	22
7	30

If this pattern continues, what is the value of $f(x)$ when x is 10?

A 38

B 42

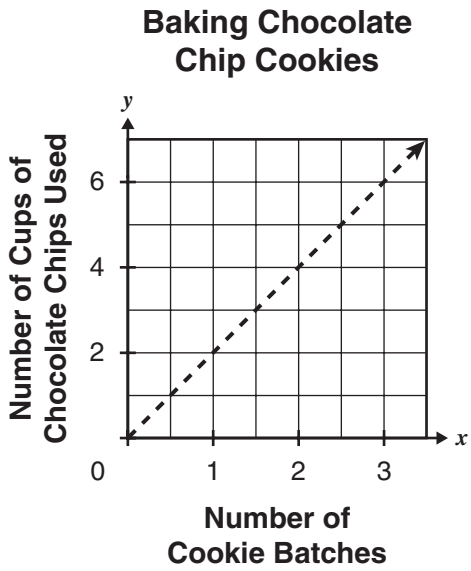
C 54

Go On ▶

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

Reporting Category:	**3 Algebra**
Performance Indicator:	**0706.3.4 Interpret the slope of a line as a unit rate given the graph of a proportional relationship.**

18 The graph below shows the relationship between the number of cookie batches baked and the number of cups of chocolate chips used to bake these cookies.



What does the slope of the line represent?

F the total number of cookie batches baked

G the number of cups of chocolate chips used per cookie batch

H the number of cookie batches baked per cup of chocolate chips used

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

Reporting Category:	**3 Algebra**
Performance Indicator:	**0706.3.5 Represent proportional relationships with equations, tables, and graphs.**

19 Which equation describes a proportional relationship between x and y?

A $y = 7x + 10$

B $y = 7x^2$

C $y = \frac{7}{10}x$

Reporting Category:	**3 Algebra**
Performance Indicator:	**0706.3.6 Solve linear equations with rational coefficients symbolically or graphically.**

20 What value of p makes this equation true?

$$\frac{3}{5}p + 1 = 4$$

F $1\frac{4}{5}$

G 3

H 5

Go On ▶

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

Reporting Category:	**3 Algebra**
Performance Indicator:	**0706.3.7 Translate between verbal and symbolic representations of real-world phenomena involving linear equations.**

21 Rhonesha had 30 markers.

- She gave an equal number of markers to each of 8 friends.
- She had 6 markers left over.

Which equation could be used to find n, the number of markers she gave to each friend?

A $30 = 8n$

B $30 = 8n + 6$

C $30 = 6n + 8$

Reporting Category:	**3 Algebra**
Performance Indicator:	**0706.3.8 Solve contextual problems involving two-step linear equations.**

22 Carolyn spent \$20 to purchase 1 adult ticket and 2 child tickets for a movie. The price of the adult ticket was \$8. The following equation can be used to find p, the price of each child ticket.

$$\boxed{2p + 8 = 20}$$

What was p, the price of each child ticket?

F \$6

G \$10

H \$14

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

Reporting Category:	**3 Algebra**
Performance Indicator:	**0706.3.9 Solve linear inequalities in one variable with rational coefficients symbolically or graphically.**

23 Which inequality represents all the solutions for $\frac{1}{4}y + 3 < 11$?

A $y < 32$

B $y < 41$

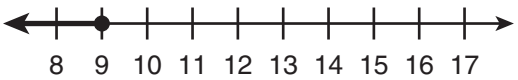
C $y < 56$

Reporting Category:	**3 Algebra**
Performance Indicator:	**0706.3.9 Solve linear inequalities in one variable with rational coefficients symbolically or graphically.**

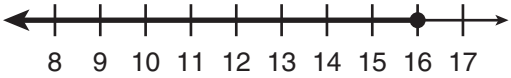
24 Which graph best represents all the solutions to the inequality shown below?

$$\frac{3}{4}n \leq 12$$

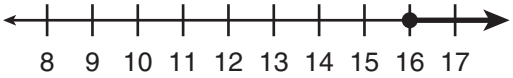
F



G



H

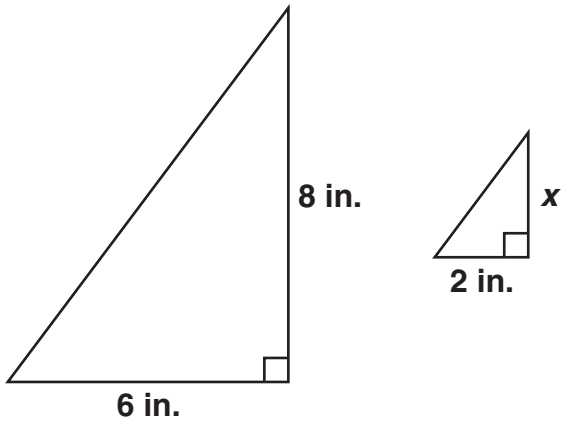


Go On ▶

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

Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0706.4.1 Solve contextual problems involving similar triangles.**

25 Gregory drew two triangular designs that are similar. These designs are represented by the models below.



Which proportion can be used to find the value of x in inches?

A $\frac{8}{6} = \frac{2}{x}$

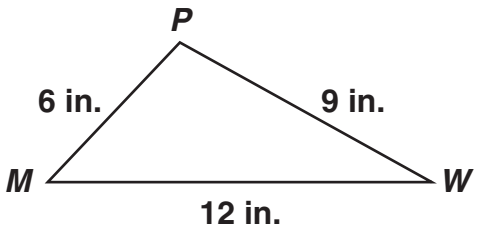
B $\frac{8}{6} = \frac{x}{2}$

C $\frac{2}{6} = \frac{8}{x}$

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

Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0706.4.2 Use SSS, SAS, and AA to determine if two triangles are similar.**

26 Triangle *MPW* is shown below.



Which list shows the side lengths of a similar triangle?

F 2 inches, 3 inches, 6 inches

G 12 inches, 15 inches, 18 inches

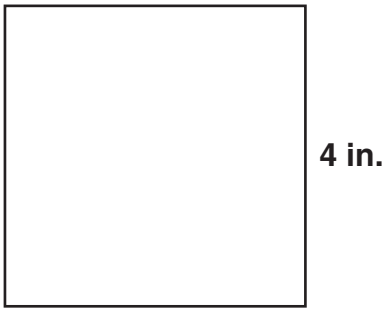
H 18 inches, 27 inches, 36 inches

Go On ▶

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

Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0706.4.3 Apply scale factor to solve problems involving area and volume.**

27 The side length of a small square is 4 inches.



Each side length is enlarged by a scale factor of 2 to create a larger square. What is the area of the larger square?

A 32 square inches

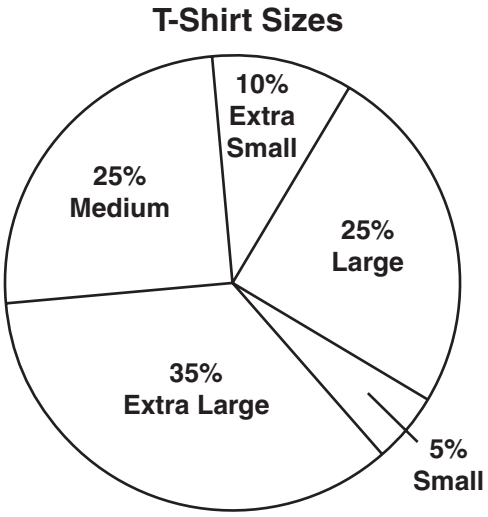
B 36 square inches

C 64 square inches

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

Reporting Category:	**5 Data Analysis, Statistics and Probability**
Performance Indicator:	**0706.5.1 Interpret and employ various graphs and charts to represent data.**

28 A group of band members sold a total of 200 T-shirts. This circle graph shows the sizes of the T-shirts sold.



How many of the T-shirts sold were size small?

F 100

G 40

H 10

Go On ▶

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

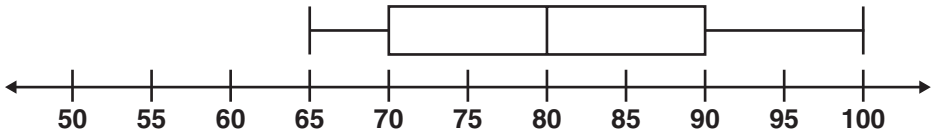
Reporting Category:	**5 Data Analysis, Statistics and Probability**
Performance Indicator:	**0706.5.2 Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.**

29 The test scores of 7 students are listed below.

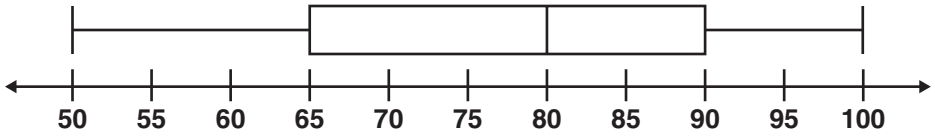
70, 65, 75, 85, 80, 90, 100

Which box-and-whisker plot best represents these data?

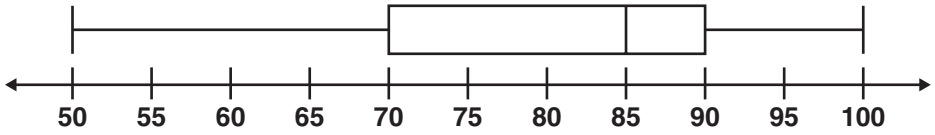
A



B



C



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

Reporting Category:	**5 Data Analysis, Statistics and Probability**
Performance Indicator:	**0706.5.3 Calculate and interpret the mean, median, upper-quartile, lower-quartile, and inter-quartile range of a set of data.**

30 What is the upper quartile of the numbers listed below?

15, 36, 39, 42, 43, 47, 54

F 36

G 47

H 54

Go On ▶

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

Reporting Category:	**5 Data Analysis, Statistics and Probability**
Performance Indicator:	**0706.5.4 Use theoretical probability to make predictions.**

31 These cards are placed in a bag.

T	I	T	A	N	S

One card will be randomly picked from the bag. What is the probability that a card with the letter T is picked on the first try?

A $\frac{1}{6}$

B $\frac{1}{3}$

C $\frac{1}{2}$

STOP

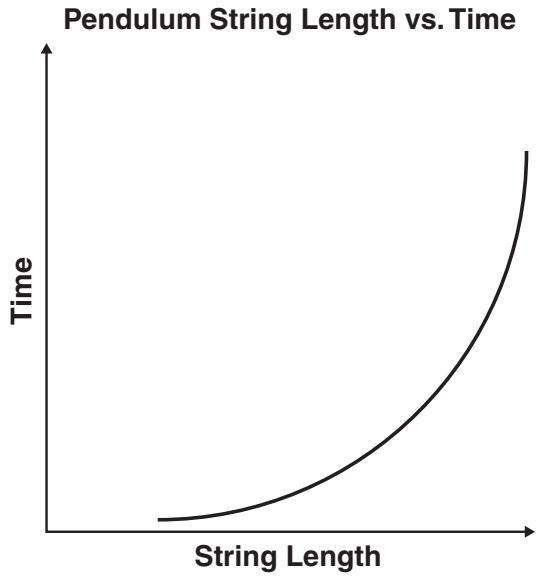
Copyright © 2009 by Tennessee State Department of Education. All rights reserved.

Science

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

Performance Indicator: **0707.INQ.4 Draw a conclusion that establishes a cause and effect relationship supported by evidence.**

1 **Students investigated pendulums. The students plotted a graph to show how different lengths of the string affected the time it took the pendulum to complete one full swing.**



Which conclusion is <u>best</u> supported by the graph?

A The shorter the string, the fewer times the pendulum swings.

B The longer the string, the more time it takes the pendulum to swing back and forth.

C The time it takes the pendulum to swing back and forth decreases over time.

Go On ▶

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

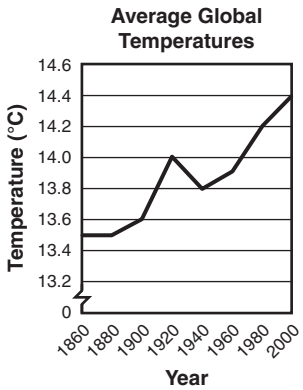
2 Students are studying average global temperatures over time. They review the data table below.

Average Global Temperatures

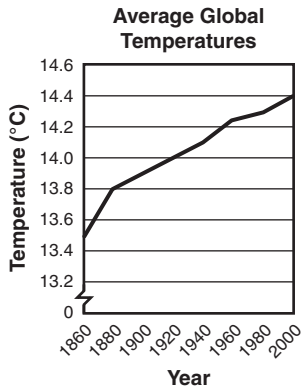
Year	Temperature (°C)
1860	13.5
1880	13.8
1900	13.7
1920	13.6
1940	13.8
1960	13.9
1980	14.0
2000	14.4

Which graph correctly displays these data?

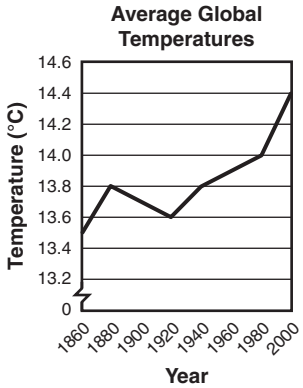
F



H



G



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

Reporting Category:	**INQUIRY AND TECHNOLOGY & ENGINEERING**
Performance Indicator:	**0707.TE.2 Evaluate a protocol to determine if the engineering design process was successfully applied.**

3 **A new type of keyboard has letters in different positions than a regular keyboard. How can keyboard makers find out if the new keyboard is easier to use than a regular one?**

A compare how fast people type on each style of keyboard

B measure the cost of making a new keyboard

C understand problems people have using regular keyboards

Reporting Category:	**INQUIRY AND TECHNOLOGY & ENGINEERING**
Performance Indicator:	**0707.TE.4 Differentiate between adaptive and assistive bioengineered products.**

4 **Scientists have developed a device that changes words typed on a keyboard into a computerized voice. Which of these <u>best</u> describes this device?**

F adaptive

G assistive

H genetically modified

Go On ▶

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

Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy**
Performance Indicator:	**0707.1.1 Identify and describe the function of the major plant and animal cell organelles.**

5 **Which is a function of a ribosome in an animal cell?**

A holding waste

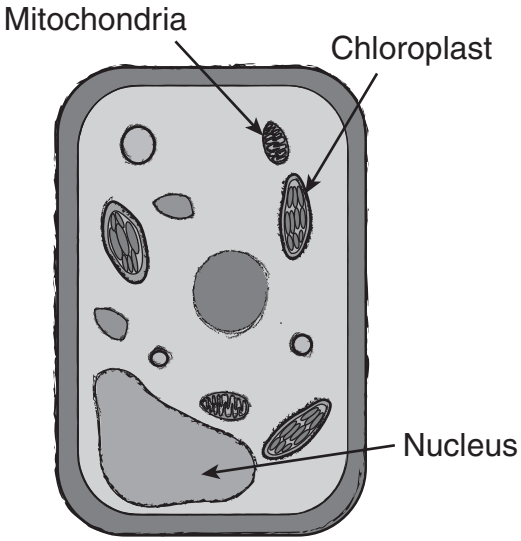
B making proteins

C providing support

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

Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy**
Performance Indicator:	**0707.1.1 Identify and describe the function of the major plant and animal cell organelles.**

6 **A student labeled a plant cell.**



What structure was given the wrong label?

F Mitochondria

G Chloroplast

H Nucleus

Go On ▶

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

Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy**
Performance Indicator:	**0707.1.2 Interpret a chart to explain the integrated relationships that exist among cells, tissues, organs, and organ systems.**

7 **The chart shows some levels of organization in an organism.**

Cell ⟶ Tissue ⟶ Organ ⟶ **?** ⟶ Organism

Which term <u>best</u> completes the chart?

A Organelle

B Organ System

C Muscle

Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy**
Performance Indicator:	**0707.1.3 Explain the basic functions of a major organ system.**

8 **Which organ system is correctly matched with its main function?**

F The excretory system defends the body from disease-causing organisms.

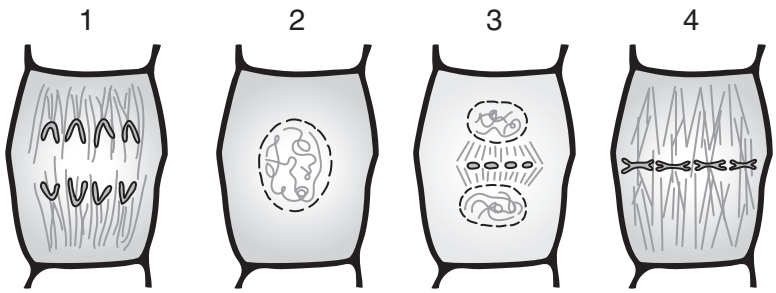
G The nervous system controls body responses to the environment.

H The skeletal system distributes energy throughout the body.

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

Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy**
Performance Indicator:	**0707.1.4 Sequence a series of diagrams that depict chromosome movement during plant cell division.**

9 **The diagrams below show different stages of division in a plant cell.**



Which of these shows the correct order?

A 2, 4, 1, 3

B 3, 2, 1, 4

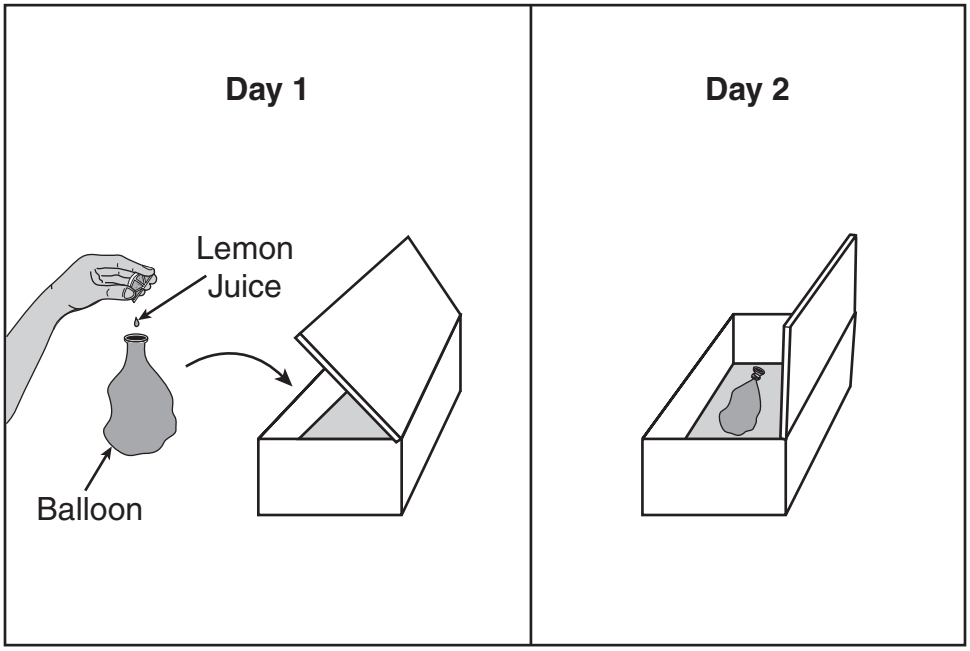
C 1, 4, 3, 2

Go On ▶

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

Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy**
Performance Indicator:	**0707.1.5 Explain how materials move through simple diffusion.**

10 **A student put a few drops of lemon juice into an empty balloon. The student tied a knot in the balloon and placed it in a shoebox with a lid.**



The next day, the student opened the box. The student could smell lemon in the box. What process caused molecules to pass through the balloon?

F respiration

G diffusion

H photosynthesis

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

Reporting Category:	**INQUIRY AND TECHNOLOGY & ENGINEERING**
Performance Indicator:	**0707.INQ.2 Select tools and procedures needed to conduct a moderately complex experiment.**

11 **Students wanted to find out if different temperatures affected the rate that food coloring spread in water. Which tools would best help the students in their investigation?**

A beaker, thermometer, stopwatch

B meter stick, thermometer, beaker

C spring scale, thermometer, stopwatch

Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy**
Performance Indicator:	**0707.3.1 Compare the chemical compounds that make up the reactants and products of photosynthesis and respiration.**

12 **When carbon dioxide (CO_2) and water (H_2O) react during photosynthesis, which of these are products?**

F oxygen (O_2) and carbon (C)

G glucose $(C_6H_{12}O_6)$ and oxygen (O_2)

H hydrogen (H_2) and oxygen (O_2)

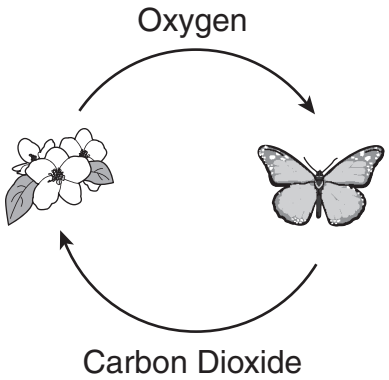
Go On ▶

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

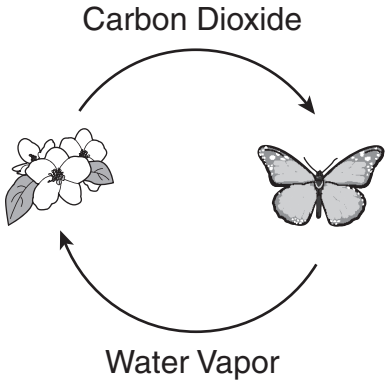
Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy**
Performance Indicator:	**0707.3.2 Interpret a diagram to explain how oxygen and carbon dioxide are exchanged between living things and the environment.**

13 **Which diagram best shows the gases that are exchanged between plants and animals?**

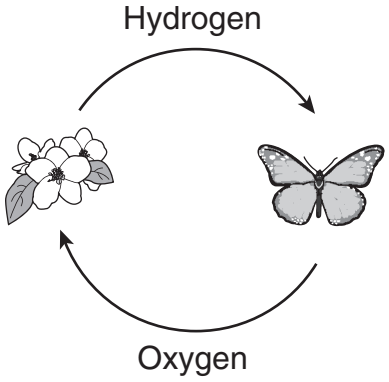
A



B



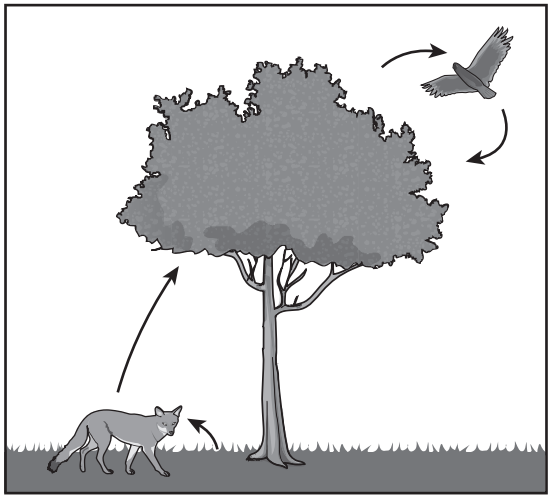
C



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

Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy**
Performance Indicator:	**0707.3.2 Interpret a diagram to explain how oxygen and carbon dioxide are exchanged between living things and the environment.**

14 **The diagram shows that gases are exchanged between different organisms and the environment.**



Which organism must take in carbon dioxide (CO_2) to survive?

F bird

G fox

H tree

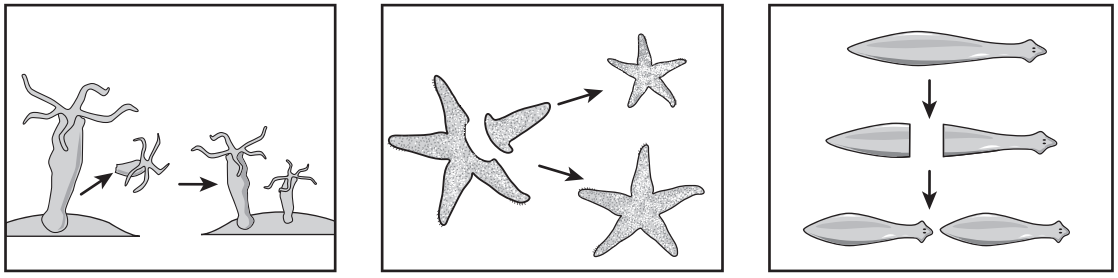
Go On ▶

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

Reporting Category: LIFE SCIENCE 2: Heredity

Performance Indicator: 0707.4.1 Classify methods of reproduction as sexual or asexual.

15 The diagrams below represent ways three different organisms produce offspring.



Hydra | Sea Star | Planaria

Which of these best describes how the organisms produce their offspring?

A fertilization

B self-pollination

C asexual reproduction

Reporting Category: LIFE SCIENCE 2: Heredity

Performance Indicator: 0707.4.2 Match flower parts with their reproductive functions.

16 Which part of a flower most likely attracts pollinators?

F petal

G sepal

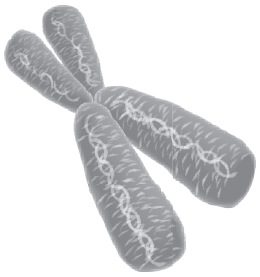
H anther

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

Reporting Category:	**LIFE SCIENCE 2: Heredity**
Performance Indicator:	**0707.4.3 Describe the relationship among genes, chromosomes, and inherited traits.**

17 **The image shows a chromosome.**

Chromosome



What are located on a chromosome?

A cells

B genes

C organelles

Go On ▶

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

Reporting Category:	**LIFE SCIENCE 2: Heredity**
Performance Indicator:	**0707.4.4 Interpret a Punnett square to predict possible genetic combinations passed from parents to offspring during sexual reproduction.**

18 **In pea plants, tall plants (T) are dominant to short plants (t). The cross of two heterozygous tall plants is shown in the Punnett square below.**

	T	t
T		
t		

What is the most likely ratio of offspring from this cross?

F 3 tall : 1 short

G 2 tall : 2 short

H 1 tall : 3 short

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

Reporting Category: EARTH AND SPACE SCIENCE: The Earth

Performance Indicator: 0707.7.1 Use a table of physical properties to classify minerals.

19 **Students were observing a green, odorless mineral, with no visible crystals. The mineral was very soft, with a slick feel. They compared its characteristics to the table below.**

Mineral Characteristics

Mineral	Most Common Colors	Hardness	Other Common Characteristics
Talc	Gray, green, white, silver	1	Soapy feel
Sulfur	Yellow, yellow-brown	1.5	Greasy feel, mild rotten egg smell
Quartz	All colors	7	Six-sided prism-shaped crystal

Based on the table above, which mineral were the students most likely observing?

A Talc

B Sulfur

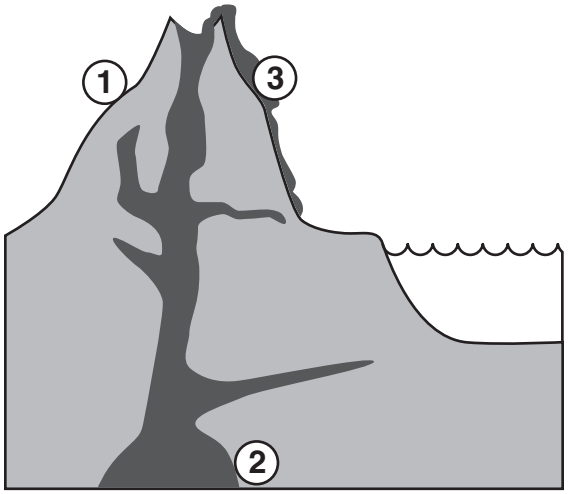
C Quartz

Go On ▶

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

Reporting Category:	**EARTH AND SPACE SCIENCE: The Earth**
Performance Indicator:	**0707.7.2 Label a diagram that depicts the three different rock types.**

20 **A landform is shown in the diagram below.**



At which numbered location would the <u>most</u> metamorphic rocks be found?

F 1

G 2

H 3

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

Reporting Category:	**EARTH AND SPACE SCIENCE: The Earth**
Performance Indicator:	**0707.7.3 Identify the major processes that drive the rock cycle.**

21 **Igneous rocks can form when sedimentary rocks**

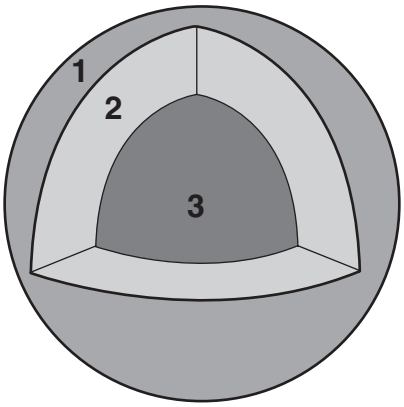
A weather and erode.

B are compacted.

C melt and then cool.

Reporting Category:	**EARTH AND SPACE SCIENCE: The Earth**
Performance Indicator:	**0707.7.4 Differentiate among the characteristics of the earth's three layers.**

22 **A cross section of Earth is shown below.**



Which layer of Earth is made mostly of metal?

F 1

G 2

H 3

Go On ▶

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

Reporting Category:	**EARTH AND SPACE SCIENCE: The Earth**
Performance Indicator:	**0707.7.5 Recognize that lithospheric plates on the scale of continents and oceans continually move at rates of centimeters per year.**

23 **The Himalaya Mountains formed when the Indo-Australian plate collided with the Eurasian plate. Which is the best estimate of the rate at which the Indo-Australian plate moves per year?**

A 0.67 millimeter

B 6.7 centimeters

C 6.7 meters

Reporting Category:	**EARTH AND SPACE SCIENCE: The Earth**
Performance Indicator:	**0707.7.6 Describe the relationship between plate movements and earthquakes, mountain building, volcanoes, and sea floor spreading.**

24 **Which most likely formed from two lithospheric plates colliding?**

F Lake Michigan

G Grand Canyon

H Appalachian Mountains

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

Reporting Category:	**EARTH AND SPACE SCIENCE: The Earth**
Performance Indicator:	**0707.7.7 Analyze and evaluate the impact of man's use of earth's land, water, and atmospheric resources.**

25 **Global warming may be affected by greenhouse gases that come from human activities. Which is a possible effect of an increase in temperatures around the world?**

A rising sea levels

B more earthquakes

C fewer tropical storms

Reporting Category:	**INQUIRY AND TECHNOLOGY & ENGINEERING**
Performance Indicator:	**0707.TE.3 Distinguish between the intended benefits and the unintended consequences of a new technology.**

26 **Which of these is an unintended consequence of using ethanol made from corn as a replacement for gasoline in automobile engines?**

F a decrease in the use of nonrenewable fuels

G lower amounts of sulfur and nitrogen products released from cars

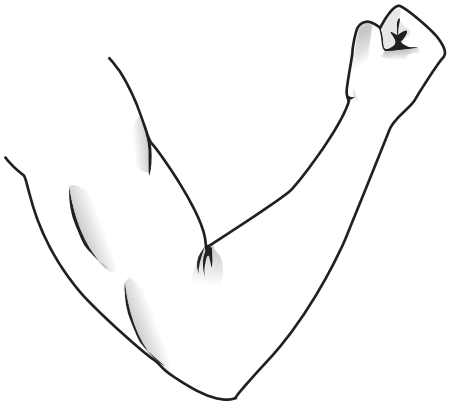
H less farmland available for producing food

Go On ▶

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

Reporting Category:	**PHYSICAL SCIENCE: Motion**
Performance Indicator:	**0707.11.1 Differentiate between the six simple machines.**

27 **A portion of a human arm works as a simple machine.**



Which simple machine is <u>most</u> like a human arm?

A a lever

B a wedge

C a screw

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

Reporting Category:	**PHYSICAL SCIENCE: Motion**
Performance Indicator:	**0707.11.2 Determine the amount of force needed to do work using different simple machines.**

28 **Use the equation below to solve the problem.**

$$\text{Force} = \frac{\text{work}}{\text{distance}}$$

$$F = \frac{w}{d}$$

How much force was applied to a box that required 45 joules of work to push it up a 3-meter-long ramp?

F 15 newtons

G 48 newtons

H 135 newtons

Go On ▶

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

Reporting Category:	**PHYSICAL SCIENCE: Motion**
Performance Indicator:	**0707.11.3 Apply proper equations to solve basic problems pertaining to distance, time, speed, and velocity.**

29 **The equation for speed is shown below.**

$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

$$s = \frac{d}{t}$$

When a student walks 6 miles in 3 hours, what is the student's speed?

A 2 miles per hour

B 3 miles per hour

C 18 miles per hour

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

Reporting Category:	**INQUIRY AND TECHNOLOGY & ENGINEERING**
Performance Indicator:	**0707.INQ.5 Identify a faulty interpretation of data that is due to bias or experimental error.**

30 **Students recorded the time it took for a toy car to roll down a ramp. After three trials, the students raised the ramp and added sandpaper to the surface. After three more trials, they concluded the height of the ramp had no effect on the speed at which the car traveled down the ramp. Which is the most likely reason this conclusion is flawed?**

F More trials were needed during the investigation.

G A control should have been added to the investigation.

H More than one variable was changed during the investigation.

Go On ▶

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

Reporting Category:	**PHYSICAL SCIENCE: Motion**
Performance Indicator:	**0707.11.4 Identify and explain how Newton's laws of motion relate to the movement of objects.**

31 **An equation is shown in the box below.**

Force = mass × acceleration $F = m \times a$

Which statement best describes the variables in this equation?

A A mass at rest tends to stay at rest.

B For every force there is an equal force in the opposite reaction.

C The acceleration of an object depends upon the force acting upon it and its mass.

Reporting Category:	**PHYSICAL SCIENCE: Motion**
Performance Indicator:	**0707.11.4 Identify and explain how Newton's laws of motion relate to the movement of objects.**

32 **Which example best describes Newton's third law of motion?**

F An engine used less work to move a lighter car than when it moved a heavier car.

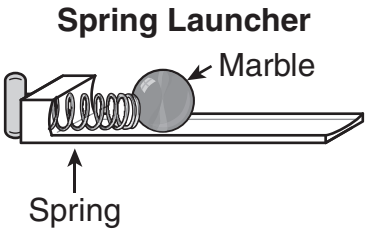
G When a passenger stepped from a boat to the shore, the boat moved away from the shore.

H A bowling ball rolled in a straight path when it was thrown toward bowling pins.

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

Reporting Category:	**INQUIRY AND TECHNOLOGY & ENGINEERING**
Performance Indicator:	**0707.INQ.1 Design a simple experimental procedure with an identified control and appropriate variables.**

33 **Students put a spring launcher on a wooden floor. The students applied different amounts of force to a marble. They used a meter stick to measure how far the marble rolled.**



What is the dependent variable in this investigation?

A mass of the marble

B amount of friction from the floor

C distance traveled by the marble

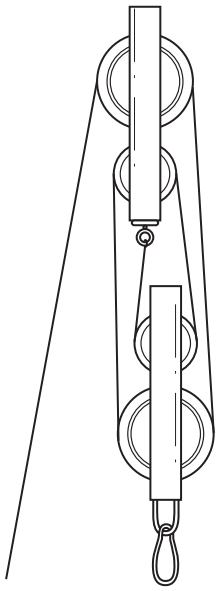
Go On ▶

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

Reporting Category:	**INQUIRY AND TECHNOLOGY & ENGINEERING**
Performance Indicator:	**0707.TE.1 Identify the tools and procedures needed to test the design features of a prototype.**

34 **Scientists built a prototype of a new pulley system. They wanted to find the greatest amount of weight the pulley can lift safely.**

Pulley System



The best way for scientists to test the amount of weight the pulley system can lift is to raise objects that have different

F volumes.

G shapes.

H masses.

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

Reporting Category:	**PHYSICAL SCIENCE: Motion**
Performance Indicator:	**0707.11.5 Compare and contrast the different parts of a wave.**

35 **When the wavelength of a wave decreases, the crests of the wave become**

A wider.

B shorter.

C closer together.

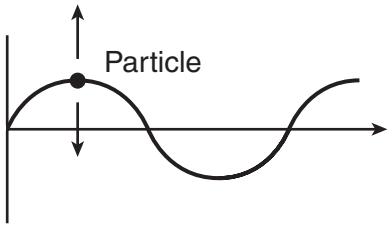
Go On ▶

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

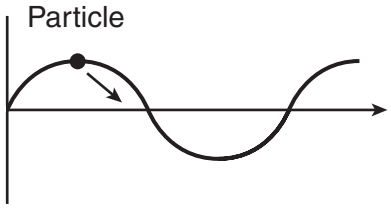
Reporting Category:	**PHYSICAL SCIENCE: Motion**
Performance Indicator:	**0707.11.6 Differentiate between transverse and longitudinal waves in terms of how they are produced and transmitted.**

36 Which diagram best represents particle movement in a transverse wave?

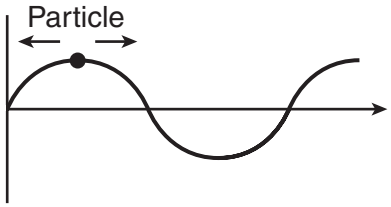
F



G



H



STOP

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

Social Studies

Reporting Category:	**1 Economics**
Performance Indicator:	**7.2.1 Recognize basic economic concepts (i.e., imports, exports, barter system, tariffs, closed and emerging markets, supply and demand, inflation, recession, depression).**

1 **A tariff is a tax on**

A domestic goods.

B private property.

C imported goods.

Go On ▶

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

Reporting Category: **1 Economics**

Performance Indicator: **7.2.2 Define renewable and nonrenewable resources.**

2 **Wind is a renewable resource because**

F the world will not run out of wind.

G energy cannot be made from wind.

H the use of wind will harm the planet.

Reporting Category: **1 Economics**

Performance Indicator: **7.2.4 Interpret economic issues as expressed with maps, tables, diagrams, and charts.**

Approximate Value of Some Products Exported from Tennessee (in millions of dollars)

	2005	2006	2007
Soybeans	$120	$114	$75
Meat	$46	$52	$56
Dairy	$4	$3	$4

Source: USDA, Economic Research Service, State Export Data

3 **Which product increased its value each year between 2005 and 2007?**

A Soybeans

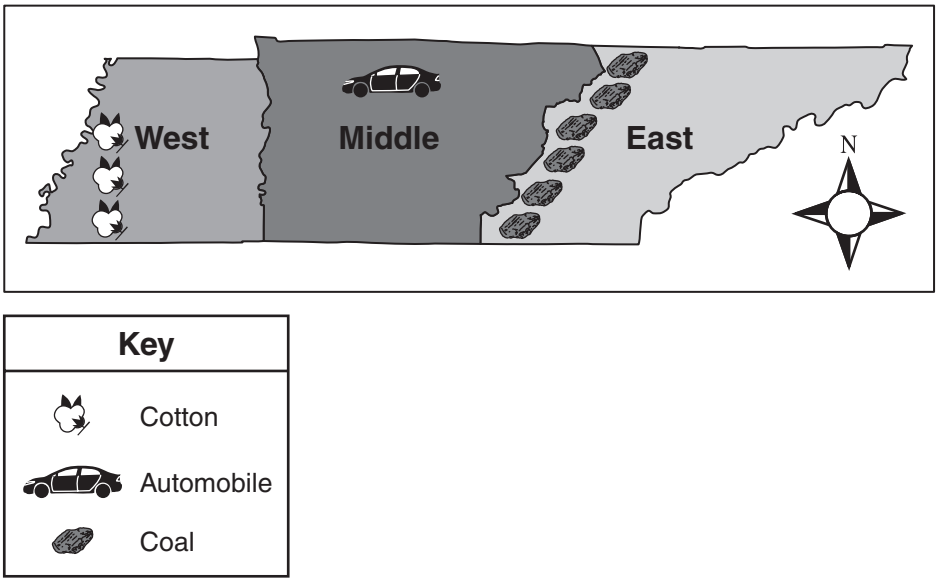
B Meat

C Dairy

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

Reporting Category:	**1 Economics**
Performance Indicator:	**7.2.5 Select the major resources, industrial, and agricultural products for the three grand divisions from a map of Tennessee.**

Three Grand Divisions of Tennessee



4 **Which type of manufacturing is important in Middle Tennessee?**

F Cotton

G Automobile

H Coal

Go On ▶

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

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**7.4.1 Define the different types of governments (i.e., democracy, autocracy, oligarchy, monarchy, dictatorship).**

5 **Rulers in a democracy are selected by**

A a council of elders.

B leaders of other lands.

C citizens of the country.

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**7.4.1 Define the different types of governments (i.e., democracy, autocracy, oligarchy, monarchy, dictatorship).**

6 **Which form of government is led by a king or queen?**

F oligarchy

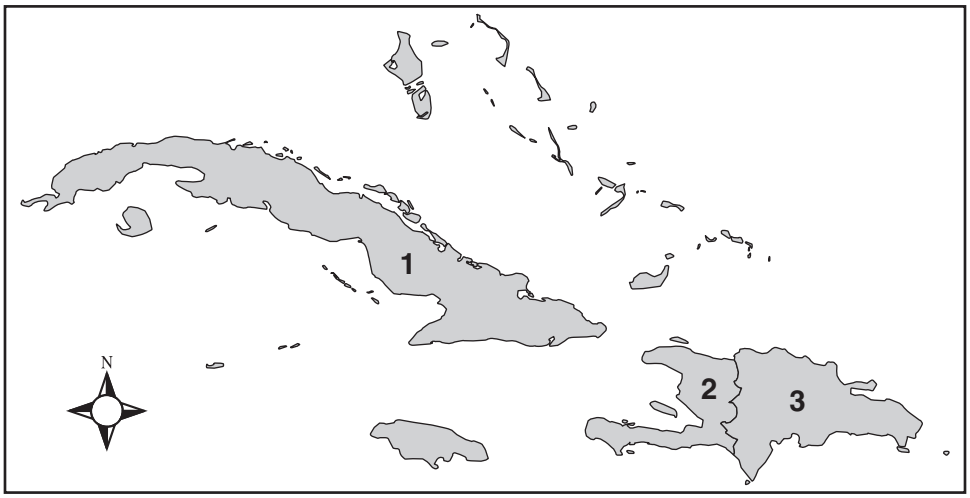
G democracy

H monarchy

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

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**7.4.2 Using a map key, locate various governance systems.**

The Caribbean



Key	
1 Communist	2 Republic
3 Democratic republic	

7 **Which country on the map above has a government that is against political freedom?**

A Country 1

B Country 2

C Country 3

Go On ▶

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

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**7.4.3 Recognize how the boundaries of Congressional districts change in the state of Tennessee (i.e., statutory requirements, population shifts, political power shifts).**

8 **Tennessee congressional district boundaries would change based on which information?**

F census

G tax

H resources

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**7.4.4 Identify political leaders from selected contemporary settings (i.e., United States, India, Canada, Mexico, Great Britain, Russia, China).**

9 **What is the title of the political leader of Great Britain?**

A viceroy

B president

C prime minister

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

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**7.6.2 Differentiate between the rights, roles and state of the individual in relation to the general welfare in various regions of the world.**

> I have a dream that my four young children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character . . .
>
> — Rev. Martin Luther King, Jr., August 28, 1963

10 **Based on the above statement, Reverend Martin Luther King, Jr. called for**

F providing students free instruction.

G ending the system of discrimination.

H funding preschool education.

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**7.6.2 Differentiate between the rights, roles, and state of the individual in relation to the general welfare in various regions of the world.**

11 **Which idea supports the right of individuals to speak freely?**

A Keep political opinions to oneself.

B Respect other people's personal opinions.

C Limit expression of opinions to the newspaper.

Go On ▶

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

Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**7.6.3 Recognize the causes, consequences and possible solutions applied by governing bodies to persistent global issues (i.e., health, security, resource allocation, economic development, environmental quality).**

> The Environmental Protection Agency yesterday [lowered] the [amount of lead allowed in the air] for the first time in 30 years . . .
>
> — *Washington Post*, October 17, 2008

12 **Based on the excerpt above, which situation has the Environmental Protection Agency tried to help?**

F trade relations

G national security

H public health

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

Reporting Category:	**3 Human Geography**
Performance Indicator:	**7.1.1 Recognize cultural definitions (i.e., language, religion, customs, political system, economic system).**

- Factories are owned by the government
- Government decides what will be produced

13 **Which type of political system is described in the list above?**

A theocratic

B capitalist

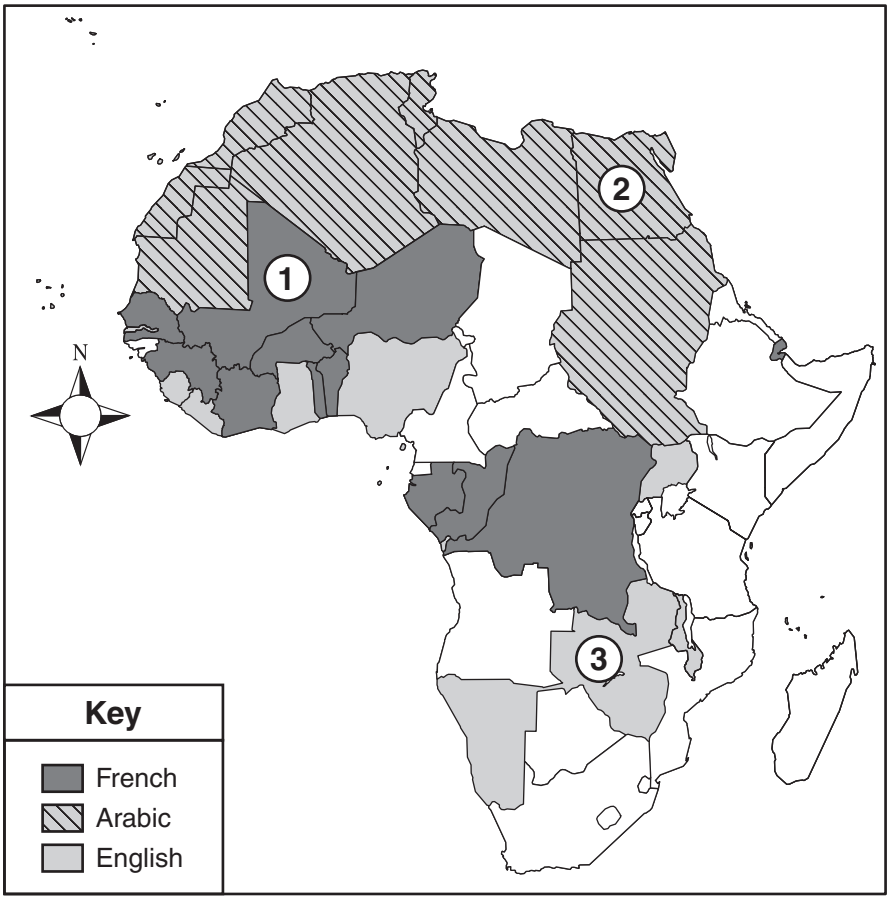
C communist

Go On ▶

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

Reporting Category:	**3 Human Geography**
Performance Indicator:	**7.1.2 Locate cultural information on a thematic map (i.e., languages, political systems, economic systems, religions).**

Some Major Languages of Africa



14 **Which area on the map above has an official language that is the result of Islamic influence?**

F 1

G 2

H 3

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

Reporting Category:	**3 Human Geography**
Performance Indicator:	**7.2.3 Define demographic concepts (i.e., population, population distribution, population density, growth rate).**

15 **The number of people living in a square mile is a measure of**

A the rate of change.

B population density.

C population distribution.

Reporting Category:	**3 Human Geography**
Performance Indicator:	**7.3.4 Distinguish the differences among rural, suburban, and urban communities.**

16 **In which type of community would the use of public transportation be most common?**

F rural

G suburban

H urban

Go On ▶

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

Reporting Category:	3 Human Geography
Performance Indicator:	7.3.8 Define demographic concepts (i.e., population, population distribution, population density, growth rate, family size, and infant mortality).

Growth Rate

- Birth rate
- Death rate
- **?**

17 **Which measure is the third source of information used to calculate the growth rate?**

A Economic rate

B Graduation rate

C Migration rate

Reporting Category:	3 Human Geography
Performance Indicator:	7.3.13 Recognize the definitions of modifications on the physical environment (i.e., global warming, deforestation, desert, urbanization).

18 **Greenhouse gases affect the environment by**

F expanding farm output.

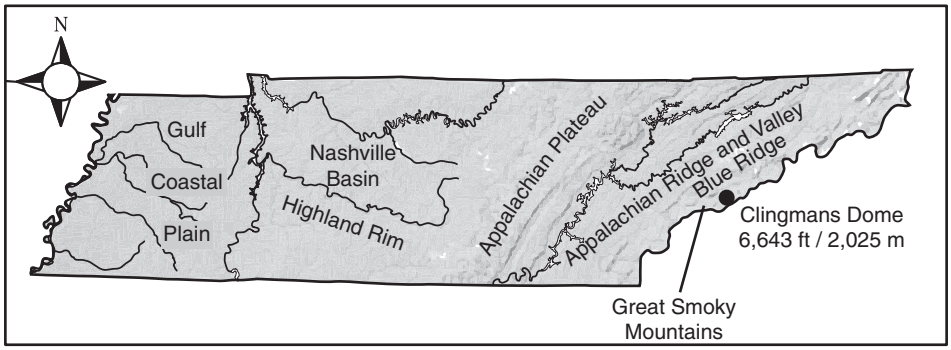
G increasing temperatures.

H protecting wildlife.

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

Reporting Category:	**3 Human Geography**
Performance Indicator:	**7.3.14 Distinguish between types of maps (i.e., political, physical, climatic, land-use, resource, contour, elevation, topographic).**

Tennessee



19 **Which type of map is shown above?**

A physical

B economic

C climate

Go On ▶

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

Reporting Category: **3 Human Geography**

Performance Indicator: **7.3.16 Demonstrate understanding of characteristics and implications of a diverse global culture.**

Ethnic Festivals in Tennessee

Festival	Location
Oktoberfest (German)	Crossville
Gatlinburg Scottish Festival	Gatlinburg
The Hola! Festival (Hispanic)	Knoxville
Irish Celebration	Erin

20 **Which statement is best supported by the table above?**

F Tennessee festivals are based on different seasons.

G People from different countries have settled in Tennessee.

H Many people in Tennessee enjoy going to the state fair.

Reporting Category: **3 Human Geography**

Performance Indicator: **7.3.18 Analyze the environmental consequences of humans changing their physical environment (i.e., air and water pollution, mining, deforestation, global warming).**

21 **Water pollution would harm the environment by causing**

A habitat loss.

B soil erosion.

C desertification.

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

Reporting Category:	**3 Human Geography**
Performance Indicator:	**7.3.19 Predict the consequences of population changes on the Earth's physical environment (i.e., air and water pollution, mining, deforestation, global).**

22 **Which sentence states a consequence of global warming?**

F Coastal areas will be flooded.

G Water pollution will decline.

H Farmland will improve.

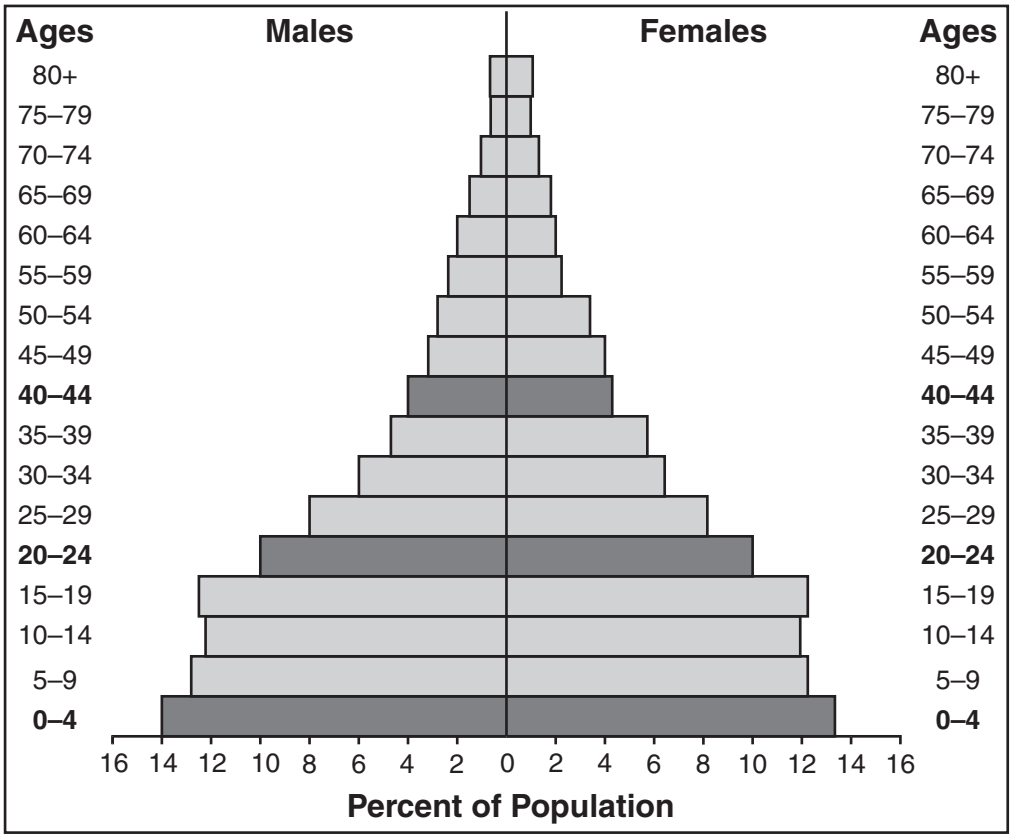
Go On ▶

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

Reporting Category: **3 Human Geography**

Performance Indicator: **7.3.20 Interpret a population pyramid.**

Population of Mexico, 1990



Census Bureau

23 **Which age group in the population pyramid above makes up the largest part of Mexico's population?**

A 0 – 4 year olds

B 20 – 24 year olds

C 40 – 44 year olds

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

Reporting Category:	**4 Physical Geography**
Performance Indicator:	**7.3.1 Identify and use the basic elements of maps and mapping.**

24 **What map element shows direction?**

F mileage scale

G compass rose

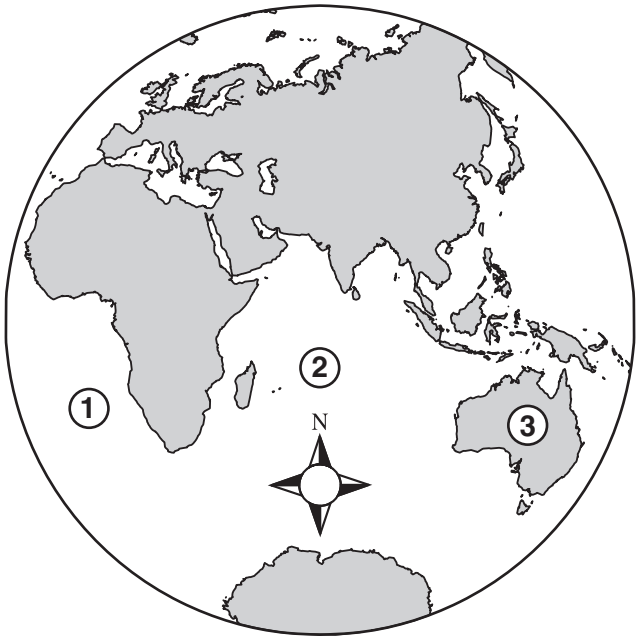
H geographic title

Go On ▶

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

Reporting Category:	**4 Physical Geography**
Performance Indicator:	**7.3.2 Locate the Earth's major physical characteristics (i.e., 7 continents, 4 oceans).**

The World



25 **Which number on the map above is on a continent?**

A 1

B 2

C 3

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

Reporting Category:	**4 Physical Geography**
Performance Indicator:	**7.3.3 Identify the major river systems of Tennessee.**

26 **The western border of Tennessee is formed by the**

F Mississippi River.

G Cumberland River.

H Holston River.

Reporting Category:	**4 Physical Geography**
Performance Indicator:	**7.3.5 Select the natural resources found in the 3 grand divisions of Tennessee (coal, copper, timber, plants, animals).**

27 **Which part of Tennessee has the largest amounts of coal?**

A East Tennessee

B Middle Tennessee

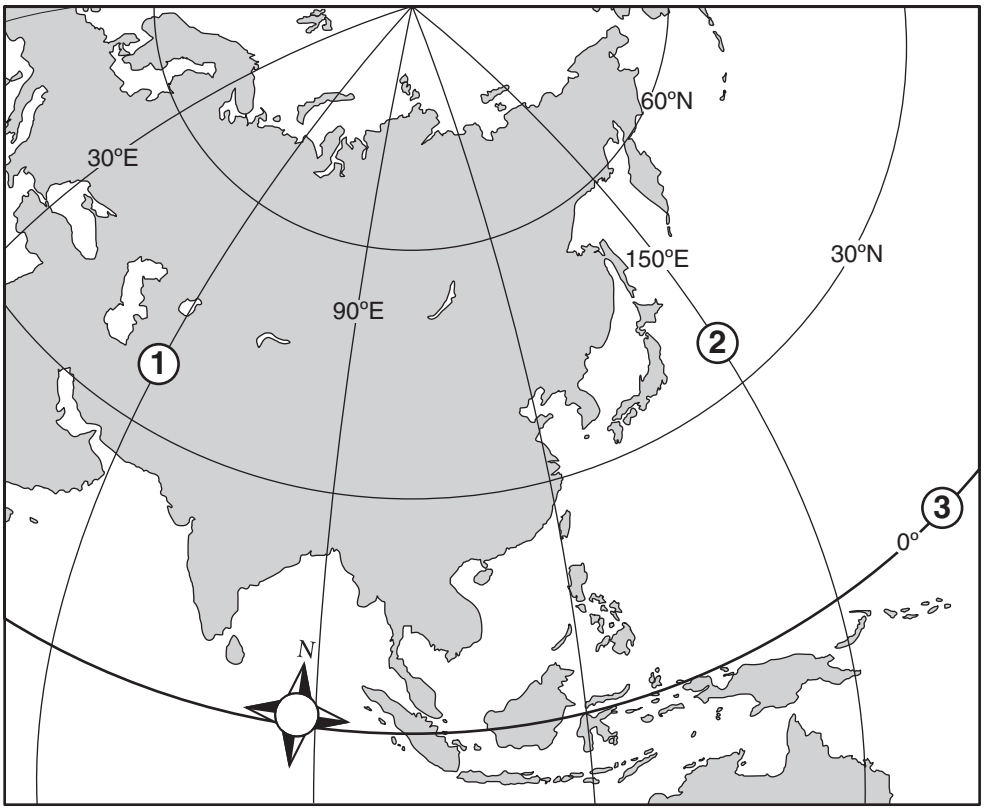
C West Tennessee

Go On ▶

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

Reporting Category:	**4 Physical Geography**
Performance Indicator:	**7.3.6 Locate on a map specific lines of longitude and latitude (i.e., Prime Meridian, International Date Line, Equator, North and South Poles, Tropics of Cancer and Capricorn, Arctic and Antarctic circles).**

Asia



28 **Which number on the map above shows the equator?**

F 1

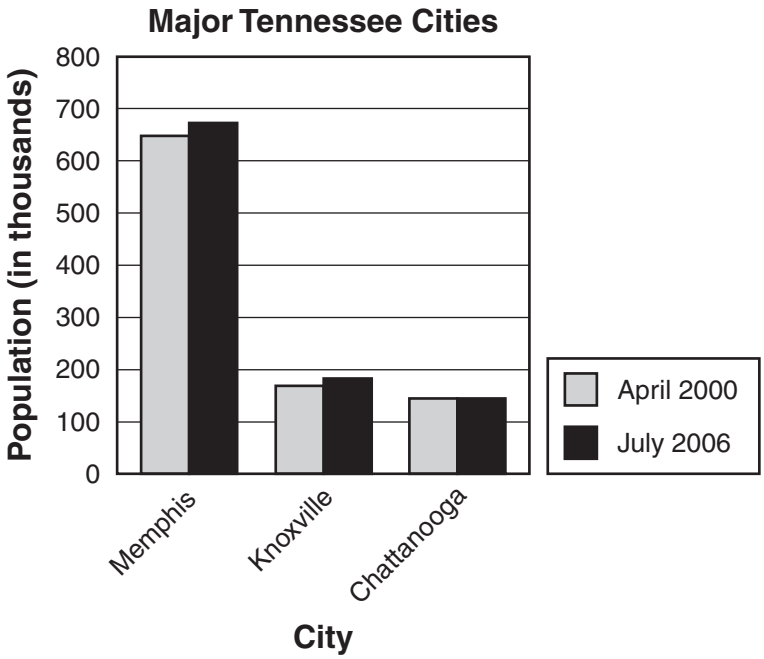
G 2

H 3

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

Reporting Category: **4 Physical Geography**

Performance Indicator: **7.3.7 Compare the five largest cities of Tennessee using a bar graph.**



29 **Based on this graph, which city's population did not change between 2000 and 2006?**

A Memphis

B Knoxville

C Chattanooga

Go On ▶

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

Reporting Category:	**4 Physical Geography**
Performance Indicator:	**7.3.9 Identify the location of Earth's major landforms and bodies of water (i.e., Rockies, Andes, Himalayas, Alps, Urals, Sahara Desert, Nile River Valley, Great Plains, Mississippi River, Amazon River, Thames River, Seine River, Rhine River, Danube River, Tigris River, Euphrates River, Ganges River, Volga River, Yellow River).**

30 **The Nile River Valley is located on which continent?**

F Asia

G Europe

H Africa

Reporting Category:	**4 Physical Geography**
Performance Indicator:	**7.3.10 Identify the characteristics that define a region geographically.**

31 **A region with similar landforms is a**

A cultural region.

B physical region.

C economic region.

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

Reporting Category:	**4 Physical Geography**
Performance Indicator:	**7.3.11 Recognize specific physical processes that operate on the Earth's surface (i.e., erosion, volcanoes, earthquakes, wind and water currents, plate tectonics, weathering).**

32 **Which of these geological forces causes earthquakes?**

F tectonic plates sliding

G sedimentary rock creation

H river valley erosion

Reporting Category:	**4 Physical Geography**
Performance Indicator:	**7.3.12 Identify the six physical regions of Tennessee (i.e., Unaka Mountains, Valley and Ridge, Cumberland Plateau, Highland Rim, Central Basin, Gulf Costal Plain).**

33 **Which Tennessee region borders the Mississippi River?**

A Highland Rim

B Gulf Coastal Plain

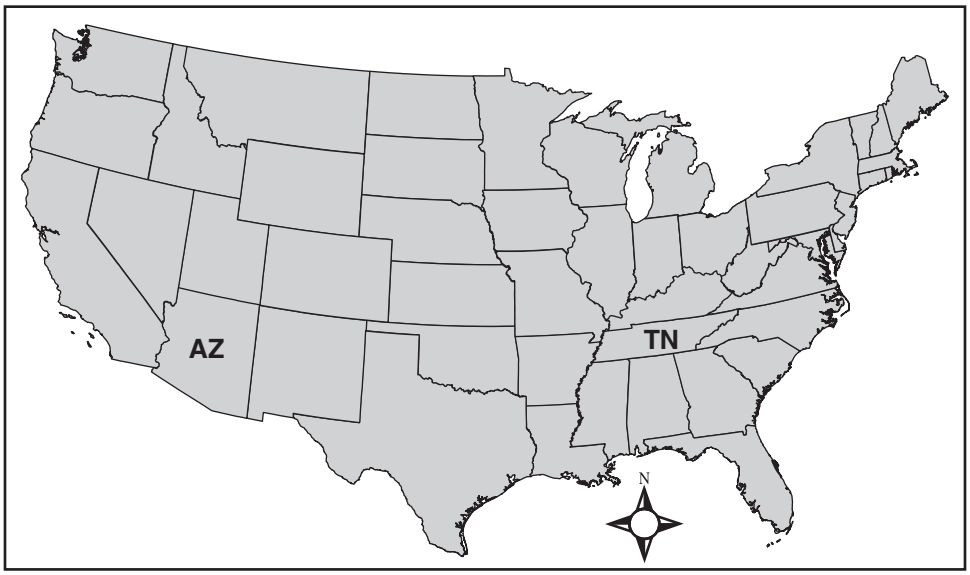
C Cumberland Plateau

Go On ▶

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

Reporting Category:	**4 Physical Geography**
Performance Indicator:	**7.3.15 Interpret a map indicating scale, distance, and direction.**

Continental United States



34 **In which direction from Tennessee is Arizona?**

F north

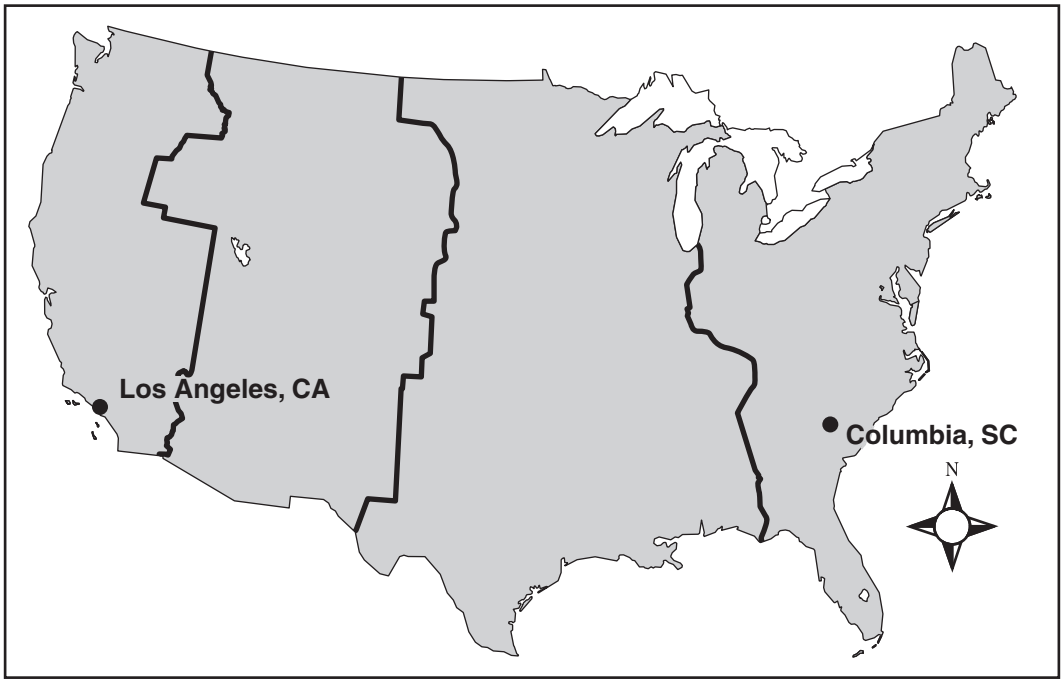
G east

H west

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

Reporting Category:	**4 Physical Geography**
Performance Indicator:	**7.3.17 Read and interpret a time zone map.**

U.S. Time Zones



35 **Based on the map above, what is the time in Columbia, SC, if it is 6:00 P.M. in Los Angeles, CA?**

A 8:00 P.M.

B 9:00 P.M.

C 10:00 P.M.

Go On ▶

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

Reporting Category:	**5 History**
Performance Indicator:	**7.1.3 Compare and contrast the tenets of the five major world religions (i.e., Christianity, Buddhism, Islam, Hinduism, Judaism).**

36 **Which of these major religions has many gods?**

F Judaism

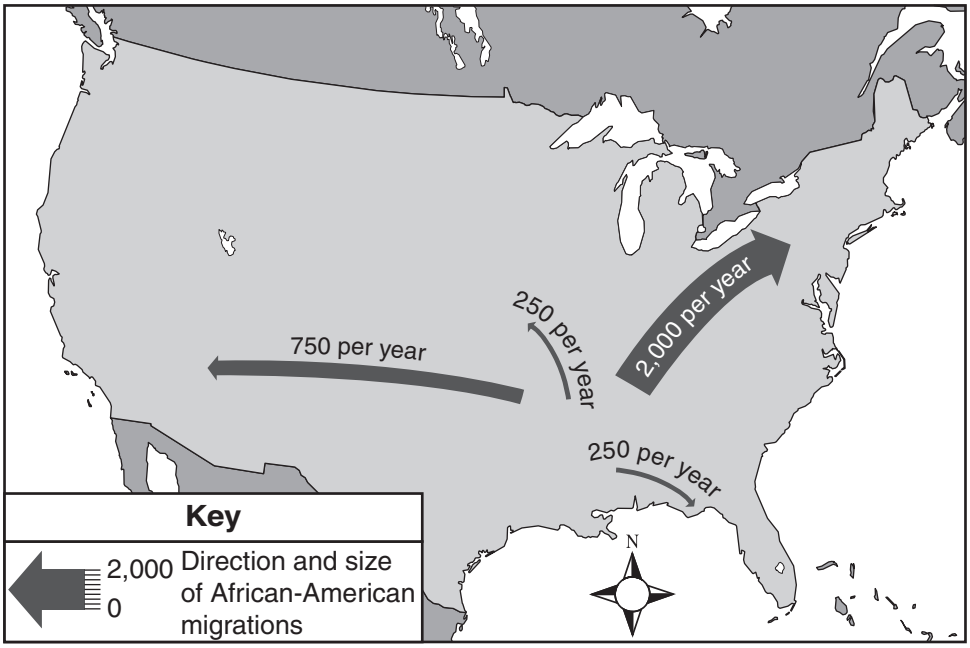
G Hinduism

H Islam

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

Reporting Category:	**5 History**
Performance Indicator:	**7.3.21 Examine reasons and patterns of human migration through the use of maps, charts, diagrams (i.e., famine, natural disasters, political and religious oppression, wars).**

Selected U.S. Migration Patterns, 1940–1960s



37 **Based on the map above, African Americans who migrated went mostly to states in the**

A southwest.

B northeast.

C southeast.

Go On ▶

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

Reporting Category:	**5 History**
Performance Indicator:	**7.5.1 Identify the causes and consequences of urbanization (i.e., industrial development, education, health care, cultural opportunities, poverty, overcrowding, disease, pollution, crime).**

Approximate Population of Memphis, Tennessee

	Memphis
1860	23,000
1880	34,000
1900	102,000
1920	162,000
1940	293,000

Source: US Census Bureau

38 **What was the main reason for the population growth shown in the table above?**

F People wanted to begin farming.

G People were looking for work.

H People enjoyed the climate.

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

Reporting Category:	**5 History**
Performance Indicator:	**7.5.2 Identify reasons why people choose to settle in different places (i.e., occupation, family, climate, natural resources).**

39 **Why would a person from a rural area choose to move to a city?**

A traffic congestion

B increase in taxes

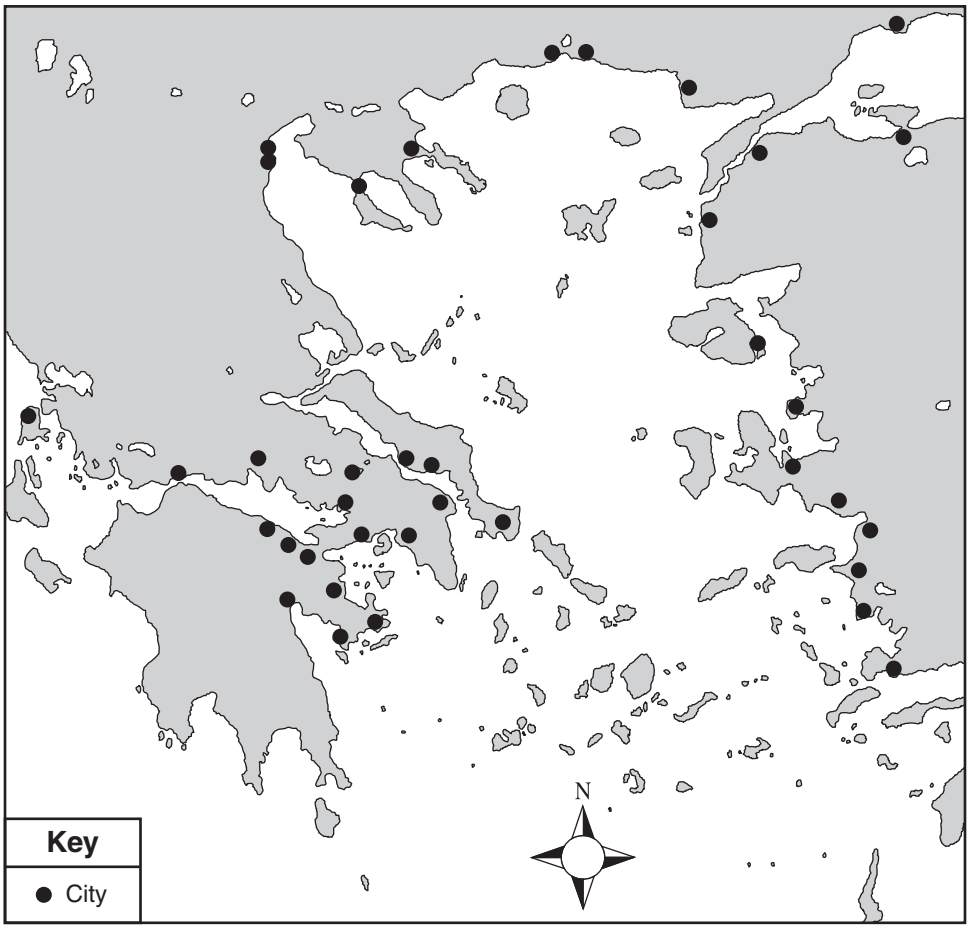
C availability of jobs

Go On ▶

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

Reporting Category:	**5 History**
Performance Indicator:	**7.5.3 Map large civilizations to discover the impact of water as a main reason behind a society's founding.**

Aegean Sea Region, c. 400 B.C.E.



40 **The cities shown on the map above were well suited to**

F farming.

G trading.

H mining.

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

Reporting Category:	**5 History**
Performance Indicator:	**7.5.4 Analyze the causes and effects of change in a place over time from a written passage.**

- Greenhouse gases increasing
- Temperatures increasing
- Sea levels rising
- Ice melting

— Intergovernmental Panel on Climate Change, 2007

41 **What is the most likely cause of the problems listed above?**

A burning of fuels

B runoff into rivers

C dust from deserts

Reporting Category:	**5 History**
Performance Indicator:	**7.6.1 Identify ways family, groups, and community influence daily life and personal choices.**

42 **European immigrants to the United States often moved to areas where other people from their homeland settled because**

F these locations were close to local recreational facilities.

G they found high-paying jobs in these neighborhoods.

H they received help in these communities.

STOP

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

Reading/Language Arts
Answer Key

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

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

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

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

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

Mathematics
Answer Key

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

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

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

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

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

Science
Answer Key

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

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

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

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

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

Social Studies
Answer Key

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

12	H
13	C
14	G
15	B
16	H
17	C
18	G
19	A
20	G
21	A
22	F

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

34	H
35	B
36	G
37	B
38	G
39	C
40	G
41	A
42	H

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

Tennessee Comprehensive Assessment Program

Modified Academic Achievement Standards ~ Grade 7

Item Sampler