Student Name _____

Teacher Name _____

School _____

System _____

Tennessee Comprehensive Assessment Program

Achievement Test ~ Grade 6

Item Sampler

Version B

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Introduction

What is the TCAP Achievement Test?

The TCAP Achievement 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 will be tested?

All students in grades 3 through 8 will be tested.

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 Achievement Test. The questions in the on-line Item Sampler are representative of questions that will be on the TCAP Achievement Test.

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.

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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 Achievement Test (grades 3–8) as per system policy.

Which test accommodations may be used?

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

Here are some tips for preparing students for the test.

Remind students to:

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

Listen: Listen to and read the test directions carefully.

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

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

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Reading and Language Arts

Directions **Danielle wrote this report for science class. It contains mistakes. Read the report and then answer Numbers 1 through 12.**

Nest Sweet Nest

1 Saguaro (suh-GWAH-row) cacti are the kind of cacti shown in cartoons. They are tall, green, and appear to have giant arms. If you look closely, you will see the thousands of needle-sharp spines that cover its surface. Look even closer and you will see that a saguaro cactus makes an ideal home for many types of desert birds. A saguaro cactus is like a small apartment building for birds, and the Gila woodpeckers, elf owls, and cactus wrens are its tenants.

2 The main reason the saguaro cactus makes such a good birdhouse is that it produces a special waxy substance when its outer covering is cut. This wax helps to seal the cut, preserving the water inside the cactus. Keeping the water safe in the hot, dry desert inside the plant helps the cactus survive.

3 To make a nest in a saguaro, a cactus wren carves a hollow space in the side of the cactus. Then the special wax seals the walls of the space, which not only protects the cactus but also makes the nest a waterproof and comfortable home. The spines on the outside of the cactus naturally protect baby birds from other animals that might try to attack them.

4 Once a cactus wren moves to another location, a Gila woodpecker might build a nest inside the same saguaro cactus. Baby cactus wrens must often practice for months before they can fly skillfully. A Gila woodpecker has a very strong head and neck. It also has a thin, sharp beak that it uses to cut into the cactus. A Gila woodpecker's nest is called a "boot" because of the way it is shaped.

5 When a Gila woodpecker moves out of its boot, an elf owl moves into it, so the same saguaro cactus nest is used again. Elf owls are tiny; adults are only five inches tall and weigh about one ounce. Their beaks cannot peck through a cactus, so they live in nests that have been abandoned. Since snakes, larger birds, coyotes, and other animals eat elf owls, a nest in a saguaro cactus provides good protection from predators.

6 The same saguaro cacti that house cactus wrens, Gila woodpeckers, and elf owls may also house some other birds. Gilded flickers, Harris's hawks, and red-tailed hawks also make nests in saguaro cacti. Saguaro cacti are very secure, and since so many birds like to live in them, it is clear that they make good homes.

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Reporting Category: **1 Language**

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

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

Keeping the water safe in the hot, dry desert inside the plant helps the cactus survive.

Choose the best placement for the underlined phrase.

A Keeping the water in the hot, dry desert safe inside the plant helps the cactus survive.

B Keeping the water safe helps the cactus survive in the hot, dry desert inside the plant.

C Keeping the water safe inside the plant helps the cactus survive in the hot, dry desert.

D correct as is

Reporting Category: **1 Language**

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

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

A Gila woodpecker's nest is called a "boot" because of the way it is shaped.

Which way should the underlined words be written?

F woodpeckers's nest

G woodpeckers nest

H woodpeckers' nest

J correct as is

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).**

3 **The purpose of Danielle's report is to**

A inform readers of the reasons saguaro cacti continue to survive.

B describe birds and nests found near saguaro cacti.

C persuade readers to protect saguaro cacti.

D explain how and why some birds build nests inside saguaro cacti.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.3.2 Identify the audience for which a text is written.**

4 **Danielle's report would most interest someone who studies**

F how animals benefit from plants.

G unusual wildlife behaviors.

H how animals defend themselves.

J birds as a hobby.

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.3.3 Select an appropriate thesis statement for a writing sample.**

5 **Which sentence from the report is the best thesis statement?**

A Saguaro (suh-GWAH-row) cacti are the kind of cacti shown in cartoons.

B If you look closely, you will see thousands of needle-sharp spines that cover its surface.

C Look even closer and you will see that a saguaro cactus makes an ideal home for many types of desert birds.

D To make a nest in a saguaro, a cactus wren carves a hollow space in the side of the cactus.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.3.4 Rearrange multi-paragraphed work in a logical and coherent order.**

6 **Choose the most logical order for Paragraphs 3 through 6 of the report.**

F 3, 5, 4, 6

G 3, 4, 6, 5

H 6, 3, 4, 5

J correct as is

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Reporting Category: **3 Writing and Research**

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

7 **Choose the fact that best supports the description of a saguaro cactus in Paragraph 1.**

A A fully grown saguaro cactus can be fifty feet tall and two feet thick.

B The fruit of the saguaro cactus is sometimes used to make syrups and jellies.

C A saguaro cactus can live to be up to two hundred years old.

D A saguaro cactus produces flowers that bloom only at night.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.3.7 Identify sentences irrelevant to a paragraph's theme or flow.**

8 **Which sentence from Paragraph 4 is irrelevant and should be removed from the report?**

F Once a cactus wren moves to another location, a Gila woodpecker might build a nest inside the same saguaro cactus.

G Baby cactus wrens must often practice for months before they can fly skillfully.

H A Gila woodpecker has a very strong head and neck.

J It also has a thin, sharp beak that it uses to cut into the cactus.

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Reporting Category: **3 Writing and Research**

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

9 **Choose the best concluding sentence for Paragraph 2.**

A Comfortable shelter is difficult for animals in the desert to find.

B Birds using the saguaro cactus as a home benefit from this wax.

C Saguaro cacti can be found in the southwestern United States and Mexico.

D The sharp spines on the trunk of a saguaro cactus serve a useful purpose.

Reporting Category: **3 Writing and Research**

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

10 **Choose an alternate title for this report.**

F At Home in a Cactus

G The Mysterious Saguaro

H Only the Tall Survive

J Creative Desert Disguises

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Reporting Category: **3 Writing and Research**

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

11 **Danielle gathered this information from library sources.**

_____

Desert Plants	Desert Animals
• Have longer roots to reach deeper water • Store large amounts of water in leaves, roots, and stems • Have smaller leaves to reduce water loss	• Feed at night to avoid the hot sun • Dig underground burrows for cooler shelter • Remain inactive during hot summers

Which title best fits in the blank line?

A Methods of Defense

B Adaptations for Survival

C Daily Desert Changes

D Eating and Drinking Habits

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.4.5 Discern irrelevant research material from written text.**

12 **Which fact about the Gila woodpecker is least relevant to the report?**

F The Gila woodpecker is nearly twice the size of the elf owl, so it leaves a large home behind.

G The Gila woodpecker has black and white stripes across its back.

H The Gila woodpecker has strong toes that help it climb up and down a cactus.

J The Gila woodpecker also uses its sharp beak to eat insects, seeds, and berries.

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Directions **Read the passage and answer Numbers 13 through 18.**

Mystery Mail

1 After taking one final shot at the basketball hoop, Martin shuffled into the house and kicked off his shoes. "Finished playing already?" asked his mom.

2 "I think I have already racked up over five thousand lonely hours of driveway basketball this summer," sighed Martin. "A new adventure is in my future, but I haven't found it yet."

3 "Well, good luck on your quest for adventure. I think we're all searching for that!" Martin's mom chuckled as she headed out to collect the mail.

4 Martin wandered into the backyard. As he moved across the lawn, he took the time to throw a twig as far as he could and stopped to admire a beetle scurrying across the sidewalk. "At least this beetle has something to do," he mumbled.

5 Once she sorted through the mail, Martin's mom called him into the kitchen. "This package is addressed to you," she said. She turned toward the sink and started rinsing a glass to hide her smile.

6 "Huh? I wasn't expecting anything," answered Martin as he tore excitedly into the box. Inside were several pieces of lightweight wood, a thin wooden pole about eight inches long, and a folded piece of paper. Martin quickly unfolded the note and read it aloud. "'Dear Martin, keep these items safe until we have enough. Signed, 'a friend.' Mom, this is strange. Who would send me random pieces of wood and not reveal his or her identity?"

7 "Maybe this is the new adventure you've been waiting for," his mom chuckled.

8 "Very funny, Mom," Martin said with a puzzled smile. He questioned her as she hustled into the backyard and started watering her garden.

9 "I can't hear you. Too busy . . ." Martin's mom called back through the screen door.

10 The next afternoon, Martin's mom discovered another unexpected package for him in the mailbox. This time the box contained a piece of thick bright-green canvas.

11 Putting the canvas with the wood pieces and pole, Martin examined the items thoughtfully.

12 "Somehow these are related," he whispered to himself, "but I am not sure how yet."

13 Martin couldn't imagine what the mysterious packages meant, but the intrigue had him waiting impatiently at the mailbox the next day. Throughout the remainder of the week, Martin received packages containing waterproof glue, sheets of sandpaper, a small can of blue paint, and another mysterious note. This one read, "Dear Martin, we're almost there, but you're not sure where. See you soon. Signed, a friend."

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14 Each time Martin unwrapped a package, his mom watched with curiosity. “Who do you think is sending me these?” Martin asked her.

15 “Hmmmm . . . this is turning into quite a mystery,” she said. Then she had to turn away to hide her huge grin.

16 With raindrops tiptoeing across the roof and tiny waterfalls creeping down the windows, Martin stared out into the dreary day and considered his options. “The mail doesn’t arrive for a few more hours. Can we go to the library while we wait?” Martin asked his dad.

17 “Let’s stay at home for a while,” his dad suggested. “I’m busy preparing for an important project. Maybe we can go to the library once your mom returns from her appointment.”

18 “Everyone has something to do except me,” Martin mumbled. Just then, the doorbell rang and Martin was surprised to see his older cousin Brandon standing at the door with a bucket in his hand. “I didn’t know you were coming over!” Martin said.

19 “I heard you have a mystery that needs to be solved!” said Brandon. “Maybe I can help.” He held his bucket up, allowing Martin to see its contents, which included a drill, scissors, paintbrushes, and other supplies.

20 A suspicious smile slowly crept across Martin’s face. “You don’t happen to know ‘a friend’ who sends me mysterious packages through the mail, do you?”

21 “I really had you wondering, didn’t I?” Brandon laughed. “Your mom and dad knew it was me, and your dad promised to help today. Go get your stuff and we’ll see about building the most awesome blue-and-green sailboat ever!”

22 “Oh, this is perfect timing!” screeched Martin. “Rain is filling the stream out back! Once the boat is finished, we’ll be able to sail it through the stream on a brand-new adventure!”

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Reporting Category: 2 Vocabulary

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

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

Martin couldn't imagine what the mysterious packages meant, but the intrigue had him waiting impatiently at the mailbox the next day.

Based on the context of the sentence, the reader can tell that intrigue means

A secrecy.

B chaos.

C effort.

D timing.

Reporting Category: 2 Vocabulary

Performance Indicator: 0601.1.19 Recognize and use grade-appropriate and content-specific vocabulary within context.

14 **Read this sentence from Paragraph 19.**

He held his bucket up, allowing Martin to see its contents, which included a drill, scissors, paintbrushes, and other supplies.

The underlined word tells the reader that Martin is able to see the

F bottom of the bucket.

G shape of the bucket.

H handle attached to the bucket.

J items inside the bucket.

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Reporting Category: **2 Vocabulary**

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

15 **Read this sentence from Paragraph 10.**

The next afternoon, Martin's mom discovered another unexpected package for him in the mailbox.

The underlined word tells the reader that the package is

A more expected.

B expected soon.

C larger than expected.

D not expected.

Reporting Category: **5 Logic**

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

16 **How does Martin feel before the packages start arriving?**

F nervous

G bored

H annoyed

J puzzled

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Reporting Category: **6 Informational Text**

Performance Indicator: **0601.6.5 Locate and verify information in text to support inferences, opinions, predictions, and conclusions.**

17 **Which sentence from the passage best supports the idea that Martin's mom knows who is sending the packages?**

A Once she sorted through the mail, Martin's mom called him into the kitchen.

B "This package is addressed to you," she said.

C She turned toward the sink and started rinsing a glass to hide her smile.

D "Hmmmm . . . this is turning into quite a mystery," she said.

Reporting Category: **7 Literature**

Performance Indicator: **0601.8.2 Identify the setting and conflict of a passage**

18 **The rainy weather pleases Martin because**

F he and Brandon will be able to sail the boat.

G he and Brandon can stay inside and build the boat together.

H the mail will arrive earlier than usual.

J the library will be less crowded.

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Directions Read and answer Numbers 19 and 20.

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

19 **Javier is presenting an idea for school improvement to the principal. Read his outline.**

1. *suggest possible solutions for the cafeteria schedule*
2. *list the lunchtime problems caused by the cafeteria schedule*
3. *explain the current cafeteria schedule the students follow*
4. *describe how the new cafeteria schedule will benefit the students*

Which would be the best order for Javier's presentation?

A 3, 2, 4, 1

B 2, 4, 1, 3

C 3, 2, 1, 4

D 1, 2, 4, 3

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

20 **Ronda wants to make some suggestions to her coworkers about keeping the break room clean. Which format would be the most appropriate for her to use?**

F an e-mail to her manager

G an oral discussion with a few coworkers

H a memo to all of her coworkers

J a letter to her boss

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Directions **Read the passage. Then answer Numbers 21 through 30.**

Keeping the Lights Burning

1 The first known lighthouse was constructed in Egypt around 285 B.C. Each night, a huge fire was started at the top of a building that was more than 350 feet tall. This special bonfire provided a light that would let sailors know the location of the land in the dark. This helped sailors keep from running their ships aground or striking rocks. Today, since modern satellites are used for navigation, lighthouses may seem a thing of the past. Despite modern advances, however, lighthouses are still in use and continue to keep sailors safe. Their lights still shine to this day.

American Lighthouses

2 The first lighthouses in the American colonies were built as part of the system of trade. Goods were shipped back and forth between England and the colonies. As a result, the colonists needed lighthouses to guide ships at night. The first lighthouse in the colonies was built in Boston in 1716. The Boston Lighthouse on Little Brewster Island provided sailors with light for navigation at night.

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3 The technology in lighthouses gradually evolved. Although some lighthouses still used wood or coal, by the mid-1700s, American lighthouses began to use oil-burning lanterns. Whale oil or vegetable oil was usually used as fuel. The lanterns were lit and then placed in a high spot so they were visible from great distances.

Searching for a Brighter Light

4 The trouble with using oil lamps was that they had a very limited range of visibility. Only a small percentage of the light produced by the lamp could be seen from the sea. Increasing the amount of light meant burning more oil, which required hauling more oil to the lighthouse. This increased the workload for the lighthouse keeper. Most lighthouses had people called keepers living in them; the keeper's job was to keep the lights clean and burning. Keepers had to carry all the oil up many steps, which was a difficult job.

5 Many inventors experimented with ways to increase the brightness of the light from oil lamps. They tried to make the light brighter by placing metal shields behind the lamps. By the early 1800s, American lighthouses used Argand lamps. This invention used a variation of the traditional oil lamp. An air supply at the base of this lamp made the flame burn brighter. With the addition of a reflector behind the flame, the Argand lamp became standard in American lighthouses until the 1850s.

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6 This new lamp projected only about a quarter of its total light toward the ships. Still, this was an improvement because it increased the distance the light traveled. Ships fifteen miles away could see the light on a clear night.

A Major Breakthrough

7 In 1819, the French government appointed scientist Augustin-Jean Fresnel to work on directing more light toward ships. Fresnel was an interesting choice because he studied prisms. He immediately began working on a special lens that used many prisms. He did not try to simply reflect the light; he also tried to focus it. The prisms concentrated the light from a single flame. Fresnel was able to transmit 80 percent of the light, so ships could see the light from twenty miles away! The new lens was named the Fresnel lens.

8 The Fresnel lens did not just make light brighter; it could also change the color of light or make it appear to flash. Flashing the light increased the chance it would be seen from sea. It also helped sailors determine their location. The United States adopted the new lens in the 1850s.

Further Innovations

9 Over the years, sources of light continued to change. By the 1870s, lighthouses began to use kerosene fuel, and in 1886, electricity was first used. By the 1990s, many lighthouses were adapted to use solar power. Electricity is still used in lighthouses today, but it is usually generated by solar power.

10 Updating the lighthouse power sources led to the biggest change of all — lighthouse keepers were no longer needed. By the end of the twentieth century, the occupation of lighthouse keeper was phased out. With electricity and solar energy providing the power, lighthouses became fully automated, eliminating the need for this unique occupation.

A Light Still Stands

11 Only one American lighthouse still has a keeper — the Boston Lighthouse. By law, this first lighthouse will always have a keeper. It is a fitting symbol of the tradition of American lighthouses. No one knows what the future has in store for lighthouses. They may use new lenses. They may use new sources of power. Whatever changes may occur, lighthouses will continue to serve as beacons of hope and safety.

The Boston Lighthouse

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Reporting Category: **2 Vocabulary**

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

21 **Read this dictionary entry.**

> **re • flect** (verb) **1.** to cast back from a surface **2.** to show an image; mirror **3.** to bring as a consequence **4.** to think seriously

Now read the sentence from Paragraph 7.

He did not try to simply reflect the light; he also tried to focus it.

What is the meaning of reflect as it is used in the sentence?

A Definition 1

B Definition 2

C Definition 3

D Definition 4

Reporting Category: **3 Writing and Research**

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

22 **A student is traveling to the East Coast and wants to know where the region's lighthouses are located. Which source would best supply this information?**

F a road map of East Coast highways

G a website about lighthouse facts

H a flier advertising a local lighthouse tour

J a brochure about East Coast historical sites

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Reporting Category: **3 Writing and Research**

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

23 **Which is a secondary source that may have been used to write this passage?**

A a journal entry describing the advantages of lighthouses

B an encyclopedia article about the history of lighthouses

C an interview with a retired sailor

D an autobiography of Augustin-Jean Fresnel

Reporting Category: **5 Logic**

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

24 **Which sentence from the passage contains an opinion?**

F The first lighthouses in the American colonies were built as part of the system of trade.

G Although some lighthouses still used wood or coal, by the mid-1700s, American lighthouses began to use oil-burning lanterns.

H The lanterns were lit and then placed in a high spot so they were visible from great distances.

J Keepers had to carry all the oil up many steps, which was a difficult job.

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Reporting Category: **5 Logic**

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

25 **According to the passage, what was the main problem with oil lamps?**

A Only a small percentage of the lamp's light was visible from the sea.

B Keepers had to carry the oil a long distance to provide light.

C Keepers could not keep the light clean and burning.

D The lamp's reflector could not produce enough light.

Reporting Category: **5 Logic**

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

26 **Read the analogy based on the passage.**

Lighthouse is to _____ as map is to direction.

Which word best completes the analogy?

F navigation

G situation

H length

J highway

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Reporting Category: **6 Informational Text**

Performance Indicator: **0601.6.2 Identify the main idea and supporting details in a text.**

27 **Which source of light first helped sailors travel at night?**

A metal shields

B lanterns

C bonfires

D oil lamps

Reporting Category: **6 Informational Text**

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

28 **Which section provides information about modern lighthouses?**

F American Lighthouses

G Searching for a Brighter Light

H A Major Breakthrough

J Further Innovations

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Reporting Category: **6 Informational Text**

Performance Indicator: **0601.6.6 Select the best summary of a text.**

29 **Which sentence best summarizes this passage?**

A The work of lighthouse keepers has changed due to improvements in the sources of light.

B Lighthouses have used various sources of light throughout history, and they continue to help sailors.

C Egypt was the first civilization to use a lighthouse to help its sailors determine their position.

D Scientists constantly experiment with ways to improve the power of light for lighthouses.

Reporting Category: **4 Communication and Media**

Performance Indicator: **0601.7.1 Select the medium that best reinforces a viewpoint or enhances a presentation.**

30 **A travel company is starting a campaign to encourage people to visit lighthouses. Which medium would best enhance the company's campaign?**

F a website about the history of lighthouses

G a television show detailing how lighthouses were constructed

H a television commercial showing various lighthouses located around the world

J a radio interview with a lighthouse keeper

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Directions **Read the poem. Then answer Numbers 31 through 35.**

Thick Skin

A rhinoceros's skin is his armor,
Thick and stiff like a metal suit
Worn by a knight so long ago.

But my skin sometimes feels like tissue paper,
So thin that light can shine right through,
Scattering my feelings
Like wilted flower petals
Floating in a breeze.

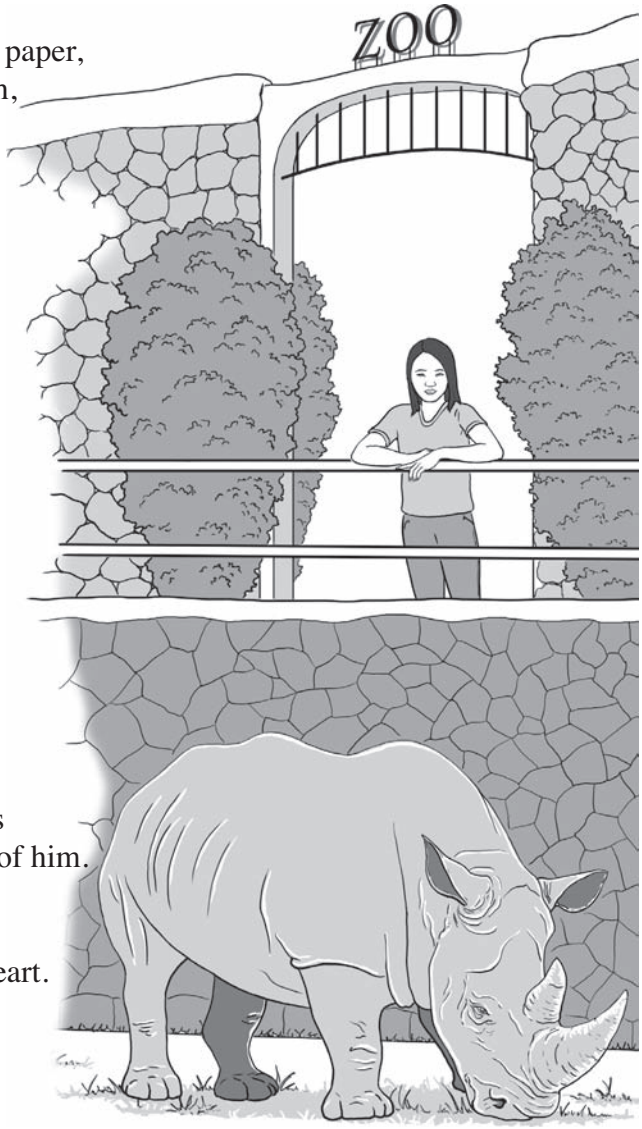
I wish my skin could be
Like a stack of heavy bricks.
Strong and sturdy,
Ready to protect me from harsh words
And keep me safe inside.

Some days, though, my skin is like
A veil draped over a shadowy world.
I try to hold the layers closed,
But unkind thoughts sneak through.

If I could, I would toughen my hide,
Make it thick like castle walls,
So heartless words can't defeat me.
A rhinoceros doesn't reveal his thoughts
Or worry about what people may think of him.

His secrets are his alone.
Hard skin spares him from an injured heart.

It's time I learned to go through life
With a thick skin just like his.



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Reporting Category: **7 Literature**

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

31 **"Thick Skin" is best described as a poem because it**

A contains a strong plot.

B uses detailed descriptions.

C develops a topic using stanzas.

D explains the thoughts of a main character.

Reporting Category: **7 Literature**

Performance Indicator: **0601.8.4 Distinguish between first and third person points of view.**

32 **Which line from the poem shows that it is written in first-person point of view?**

F And keep me safe inside.

G But unkind thoughts sneak through.

H Make it thick like castle walls,

J His secrets are his alone.

Go On ▶

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

33 **The main conflict in "Thick Skin" can be described as**

A person vs. person.

B person vs. self.

C person vs. the environment.

D person vs. technology.

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

34 **Read Lines 10 and 11.**

Like a stack of heavy bricks.
Strong and sturdy,

These lines contain an example of which sound device?

F rhyme

G alliteration

H accent

J repetition

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Reporting Category: **7 Literature**

Performance Indicator: **0601.8.10 Determine the author's purpose for writing.**

35 **The author wrote this poem to**

A explain why people are often hurt.

B persuade readers to avoid hurting others.

C describe feelings about being hurt.

D inform readers why people sometimes hurt others.

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Directions Read and answer Numbers 36 through 38.

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

36 **Read this recipe.**

Homemade Pizza Dough

1 teaspoon of active dry yeast
11/2 cups warm water
4 cups of all purpose flour
1 teaspoon garlic salt
1/3 cup of olive oil
1 tablespoon Italian seasoning (optional)

Sprinkle the yeast over 11/2 cups of warm water. If the water is too hot, the yeast will become inactive. Combine flour and salt in a bowl. Gradually add olive oil stirring constantly. Next, add yeast and water mixture until dough forms a ball. Cover bowl tightly and let rise for 2 hours. After rolling out on pizza pan, sprinkle Italian seasoning over crust if preferred. Bake at 350 degrees for 6 minutes. Remove and add favorite pizza toppings. Bake until crust is golden brown.

According to the recipe, which step in making pizza dough may be skipped?

F mixing yeast with warm water

G combining salt and flour

H adding Italian seasoning to pre-baked crust

J baking crust before adding pizza toppings

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0601.7.4 Draw an inference from a non-print medium**

37 **Look at the photograph.**

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From studying the photograph, a viewer can conclude that the ice skaters

A are used to skating in front of thousands of people.

B have never practiced with each other before.

C have never skated in a major competition.

D have trained many hours in order to perform.

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Reporting Category: **6 Informational Text**

Performance Indicator: **0601.6.7 Recognize that purpose determines text format.**

38 **Read the instructions for shuffling a deck of cards.**

Split the deck of cards in half and then take the halves in each hand. Place the thumb of each hand on the short end of the deck, your index finger on top and all other fingers on the opposite short side. Position thumbs close to one another. Now pull each thumb up slightly while placing pressure on the deck with the index finger. Each card in the halves should alternate stacking to create one deck again.

What text feature would be most helpful when presenting this information in a written format?

F italicized font for action words

G bold font for important words

H use of subheadings

J use of a numbered list

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Directions **A student wrote this journal entry. It contains mistakes. Read the journal entry and answer Numbers 39 through 44.**

A German Journey

(1) *Guten Tag*! (2) I learned to say "Hello!" in German when me and my parents visited the German-American Festival. (3) My mom won tickets to the festival at work, because we were able to experience many great traditions. (4) I tasted delicious German food and drinks and witnessed traditional German activities.

(5) We arrived at the festival at dinnertime, and I immediately followed my nose to the potato pancake and *Schnitzel* booths. (6) Potato pancakes are shredded potato patties that is fried to a golden brown and served with fresh applesauce and sour cream. (7) Schnitzel is made with meat. (8) The meat is pounded until it is very thin. (9) Then it is dipped in egg, coated with a flour mixture, and fried. (10) I ordered my schnitzel in a sandwich, so the cooked meat was placed inside a fresh Kaiser roll.

(11) Schnitzel and potato pancakes makes a person extremely thirsty, so I decided to find a booth that sold cold drinks. (12) Fortunately, the drink menu offered German specialties.

(13) "What's a *Spezi*?" I asked the lady behind the counter.

(14) "Spezi is a popular cola drink with a dash of orange soda added to it she answered excitedly. (15) Her enthusiasm encouraged me to order one. (16) Spezi was like nothing I'd ever tasted before. (17) The orange flavor created a taste-bud explosion with each sip!

(18) After we ate, we went to find the festival attractions. (19) The noise of a cheering crowd led me to an interesting athletic competition called *Steinstossen*. (20) Steinstossen is a game of stone throwing. (21) Contestants run down a path and hurl a heavy stone sometimes weighing more than 100-pounds into a sand pit. (22) Obviously, the stone that goes more farther wins. (23) One woman threw her rock more than four feet!

(24) Once the winners were declared, I walked over to the music stage. (25) It was there that I discovered what German people call an "oompah" band. (26) This type of band is made up of brass instruments. (27) The band includes tubas and trombones, as well as wind instruments, including clarinets and accordions. (28) Oompah music imitates the sound of its name. (29) The brass instruments play the "oom," and the woodwinds play the "pah." (30) It sounds like two instruments having a lively conversation.

(31) A grand fireworks display ended the festival, and after a short ride home, I said *Gute Nacht* to my parents — that's "Good Night" in German. (32) I went to bed with a full stomach. (33) My dreams were filled with oompah music, potato pancakes, schnitzels, and Spezis.

Go On ▶

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

39 **Read Sentence 2.**

I learned to say "Hello!" in German when me and my parents visited the German-American Festival.

Choose the correct replacement for the underlined words.

A my parents and I

B my parents and me

C myself and my parents

D correct as is

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

40 **Read Sentence 14.**

"Spezi is a popular cola drink with a dash of orange soda added to <u>it she answered excitedly.</u>

Which is the correct way to write the underlined portion of the sentence?

F it" she answered excitedly.

G it she answered excitedly."

H it," she answered excitedly.

J it", she answered excitedly.

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

41 **Read Sentences 26 and 27.**

This type of band is made up of brass instruments. The band includes tubas and trombones, as well as wind instruments, including clarinets and accordions.

Which is the best way to combine these sentences?

A This type of band is made up of brass instruments which includes tubas, and trombones, as well as wind instruments including clarinets, and accordions.

B This type of band is made up of brass instruments; and the band includes tubas and trombones, as well as wind instruments, including clarinets and accordions.

C This type of band is made up of brass instruments, it includes tubas and trombones, as well as wind instruments, including clarinets and accordions.

D This type of band is made up of brass instruments, including tubas and trombones, as well as wind instruments, including clarinets and accordions.

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Reporting Category: **1 Language**

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

42 **Read Sentence 6.**

Potato pancakes are shredded potato patties that is fried to a golden brown and served with fresh applesauce and sour cream.

Which is the correct way to write the underlined portion of the sentence?

F Potato pancakes are shredded potato patties that are fried

G Potato pancakes is shredded potato patties that is fried

H Potato pancakes were shredded potato patties that is fried

J Potato pancakes is shredded potato patties that are fried

Reporting Category: **1 Language**

Performance Indicator: **0601.1.13 Choose the appropriate interjection to complete a sentence.**

43 **Read Sentence 17.**

_____! The orange flavor created a taste-bud explosion with each sip!

Which exclamation best fills in the blank line?

A Oops

B Well

C Ouch

D Wow

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.4.1 Select the most focused research topic.**

44 **A student wants to learn more about German foods like schnitzel and potato pancakes. Which phrase would provide the most focused Internet search?**

F changes in German dining

G restaurants in Germany

H traditional meals in Germany

J cooking styles in Germany

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Directions **Read the speech. Then answer Numbers 45 through 54.**

Multicultural Club at Orchid Middle School

1 Hello. My name is Carly Perone. I am in Ms. Blackwell's sixth-grade class. As you know, the student council helps with many events at Orchid Middle School. We participate in field day, a health awareness fair, and an evening of music and arts. We want to develop a new club and invite students here at Orchid Middle School to join. Starting next month, the student council will host a multicultural club.

2 Student council has brainstormed a number of entertaining and educational activities for our multicultural club, and Mr. Kapoor, the music teacher, has volunteered to serve as our sponsor. We can hold monthly meetings in the music room. Mr. Kapoor will post a sign-up sheet where individuals or small groups can sign up to give a presentation about a specific culture. Students can come together each month and learn about different kinds of music, foods, and customs from all around the world.

3 Mr. Kapoor always tells us in music class, "Music brings people together." Students who are really different in some ways often like similar music. I think it would be fun for the club members to share the music and instruments of different countries. Mr. Kapoor said he would be happy to help us get started by giving a musical presentation at the first meeting. He wants to focus on India, and teach the club about the sitar. A sitar is a musical instrument played in India. Sitars are similar to guitars, but they can have up to twenty strings and sound different.

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4 In addition to music, we could also learn about foods from around the world. A lot of people have tasted tacos, lasagna, or sushi, but there are all sorts of great foods that students may never get the opportunity to try. One example is empanadas which come from Spain. They are pieces of dough that can be filled with a variety of interesting ingredients. Also, there is a wonderful Italian dessert my grandmother makes called a pizzelle. Basically, pizzelles are big, thin cookies. They are made with flour, eggs, butter, sugar, and vanilla. The cookies are also sprinkled with powdered sugar. Pizzelles are just as tasty as they sound, but most people have never even heard of them. I have helped my grandmother make this tasty dessert many times since I was little, and I always tell my friends that pizzelles are the most amazing cookies in the world.

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5 Music and food are just two examples of what everyone enjoys, but we could also learn about the customs practiced in other countries. Orchid Middle School has a diverse student population. Many students have family roots in other parts of the world. Students could volunteer to have discussions about the cultures and traditions of their ancestors' countries. They could share pictures or videos. Perhaps some students might want to invite older family members to visit as guest speakers during our meetings. Parents or grandparents can share interesting facts about other countries and how traditions have changed over the years.

6 A multicultural club would be a wonderful way for us to gain knowledge about the world by studying the cultures of other places. I hope you will consider attending the first meeting of what I hope will be the newest club here at Orchid Middle School — the multicultural club. Thank you.

Reporting Category: **2 Vocabulary**

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

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

We can hold monthly meetings in the music room.

Which meaning of hold is used in the sentence?

A grasp or grab

B keep control over

C cause to occur

D have possession of

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

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

F to persuade people to research unusual music and food

G to explain to people the appeal of music and food from different countries

H to describe ways that people from other cultures are different

J to inform people about a special club that would promote knowledge of other cultures

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

47 **Who would most benefit from hearing this speech?**

A students

B teachers

C musicians

D chefs

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0601.2.3 Identify the thesis and main points of a speech.**

48 **Which sentence from the speech is the best thesis statement?**

F As you know, the student council helps with many events at Orchid Middle School.

G Mr. Kapoor always tells us in music class, "Music brings people together."

H Orchid Middle School has a diverse student population.

J A multicultural club would be a wonderful way for us to gain knowledge about the world by studying the cultures of other places.

Reporting Category: **4 Communication and Media**

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

49 **Kendra is leading a group that is planning a multicultural club presentation. What could Kendra do that would best help make the presentation successful?**

A perform all the difficult tasks herself in order to make sure they are done correctly before the presentation deadline

B ask group members to contribute ideas and information, and then work with the group to form goals for the presentation

C inform group members that she has completed her main task by determining the goals of the presentation, and that it is their job to make sure the goals are met

D allow group members to determine their own goals for the presentation and then to complete the tasks that they think are best

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

50 **As Kendra's group gives their presentation during a multicultural club meeting, whose job is it to keep the group moving at a good pace toward the completion of goals?**

F timekeeper

G recorder

H information gatherer

J reporter

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

51 **When Kendra's group gives the presentation at the multicultural club, the speaker should**

A act confident in front of the audience.

B speak as quickly as possible.

C read carefully from prepared notes.

D try not to move too much.

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0601.2.8 Select the best summary of a speech.**

52 **Choose the best summary of the speech.**

F The multicultural club at Orchid Middle School will start next month and will offer a number of educational activities to students. The first multicultural club will present music from India.

G The multicultural club at Orchid Middle School will allow students to enjoy time together and learn about other cultures. Students will be able to try foods, listen to music, and learn about customs from other countries around the world.

H Students who attend the multicultural club at Orchid Middle School will be able to invite parents and grandparents to share about other cultures. Some presentations may include delicious foods or interesting musical instruments.

J People around the world may be different in many ways, but everyone loves food and music. The multicultural club at Orchid Middle School will draw students together by letting them taste new foods and listen to new music.

Reporting Category: **3 Writing and Research**

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

53 **A student wants to find information about the music of India. Which source would have the most reliable information?**

A a blog entry by a person who heard several musical performances while visiting India

B an encyclopedia entry describing the music and traditional instruments of India

C a student website showing pictures and descriptions of instruments from India

D an editorial stating that music from India should be more popular in other countries

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

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

I have helped my grandmother make this tasty dessert many times since I was little, and I always tell my friends that pizzelles are the most amazing cookies in the world.

Which persuasive device is the speaker using in this sentence?

F bandwagon

G loaded terms

H testimonial

J name calling

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Directions Read and answer Numbers 55 through 57.

Reporting Category: 4 Communication and Media

Performance Indicator: 0601.7.2 Select the visual image that best reinforces a viewpoint or enhances a presentation.

55 Look at the photograph.

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A pet store manager plans to use this photograph in an advertisement. What message is the store most likely trying to communicate?

A Pets bring owners joy.

B Small animals make the best pets.

C Pets require a lot of attention.

D People think animals are amusing.

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

56 **Look at the photograph.**

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What would be an appropriate caption for a company using this photograph in an advertisement for mountain bikes?

F Bikes for Strong Riders

G The Healthy Way to Ride

H Our Bikes Make Everyone Happy

J Rule the Race

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Reporting Category: **6 Informational Text**

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

57 **Read these instructions.**

Make Your Own Graphic T-Shirt

1. *Place transfer face down on T-shirt and iron over with hot iron.*
2. *Create design on computer and print out on iron-on transfer paper.*
3. *Let iron-on transfer cool.*
4. *Place T-shirt on heat-resistant hard surface.*
5. *Peel iron-on paper back slowly to reveal your self-designed graphic T-shirt.*

What is the correct order for this project?

A 5, 2, 1, 4, 3

B 4, 1, 2, 3, 5

C 2, 4, 1, 3, 5

D 2, 3, 1, 5, 4

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Directions **Read the drama and answer Numbers 58 through 64.**

People Coming Together

CHARACTERS:
ROBERTO, ELENA's nine-year-old brother
ELENA, an eleven-year-old middle school student
MOM
DAD
MRS. McPHEE, the librarian
ANNOUNCER

SCENE 1

(Setting: ELENA's living room after school.)

ROBERTO: Elena, are you coming to my team's basketball game on Saturday? You have to! You missed our last game.

ELENA: *(Concentrates on the video camera she is holding.)* I'll try. I'm really busy this week.

ROBERTO: Why?

ELENA: I decided to enter our town's video contest for middle school students.

ROBERTO: Aw! I wish you would come. My team always plays better with you cheering for us. *(He exits the room.)*

MOM: A contest? That's exciting. Is that why you had me sign the parental permission form to borrow video equipment?

ELENA: Yes. We are allowed to borrow equipment from the audio-visual department at school if we promise to be very careful with it.

MOM: Do you know how to use it?

ELENA: I think so. I'm more concerned about what to put in my video. It has to reflect the theme of "community."

MOM: That's pretty vague. The theme could mean so many different things. What are you planning to do?

ELENA: I have no idea, but it has to be something good. The winner of the contest will have his or her video broadcast on our local cable channel! Wouldn't it be neat if I won?

MOM: It would, but you'll have to think about the contest later. It's almost time for you to visit Mrs. Aranosky.

ELENA: Oh, I already called her to say I couldn't go to her house today.

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MOM: Oh, Elena. She's older and doesn't get many visitors. I thought you enjoyed spending time with her each week.

ELENA: I do. I have to work on my video though. She understands.

MOM: Just make sure you reschedule. *(She picks up her purse.)* Your brother and I are going to the grocery store.

ELENA: Hey, can I come too?

MOM: You said you wanted to work on your video.

ELENA: I just got an idea for my video. I'll show you later.

SCENE 2

(Setting: Later that night in ELENA's living room. ELENA, MOM, and DAD are huddled around the small screen of the video camera, watching the video footage that Elena has filmed.)

DAD: Tell me again what I'm seeing?

ELENA: It's our community, Dad! See, there's the grocery store. Everyone in town shops there. I also filmed the town hall, the post office, and the school. It's lucky that everything is so close together. There's the library. Oh, that reminds me — I should call Mrs. McPhee and let her know I can't work this week.

DAD: Elena, you made a commitment to volunteer at the library once a week.

ELENA: But my video isn't finished! I need to add music and do some editing. *(She looks confused.)* Do you think my voice is loud enough?

MOM: *(Exchanges a glance with DAD.)* Your voice sounds nice and clear, honey, but . . . I'm not sure your video really expresses the theme of the contest.

ELENA: What do you mean?

DAD: Your video shows what our community looks like on the outside, but does it capture why our town is such a good place to live?

ELENA: Well, I think it's fine. You and Mom just don't understand what I mean by community. I'm going to bed now. Good night. *(Feeling angry, she grabs the camera and hurries offstage.)*

SCENE 3

(Setting: The next day at the library. ELENA is stacking books on a cart. She is still frustrated about her video. She looks around and sees people reading at tables, teenagers using the computers, and young children listening to a story.)

MRS. McPHEE: Elena, what's troubling you today? You usually enjoy working here at the library.

ELENA: It's my idea for the video contest. My video includes all the important buildings in our community, but my parents don't think it really connects with the theme of the contest.

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MRS. McPHEE: *(Smiles.)* Well, the library is the heart of our community to me when I'm helping people find information that they need. Is there an activity that gives you that feeling?

ELENA: *(Considers this idea for several seconds and then gets an excited look on her face.)* There sure is! Mrs. McPhee, do you think it would be all right for me to videotape some of the activities and people here at the library? I know I have to get their permission first.

MRS. McPHEE: It's all right with me.

ELENA: *(Takes out her camera.)* Thank you!

SCENE 4

(Setting: ELENA's living room, two weeks later. ELENA, MOM, and ROBERTO are all focused on the TV set. DAD hurries into the room.)

MOM: Come quick! The awards ceremony is about to begin.

ANNOUNCER: And now, we are delighted to show you the winning video in our contest. The judges felt that this piece, produced by sixth-grader Elena Valdez, captured the idea of "community" better than any other entry.

(ELENA'S voice is heard coming from the TV.)

ELENA's VOICE: What is community? It's hard to explain, but come with me on a tour of our town, and I'll try to show you. Community is not a shop, or a library, or a basketball court, but it can be found in all these places. I hope my video will show that community is people — people coming together.

DAD: I can't believe Mrs. Aranosky agreed to be in your video.

ELENA: She said she always wanted to be on television.

ROBERTO: Shhh! The best part is coming up — my basketball game!

MOM: *(Hugs ELENA.)* We're so proud of you.

ELENA: Thanks, Mom and Dad, for helping me figure this out. I'm glad I belong to this family community.

DAD: So are we!

CURTAIN

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Reporting Category: **2 Vocabulary**

Performance Indicator: **0601.1.14 Select appropriate synonyms, antonyms, and homonyms within context.**

58 **Read these lines from Scene 1.**

> ***MOM:*** *That's pretty vague. The theme could mean so many different things. What are you planning to do?*

Which word is a synonym for vague?

F enjoyable

G unclear

H difficult

J interesting

Reporting Category: **5 Logic**

Performance Indicator: **0601.5.1 Predict future events of a given text.**

59 **In the future, Elena will most likely**

A save money to buy her own video camera.

B make another video about her community.

C continue her visits with Mrs. Aranosky.

D stop working with Mrs. McPhee.

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Reporting Category: **5 Logic**

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

60 **Which event happens first in the drama?**

F Elena films the town hall.

G Mrs. McPhee talks about the library.

H Elena and her family go to the grocery store.

J Elena asks Mrs. McPhee for permission to film.

Reporting Category: **6 Informational Text**

Performance Indicator: **0601.6.1 Formulate clarifying questions for use before, during, and after reading.**

61 **Which question is answered in Scene 2?**

A Who wins the video contest?

B When is Roberto's next basketball game?

C Why does Elena borrow the video camera?

D How do Elena's parents feel about her first video?

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Reporting Category: **7 Literature**

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

62 **Why are Mom and Dad upset with Elena for wanting to cancel her commitments?**

F They feel that Elena is neglecting her responsibilities.

G They worry that Elena will not receive credit for her work.

H They do not approve of the video project.

J They know her brother wants to spend more time with her.

Reporting Category: **7 Literature**

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

63 **What is the theme of this drama?**

A Historical buildings help people remember what is important.

B Hard work can be a substitute for creativity.

C Libraries provide assistance to many people.

D Good ideas take time and effort to grow.

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

64 **Read this line from Scene 3.**

> ***MRS. McPHEE:*** *(Smiles.) Well, the library is the heart of our community to me when I'm helping people find information that they need.*

Mrs. McPhee uses a metaphor in this line to describe

F the love of the library.

G the importance of the library.

H the energy in the library.

J the people in the library.

Go On ▶

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Directions **A student wrote this rough draft of a report for English class. It contains mistakes. Read the report and answer Numbers 65 through 73.**

Courteous Callers

(1) Telephones were first invented in 1876. (2) The first phones were the size of a large toolbox they required an operator to connect a call. (3) Today, cell phones do much more than make calls. (4) Phones can play music and take pictures. (5) Some phones can be used almost anywhere. (6) Unfortunately, because phones are so common now, people don't not always remember their manners when using their phones. (7) Courteous phone manners should apply; whether speaking on a telephone in the privacy of your home or on a cell phone in public.

(8) Always answer the phone politely. (9) Identify yourself, if necessary, and addressing the caller by his or her name. (10) Speak in a clear, normal tone of voice. (11) Loud or rude greetings should always be avoided. (12) Remove gum from your mouth before answering a call. (13) It is important to give the caller your full attention. (14) Turn down the volume on the radio or television. (15) Try not to complete other tasks while chatting. (16) If you are unable to talk when a call is received allow the caller to leave a message. (17) It is also acceptable to ask the caller if you can return his or her call at a later time. (18) Nice phone manners can never be overused.

(19) When making calls, it is important to be mindful about the time of day. (20) Never call people too early in the morning or too late in the evening. (21) Try to avoid calling people when they might be eating a meal. (22) Telephone conversations can make others feel left out. (23) It is rude to have a phone conversation when you have a guest present.

(24) Callers should also be aware of their own surroundings. (25) This is in addition to being respectful of other people's time. (26) Phone calls should be made at least ten feet away from other people. (27) This is especially important if others are trying to watch television or complete homework. (28) This rule also applies when speaking on the phone in a public place such as a restaurant or a movie theater. (29) For your own privacy and as a courtisy to others, always excuse yourself and take calls in a hallway, lobby, or outside the building.

(30) The best rule to follow when talking on telephones are to always be considerate of others. (31) Telephones are becoming commoner everywhere. (32) Good manners should be common too.

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

65 **Read Sentence 9.**

Identify yourself, if necessary, and addressing the caller by his or her name.

Choose the correct way to write the underlined word.

A addresses

B address

C are addressing

D to address

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

66 **Read Sentence 31.**

Telephones are becoming commoner everywhere.

Which is the correct way to write the underlined word?

F most commoner

G commonest

H more common

J correct as is

Go On ▶

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Reporting Category: **1 Language**

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

67 **Read Sentence 7.**

Courteous phone manners should apply; whether speaking on a telephone in the privacy of your home or on a cell phone in public.

Which is the best way to revise the sentence?

A Courteous phone manners should apply and this includes whether speaking on a telephone in the privacy of your home or on a cell phone in public.

B Whether speaking on a telephone in the privacy of your home or on a cell phone in public this means that courteous phone manners should apply.

C Courteous phone manners should apply speaking whether on a telephone in the privacy of your home or on a cell phone in public.

D Whether speaking on a telephone in the privacy of your home or on a cell phone in public, courteous phone manners should apply.

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

68 **Read Sentence 2.**

The first phones were the size of a large toolbox they required an operator to connect a call.

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

F The first phones were the size of a large toolbox. But required an operator to connect a call.

G The first phones were the size of a large toolbox; so they required an operator to connect a call.

H The first phones were the size of a large toolbox, and they required an operator to connect a call.

J The first phones were the size of a large toolbox; and required an operator to connect a call.

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Reporting Category:	**1 Language**
Performance Indicator:	**0601.1.9 Recognize usage errors occurring within context (i.e., double negatives, troublesome words {to/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}).**

69 **Read Sentence 6.**

Unfortunately, because phones are so common now, people <u>don't not always remember</u> their manners when using their phones.

Which is the correct way to write the underlined words?

A do always not remember

B don't always not remember

C don't always remember

D correct as is

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Reporting Category: 1 Language

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

70 **Read Sentence 16.**

If you are unable to talk when a call is received allow the caller to leave a message.

Which sentence shows correct comma usage?

F If you are unable to talk when a call is received, allow the caller to leave a message.

G If you are unable to talk when a call is received allow the caller, to leave a message.

H If you are unable to talk, when a call is received allow the caller to leave a message.

J If you are unable to talk when a call, is received allow the caller to leave a message.

Reporting Category: 1 Language

Performance Indicator: 0601.1.18 Identify correctly and incorrectly spelled words in context.

71 **Read Sentence 29.**

For your own privacy and as a courtisy to others, always excuse yourself and take calls in a hallway, lobby, or outside the building.

Which underlined word is spelled incorrectly?

A privacy

B courtisy

C excuse

D building

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0601.3.6 Choose the supporting sentence that best fits the context flow of ideas in a paragraph.**

72 **The author of the report wants to add this sentence.**

Do not chew food while you are talking on the phone.

In which paragraph should the author add the sentence?

F Paragraph 1

G Paragraph 2

H Paragraph 3

J Paragraph 4

Reporting Category: **3 Writing and Research**

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

73 **Read Sentences 20 and 21.**

Never call people too early in the morning or too late in the evening. _____, try to avoid calling people when they might be eating a meal.

Which transition word or phrase best fills the blank?

A However

B For this reason

C Therefore

D In addition

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Directions Read and answer Numbers 74 through 76.

Reporting Category: **4 Communication and Media**

Performance Indicator: **0601.7.3 Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).**

74 Read the flier.

Citizens for Cultural Exchange Club

When: After school on Tuesdays @ 3:45 P.M.
Why: Learn about new cultures
Who: You – and bring a friend too!
Where: The library conference room

For questions email Ms. Talia
mstalia@ccec#.org

What is the main purpose of this flier?

F to inform

G to persuade

H to entertain

J to describe

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

75 **Look at the photograph.**

Which type of conflict is represented in this photograph?

A person versus self

B person versus person

C person versus technology

D person versus environment

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Reporting Category: **7 Literature**

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

76 **Read the poem.**

An autumn walk I took
And all my cares I shook
Each leaf floating down
Lightened my load and dimmed my frown.

Summer's gone – no more carefree days.
School's begun bringing homework haze.
I breathe in the cool air
and breathe out every care.

What is the rhyme pattern of this poem?

F abac

G abab

H aabb

J abcc

STOP

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Mathematics

Reporting Category: **1 Mathematical Processes**

Performance Indicator: **6.1.1 Make conjectures and predictions based on data.**

1 The table below shows the number of students enrolled during each of four years at Pleasant View School.

Pleasant View School Enrollment

Year	Number of Students
1	601
2	618
3	641
4	662

The trend in the number of students enrolled continues as shown. Which is the best prediction of the number of students who will be enrolled at this school during Year 8?

A 160

B 700

C 740

D 1,320

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Reporting Category: **1 Mathematical Processes**

Performance Indicator: **6.1.2 Judge the reasonableness of the results of rational number estimates and/or computations.**

2 Dan worked as a volunteer for a total of 103 hours in 21 days. He worked about the same number of hours each day. Which is the best estimate of the number of hours Dan worked as a volunteer each day?

F 3

G 4

H 5

J 6

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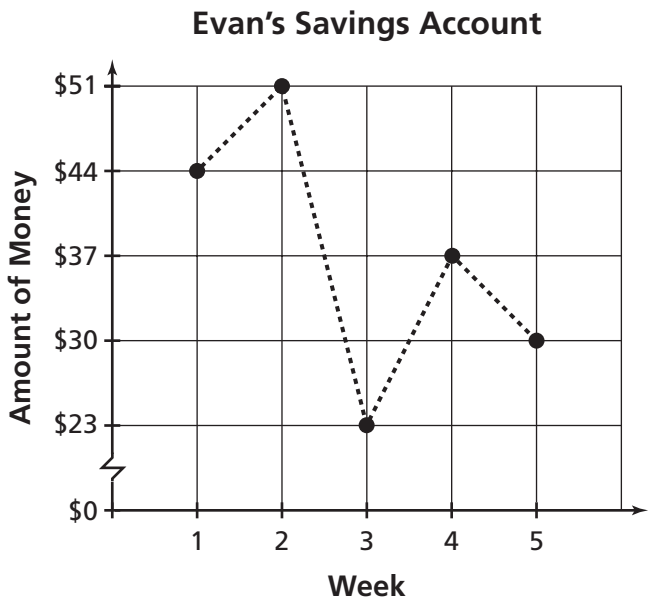
3 The graph below shows the amount of money in Evan's savings account over a five week period.



Which integer best describes the change in the amount of money in Evan's account between Week 2 and Week 3?

A –74

B –28

C 28

D 74

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Reporting Category:	**1 Mathematical Processes**
Performance Indicator:	**6.1.4 Select the representation that models one of the arithmetic properties (commutative, associative, or distributive).**

4 Which equation correctly represents the associative property?

F $8(2+3)=8\times2+8\times3$

G $8+2+3=8+3+2$

H $8+(2+3)=4+4+2+3$

J $(8\times2)\times3=8\times(2\times3)$

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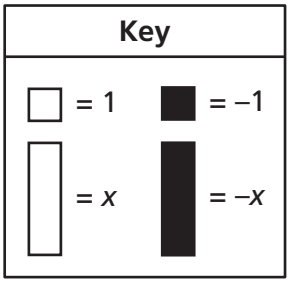
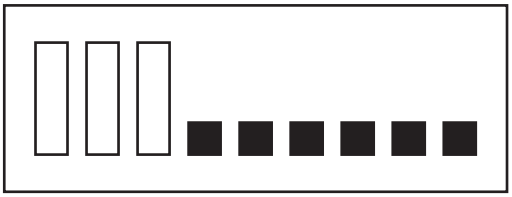
5 Look at the key below.

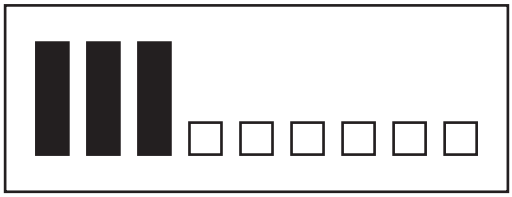


Which model below represents $-3x + 6$?

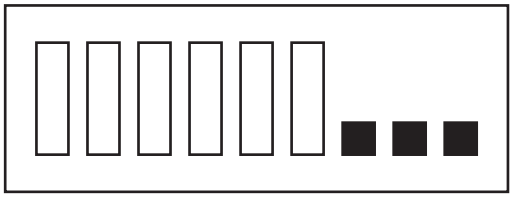
A



C



B



D

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Reporting Category: **2 Number and Operations**

Performance Indicator: **6.2.1 Solve problems involving the multiplication and division of fractions.**

6 Chef Henry's cake recipe uses $\frac{1}{4}$ dozen eggs for each cake he makes. He has $3\frac{1}{2}$ dozen eggs.

What is the greatest number of cakes Chef Henry can make with this amount of eggs?

F 12

G 14

H 20

J 28

Reporting Category: **2 Number and Operations**

Performance Indicator: **6.2.2 Solve problems involving the addition, subtraction, multiplication, and division of mixed numbers.**

7 Jessica used fence panels that were $3\frac{3}{4}$ inches wide to build a gate. The gate was 5-feet wide and had no space between the panels. What was the total number of panels Jessica used?

A 20 panels

B $18\frac{3}{4}$ panels

C 16 panels

D $8\frac{3}{4}$ panels

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Reporting Category: **2 Number and Operations**

Performance Indicator: **6.2.3 Solve problems involving the addition, subtraction, multiplication, and division of decimals.**

8 Becky bought two stuffed animals. She paid $13.35 for the first stuffed animal and $9.92 for the second stuffed animal. What is the total amount she paid for the two stuffed animals?

F $3.43

G $12.27

H $22.27

J $23.27

Reporting Category: **2 Number and Operations**

Performance Indicator: **6.2.4 Solve multi-step arithmetic problems using fractions, mixed numbers, and decimals.**

9 Mrs. Kendal planned to spend $40 to take her children to the movies.

- She spent $28.00 on movie tickets.
- She spent $2.50 for each of 3 bags of popcorn.
- She spent $1.75 for each of 4 drinks.
- She spent $1.00 for a pickle.

Exactly how much more did Mrs. Kendal spend at the movies than she had planned?

A $7.75

B $6.75

C $3.50

D $2.50

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Reporting Category:	**2 Number and Operations**
Performance Indicator:	**6.2.5 Transform numbers from one form to another (fractions, decimals, percents, and mixed numbers).**

10 The average gas price in the United States increased by approximately 120% from January 2001 to January 2011. Which value is equivalent to 120%?

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

G $1\frac{3}{25}$

H $\frac{1}{5}$

J $\frac{3}{25}$

Reporting Category:	**2 Number and Operations**
Performance Indicator:	**6.2.6 Solve problems involving ratios, rates and percents.**

11 The ratio of girls to boys on sport teams at a school is 2 to 3. There are 300 students on sport teams. How many girls are on sport teams at this school?

A 120

B 180

C 200

D 450

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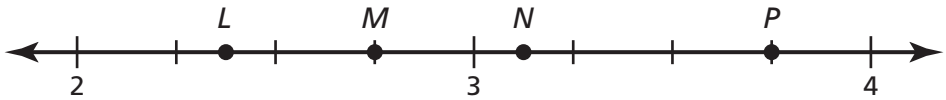
Reporting Category: **2 Number and Operations**

Performance Indicator: **6.2.7 Locate positive rational numbers on the number line.**

12 Which point on the number line below best represents $\frac{19}{8}$?



F Point *P*

G Point *N*

H Point *M*

J Point *L*

Reporting Category: **2 Number and Operations**

Performance Indicator: **6.2.8 Locate integers on the number line.**

13 Which integer does Point *K* best represent on the number line below?

A 5

B 1

C –1

D –5

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Reporting Category: **3 Algebra**

Performance Indicator: **6.3.3 Write equations that correspond to given situations or represent a given mathematical relationship.**

14 Ms. Hollis spent $10 on food each day for 5 days. During this time period, she also spent a total of $61 on fuel for her car and $85 to pay her electricity bill. Which equation could be used to determine *t*, the total amount of money, in dollars, Ms. Hollis spent during this time period?

F $t = 5 \times (10 \times 61) + 85$

G $t = 5 \times (10 + 61) + 85$

H $t = 5 \times (10 + 61 + 85)$

J $t = 5 \times 10 + (61 + 85)$

Reporting Category: **3 Algebra**

Performance Indicator: **6.3.4 Rewrite expressions to represent quantities in different ways.**

15 Which expression has the same value as $3m + 6$?

A $m + m + m + 6$

B $m \cdot m \cdot m + 6$

C $3 + m \cdot 6$

D $3 \cdot m \cdot 6$

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Reporting Category: **3 Algebra**

Performance Indicator: **6.3.5 Translate between verbal expressions/ sentences and algebraic expressions/equations.**

16 Which expression means the same as the description below?

five times the sum of four and five tenths and x

F $5x + 4.5$

G $5(4.5 + x)$

H $5 + 4.5 + x$

J $5(4.5x)$

Reporting Category: **3 Algebra**

Performance Indicator: **6.3.6 Solve two-step linear equations using number sense, properties, and inverse operations.**

17 What value of k makes this equation true?

$$2k + 21 = 45$$

A 48

B 33

C 22

D 12

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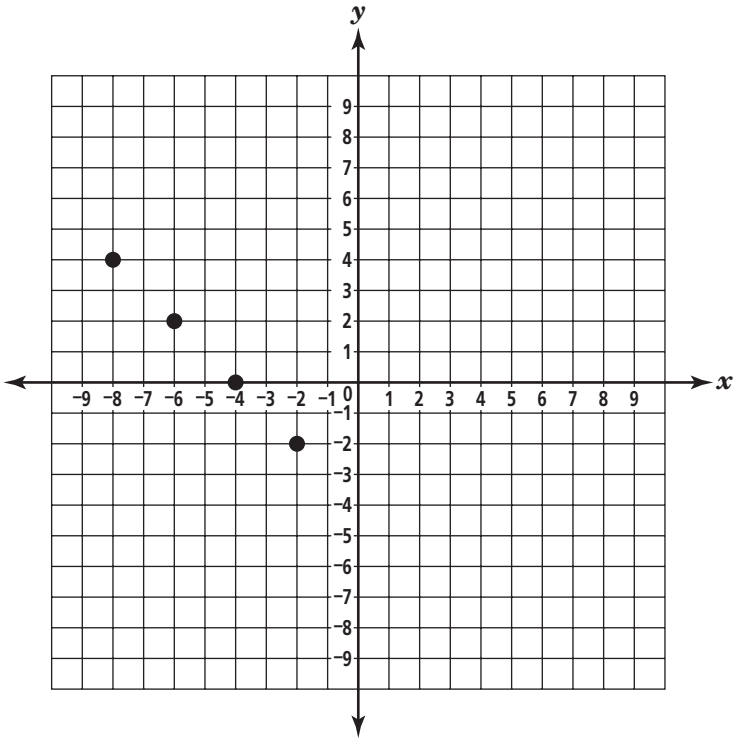
Reporting Category: **3 Algebra**

Performance Indicator: **6.3.9 Graph ordered pairs of integers in all four quadrants of the Cartesian coordinate system.**

18 Four points are graphed on the coordinate grid below.



Which coordinate pair best represents the location of one of the four points plotted on this grid?

F $(4, 0)$

G $(4, -8)$

H $(-1, -2)$

J $(-6, 2)$

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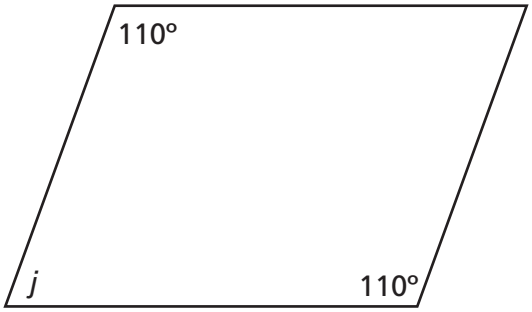
19 Two of the interior angle measures of a parallelogram are shown below.



What is the measure of Angle *j* ?

A 250°

B 140°

C 110°

D 70°

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Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **6.4.4 Calculate with circumferences and areas of circles.**

20 A circle has a radius of 16 meters.

$$\boxed{\text{Area} = \pi r^2}$$

$$\boxed{\pi \approx 3.14}$$

Which measurement is closest to the area of the circle?

F 100 square meters

G 804 square meters

H 2,524 square meters

J 3,215 square meters

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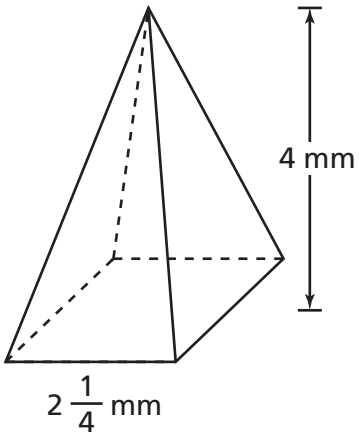
21 The height and base length of the square pyramid below are shown in millimeters.



$$\text{Volume} = \frac{1}{3}Bh$$

$$B = \text{area of the base}$$

What is the volume of this square pyramid?

A $19\frac{1}{3}$ cubic millimeters

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

C 6 cubic millimeters

D 3 cubic millimeters

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

Performance Indicator: **6.5.2 Identify features of graphs that may be misleading.**

22 The graphs below show how the numbers of customers for Store X and Store Y increased during the same five weeks.

Dorian concluded that the number of customers for Store X increased by the same number as the number of customers for Store Y. Which feature of the graphs most likely misled Dorian to this conclusion?

F The vertical scale on one graph is different from the vertical scale on the other graph.

G The time period on one graph is different from the time period on the other graph.

H Each graph has a vertical scale that is inconsistent.

J Each graph starts at 0 customers and 0 weeks.

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

Performance Indicator: **6.5.3 Determine whether or not a sample is biased.**

23 Mr. Hansen conducted a survey to determine how well the new mayor of a town was doing her job. Which group could Mr. Hansen use to produce results that are the least biased?

A all the people who work for or who voted for the mayor

B fifty people chosen at random from each section of town

C all the people in the town who volunteer at the high school and middle school

D fifty people who have recently written letters to the newspaper about the mayor

STOP

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Science

Reporting Category: **Inquiry and Technology**

Performance Indicator: **0607.INQ.1 Design a simple experimental procedure with an identified control and appropriate variables.**

1 **Students set up an experiment to investigate how temperature differences in water create currents. The students fill three identical tanks with the same amount of 20°C water. They put identical heaters in each tank. In the first tank, the heater is set to 20°C. In the second tank, the heater is set to 30°C. In the third tank, the heater is set to 40°C. The student then places drops of dye in the tanks to observe the water movement. Which of these is the dependent variable in the experiment?**

A the size of the tank

B the temperature of the water

C the water movement in the tank

D the color of the dye in the water

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Reporting Category: **Inquiry and Technology**

Performance Indicator: **0607.INQ.2 Select tools and procedures needed to conduct a moderately complex experiment.**

2 **A tennis ball is hit with a tennis racket across a tennis court.**

Which tools are needed to measure the speed of the tennis ball and the distance it travels?

F balance scale and beaker

G measuring tape and microscope

H ruler and graduated cylinder

J stopwatch and measuring tape

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Reporting Category: Inquiry and Technology

Performance Indicator: 0607.INQ.3 Interpret and translate data into a table, graph, or diagram.

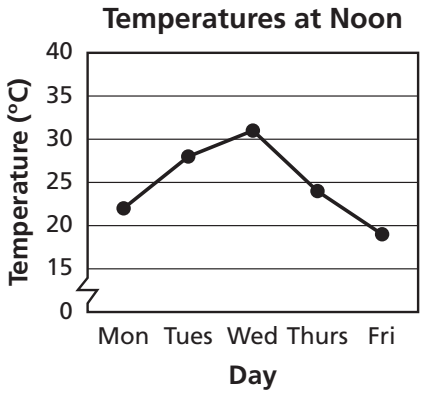
3 A student measured air temperatures at noon for five days. The student recorded the data in the table below.

Temperatures at Noon

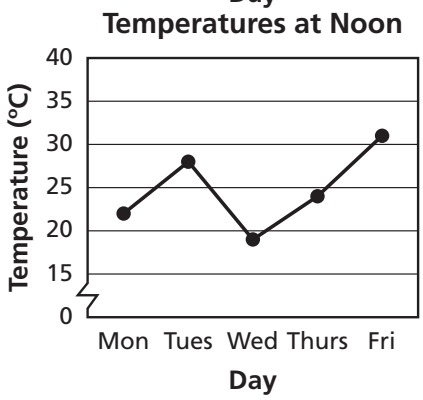
Day	Temperature (°C)
Mon	22
Tues	28
Wed	31
Thurs	24
Fri	19

Which graph best represents the data from the table?

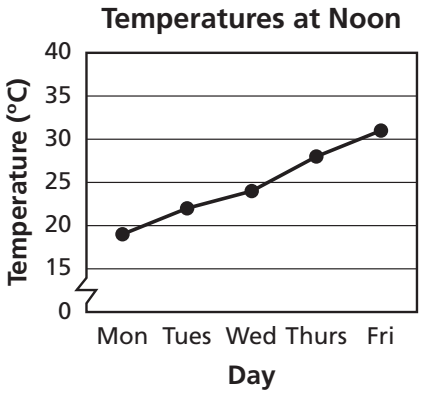
A



B



C



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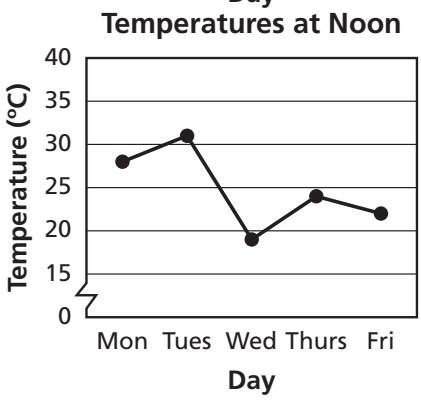

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Reporting Category: **Inquiry and Technology**

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

4 **The table shows five years of rainfall data collected from one location.**

Rainfall Data

Year	Rainfall Amount (centimeters)
2006	173
2007	151
2008	142
2009	138
2010	122

Which is the best conclusion based on these data?

F There was flooding in 2006.

G There was a drought in 2010.

H Yearly rainfall amounts decreased every year between 2006 and 2010.

J Yearly rainfall will increase between 2011 and 2016.

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Reporting Category: **Inquiry and Technology**

Performance Indicator: **0607.INQ.5 Identify a faulty interpretation of data that is due to bias or experimental error.**

5 **A student heated a sample of room temperature water. The water began to boil after 5 minutes of heating. The student concluded that the water temperature increased at a rate of 20°C per minute. Which best describes an error in the student's conclusion?**

A The student should have repeated the experiment.

B The student should have measured the starting volume of the water.

C The student should have measured the starting temperature of the water.

D The student should have increased the amount of heat applied to the water.

Reporting Category: **Inquiry and Technology**

Performance Indicator: **0607.TE.1 Identify the tools and procedures needed to test the design features of a prototype**

6 **An engineer is designing a machine to reduce the force required to move objects. The engineer tests a prototype of the machine. Which tool should the engineer use to test the amount of force needed to move objects?**

F anemometer

G spring scale

H thermometer

J electronic balance

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Reporting Category:	**Inquiry and Technology**
Performance Indicator:	**0607.TE.2 Evaluate a protocol to determine if the engineering design process was successfully applied**

7 **A student conducts an investigation that uses a simple circuit connected to a buzzer. Which test will best determine if the connection of the circuit to the buzzer is successful?**

A observe if the circuit is able to produce light

B listen for sound produced by the buzzer

C use an ammeter to find out if current flows through the circuit

D use a thermometer to find out if heat is released by the buzzer

Reporting Category:	**Inquiry and Technology**
Performance Indicator:	**0607.TE.3 Distinguish between the intended benefits and the unintended consequences of a new technology.**

8 **Scientists want to make rice healthier for humans. The scientists insert a gene found in bean plants into rice plants. The inserted gene increases the iron content of the rice. What is an intended benefit of this technology?**

F making the rice grow faster

G making the rice pest resistant

H giving the rice an improved flavor

J giving the rice a greater nutritional value

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Reporting Category: **Inquiry and Technology**

Performance Indicator: **0607.TE.4 Differentiate between adaptive and assistive engineered products.**

9 **Which is the best example of adaptive engineering and why?**

A a person using Braille keys on an automated teller machine (ATM), because it helps overcome a disability

B a person listening to a global positioning system (GPS) navigator that has a computer-voice output, because it helps a person drive safely

C a computer-controlled laser that reshapes the lens in a person's eye, because it causes permanent changes

D a smoke and carbon monoxide detector flashing a light, because it warns a person about possible danger

Reporting Category: **LIFE SCIENCE: Interdependence**

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

10 **A polar bear hunts a seal. After the polar bear is done feeding, an Arctic fox consumes the remaining meat. Which describes the role of the Arctic fox in this situation?**

F scavenger

G predator

H producer

J decomposer

Go On ▶

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Reporting Category: LIFE SCIENCE: Interdependence

Performance Indicator: 0607.2.2 Interpret how materials and energy are transferred through an ecosystem

11 **Hawks, grasses, songbirds, and caterpillars are some organisms found in an ecosystem. Which is the correct order for energy transfer in this ecosystem?**

A caterpillars ⟶ hawks ⟶ grasses ⟶ songbirds

B grasses ⟶ caterpillars ⟶ songbirds ⟶ hawks

C hawks ⟶ caterpillars ⟶ grasses ⟶ songbirds

D songbirds ⟶ grasses ⟶ hawks ⟶ caterpillars

Reporting Category: LIFE SCIENCE: Interdependence

Performance Indicator: 0607.2.3 Identify the biotic and abiotic elements of the major biomes.

12 **Which parts of an Arctic tundra biome are abiotic?**

F moose

G grasses

H conifer trees

J cold temperatures

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

13 **A wilderness area has a moderate climate. This area receives a light to medium amount of rain and snow each year. Fires burn the area every few years. Bison and deer live in this area. Which biome is most likely being described?**

A desert

B grassland

C Arctic tundra

D tropical rain forest

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Reporting Category: EARTH AND SPACE SCIENCE 1: The Universe

Performance Indicator: 0607.6.1 Use data to draw conclusions about the major components of the universe.

14 **Four components of the universe are described in the table below.**

Universe Component Descriptions

Component	Description
1	A collection of billions of stars, planets, and dust in an elliptical, spiral, or irregular shape
2	A collection of planets, moons, comets, and asteroids that orbit a single star
3	Millions of asteroids that orbit the sun in between two planets
4	Streams of cosmic debris that break off from a comet and strike the surface of a planet

Which component is most likely a solar system?

F 1

G 2

H 3

J 4

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Reporting Category: EARTH AND SPACE SCIENCE 1: The Universe

Performance Indicator: 0607.6.2 Explain how the relative distance of objects from the earth affects how they appear.

15 **The diameter of Jupiter is about 21 times greater than the diameter of Mars. A student observing Jupiter and Mars notices they appear similar in size when viewed from Earth. Jupiter and Mars appear similar in size because the**

A distance from Earth to Jupiter is greater than the distance from Earth to Mars.

B diameter of Earth is in between the diameters of Jupiter and Mars.

C atmosphere of Jupiter is thicker than the atmosphere of Mars.

D temperatures on Jupiter vary more than temperatures on Mars.

Reporting Category: EARTH AND SPACE SCIENCE 1: The Universe

Performance Indicator: 0607.6.3 Distinguish among a day, lunar cycle, and year based on the movements of the earth, sun, and moon.

16 **Which of these takes about 365 days to complete?**

F Earth rotating once on its axis

G Earth revolving once around the sun

H the moon revolving once around Earth

J the sun revolving once around Earth

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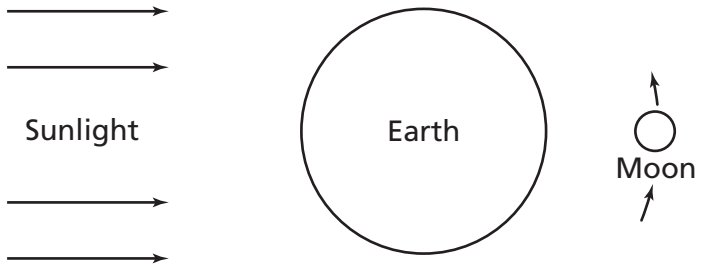
Reporting Category: EARTH AND SPACE SCIENCE 1: The Universe

Performance Indicator: 0607.6.4 Explain the different phases of the moon using a model of the earth, moon, and sun.

17 **The diagram shows the moon orbiting Earth.**



What moon phase is viewed from Earth when the moon is at the position shown in the diagram?

A new moon

B full moon

C waning gibbous

D waxing crescent

Reporting Category: EARTH AND SPACE SCIENCE 1: The Universe

Performance Indicator: 0607.6.5 Predict the types of tides that occur when the earth and moon occupy various positions.

18 **Which of these has the greatest effect on the location of a high tide on Earth?**

F speed at which Earth revolves

G distance between the sun and Earth

H strength of the magnetic field of Earth

J position of the moon as it orbits Earth

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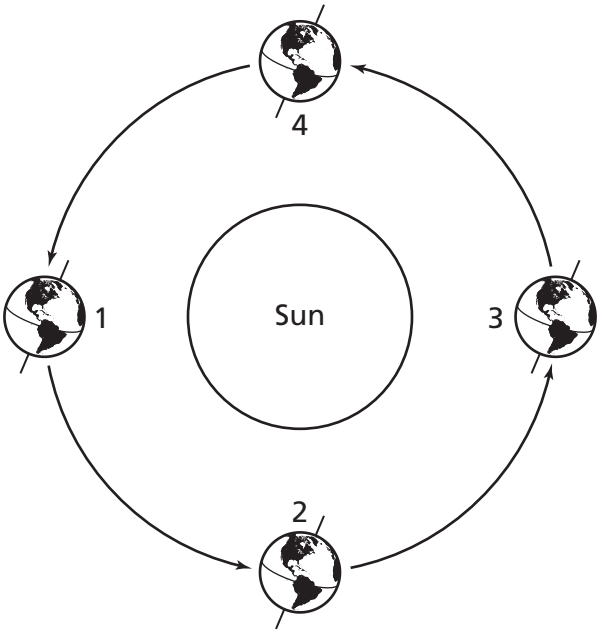
19 **The diagram shows Earth in four positions during its orbit around the sun.**



In which position will summer begin in the Southern Hemisphere?

A 1

B 2

C 3

D 4

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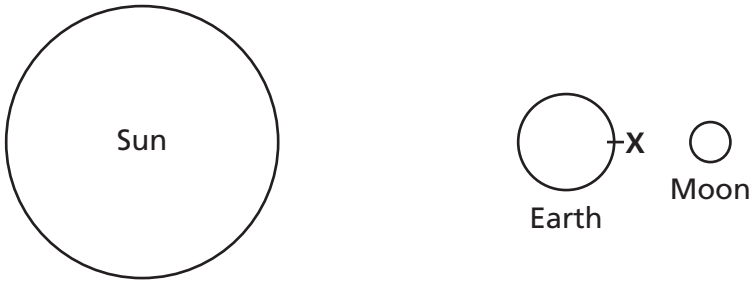
Performance Indicator: 0607.6.7 Explain the difference between a solar and a lunar eclipse.

20 **The diagram shows Earth between the moon and the sun.**



Which event can be observed from Point X on Earth?

F a new moon

G a crescent moon

H a solar eclipse

J a lunar eclipse

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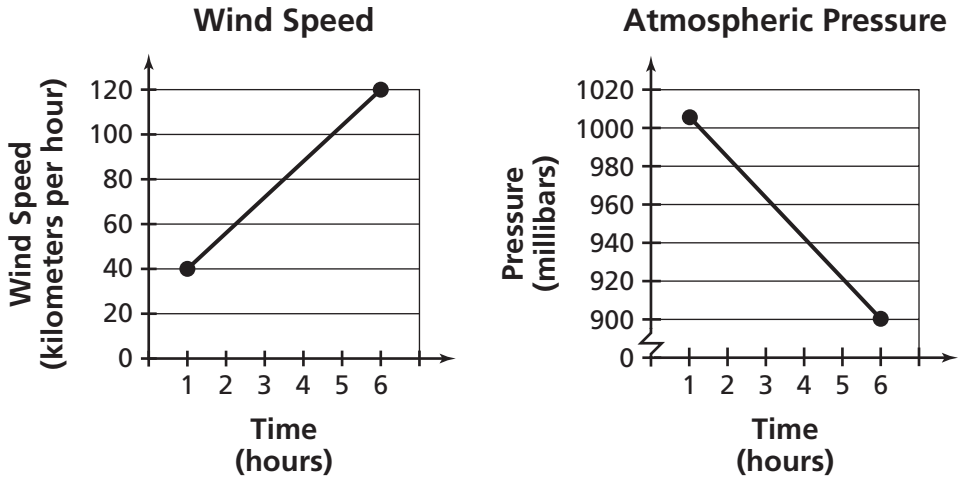
Performance Indicator: 0607.8.1 Analyze data to identify events associated with heat convection in the atmosphere.

21 **The graphs below show the trend in wind speed and atmospheric pressure changes over a 6-hour period in a coastal area.**



Based on these data, which will most likely occur next in this area?

A clear sky

B dense fog

C high tide

D hurricane

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Reporting Category: EARTH AND SPACE SCIENCE 2: Atmosphere

Performance Indicator: 0607.8.2 Recognize the connection between the sun's energy and the wind.

22 **Which statement best describes the role of the sun in creating wind?**

F The rays of the sun push air in all directions, creating wind.

G The radiation of the sun reacts with water over the ocean, creating wind.

H The energy of the sun heats land and water surfaces unevenly, creating wind.

J The energy of the sun directly heats the gases in Earth's atmosphere, creating wind.

Reporting Category: EARTH AND SPACE SCIENCE 2: Atmosphere

Performance Indicator: 0607.8.3 Describe how temperature differences in the ocean account for currents.

23 **Movement of ocean currents is mainly caused by**

A the magnetic field of Earth.

B temperature differences in the water.

C the gravitational pull from the sun.

D runoff of fresh water from land.

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24 **Students collected weather data every two hours between 9 A.M. and 3 P.M., as shown in the table below.**

Weather Data

Time	Temperature (°C/°F)	Air Pressure (millimeters of mercury)	Wind Speeds (kilometers/hour)
9:00 A.M.	28/84	762	4
11:00 A.M.	33/91	758	6
1:00 P.M.	31/87	736	16
3:00 P.M.	25/77	730	20

Based on these data, what type of weather should the students predict for later in the afternoon?

F hot and dry

G calm with clearing skies

H freezing rain and snow

J windy with precipitation

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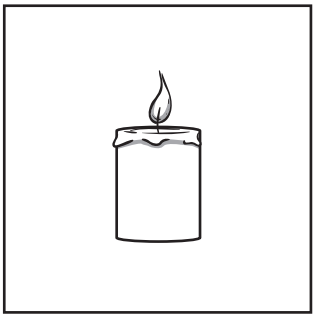
Reporting Category: PHYSICAL SCIENCE: Energy, Forces in Nature

Performance Indicator: 0607.10.1 Distinguish among gravitational potential energy, elastic potential energy, and chemical potential energy.

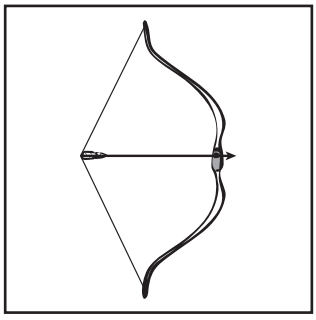
25 **Which of these is the best example of chemical potential energy being converted into thermal energy?**

A



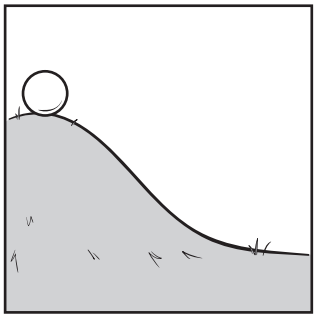
Burning Candle

B



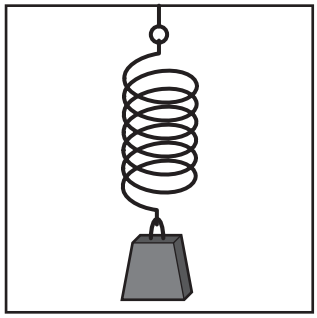
Stretched Bow

C



Ball on a Hill

D



Weight on a Spring

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26 **An acrobat performs with a swing, as shown in the diagram below.**

Which of these most likely happens as the acrobat moves from Point 1 to Point 2?

F Potential energy decreases and kinetic energy increases.

G Potential energy increases and kinetic energy decreases.

H Both potential and kinetic energy increase.

J Both potential and kinetic energy decrease.

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Reporting Category: PHYSICAL SCIENCE: Energy, Forces in Nature

Performance Indicator: 0607.10.3 Recognize that energy can be transformed from one type to another.

27 **Campers make a campfire with logs. Which is an energy transformation that takes place as the logs burn?**

A electrical energy is transformed into chemical energy

B chemical energy is transformed into light energy

C mechanical energy is transformed into electrical energy

D light energy is transformed into heat energy

Reporting Category: PHYSICAL SCIENCE: Energy, Forces in Nature

Performance Indicator: 0607.10.4 Explain the Law of Conservation of Energy using data from a variety of energy transformations.

28 **A student is riding a bicycle. The student pushes down on the pedals and then stops. The energy the student applied to the pedals**

F no longer exists.

G was stored for future use.

H became part of the bicycle.

J was changed into other forms of energy.

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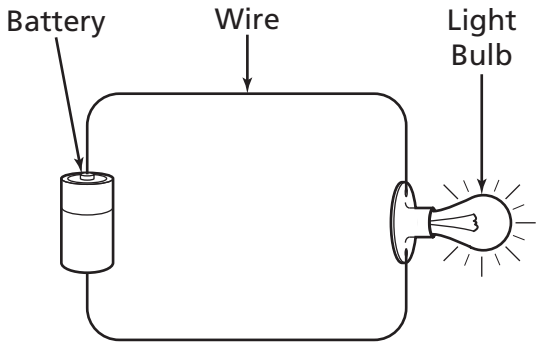
Reporting Category:	**PHYSICAL SCIENCE: Energy, Forces in Nature**
Performance Indicator:	**0607.12.1 Identify how simple circuits are associated with the transfer of electrical energy when heat, light, sound, and chemical changes are produced.**

29 **A student builds a simple circuit similar to the one shown in the picture below.**



Which energy transformation occurs when electricity flows in the circuit?

A mechanical to light

B light to electrical

C kinetic to potential

D chemical to electrical

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Reporting Category: **PHYSICAL SCIENCE: Energy, Forces in Nature**

Performance Indicator: **0607.12.2 Identify materials that can conduct electricity.**

30 **Which material will best conduct electricity?**

F wood

G plastic

H glass

J metal

STOP

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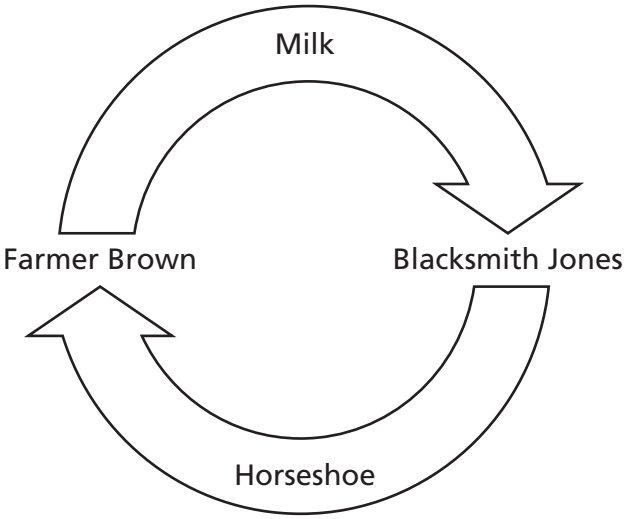
Social Studies

Reporting Category: **1 Economics**

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

1 **Study the diagram below.**



Which type of exchange is shown in the diagram?

A barter

B cash

C gift

D credit

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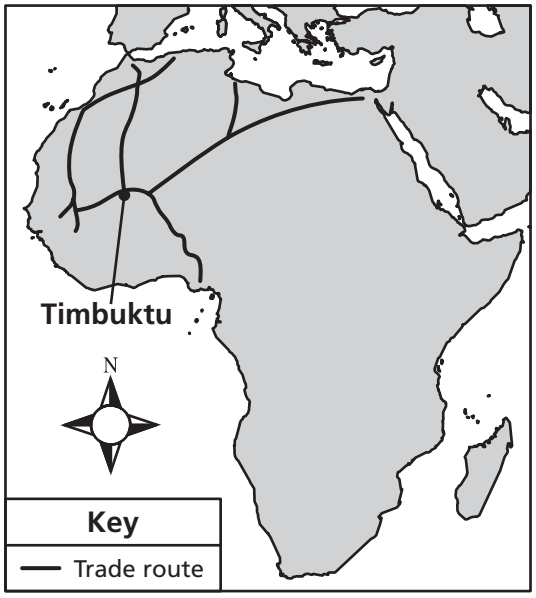
Reporting Category: **1 Economics**

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

2 **Study the map below.**

Trade Routes, c. 1400 C.E.



Which major trade routes are identified on the map?

F Arabian

G Indian Ocean

H African

J Mediterranean Sea

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

3 **What advantage did early farmers have over their nomadic neighbors?**

A Farmers had more control over the production of food.

B Farmers lived in communities with large populations.

C Farmers needed fewer personal possessions.

D Farmers had to follow seasonal wild game.

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

4 **Early civilizations in the Indus region developed an economic system based on the**

F trading of spices.

G production of textiles.

H mining of gold.

J use of agriculture.

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Reporting Category: **1 Economics**

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

5 **The ancient Romans developed a large trade network to**

A spread democracy.

B increase variety of goods.

C spread religious beliefs.

D increase army recruits.

Reporting Category: **1 Economics**

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

6 **Study the list below.**

- Vasco da Gama – 1497
- Vasco Nunez de Balboa – 1513
- Ferdinand Magellan – 1521

Which economic factor most influenced the funding of the explorers listed?

F High unemployment rates created a need for new colonies.

G The demand for riches created a need for alternate trade routes.

H Limited food supplies created a need for new trade partners.

J The production of goods created a need for larger markets.

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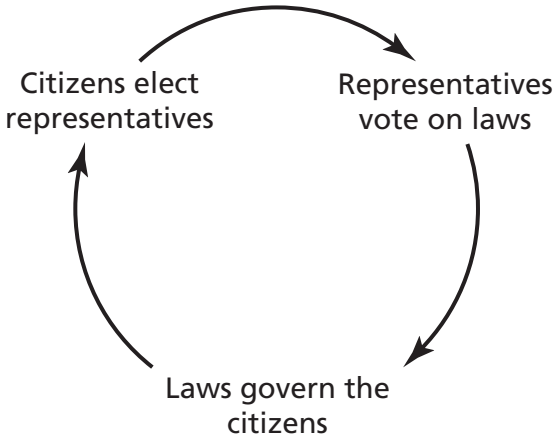
Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**6.4.1 Recognize types of government (i.e., formal/informal, monarchy, direct/indirect democracy, republics, theocracy).**

7 **Study the diagram below.**



Which type of government is described by the diagram?

A absolute monarchy

B indirect democracy

C totalitarian regime

D formal theocracy

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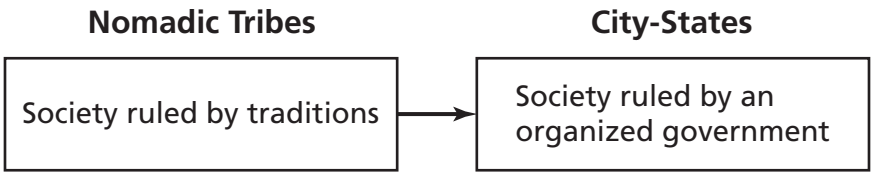
Reporting Category:	**2 Governance and Civics**
Performance Indicator:	**6.4.2 Recognize the steps that give rise to complex governmental organizations (i.e., nomadic, farming, village, city, city-states, states).**

8 **Study the diagram below.**



Which development contributed to the change shown in the diagram?

F the creation of a written language

G the expansion of trade routes

H the establishment of permanent settlements

J the founding of structured religions

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

9 **Which guarantee was established in the Magna Carta?**

A civil liberties

B education opportunities

C land grants

D economic success

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Reporting Category: **2 Governance and Civics**

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

10 **Which activity was a duty of citizens in the ancient Greek city-state system?**

F contribute money to charity

G vote in elections for representatives

H work in exchange for protection

J join the military

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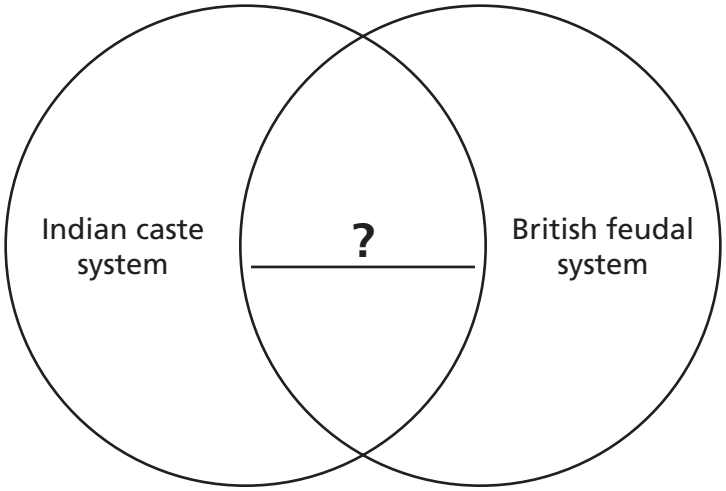
Reporting Category: **2 Governance and Civics**

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

11 **Study the diagram below.**



Which statement best completes the diagram?

A People are divided into social classes.

B Land development is supervised by the emperor.

C People are encouraged to live in cities.

D Wealth is distributed equally among citizens.

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Reporting Category: **3 Geography**

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

12 **Study the excerpt below.**

> In here the cold water bubbles through branches of apples, and with roses everything's shaded, and glistening in the wind the leaves rain down gentle sleep.
>
> In here the meadow horses graze flourishes in spring with flowers, and the winds soothing breathe . . .
>
> — Sappho 31

This excerpt is an example of Greek

F literature.

G religion.

H social values.

J military tactics.

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13 **Study the picture below.**

Nile River Delta

Courtesy of NASA/GSFC/LaRC/JPL, MISR Team.

What is the main reason early cultural groups settled in the region shown?

A The region offered protection from attacks.

B The land was viewed as a holy site.

C The area served as a source of fresh water.

D The mountainous areas experienced few natural disasters.

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

14 **One reason for the early spread of Christianity in Europe was**

F interaction with Arab traders.

G the migration of Chinese scholars.

H crusades to the Holy Land.

J the growth of the Roman Empire.

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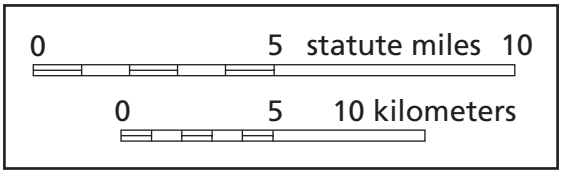
Reporting Category: **3 Geography**

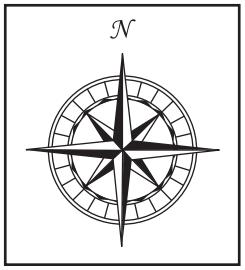
Performance Indicator: **6.3.1 Identify the basic components of a world map (i.e., compass rose, map key, scale, latitude and longitude lines, continents, oceans).**

15 **Which picture shows a map scale?**

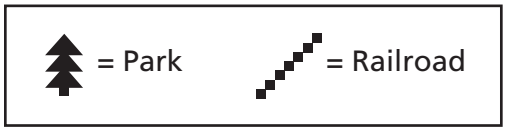
A



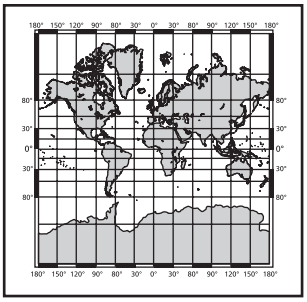
C



B



D



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

16 **Study the list below.**

- Body of fresh water
- Water constantly in motion
- Water flowing in one direction

Which geographic feature is described by this list?

F sea

G gulf

H bay

J river

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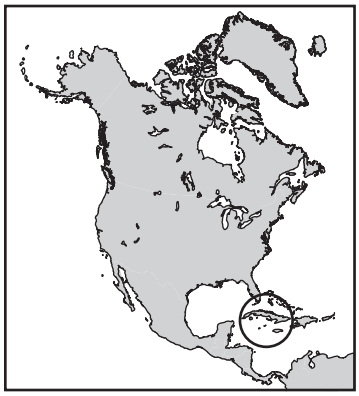
Reporting Category: **3 Geography**

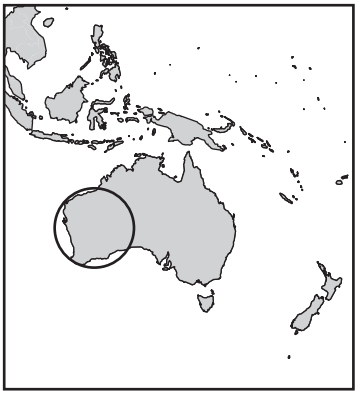
Performance Indicator: **6.3.3 Identify the location of early civilizations on a map (i.e., Mesopotamian, Egyptian, Ancient Chinese, Indian.).**

17 **Which map shows the location of early Egyptian civilizations?**

A



C



B

D

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

18 **Which geographic feature had the greatest impact on the development of the Indus Valley civilization before 1500 B.C.E.?**

F a river

G a coastal plain

H an ocean

J a high plateau

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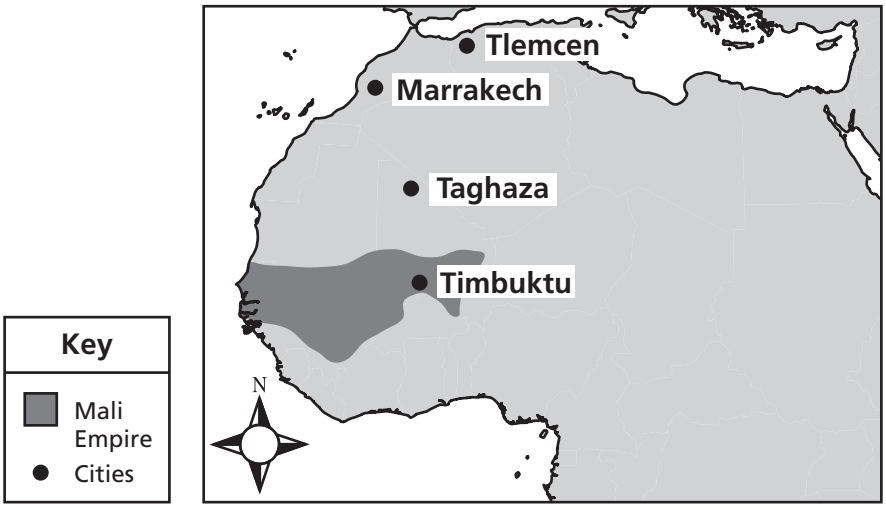
Reporting Category:	**3 Geography**
Performance Indicator:	**6.3.5 Use a variety of maps to understand geographic and historical information (i.e., political maps, resource maps, product maps, physical maps, climate maps, vegetation maps).**

19 **Study the map below.**

Mali Empire, 14th Century B.C.E.



Which city on this map was part of the Mali empire?

A Tlemcen

B Marrakech

C Taghaza

D Timbuktu

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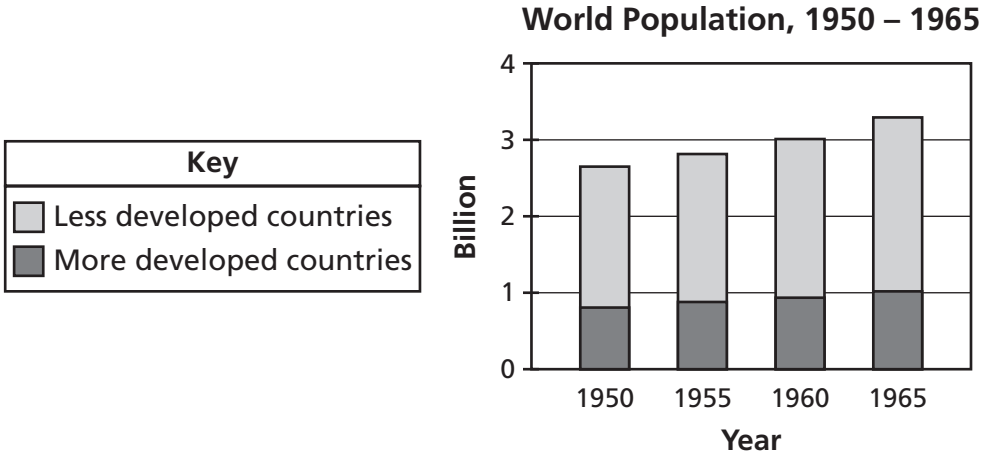
Reporting Category:	**3 Geography**
Performance Indicator:	**6.3.6 Interpret a graph that illustrates a major trend in world history (i.e., population growth, economic development, governance land areas, growth of religions).**

20 **Study the graph below.**



Source: US Bureau of the Census

Which statement is supported by this graph?

F The population in more developed countries was greater in 1950 than in 1965.

G The population in less developed countries grew faster than more developed countries.

H The world population increased the most between the years 1955 and 1960.

J The population of more developed countries outnumbers the less developed countries.

Go On ▶

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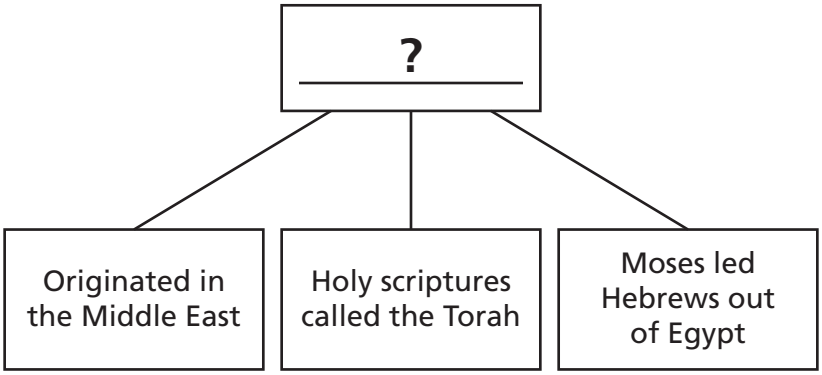
21 **Study the diagram below.**



Which religion best completes the diagram?

A Judaism

B Shinto

C Islam

D Christianity

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

22 **Which phrase describes Mohammed's contribution to history?**

F helped spread the beliefs of Judaism

G defended the belief in reincarnation

H assisted in the translation of biblical text

J founded the religion of Islam

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

23 **Which culture could a historian learn about by studying Homer's *Iliad*?**

A Greek

B Roman

C Indian

D Chinese

Go On ▶

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.1.5 Identify differences between various cultural groups (i.e., European, Eurasian, Indian, Southeast Asian, Middle Eastern, African, Native American).**

24 **Europeans were different from Native Americans, because they**

F planted crops.

G practiced a religion.

H used advanced weapons.

J used a spoken language.

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

25 **Study the picture below.**

Egyptian Hieroglyphics

©IlonaBudzboni/iStockphoto #13885404

What was one main use for this innovation?

A electing government officials

B determining settlement locations

C planning military attacks

D documenting religious ceremonies

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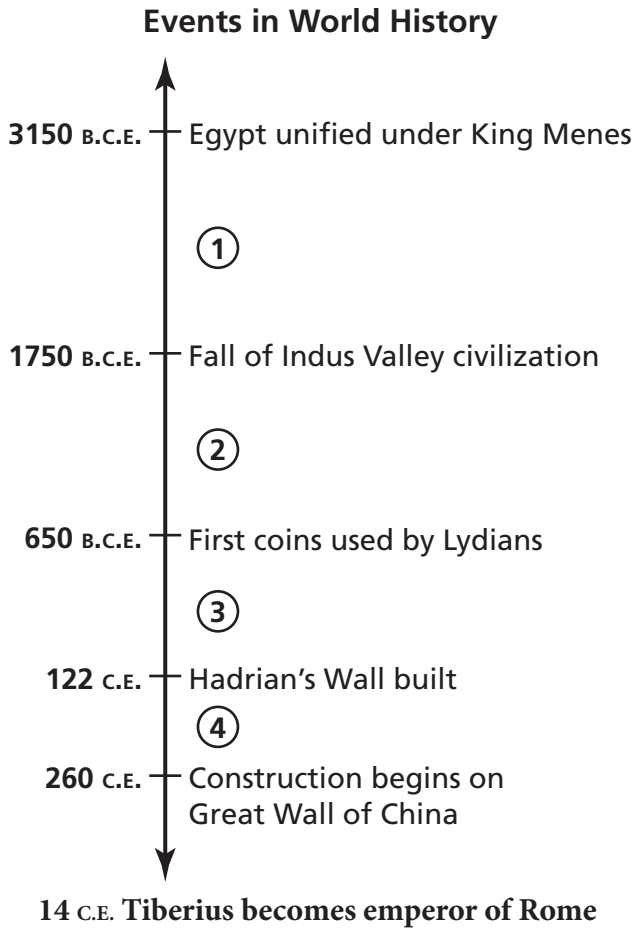
26 Study the timeline below.



Where should this event be placed on the timeline?

F 1

G 2

H 3

J 4

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Reporting Category: **4 World History: Prehistory-Ancient Civilization**

Performance Indicator: **WH1.6.5.2 Recognize the types of early communities (i.e., nomadic fishing, farming).**

27 **Study the excerpt below.**

> Nowhere have they fixed dwelling places, nor do they know where their next will be . . . For in winter they go down to warmer [regions] in south: in summer they go up to cooler [regions] towards the north.
>
> — William of Rubruck (1253 – 1255)

What type of community is described in the excerpt?

A nomadic

B mining

C farming

D fishing

Go On ▶

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

28 **Study the picture below.**

Tutankhamen's Statue

© Manuela Krause/iStockphoto #4499905

The artifact was created to honor

F an Egyptian ruler.

G a Roman gladiator.

H an Asian religious leader.

J a Native American god.

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

29 **Study the photograph below.**

Hieroglyphics in an Egyptian Temple

© Phooey/iStockphoto #2714365

The photograph shows how

A Roman numerals were used to track trade.

B medieval art styles progressed.

C Romance languages were developed.

D images were used as a writing form.

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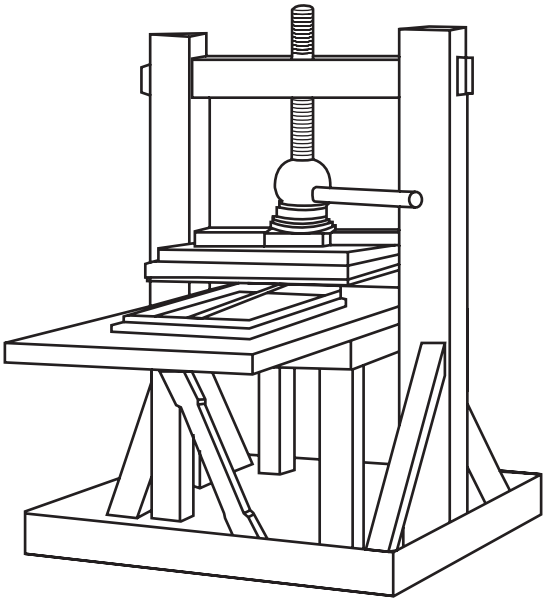
Reporting Category: **4 World History: Prehistory-Ancient Civilization**

Performance Indicator: **WH1.6.5.5 Identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press).**

30 **Study the illustration below.**

Gutenberg's Printing Press



How did the technological advancement shown impact society?

F Explorers were able to navigate more easily.

G Smiths were able to make weapons from new materials.

H Farmers were able to record crop yields.

J Citizens received greater access to literary works.

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

31 **Study the information below.**

> Marco Polo visited the court of Kublai Khan in China between the years 1266 and 1269.

Based on the information, during which century did Marco Polo explore China?

A 10th century

B 11th century

C 12th century

D 13th century

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

32 **Which event took place during the Middle Ages?**

F Egyptians developed a written language in 3400 BCE.

G Romans expanded their empire in 146 BCE.

H Soldiers reclaimed the Holy Land in 1095 CE.

J Dutch warriors conquered the East Indies in 1619 CE.

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Reporting Category:	4 World History: Prehistory-Ancient Civilization
Performance Indicator:	WH1.6.5.8 Identify conclusions about early world historical events using primary and secondary sources.

33 **Study the information below.**

Akbar

> In 1556, Akbar became ruler of the Mughal Empire at the age of thirteen. As ruler, Akbar supported the arts, sciences, literature, and promoted religious tolerance. By abolishing the tax on Hindus, Akbar was able to win the loyalty of the Hindus.

Based on this source, which conclusion is correct?

A Akbar promoted a strong military and harsh rule.

B Akbar increased tariffs on local goods.

C Akbar educated foreign born Muslims.

D Akbar brought stability and peace to his empire.

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

34 **Which event had the greatest impact on the growth of Romance languages throughout Europe?**

F the invention of the Gutenberg printing press

G the translation of Egyptian hieroglyphics

H the expansion of the Roman Empire

J the discovery of new trade routes to Asia

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

35 **Study the passage below.**

> [Tiberius Caesar] abolished foreign [religious groups], especially the Egyptian and the Jewish [customs, persuading all followers] . . . to burn their religious [clothing] . . . He [casted out] the astrologers as well. . . .
>
> — Suetonius c. 100 CE

Based on the passage, which conclusion could be made regarding Tiberius Caesar?

A Tiberius Caesar believed in only one god.

B Tiberius Caesar limited unfamiliar cultural practices.

C Tiberius Caesar wanted to separate church and state.

D Tiberius Caesar outlawed immigration from other countries.

Go On ▶

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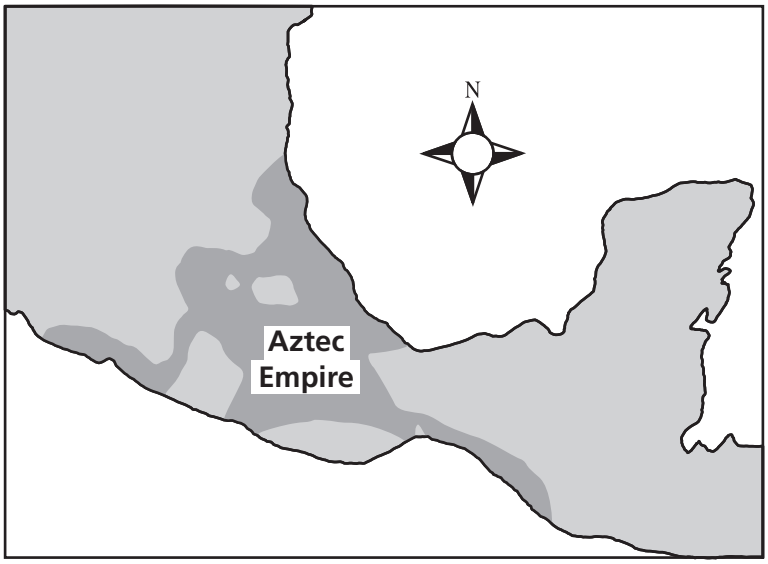
Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.12 Recognize the possible causes of change in civilizations (i.e., environmental change, political collapse, new ideas, warfare, overpopulation, unreliable food sources, diseases).**

36 **Study the map below.**

Central America



Which issue contributed to the fall of the empire shown on the map?

F population growth

G lack of fertile land

H political system failures

J warfare

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Reporting Category: 4 World History: Prehistory-Ancient Civilization

Performance Indicator: WH1.6.5.17 Recognize the significant mythologies of the Sumerians, Egyptians, Greeks, and Romans.

37 Which picture shows a god who was worshipped by the ancient Greeks?

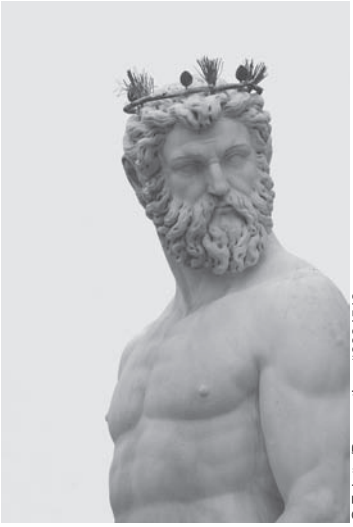
A Buddha

© Katziliones/Dreamstime #8338743

C Shiva

© Indianeye/Dreamstime #4758601

B Poseidon



© Fyletto/Dreamstime #8824513

D Horus

© Prill Mediendesign & Fotografie/iStockphoto #12742489

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38 **Study the list below.**

- Christopher Columbus
- Marco Polo
- Bartolomeu Dias

How did the explorers in the list impact world history?

F They promoted religious cooperation.

G They reduced the need for technology.

H They established opportunities for trade.

J They limited the need to create maps.

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Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.6.2 Recognize the impact of individuals on world history (i.e., Charlemagne, Joan of Arc, William the Conqueror, Ramses II, Julius Caesar, Socrates, Aristotle, Marco Polo, Alexander the Great, King Ferdinand and Queen Isabella, Martin Luther, Johannes Gutenberg).**

39 **Study the song below.**

The Song of Joan of Arc **by Christine de Pisan, 1429**

> A girl only sixteen years old . . . And not one of her enemies can stand up to her and instead they flee before her and run. . . . She drives her enemies from France,recapturing many towns and castles.Never was shown any greater strength,not even with 100 thousand men in battles
>
> — Translation by Ben D. Kennedy

Based on the song, what conclusion can be made about Joan of Arc?

A She explored new territories for France.

B Her military abilities helped France succeed in war.

C She was the first woman to rule France.

D Her actions reduced the power of French leaders.

Go On ▶

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

40 **Study the photograph below.**

Statue of Joan of Arc

© Nathan Gutshall-Kresge/iStockphoto #4999074

What important role did the individual represented by this statue have on the history of Medieval Europe?

F She created a new religion in England.

G She showed effective military leadership.

H She united Western Europe under one empire.

J She developed new agricultural techniques.

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41 **Study the headline below.**

Daily Express

Egyptian Government Searches
for Oil Along Nile River

Which specialist would most likely manage the project described in this headline?

A geologist

B archaeologist

C seismologist

D anthropologist

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Reporting Category: **5 World History: Dark Ages-Renaissance**

Performance Indicator: **WH2.6.1.5 Identify differences between various cultural groups (i.e., European, Eurasian, Indian, Southeast Asian, Middle Eastern, African, Native American).**

42 **Study the chart below.**

Written Languages, c. 1500 C.E.

Europe	?
Roman Alphabet	Character-Based System

Which of the following best completes this chart?

F Indian

G East Asian

H West African

J Middle Eastern

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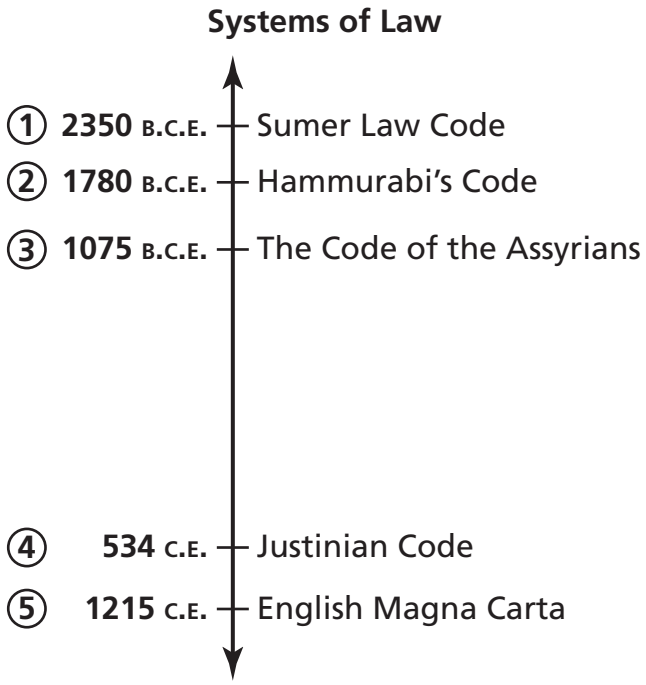
43 **Study the timeline below.**



1066 C.E. Norman Conquest of England

In which period does this event belong?

A between 1 and 2

B between 2 and 3

C between 3 and 4

D between 4 and 5

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Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.5.3 Identify types of artifacts by pictorial representation (i.e., Egyptian, Roman, Greek, Chinese, Native American, Medieval, and Renaissance).**

44 **Which structure is matched with the correct culture?**

Greek

F

© Asier Villafranca Velasco/ iStockphoto #2575024

Roman

H

© Karim Hesham/ iStockphoto #2690010

Middle Eastern

G

© Simon Podgorsek/ iStockphoto #16996261

Chinese

J

© Steve Geer/ iStockphoto #699901

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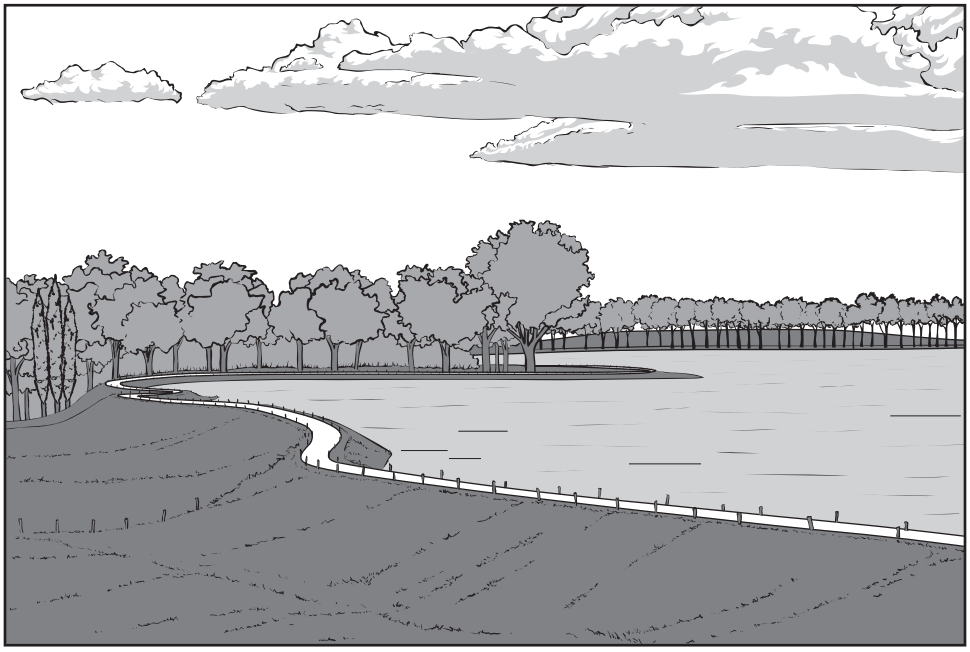
Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.5.5 Identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press).**

45 **Study the picture below.**

Use of _____?_____ to Control Water



Which term best replaces the question mark?

A River Dikes

B Aqueducts

C Drip Irrigation

D Cement Roads

Go On ▶

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

46 **The 18th century occurred during which years?**

F 1600 – 1699 A.D.

G 1700 – 1799 A.D.

H 1800 – 1899 A.D.

J 1900 – 1999 A.D.

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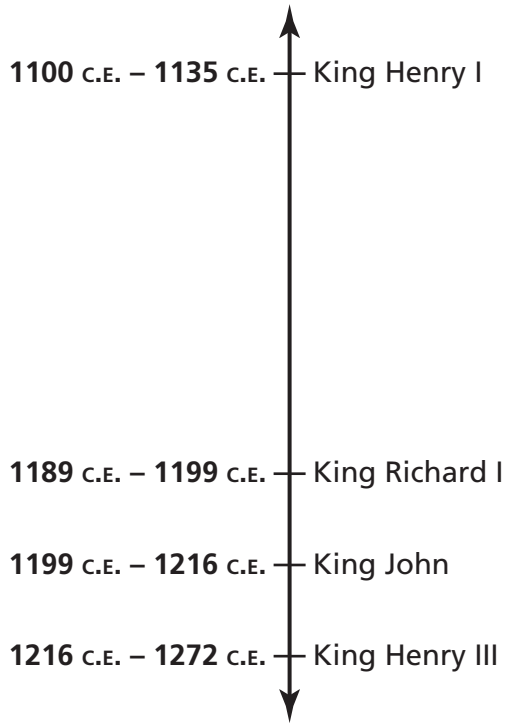
Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.5.7 Recognize major historical time periods (i.e., Early Civilizations, Classical Period, Dark Ages, Middle Ages, Renaissance).**

47 **Study the timeline below.**

English Rulers, 1100 C.E. – 1216 C.E.



During which time period did the events on the timeline occur?

A Classical Period

B Middle Ages

C Renaissance

D Dark Ages

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48 **Study the excerpt below.**

> [J]ust as the moon derives its light from the sun and is indeed lower than it in quantity and quality, in position and in power, so too the royal power derives the splendor of its dignity from the pontifical [pope's] authority. . . .
>
> — Pope Innocent III, 1198 C.E.

This excerpt claims that all royal power comes from the

F government.

G army.

H merchants.

J church.

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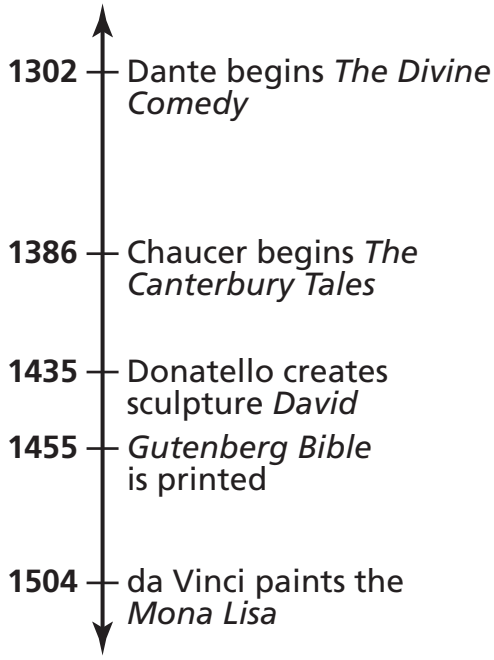
49 **Study the timeline below.**

Medieval and Renaissance Literature and Art



Based on this timeline, which work of art or literature was created after the *Gutenberg Bible* **was printed?**

A *The Divine Comedy*

B *David*

C *Mona Lisa*

D *The Canterbury Tales*

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Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.5.10 Identify the development of written and spoken languages (i.e., Roman alphabet, Latin word origins, Romance Languages).**

50 **Where did the Latin language originate?**

F Spain

G Germany

H Italy

J Greece

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Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.5.11 Identify characteristics including economy, social relations, religion, and political authority of various societies (i.e., Mesopotamian, Egyptian, Greek City-States, Roman Empire, Indian, Medieval).**

51 **Study the artifact below.**

Cuneiform Tablet

Erich Lessing/Art Resource, NY

This artifact was most likely found in

A Mesopotamia.

B Northern Africa.

C South America.

D China.

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Reporting Category:	5 World History: Dark Ages-Renaissance
Performance Indicator:	WH2.6.5.12 Recognize the possible causes of changes in civilizations (i.e., environmental change, political collapse, new ideas, warfare, overpopulation, unreliable food sources, diseases).

52 **Which natural disaster was responsible for the decline of populations across Europe in the late Middle Ages?**

F earthquakes

G a drought

H a plague

J floods

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

53 **What was the significance of the Gutenberg printing press?**

A Books continued to be copied by hand.

B Fewer people had access to books.

C Books became cheaper to reproduce.

D Fewer books were focused on religious topics.

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

54 **What was one outcome of the Renaissance?**

F The feudal system was established in Europe.

G Artists introduced new techniques to create more realistic art.

H The Crusades were launched to capture the Holy Land.

J The church gained greater importance and influence.

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

55 **Which ancient civilization had the greatest influence on the United States' system of government?**

A Egyptian

B Indian

C Chinese

D Greek

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Reporting Category: 5 World History: Dark Ages-Renaissance

Performance Indicator: WH2.6.5.16 Compare and contrast the historical development of the Western, Eastern, and African cultures

56 **Which characteristic was common in the development of both Eastern and Western cultures?**

F a universal written language

G a belief in a single god

H a representative form of government

J a system of trade networks

Reporting Category: 5 World History: Dark Ages-Renaissance

Performance Indicator: WH2.6.6.1 Identify examples of groups impacting world history (i.e., Muslims, Christians, Mongolians, Vikings, slave traders, explorers, merchants/traders, inventors).

57 **The threat of Viking attacks on Western Europe resulted in the**

A establishment of a series of Crusades.

B creation of the feudal system.

C increased centralized control of the Church.

D building of stone walls around farms.

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

58 **Study the excerpt below.**

> The introduction of the printing press had a great impact on Western Europe. This technology changed the nature of communication by making books readily available.
>
> — Mark Dimunation, Library of Congress

Which individual is credited for this invention?

F Martin Luther

G Johannes Gutenberg

H Marco Polo

J Leonardo daVinci

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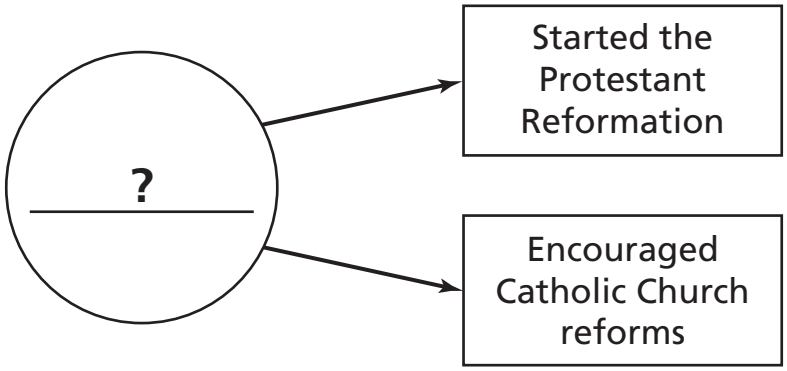
Reporting Category:	**5 World History: Dark Ages-Renaissance**
Performance Indicator:	**WH2.6.6.3 Describe the ways in which individuals can change groups (i.e., Martin Luther-Christian church, William of Normandy – English Monarchy, Joan of Arc – Hundred Years War, Buddha-Chinese Culture).**

59 **Study the diagram below.**



Which factor best completes the diagram?

A Martin Luther criticizes the abuse of indulgences

B Henry VIII divorces Catherine of Aragon

C John Calvin writes new religious rules

D Queen Isabella funds Christopher Columbus's exploration

STOP

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Reading and Language Arts
Answer Key

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

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

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

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

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Mathematics
Answer Key

1	C
2	H
3	B
4	J
5	C
6	G

7	C
8	J
9	C
10	F
11	A
12	J

13	A
14	J
15	A
16	G
17	D
18	J

19	D
20	G
21	B
22	F
23	B

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Science
Answer Key

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

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

17	B
18	J
19	C
20	J
21	D
22	H
23	B
24	J

25	A
26	F
27	B
28	J
29	D
30	J

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Social Studies
Answer Key

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

16	J
17	B
18	F
19	D
20	G
21	A
22	J
23	A
24	H
25	D
26	H
27	A
28	F
29	D
30	J

31	D
32	H
33	D
34	H
35	B
36	J
37	B
38	H
39	B
40	G
41	A
42	G
43	D
44	F
45	A

46	G
47	B
48	J
49	C
50	H
51	A
52	H
53	C
54	G
55	D
56	J
57	B
58	G
59	A

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Tennessee Comprehensive Assessment Program

Achievement Test ~ Grade 6

Item Sampler

Version B