Student Name _____

Teacher Name _____

School _____

System _____

Tennessee Comprehensive Assessment Program

English Linguistically Simplified Assessment ~ Grade 4

Item Sampler

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Introduction

What is the TCAP English Linguistically Simplified Assessment (ELSA)?

The TCAP English Linguistically Simplified Assessment (ELSA) is the TCAP Achievement Test in "simplified" English. It 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 who are Limited English Proficient (LEP) 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 ELSA. The questions in the on-line Item Sampler are representative of questions that will be on the TCAP ELSA.

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

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

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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 ELSA (grades 3–8) as per system policy.

Which test accommodations may be used?

The English Linguistically Simplified Assessment may be administered using various procedures (or ELL accommodations) that are used during the student's daily educational program. (Certain conditions must be met for students to be eligible for special and ELL accommodations.)

Here are some tips for preparing students for the test.

Remind students to:

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

Listen: Listen to and read the test directions carefully.

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

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

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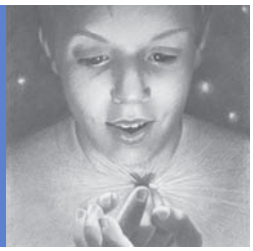
Reading/Language Arts



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

Ring-tailed Lemurs

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

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

(9) Like some monkeys, ring-tailed lemurs spend a lot of time in trees. (10) Unlike monkeys, they cannot use their tails for hanging onto branches. (11) They do, however, use their tails to balance themselves as they jump from tree to tree.

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

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

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Reporting Category: **1 Language**

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

1 **Read Sentence 5.**

Ring-tailed lemurs is about the size of cats.

Choose the correct way to write the underlined verb.

A was

B being

C are

D be

Reporting Category: **1 Language**

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

2 **Read Sentence 16.**

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

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

F It is a more safer place

G It is a most safest place

H It is a safe place

J correct as is

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

3 **Read Sentence 6.**

The lemurs' backs are covered with gray fur and white fur lines their bellies.

Which sentence uses the comma correctly?

A The lemurs' backs, are covered with gray fur and white fur lines their bellies.

B The lemurs' backs are covered with gray fur and white fur, lines their bellies.

C The lemurs' backs are covered with gray fur, and white fur lines their bellies.

D The lemurs' backs are covered, with gray fur and white fur lines their bellies.

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

4 **Read Sentence 10.**

Unlike monkeys, <u>they cannot use</u> their tails for hanging onto branches.

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

F they can't not use

G they cannot never use

H they can never not use

J correct as is

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Reporting Category: **1 Language**

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

5 **Read Sentence 18.**

Ring-tailed lemurs pass their days sitting in the sunshine with their arms spred out, enjoying the island sun.

Which of the underlined words is not spelled correctly?

A pass

B sitting

C spred

D enjoying

Reporting Category: **1 Language**

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

6 **Read Sentence 4.**

They are called ring-tailed lemurs.

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

F They're

G The're

H The'yre

J Their'

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Reporting Category: **1 Language**

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

7 **Read Sentence 14.**

However, the female are the bosses of the group.

What is the correct way to write this sentence?

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

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

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

D correct as is

Reporting Category: **1 Language**

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

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

F monkeys

G bellies

H unlike

J sunshine

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

The Laughing Kookaburra

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

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

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

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

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

9 **Read Sentence 1.**

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

What is the correct replacement for the underlined words?

A he

B you

C we

D they

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

10 **Read Sentence 11.**

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

Choose the correct way to write this sentence.

F The bird defended its home and attack other birds if necessary.

G The bird defend its home and attacks other birds if necessary.

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

J The bird defending its home and attacking other birds if necessary.

Go On ▶

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Reporting Category: **1 Language**

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

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

A Sentence 2

B Sentence 6

C Sentence 9

D Sentence 12

Reporting Category: **1 Language**

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

12 **Read Sentence 10.**

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

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

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

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

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

J protect, their home hunt, for food and help, raise other chicks

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Reporting Category: **1 Language**

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

13 **Read Sentence 4.**

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

What is the correct way to rewrite this sentence?

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

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

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

D correct as is

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

Frosting in My Hair

1 My Aunt Cindy has her own cake shop called Custom Cakes. She creates fancy cakes for special occasions, such as weddings. I spent a week last summer helping her in the shop. Baking was harder than I thought it would be.

2 I thought baking would be as simple as putting white icing on a cake and making colorful squiggles. I was wrong! I practiced for hours in Aunt Cindy's shop! I made little colored dots on a sheet of wax paper. Unfortunately, no matter how hard I tried, I could not get the dots to be the same shape or size. If that weren't bad enough, most of the cake frosting ended up in my hair.

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3 I decided to take a break from making the dots, so I helped move blank cakes. These are cakes that haven't been decorated yet. I never knew cake pans could be several feet long! The cakes that come out of those pans are very heavy too. They are even heavier after spending a day in the freezer. I dropped a medium-sized cake trying to take it out of the freezer by myself. Luckily one of Aunt Cindy's assistants[1] was there. He saved the cake from hitting the ground.

4 One of the most important things I learned is that it takes a whole team to create a huge cake made of several layers. Each person on the team has to be great at his or her specific job. For example, Aunt Cindy designs the cakes on paper, Larry does the mixing and baking, and assistants carve and put frosting on the cakes. Aunt Cindy and Larry do most of the decorating while the assistants help make small parts like flowers and figures. Building a big cake is like playing a team sport. If one person doesn't do his or her job, the whole team suffers.

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

---

[1]**assistants:** people who help others

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Reporting Category: **2 Vocabulary**

Performance Indicator: **0401.1.13 Recognize and use grade appropriate vocabulary within context.**

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

She creates fancy cakes for special occasions, such as weddings.

What does the word occasions mean in this sentence?

F events

G needs

H places

J ideas

Reporting Category: **4 Communication and Media**

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

15 **This speech is mainly about**

A spending a week in a cake shop.

B helping an aunt design fancy cakes.

C working as part of a team to create a cake.

D discovering that decorating a cake is difficult.

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Reporting Category: **4 Communication and Media**

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

16 **The main reason Madison was glad to spend a week in her aunt's shop is because she**

F got to practice making colored dots.

G learned the importance of teamwork.

H got to put the frosting on the cakes.

J learned art and painting skills.

Reporting Category: **4 Communication and Media**

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

17 **What would be the most polite thing for the audience to do when Madison is giving this speech?**

A help Madison by correcting any mistakes in the speech

B show interest by asking Madison questions during the speech

C listen carefully to Madison and not interrupt until she is finished

D take lots of notes during the speech and not look at Madison

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0401.2.3 Select the best summary of a speech.**

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

F Madison decides to spend a week at her aunt's cake shop. She thinks cake decorating will be easy but discovers that it is not. She realizes cake decorating is not something she wants to do.

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

H Madison wants to work with her aunt. Her aunt agrees, but Madison is not very good at the job. She gets too much frosting in her hair.

J Madison starts working in her aunt's cake shop by making bead patterns on wax paper. Then she helps by taking cakes out of the freezer. One day, however, she almost drops a very large cake.

Reporting Category: **5 Logic**

Performance Indicator: **0401.5.1 Locate information to support opinions, predictions, and conclusions.**

19 **Which sentence from the speech best shows how important it is for the people in the cake shop to work together?**

A I decided to take a break from making the dots, so I helped move blank cakes.

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

C Even though I was not much help to my aunt, I'm glad I spent the week in Aunt Cindy's shop.

D Designing cakes takes more than just baking skills.

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Reporting Category: **5 Logic**

Performance Indicator: **0401.5.2 Recognize cause-effect relationships within context.**

20 **Madison took a break from putting colored dots on wax paper because**

F she practiced for hours and became bored.

G she could not make the dots good enough for a cake.

H Aunt Cindy did not want her to make anymore dots.

J Aunt Cindy needed her to help move a cake.

Reporting Category: **6 Informational Text**

Performance Indicator: **0401.6.7 Arrange instructions in sequential order.**

21 **Read the steps Madison learned for putting frosting on a cake.**

1. *Spread frosting over the top of the first layer of cake.*
2. *Spread frosting over the top and sides of the second layer of cake.*
3. *Decorate the cake by sprinkling tiny candies on top.*
4. *Set the second layer of cake on top of the first layer of cake.*

What is the correct order for these steps?

A 4, 1, 3, 2

B 2, 1, 3 ,4

C 1, 4, 3, 2

D 1, 4, 2, 3

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Reporting Category: **4 Communication and Media**

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

22 **Madison wants to learn about cake decorating. Which of these sources would be best to use?**

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

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

H a nonfiction book titled *Cake Baking Made Easy*

J an online encyclopedia entry about cake baking

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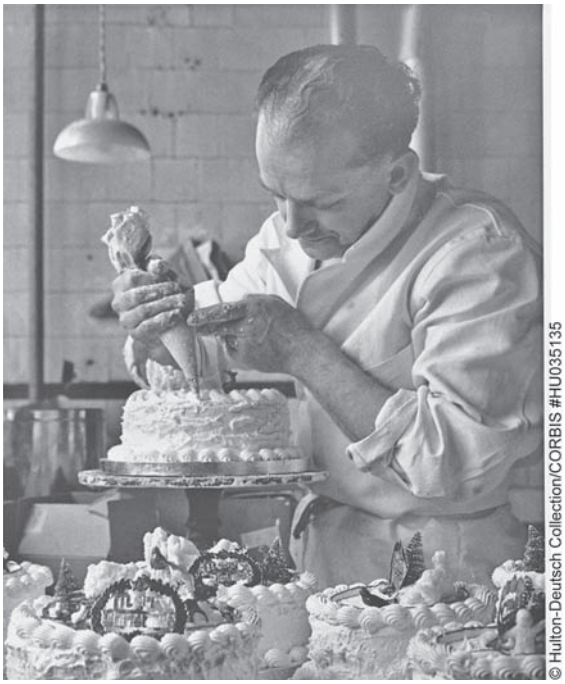
Reporting Category: **4 Communication and Media**

Performance Indicator: **0401.7.2 Identify the main idea in a visual image.**

23 **Look at the picture.**



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

A A person needs many helpers to decorate a cake.

B A person carefully decorates a cake.

C A cake baker must use many special tools.

D A cake baker attends special classes.

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

24 **Which of these would be best for Madison to share with the audience after giving her speech?**

F ingredients Aunt Cindy uses to make frosting for cake

G a map Madison made showing how to get to her aunt's cake shop

H color photographs of Madison working in Aunt Cindy's cake shop

J a PowerPoint presentation that lists kitchen safety tips

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

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

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

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

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

5 Japanese cherry trees are also grown in the United States. In 1912, the city of Tokyo gave the city of Washington, D.C., a gift of 3,020 cherry trees. The trees were planted at the Tidal Basin and around the Jefferson Memorial. People come from all over the world to enjoy these trees. The best time to see the trees is late March or early April. People of Washington, D.C., celebrate the blooming of the cherry trees. They have an annual Cherry Blossom Festival similar to Japan's festival.

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

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0401.3.1 Identify the purpose for writing (i.e., to entertain, to inform, to share experiences).**

25 **The main purpose for writing this report is to**

A give readers information about a kind of tree.

B tell readers a story about people at a festival.

C give readers opinions about growing trees.

D persuade readers to attend festivals.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0401.3.2 Identify the audience for which a text is written.**

26 **This report was most likely written for**

F children in Japan.

G preschool students.

H people interested in trees.

J people living near Washington, D.C.

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Reporting Category: 3 Writing and Research

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

27 **Which sentence would be best to add to the beginning of Paragraph 3 as the topic sentence?**

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

B Many people have seen pictures of cherry trees.

C People who live in Japan are proud of their gardens.

D Cherry trees are found all over Japan.

Reporting Category: 3 Writing and Research

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

28 **Which detail best supports the ideas in Paragraph 4?**

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

G People sit under the cherry blossoms and enjoy picnics.

H Special holiday celebrations also happen at other times of the year.

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

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0401.3.5 Rearrange sentences to form a sequential, coherent paragraph.**

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

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

What is the best order for these sentences?

A 1, 4, 3, 2

B 2, 1, 3, 4

C 4, 1, 2, 3

D 1, 3, 2, 4

Reporting Category: **3 Writing and Research**

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

30 **Which sentence would be best to add at the end of Paragraph 2?**

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

G The flowers are the most beautiful part of the tree.

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

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

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0401.3.7 Identify sentences irrelevant to a paragraph's theme or flow.**

31 **Which sentence from Paragraph 1 should be deleted?**

A Each spring something big happens there.

B There are many special days in Japan.

C Around the end of March, the country blooms!

D It is a beautiful sight.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0401.3.8 Select appropriate time-order or transitional words to enhance the flow of a writing sample.**

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

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

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

F Next

G Finally

H At first

J In fact

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Reporting Category: 3 Writing and Research

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

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

A Flowering Trees

B Japanese Cherry Trees

C A Special Garden in Japan

D A Beautiful Island

Reporting Category: 3 Writing and Research

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

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

Japanese Word	Meaning
sakura	cherry tree
hanami	flower viewing
kimono	

Which of these correctly completes Logan's chart?

F holiday

G girl's robe

H pretty colors

J cherry blossom pattern

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0401.4.1 Select appropriate sources from which to gather information on a given topic.**

35 **Logan wants to add more information about *hanami* to his report. Which source would be best for him to use to begin his search?**

A an article about festivals in Japan

B a book about trees from around the world

C a friend who plans to visit Japan

D an Internet gardening newsletter

Reporting Category: **4 Communication and Media**

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

36 **Logan must give his report orally to his social studies class. Which of these should Logan use to best help students understand his report?**

F a list of activities at the Cherry Blossom Festival

G a diagram with the parts of a cherry tree labeled

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

J a map showing the island of Japan

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Directions **Read the passage. Then answer Numbers 37 through 48.**

Copycat Elephants

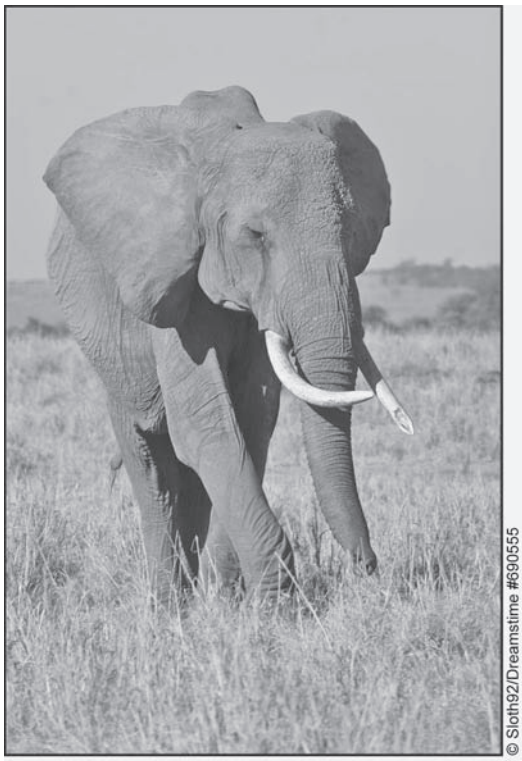
by Michael Thal

1 You may have seen a talking parrot on a TV show, in a movie, or even in someone's home. The parrot has learned to copy sounds that people make. Birds are not the only animals that can copy the noises they hear. Dolphins, bats, and some apes also mimic sounds. Now we can add elephants to this list of copycats.

2 Dr. Joyce H. Poole is a zoologist. She studies the sounds of elephants. While she was in Kenya, she would hear strange noises made by Mlaika after sunset. Mlaika was a 10-year-old African elephant.

3 Mlaika lived near a highway. Dr. Poole says, "I could not tell the difference between Mlaika's call and the distant truck noise." She and other scientists studied Mlaika's sounds. It turned out that Mlaika was copying the sounds of the trucks driving by.

4 Why would Mlaika copy trucks that she heard going by on the highway? Animals that are able to mimic sounds may enjoy practicing new sounds. When they are kept outside of their natural environment, they may copy unusual sounds. That may be why an elephant would copy the sound of a truck.



An African Elephant

Chirping Elephants

5 "Mlaika was not the only copycat elephant," Dr. Poole says. Calimero is a 23-year-old male African elephant. He spent 18 years with two female Asian elephants. Asian elephants make chirping sounds to talk with one another. African elephants usually do not make chirping sounds. But Calimero now does. He is copying his Asian elephant friends.

Go On ▶

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6 Dr. Poole says that elephants need to form bonds with their family and friends. She says, "They make sounds to communicate with each other. When they are separated, they use sound to keep in contact."

7 Parrots, dolphins, humans, and elephants show that being a copycat is one way that animals and people make new friends and keep old ones.

An Asian elephant copies the sounds it hears.

"Copycat Elephants" by Michael Thal, from *Highlights for Children*, July 2007, copyright © 2007 by *Highlights for Children*, Inc. Columbus, Ohio. Used by permission.

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Reporting Category: **2 Vocabulary**

Performance Indicator: **0401.1.12 Select appropriate antonyms, synonyms, and homonyms within context.**

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

She says, "They make sounds to communicate with each other. When they are separated, they use sound to keep in contact."

The word communicate means about the same as

A help.

B move.

C play.

D talk.

Reporting Category: **2 Vocabulary**

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

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

Dr. Joyce H. Poole is a zoologist.

The underlined root word helps the reader understand that Dr. Joyce H. Poole works with

F animals.

G trees.

H flowers.

J children.

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0401.4.1 Select appropriate sources from which to gather information on a given topic.**

39 **Which book would have the best information on the topic of this passage?**

A *The Adventures of the Talking Elephant*

B *Secrets of Sound: The Call of Birds, Whales, and Elephants*

C *Elephant Land: Photographs from East Africa*

D *The True Tale of the Elephant and the Parrot*

Reporting Category: **3 Writing and Research**

Performance Indicator: **0401.4.2 Rank the reliability of sources on a given topic.**

40 **Kacie is writing a science report about Asian elephants. Which source would provide the most reliable information about Asian elephants?**

F a story about three famous elephants

G a student Web page about a herd of elephants in the wild

H an encyclopedia article about elephants

J a booklet about the elephants at a local zoo

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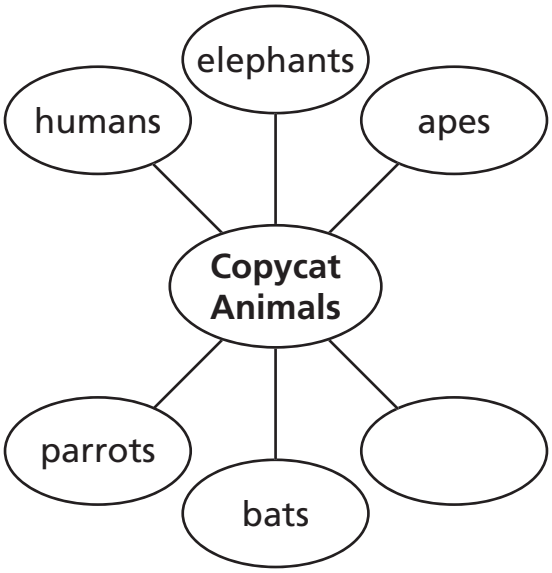
Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0401.4.3 Complete a graphic organizer (e.g., chart, web) organizing material collected from text or technological sources.**

41 **After reading the passage, Tom decides to write a report on animals that are copycats. Look at the web he made.**



According to the passage, which animal should be added to Tom's web?

A frogs

B turtles

C dolphins

D blue birds

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Reporting Category: **5 Logic**

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

42 **Which word from the passage best completes this analogy?**

Study is to learn as mimic is to _____.

F call

G hear

H use

J copy

Reporting Category: **6 Informational Text**

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

43 **Choose the question that is answered in the passage.**

A Why do animals learn to copy sounds?

B Why do Asian elephants make noises after sunset?

C How are Asian and African elephants alike?

D How long does it take for an animal to learn a new sound?

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Reporting Category: **6 Informational Text**

Performance Indicator: **0401.6.2 Identify the stated main idea and supporting details in text.**

44 **Which sentence states the main idea of the section called "Chirping Elephants"?**

F African elephants usually make sounds other than chirping.

G Calimero spent 18 years with two female Asian elephants.

H Elephants make sounds to talk with one another.

J Animals make new friends and keep old ones.

Reporting Category: **6 Informational Text**

Performance Indicator: **0401.6.4 Use headings, graphics, and captions to make meaning from text.**

45 **The captions under the pictures help readers understand**

A how elephants make sounds.

B the kinds of elephants seen.

C where elephants live.

D the kind of foods elephants eat.

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Reporting Category: **6 Informational Text**

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

46 **The pictures of the African elephant and Asian elephant show the reader that the elephants**

F communicate with each other.

G live in similar environments.

H are able to copy sounds.

J are different in appearance.

Reporting Category: **4 Communication and Media**

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

47 **Blanca is giving a report about "Copycat Elephants." Which of these would be <u>best</u> to include with her report?**

A photographs of Asian elephants and African elephants

B recordings of Asian elephant sounds taken from a Web site

C a map of the area in Kenya where Mlaika lives

D a PowerPoint presentation listing the animals that copy noises

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Reporting Category: **7 Literature**

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

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

F entertain people with a story about elephants.

G inform readers of an interesting fact about elephants.

H persuade people to learn more about elephants.

J share different opinions with readers about elephants.

Go On ▶

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Directions **Read the drama. Then answer Numbers 49 through 55.**

Blank Pages

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

SCENE 1

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

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

SHELLEY: (*Sadly.*) I know.

MRS. FLORES: When is she leaving?

SHELLEY: This weekend. Her last day of school is Friday.

MRS. FLORES: You three are always together. I know it must be sad to see her go.

MARCUS: I'm really going to miss her.

SHELLEY: I hope she doesn't forget about us.

MRS. FLORES: Why don't you make her a memory book?

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

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

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

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

SHELLEY: Mom is picking me up after dinner.

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MARCUS: I know! Tonight we'll each look for things to include in the memory book. Then for the rest of the week, we can work on putting the book together at your house.

SHELLEY: Perfect idea!

SCENE 2

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

MARCUS: So, did you find anything good?

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

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

SHELLEY: Yeah, that was funny. I don't think she ever found that shoe.

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

SHELLEY: (*Grabs a picture from the pile.*) Hey, your arm is in a cast in this one. How long did you have to wear it? It seemed like forever.

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

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

SCENE 3

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

DEEDEE: Hi guys. I'm sorry I haven't been able to come over and study math facts with you this week. (*Looking sad.*) We've been really busy packing for our move tomorrow. I'm really going to miss you both. I hope you don't forget about me.

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

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

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

Go On ▶

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

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

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

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

CURTAIN

Reporting Category: **5 Logic**

Performance Indicator: **0401.5.2 Recognize cause-effect relationships within context.**

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

A DeeDee asks them to make the book for her.

B They have a homework assignment to make a special project.

C Mrs. Flores gives them old pictures to look at.

D They think the book will help DeeDee remember them.

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Reporting Category: 5 Logic

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

50 **The main subject the author wants to discuss in this drama is**

F courage.

G friendship.

H school.

J family.

Reporting Category: 5 Logic

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

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

A before Scene 1 ends

B in the middle of Scene 2

C before Scene 3 begins

D at the end of Scene 3

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Reporting Category: **7 Literature**

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

52 **How is the problem in this drama solved?**

F Shelley and Marcus finish their math homework.

G DeeDee and her family decide to move to Florida.

H Mrs. Flores finds a picture in a box in her garage.

J Shelley and Marcus give DeeDee a memory book.

Reporting Category: **7 Literature**

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

53 **The reader knows that "Blank Pages" is a drama because**

A the plot is shown mainly through what the characters say.

B there is a problem that is solved.

C the characters are created by the author.

D the characters enjoy spending time with each other.

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Reporting Category: **7 Literature**

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

54 **What form of text is "Blank Pages"?**

F poem

G story

H drama

J biography

Reporting Category: **7 Literature**

Performance Indicator: **0401.8.6 Identify and interpret similes and metaphors.**

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

A Remember how DeeDee's shoe flew off into the audience and almost hit some kid?

B DeeDee was as fast as lightning.

C Where did you find this picture of us from preschool?

D We sure do have a lot of great memories.

Go On ▶

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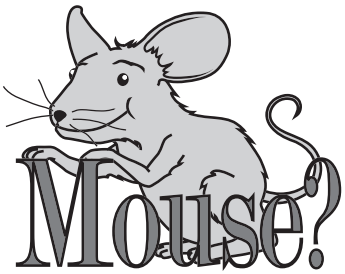
Directions **Read "Where's Ralph the Mouse?" Then answer Numbers 56 through 62.**



Where's Ralph the Mouse?

by Joan Stevenson

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

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Reporting Category: **2 Vocabulary**

Performance Indicator: **0401.1.12 Select appropriate antonyms, synonyms, and homonyms within context.**

56 **Read Lines 11 and 12.**

The snake is in my sneaker,
snoozing by the snail.

Which word means about the same as snoozing?

F lying

G waiting

H moving

J napping

Reporting Category: **5 Logic**

Performance Indicator: **0401.5.2 Recognize cause-effect relationships within context.**

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

A It is time for the animals to go to sleep.

B The mouse has gotten out of his cage.

C The mouse should be with the gerbil.

D It is time to give the mouse his food.

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Reporting Category: **7 Literature**

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

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

F The speaker has too many animals.

G The speaker cannot find a pet.

H The mouse does not want to eat.

J The pets are all in different rooms.

Reporting Category: **7 Literature**

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

59 **The way "Where's Ralph the Mouse" is written best identifies it as a**

A drama.

B poem.

C story.

D speech.

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Reporting Category: **7 Literature**

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

60 **The author's main reason for writing this poem is to**

F entertain the reader with a funny story about pets.

G inform the reader about small animals.

H get the reader to help small animals.

J share feelings with the reader about pets.

Reporting Category: **7 Literature**

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

61 **Which line from the poem contains an example of alliteration?**

A my gerbil's in a drawer.

B Parrot's perched among the plants;

C Puppy's in the closet,

D with cornflakes on her nose.

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Reporting Category: **7 Literature**

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

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

F house, floor

G clothes, nose

H table, drawer

J sneaker, snail

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Directions **Read the story. Then answer Numbers 63 through 73.**

Cheese for Dinner

A Tale from Mexico

Retold by Judy Goldman

1 Coyote was hiding behind a boulder near the lake. He licked his chops and stared at Conejo (ko-NEH-ho). The unwary rabbit was gazing at the full moon that lit the cloudless sky.

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

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

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

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

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

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

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

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

10 Coyote's mouth watered.

11 "Show me the cheese," he said.

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

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

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

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

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

17 “That sly Conejo tricked me!” Coyote snarled.

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

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

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Reporting Category: **2 Vocabulary**

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

63 **Read this sentence from Paragraph 1 of the story.**

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

What does the word cloudless mean?

A covered with clouds

B without clouds

C having many clouds

D under the clouds

Reporting Category: **2 Vocabulary**

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

64 **Read Paragraphs 5 and 6.**

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

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

What does the word scrawny mean?

F brave

G cheerful

H foolish

J thin

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Reporting Category: **5 Logic**

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

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

A A rabbit is named Conejo.

B The moon looks like cheese.

C The animals talk like people.

D A coyote chases a rabbit.

Reporting Category: **5 Logic**

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

66 **Coyote is surprised in Paragraph 15 because he**

F believes that Conejo has been trying to help him find a better meal.

G does not know that the cheese is so far below the top of the water.

H does not realize how hard it is to swim to the bottom of the lake.

J wants Conejo to help him get out of the lake and onto the shore.

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Reporting Category: **5 Logic**

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

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

A Conejo tells Coyote about a wheel of cheese.

B Conejo explains that he cannot swim.

C Coyote sees something round and yellow.

D Coyote chases Conejo into a wall made of rock.

Reporting Category: **6 Informational Text**

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

68 **Choose the question that can be answered from the subtitle of this story.**

F When was the story written?

G What is the problem in the story?

H Where was this story created?

J Who are the characters in the story?

Go On ▶

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Reporting Category: **7 Literature**

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

69 **This story can best be described as a fable because an animal**

A has an adventure.

B learns a lesson.

C finds safety.

D helps another animal.

Reporting Category: **7 Literature**

Performance Indicator: **0401.8.2 Identify characters, setting, and plot in a passage.**

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

F in the afternoon

G at night

H in the morning

J at noon

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Reporting Category: **7 Literature**

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

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

A Conejo tells Coyote where to find food.

B Coyote wants to eat Conejo.

C Coyote goes to bed before eating.

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

Reporting Category: **7 Literature**

Performance Indicator: **0401.8.4 Make appropriate predictions about text.**

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

F reach the cheese at the bottom of the lake.

G ask Conejo to help him find food.

H find where rabbits dig their burrows.

J ignore what Conjeo tells him.

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Reporting Category: **7 Literature**

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

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

A nonfiction.

B a poem.

C fiction.

D a drama.

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Directions Read and answer Numbers 74 through 83.

Reporting Category: 1 Language

Performance Indicator: 0401.1.5 Select the best way to correct incomplete sentences within context.

74 Read these sentences.

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

What is the correct way to rewrite the underlined sentence?

F Because needs training.

G Needs training to stop jumping.

H Needs training, Scout is a puppy.

J Scout needs training to stop jumping.

Reporting Category: 1 Language

Performance Indicator: 0401.1.10 Choose the correct use of quotation marks and commas in direct quotations.

75 Which sentence uses quotation marks correctly?

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

B "It was fun" Brad replied.

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

D "That was fun," Cara said, and exciting too."

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Reporting Category: **1 Language**

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

76 **Which sentence is written correctly?**

F Thomas walk to school everyday.

G Brenda make chocolate cookies for her friends.

H The boys plays video games all the time.

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

Reporting Category: **4 Communication and Media**

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

77 **A group of fourth graders is working together on a reading project for a chapter book. Which rule is the best for the group to follow?**

A Do not interrupt when someone is speaking.

B Look away when you do not like what someone says.

C Give the students with the best ideas more time to speak.

D Choose one person to make all the decisions for the group.

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

78 **A student is writing a report about why volcanoes erupt. Choose the source that would give the student the most reliable facts.**

F a map showing locations of volcanoes

G a newspaper article about famous volcanoes

H a Web site called How Volcanoes Work

J a book titled *The Best Pictures of Volcanoes*

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

79 **What information is in the glossary of a book?**

A a list of the chapters in the book

B a list of pictures found in the book

C a list of articles used in writing the book

D a list of words and definitions found in the book

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Reporting Category: **5 Logic**

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

80 **Read the analogy.**

Large is to enormous as small is to _____.

Which word best completes the sentence?

F tiny

G huge

H short

J long

Reporting Category: **6 Informational Text**

Performance Indicator: **0401.6.3 Use table of contents, title page, and glossary to locate information.**

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

A the table of contents

B the definitions of words

C the number of chapters

D the name of the author

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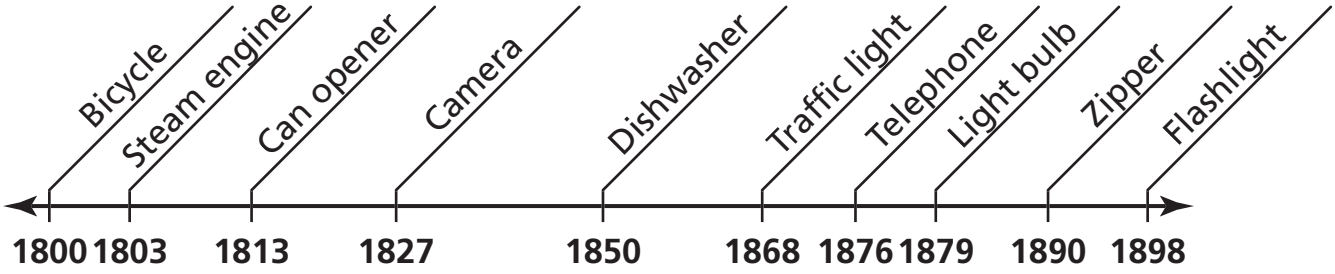
Reporting Category: **6 Informational Text**

Performance Indicator: **0401.6.5 Interpret information using a chart, map, or timeline.**

82 **Study the timeline.**

The History of Inventions in the 1800s



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

F the bicycle

G the steam engine

H the camera

J the telephone

Go On ▶

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

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

A radio

B television

C recorded music

D online encyclopedia

STOP

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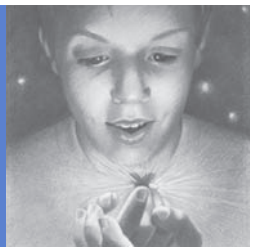
Mathematics



Reporting Category: **1 Mathematical Processes**

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

1 What is one way to show that the number sentence below is true?

$$8(4+2)=48$$

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

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

C $8(4+2)=(8\times4)+(8\times2)$

D $8(4+2)=(8\times4)\times(8\times2)$

Go On ▶

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Reporting Category: **1 Mathematical Processes**

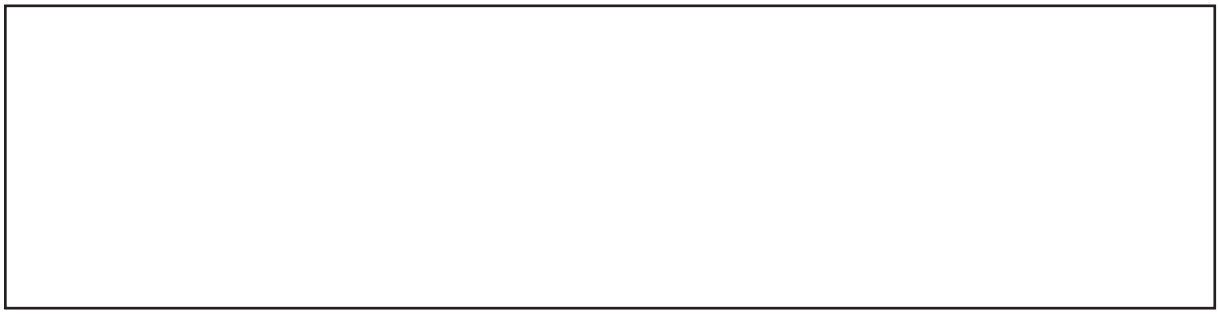
Performance Indicator: **0406.1.4 Compare objects with respect to a given geometric or physical attribute and select appropriate measurement instrument.**

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

Which rectangle has a perimeter of 20 centimeters?

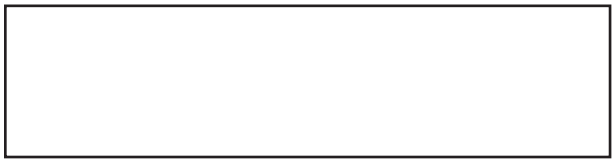
F

G



H

J



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Reporting Category: **2 Number and Operations**

Performance Indicator: **0406.2.1 Read and write numbers from hundredths to hundred-thousands in numerals and in words.**

3 How is the number 2.54 written in word form?

A two and fifty-four hundredths

B two and fifty-four hundreds

C two and fifty-four tenths

D two hundred fifty-four

Reporting Category: **2 Number and Operations**

Performance Indicator: **0406.2.1 Read and write numbers from hundredths to hundred-thousands in numerals and in words.**

4 Look at the number below.

Three hundred seventy thousand, nine hundred thirty

How is this number written in standard form?

F 379,003

G 370,930

H 37,930

J 37,093

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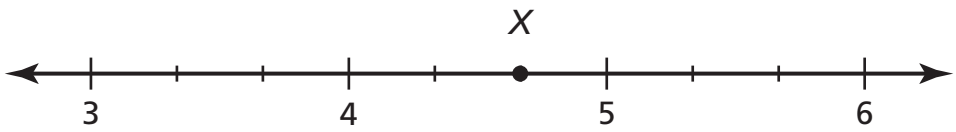
Reporting Category: **2 Number and Operations**

Performance Indicator: **0406.2.2 Locate and place mixed numbers on the number line.**

5 Which mixed number does Point *X* represent on this number line?



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

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

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

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

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Reporting Category: **2 Number and Operations**

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

6 What is the value of the 7 in 32,074?

F 7 ones

G 7 tens

H 7 hundreds

J 7 thousands

Reporting Category: **2 Number and Operations**

Performance Indicator: **0406.2.4 Find factors, common factors, multiples, and common multiples of two numbers.**

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

A 6

B 7

C 10

D 21

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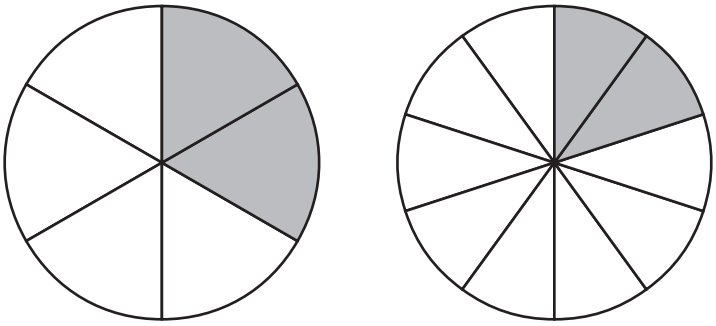
Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0406.2.5 Generate equivalent forms of common fractions and decimals and use them to compare size.**

8 Each figure below is shaded to represent a part of a whole.



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

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

G $\frac{2}{4} > 0.8$

H $\frac{4}{6} > 0.8$

J $\frac{1}{2} < 0.2$

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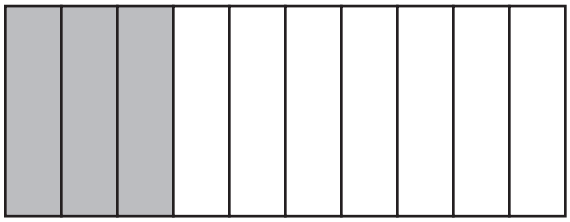
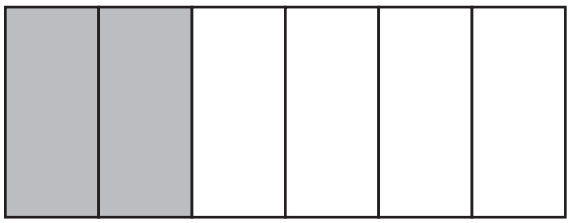
Reporting Category:	**2 Number and Operations**
Performance Indicator:	**0406.2.5 Generate equivalent forms of common fractions and decimals and use them to compare size.**

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

A

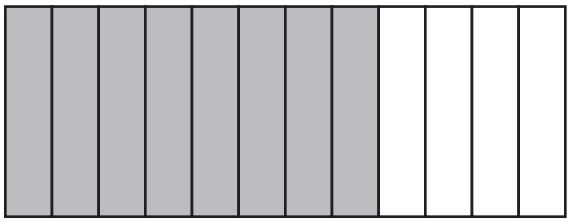


B



C

D



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

10 Which number sentence is true?

F $\frac{1}{6} > \frac{2}{3}$

G $\frac{1}{3} > \frac{1}{2}$

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

J $\frac{1}{2} < \frac{1}{6}$

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

11 Which number is equivalent to $\frac{11}{6}$?

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

B $3\frac{2}{3}$

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

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

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

12 **Add:**

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

F $\frac{1}{2}$

G $\frac{2}{3}$

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

J $1\frac{1}{2}$

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

13 **Solve:** $0.53 - 0.09 =$

A 0.56

B 0.54

C 0.44

D 0.43

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Reporting Category: **2 Number and Operations**

Performance Indicator: **0406.2.10 Solve contextual problems using whole numbers, fractions, and decimals.**

14 Manuel walked a total of 12 miles in two days. On the first day, he walked $7\frac{1}{2}$ miles.

How many miles did Manuel walk on the second day?

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

G $15\frac{1}{2}$ miles

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

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

Reporting Category: **2 Number and Operations**

Performance Indicator: **0406.2.11 Solve problems using whole number multi-digit multiplication.**

15 Tyrell has 18 boxes of shirts. Each box has 24 shirts. How many shirts does Tyrell have in all?

A 108

B 302

C 432

D 756

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

16 **Divide:** $780 \div 12 =$

F 60

G 62

H 65

J 66

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

17 Jeff has p pencils. Maria has 5 more pencils than Jeff. Which expression can be used to find the number of pencils Maria has?

A $p - 5$

B $p + 5$

C $p \times 5$

D $p \div 5$

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Reporting Category: **3 Algebra**

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

18 Jennifer makes bracelets. She uses the same number of beads on each bracelet. The table below shows the total number of beads Jennifer needs for different numbers of bracelets.

Jennifer's Bracelets

Number of Bracelets	Total Number of Beads
2	30
5	75
6	90
10	150

Based on this information, how many beads will Jennifer need to make 12 bracelets?

F 165

G 180

H 195

J 240

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Reporting Category: 3 Algebra

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

19 Billy sells cases of water at his store. Each case has 30 bottles of water. Which table shows the relationship between the number of cases and the total number of bottles of water?

A

Cases of Water

Number of Cases	Total Number of Bottles
2	30
4	90
6	150
8	210

C

Cases of Water

Number of Cases	Total Number of Bottles
2	60
4	90
6	120
8	150

B

Cases of Water

Number of Cases	Total Number of Bottles
2	30
4	60
6	90
8	120

D

Cases of Water

Number of Cases	Total Number of Bottles
2	60
4	120
6	180
8	240

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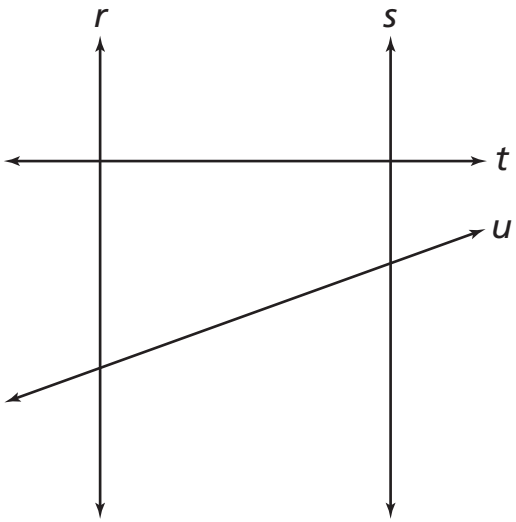
Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0406.4.1 Classify lines and line segments as parallel, perpendicular, or intersecting.**

20 Look at the 4 lines below.



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

F Lines *s* and *t*

G Lines *s* and *u*

H Lines *r* and *t*

J Lines *r* and *s*

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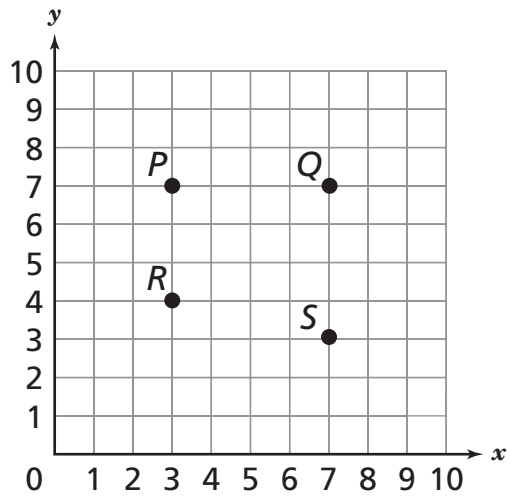
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0406.4.2 Graph and interpret points with whole number or letter coordinates on grids or in the first quadrant of the coordinate plane.**

21 Look at the points below.



Which point is located at $(3, 7)$?

A Point *P*

B Point *Q*

C Point *R*

D Point *S*

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Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0406.4.4 Identify acute, obtuse, and right angles in 2-dimensional shapes.**

22 Four figures are shown below.

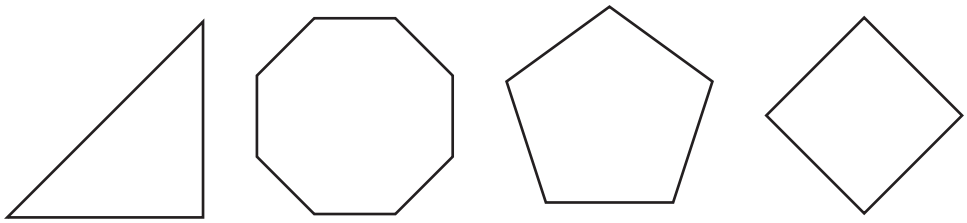

Figure 1 Figure 2 Figure 3 Figure 4

Which figure appears to have all right angles?

F Figure 1

G Figure 2

H Figure 3

J Figure 4

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

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

A 10 meters

B 10 kilometers

C 10 millimeters

D 10 centimeters

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

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

1 kilogram = 1,000 grams

F 40,000 grams

G 4,000 grams

H 400 grams

J 40 grams

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

25 Bonita has a box that weighs 240 ounces. What does this box weigh in pounds?

1 pound = 16 ounces

A 15 pounds

B 24 pounds

C 2,400 pounds

D 3,840 pounds

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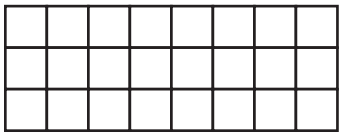
Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0406.4.9 Solve problems involving area and/or perimeter of rectangular figures.**

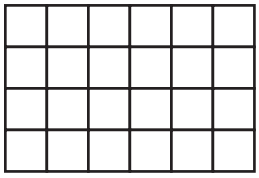
26 Which rectangle has an area of 24 square units and a perimeter of 22 units?

Area = length × width

F



G



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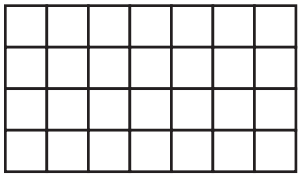

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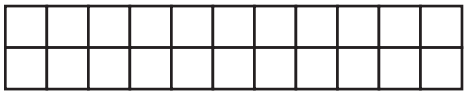

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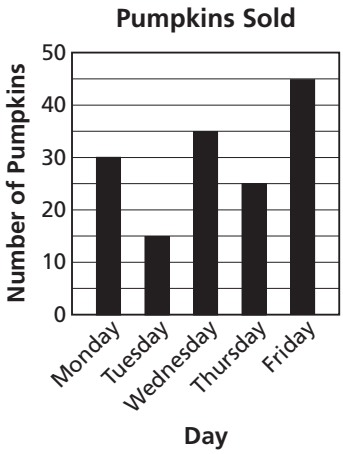
Reporting Category: **5 Data Analysis, Statistics and Probability**

Performance Indicator: **0406.5.1 Depict data using various representations (e.g., tables, pictographs, line graphs, bar graphs).**

27 The graph below shows the number of pumpkins sold each day for 5 days.



Which table matches the information in the graph?

A

Pumpkins Sold

Day	Number of Pumpkins
Monday	30
Tuesday	10
Wednesday	30
Thursday	20
Friday	40

B

Pumpkins Sold

Day	Number of Pumpkins
Monday	30
Tuesday	15
Wednesday	35
Thursday	25
Friday	45

C

Pumpkins Sold

Day	Number of Pumpkins
Monday	30
Tuesday	15
Wednesday	40
Thursday	25
Friday	50

D

Pumpkins Sold

Day	Number of Pumpkins
Monday	30
Tuesday	20
Wednesday	40
Thursday	30
Friday	50

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

Performance Indicator: **0406.5.2 Solve problems using estimation and comparison within a single set of data.**

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

Computer Sales

Day	Number of Computers Sold
Friday	324
Saturday	581
Sunday	456

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

F 1,200

G 1,300

H 1,400

J 1,500

STOP

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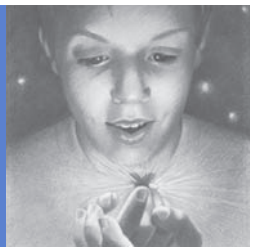
Science



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

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

1 Which part of a plant cell is not found in an animal cell?

A cell membrane

B chloroplast

C nucleus

D vacuole

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

Performance Indicator: 0407.TE.1 Select a tool, technology, or invention that was used to solve a human problem.

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

F telescope

G microscope

H reading glasses

J magnifying glass

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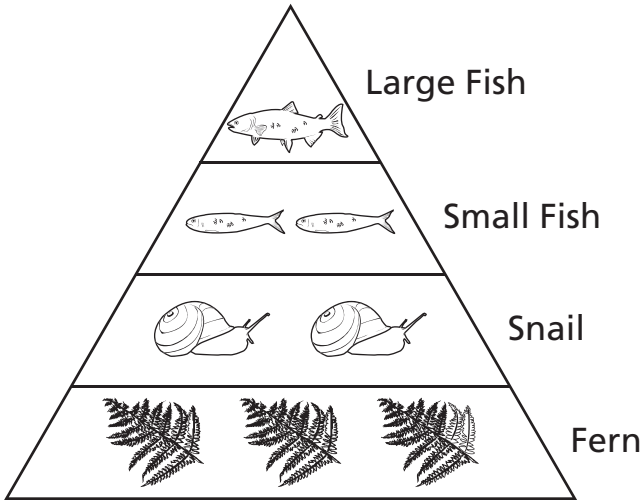
Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0407.3.1 Determine how different organisms function within an environment in terms of their location on an energy pyramid.**

3 **This is an energy pyramid.**



The fern is a

A producer.

B herbivore.

C carnivore.

D decomposer.

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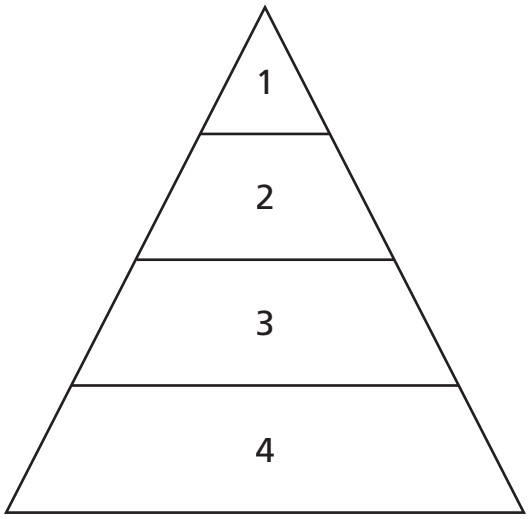
Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0407.3.1 Determine how different organisms function within an environment in terms of their location on an energy pyramid.**

4 **The diagram shows an energy pyramid.**



Which level of the pyramid has the most available energy?

F 1

G 2

H 3

J 4

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

5 **What will probably happen if a rose species is not pollinated?**

A The species will attract more bees.

B The species will increase in number.

C The species will produce more flowers.

D The species will become extinct.

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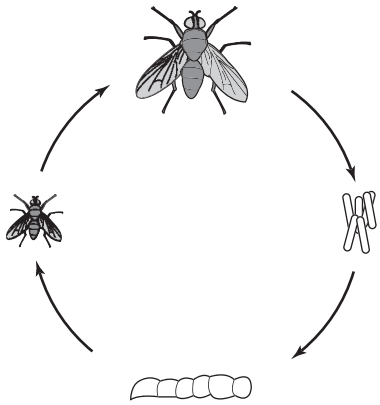
Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0407.4.2 Distinguish between complete and incomplete metamorphosis.**

6 Which diagram best shows complete metamorphosis?

F



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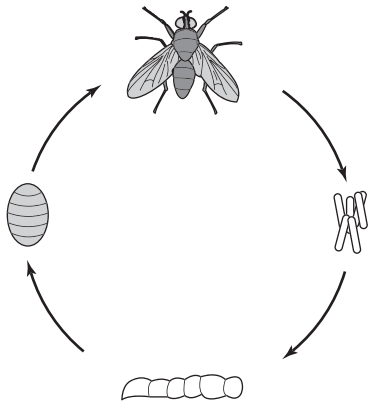

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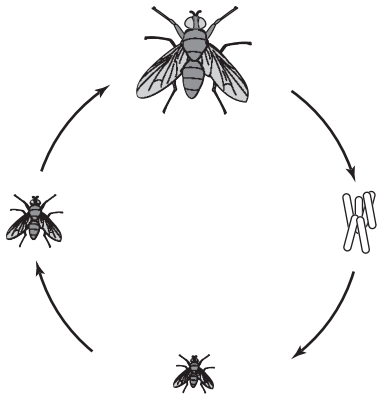
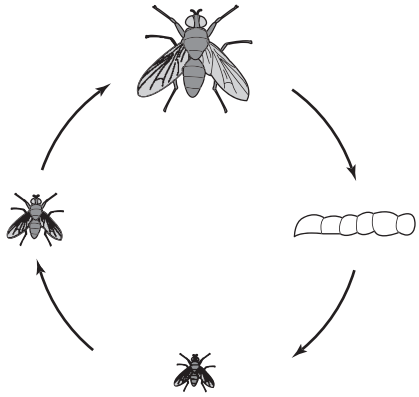


J



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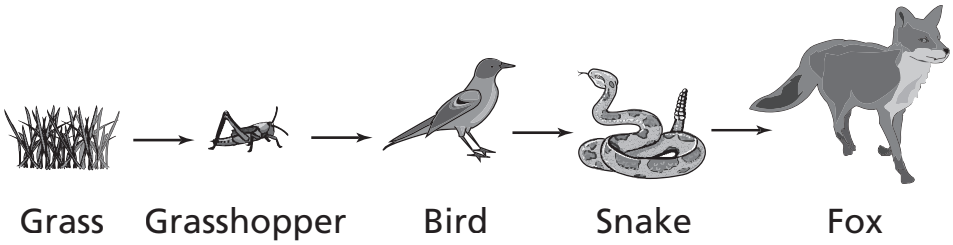
Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0407.2.1 Recognize the impact of predation and competition on an ecosystem.**

7 **This is a food chain.**



Which would probably happen if there was another predator of the bird in this food chain?

A The grasshopper and bird populations would decrease.

B The fox and snake populations would increase.

C The snake population would increase.

D The bird population would decrease.

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

8 **The picture shows a grizzly bear.**

© Johnbell/Dreamstime #4272062

The grizzly bear's claws help it to

F move quickly.

G stay warm.

H hide from predators.

J catch food.

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

9 **Some bird species nest near water where people build homes and farms. What probably caused these birds to become endangered?**

A a disease

B loss of habitat

C a changing climate

D hunting by predators

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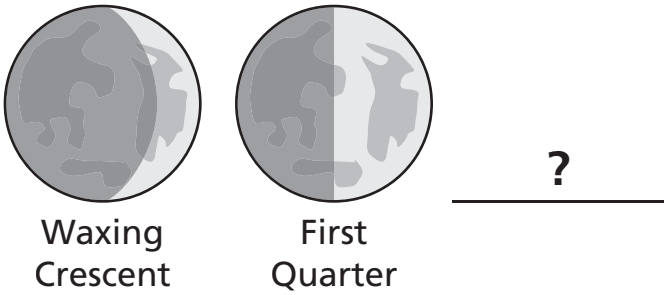
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0407.6.1 Organize the phases of the moon in the correct sequence.**

10 The picture below shows two phases of the moon.



Which phase of the moon happens next?

F

Waxing Gibbous

H

Waning Crescent

G

New Moon

J

Last Quarter

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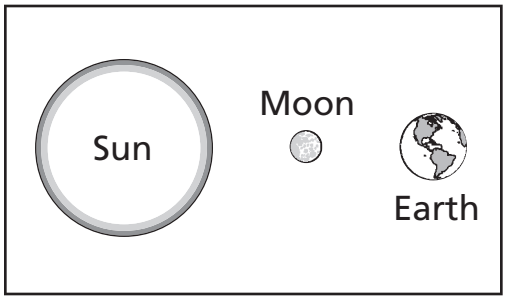
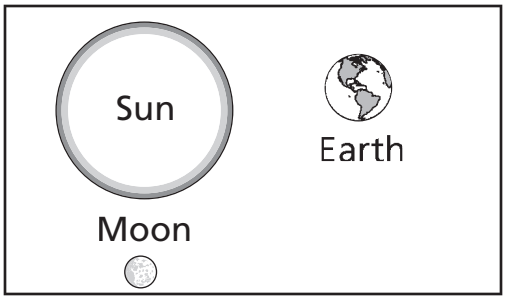
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0407.6.2 Infer that the moon's phases are caused by the revolution of the moon and earth around the sun.**

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

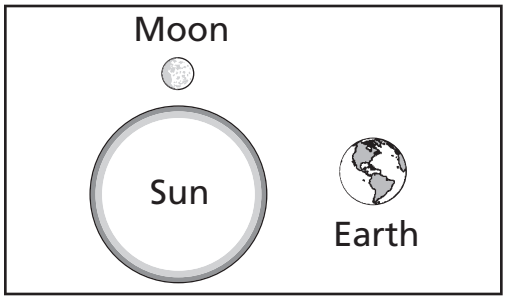
A



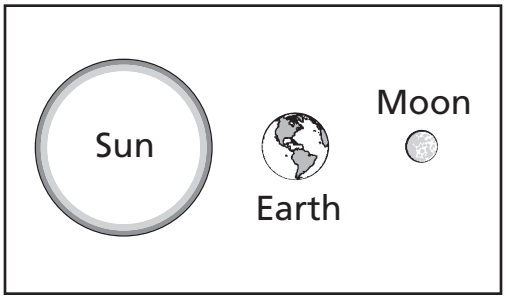
C



B



D



Go On ▶

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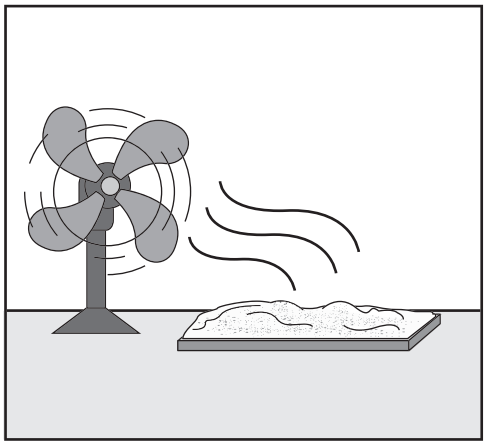
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0407.7.1 Design a simple model to illustrate how the wind and movement of water alter the earth's surface.**

12 Which model shows how water can change the surface of Earth?

F



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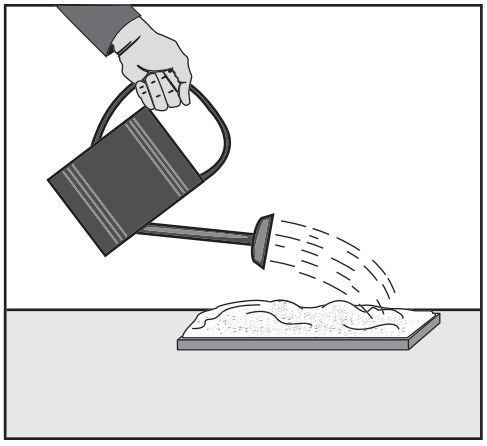

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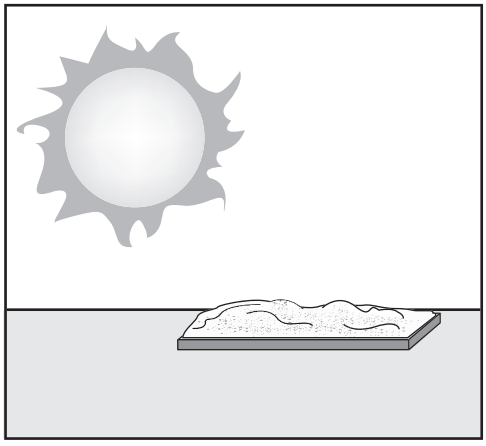
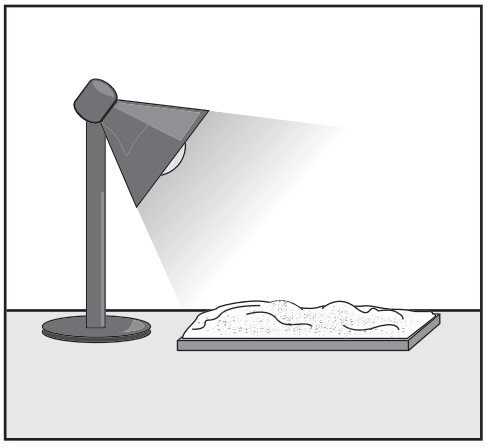


J



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

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

A People use coal as a fuel source.

B People use coal to build bridges.

C People use coal to power wind turbines.

D People use coal to prevent disease.

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

14 **Years ago, scientists found that curved glass can magnify the image of an object. Which new technology was created from this discovery?**

F satellites

G computers

H telescopes

J radios

Go On ▶

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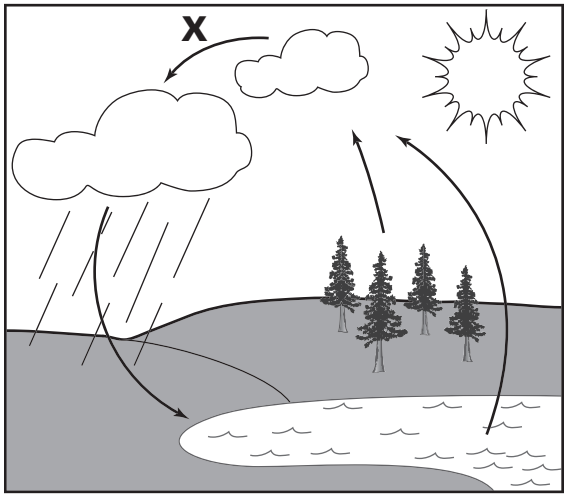
Reporting Category:	**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0407.8.1 Identify the basic features of the water cycle and describe their importance to life on earth.**

15 **The diagram shows a water cycle.**



What process should be at the label X?

A precipitation

B condensation

C evaporation

D runoff

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

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

F seasons.

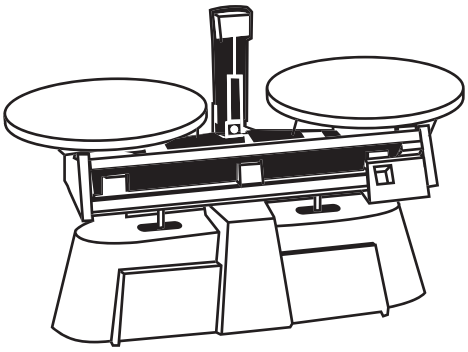
G climate.

H weather.

J ecosystem.

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

17 **The diagram shows a laboratory tool.**



This tool should be used to measure

A mass.

B length.

C volume.

D width.

Go On ▶

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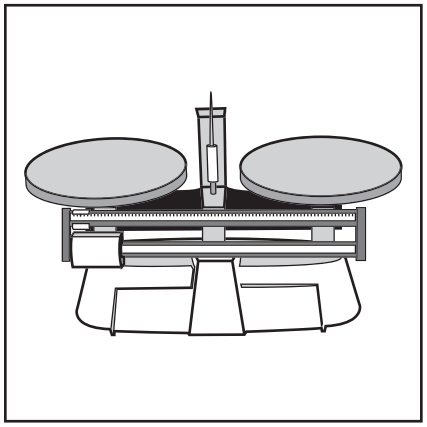
Reporting Category: PHYSICAL SCIENCE 1: Matter and Energy

Performance Indicator: 0407.9.1 Choose an appropriate tool for measuring a specific physical property of matter.

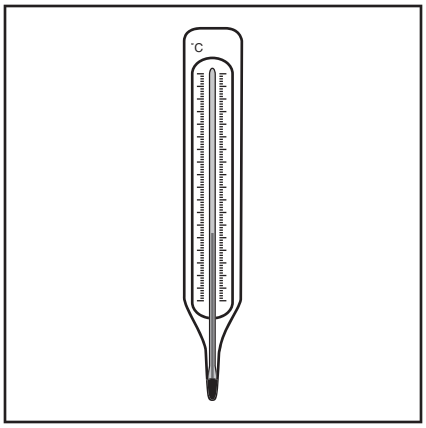
18 Which tool should be used to measure the volume of water?

F



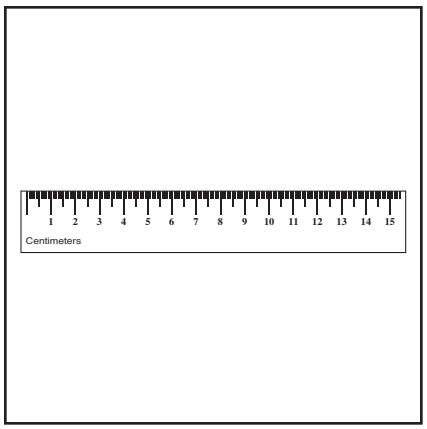
Pan Balance

H



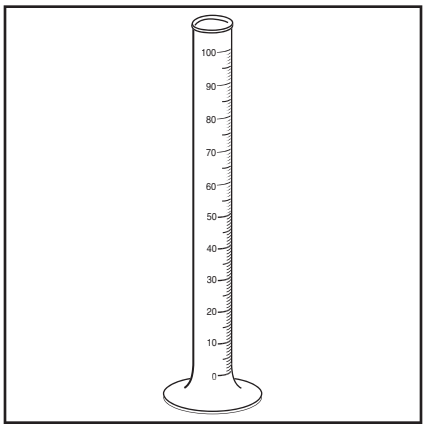
Thermometer

G



Metric Ruler

J



Graduated Cylinder

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

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

A liters

B meters

C grams

D degrees Celsius

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

20 **Some ice cubes were left on a table and they turned into water. Why did the ice cubes change?**

F The ice cubes lost mass.

G The temperature of the ice cubes increased.

H The ice cubes gained mass.

J The temperature of the ice cubes decreased.

Go On ▶

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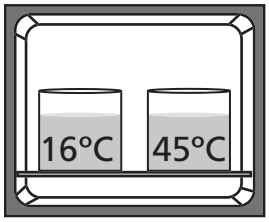
Reporting Category: PHYSICAL SCIENCE 1: Matter and Energy

Performance Indicator: 0407.INQ.1 Select an investigation that could be used to answer a specific question.

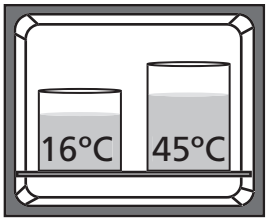
21 Students want to investigate if warm water freezes faster than cool water. Each diagram shows an experiment. Which experiment is best to answer this question?

A



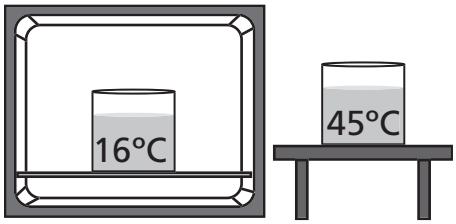
In freezer at 0°C

C



In freezer at 0°C

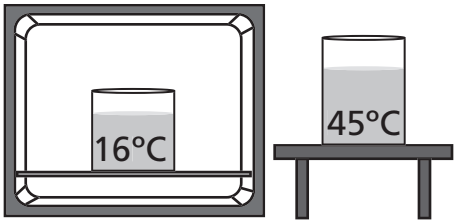
B



In freezer at 0°C

On table at 20°C

D



In freezer at 0°C

On table at 20°C

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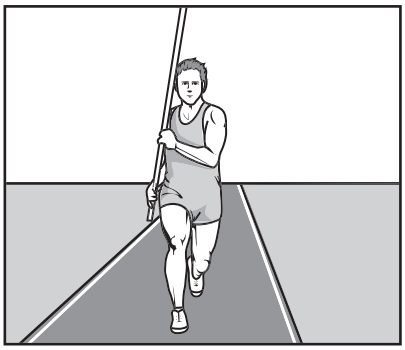
Reporting Category: PHYSICAL SCIENCE 1: Matter and Energy

Performance Indicator: 0407.10.1 Identify different forms of energy, such as heat, light, and chemical.

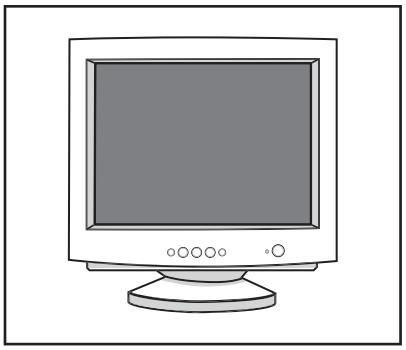
22 Which picture shows something that changes electrical energy to heat energy?

F



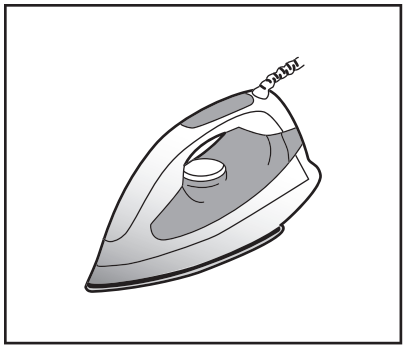
Pole Vaulter

H



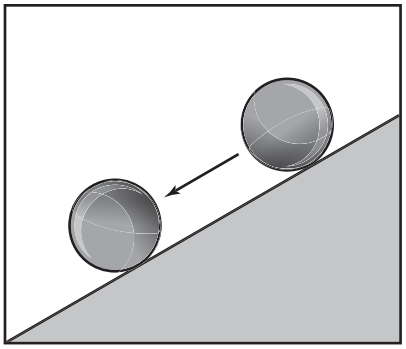
Computer Screen

G



Iron

J



Ball Rolling

Go On ▶

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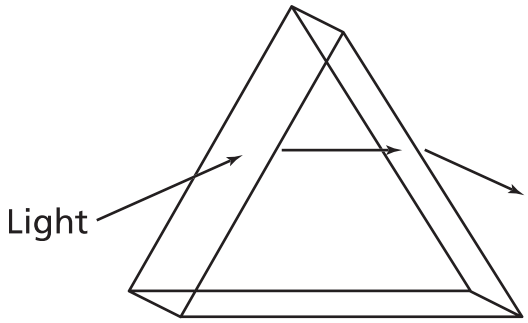
Reporting Category: **PHYSICAL SCIENCE 1: Matter and Energy**

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

23 **The picture shows light shining on a crystal.**



The light on this crystal is being

A reflected.

B absorbed.

C refracted.

D transmitted.

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

24 Which picture shows an opaque object?

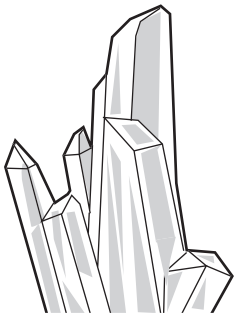
F

Wooden Door

H

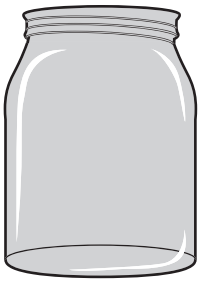
Plastic Bag

G



Crystal Rock

J



Glass Jar

Go On ▶

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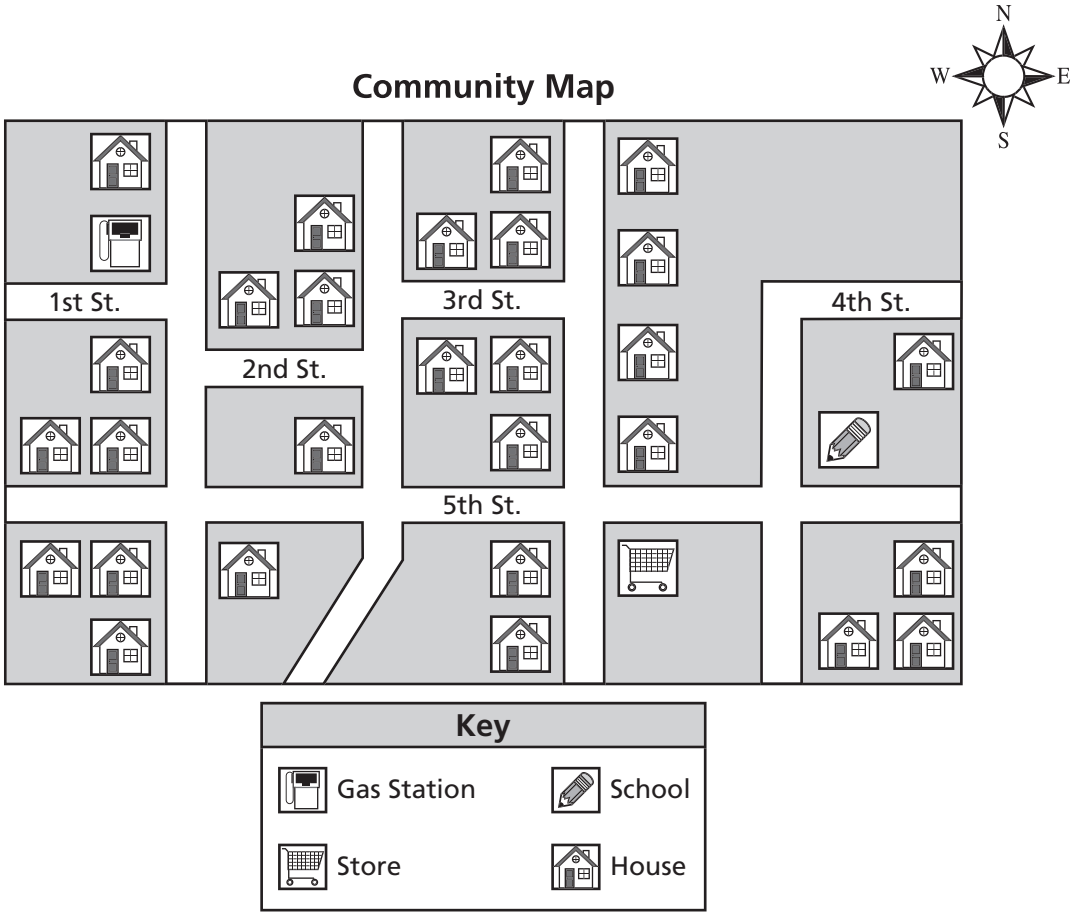
Reporting Category: **PHYSICAL SCIENCE 2: Motion, Forces in Nature**

Performance Indicator: **0407.11.1 Describe the position of an object relative to fixed reference points.**

25 **A map of a community is shown below.**



In which direction will a person travel to get from school to the store?

A northeast

B southwest

C southeast

D northwest

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Reporting Category: PHYSICAL SCIENCE 2: Motion, Forces in Nature

Performance Indicator: 0407.11.2 Identify factors that influence the motion of an object.

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

F friction

G gravity

H air pressure

J air resistance

Reporting Category: PHYSICAL SCIENCE 2: Motion, Forces in Nature

Performance Indicator: 0407.11.3 Determine the relationship between speed and distance traveled over time.

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

Car	Distance (miles)
1	12
2	15
3	17
4	21

If all the cars finished at the same time, which car traveled the fastest?

A Car 1

B Car 2

C Car 3

D Car 4

Go On ▶

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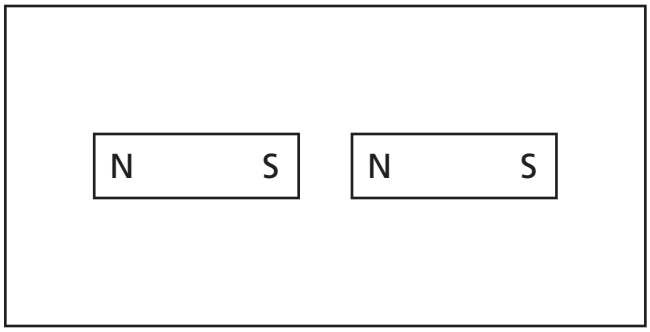
Reporting Category: PHYSICAL SCIENCE 2: Motion, Forces in Nature

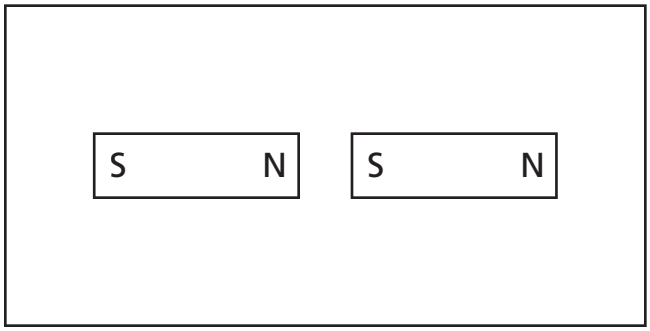
Performance Indicator: 0407.12.1 Identify how magnets attract or repel one another.

28 Which diagram shows magnets that will repel each other?

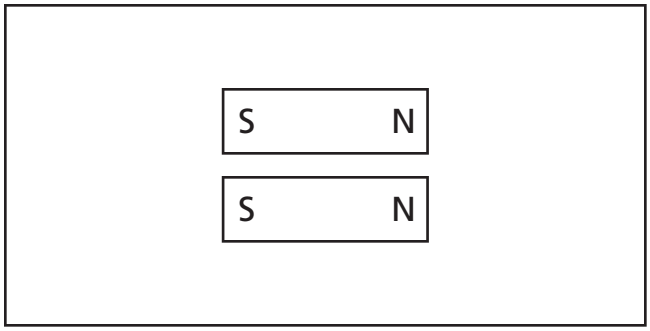
F



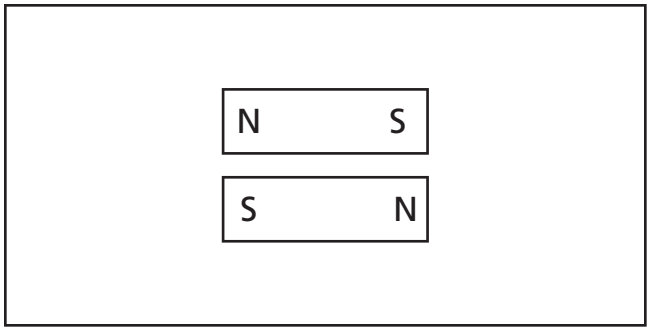
G



H



J



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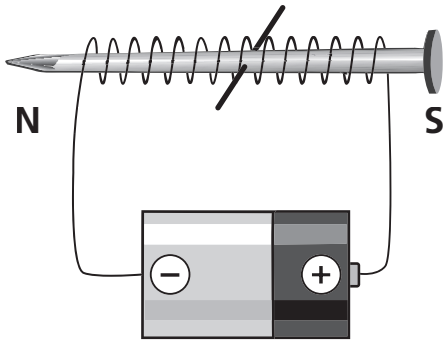
Reporting Category:	**PHYSICAL SCIENCE 2: Motion, Forces in Nature**
Performance Indicator:	**0407.12.2 Determine how an electrically charged material interacts with other objects.**

29 Students built the electromagnet below.

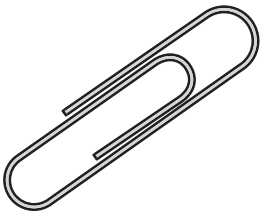


Which object would be attracted to the electromagnet?

A

Aluminum Can

C

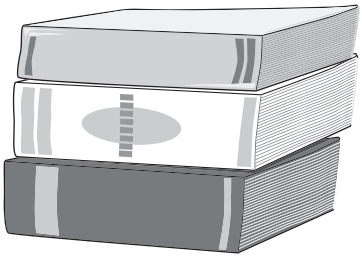


Metal Paper Clip

B

Wooden Spoon

D



Paperback Books

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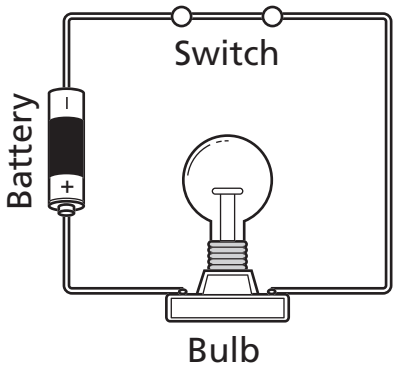
Reporting Category:	**PHYSICAL SCIENCE 2: Motion, Forces in Nature**
Performance Indicator:	**0407.12.3 Determine the path of an electrical current in a simple circuit.**

30 **Which diagram probably shows a circuit that will light the bulb?**

F



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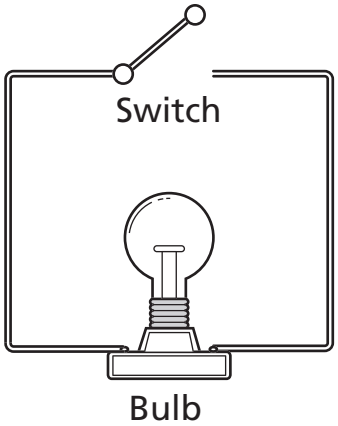

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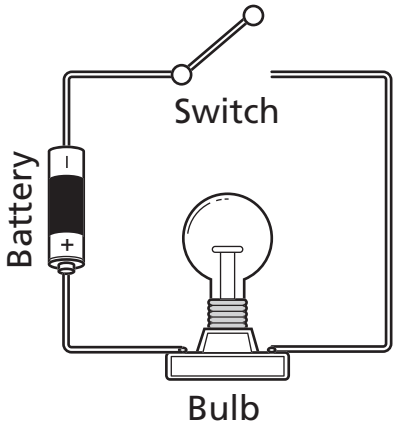

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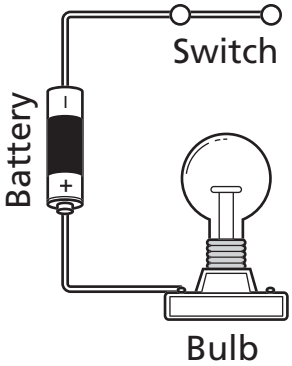

STOP

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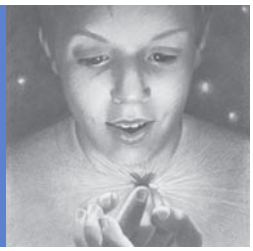
Social Studies



Reporting Category: **1 Economics**

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

1 **A toy company makes more toys than it can sell. To sell the extra toys, the company should**

A lower the price.

B build a bigger store.

C reward company workers.

D raise mailing costs.

Go On ▶

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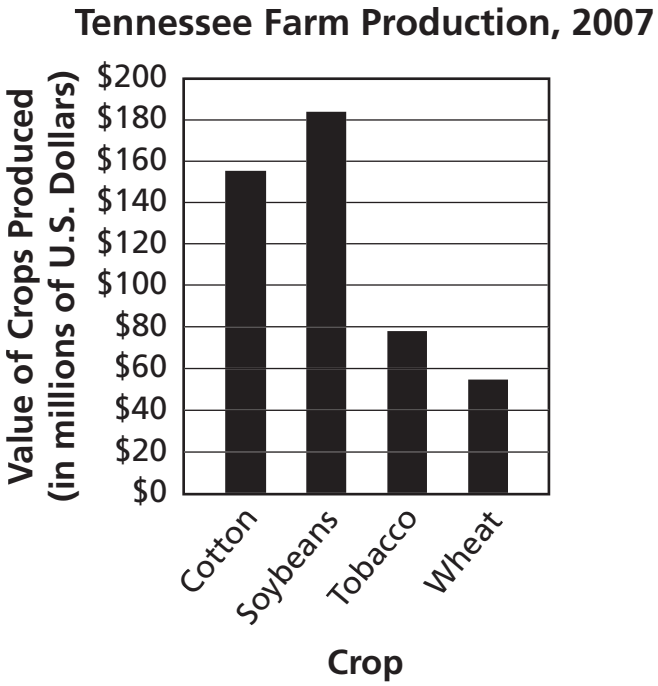
Reporting Category: 1 Economics

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

2 Read the table.



Which crop has the highest dollar value?

F Cotton

G Soybeans

H Tobacco

J Wheat

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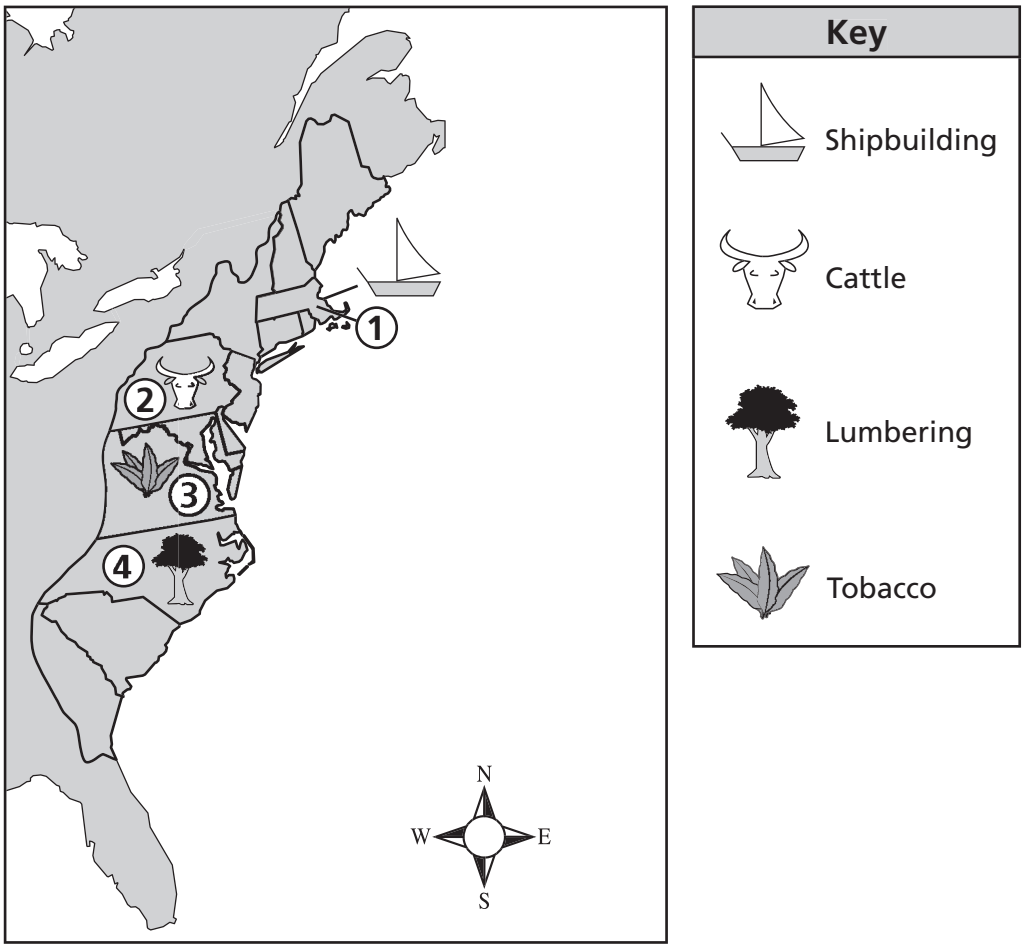
Reporting Category: 1 Economics

Performance Indicator: 4.2.3 Identify major industries of Colonial America using a map of the original 13 colonies.

3 Read the map.

Colonial Resources and Industries, 1730



Which area depended on the shipbuilding industry?

A 1

B 2

C 3

D 4

Go On ▶

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Reporting Category: **1 Economics**

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

4 **Look at this picture.**

These children are

F using barter.

G receiving credit.

H giving a gift.

J buying with money.

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

5 **The earliest Europeans in Tennessee traded**

A cotton.

B fur.

C wheat.

D rice.

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

6 **Read the passage.**

> The income tax is a just law . . . I am in favor of an income tax. When I find a man who is not willing to pay his share of the burden [responsibility] of the government which protects him, I find a man who is unworthy [not fit] to enjoy the blessings of a government like ours.
>
> — William Jennings Bryan, 1896

According to William Jennings Bryan, people should

F help in the cost of government.

G help others find jobs.

H support smaller government.

J support their local mayor.

Go On ▶

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Reporting Category: 2 Governance and Civics

Performance Indicator: 4.1.3 Determine how various groups resolve conflict (i.e., school, tribal councils, courts).

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

A educate children.

B settle conflicts.

C manage apartments.

D form businesses.

Reporting Category: 2 Governance and Civics

Performance Indicator: 4.4.1 Identify the 3 branches of federal and state governments.

8 **In the federal government, the head of the executive branch is the**

F secretary of state.

G chief justice.

H president.

J speaker of the house.

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Reporting Category: **2 Governance and Civics**

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

9 **The First Amendment allows citizens to**

A hire a lawyer for trials.

B move freely around the country.

C vote in national elections.

D speak against the government.

Reporting Category: **2 Governance and Civics**

Performance Indicator: **4.4.3 Examine how the Mayflower Compact is a symbol of the first United States government.**

10 **The Mayflower Compact was an important part of colonial history because it**

F allowed women to have paying jobs.

G led to a democratic government.

H blocked England from trading goods.

J stopped Native Americans from owning land.

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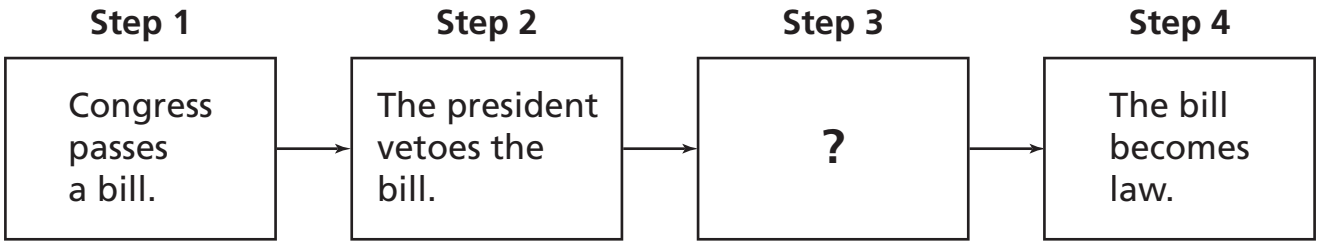
Reporting Category: 2 Governance and Civics

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

11 **Read the chart.**



Choose the sentence that completes Step 3.

A Congress overrides the veto.

B Courts rule the bill unconstitutional.

C Congress impeaches the president.

D Governors decide to vote on the bill.

Reporting Category: 2 Governance and Civics

Performance Indicator: 4.5.6 Examine the events that contributed to the outbreak of the American Revolution (i.e., taxation, judicial process, lack of representation, quartering of troops).

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

F providing troops to defend the colonies

G taxing colonists without representation

H allowing local elections in the colonies

J supporting trade with foreign countries

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

13 **An important reason the Constitutional Convention succeeded was that**

A citizens voted to approve changes.

B delegates worked together to solve problems.

C courts agreed to support the new document.

D state governors organized the meeting.

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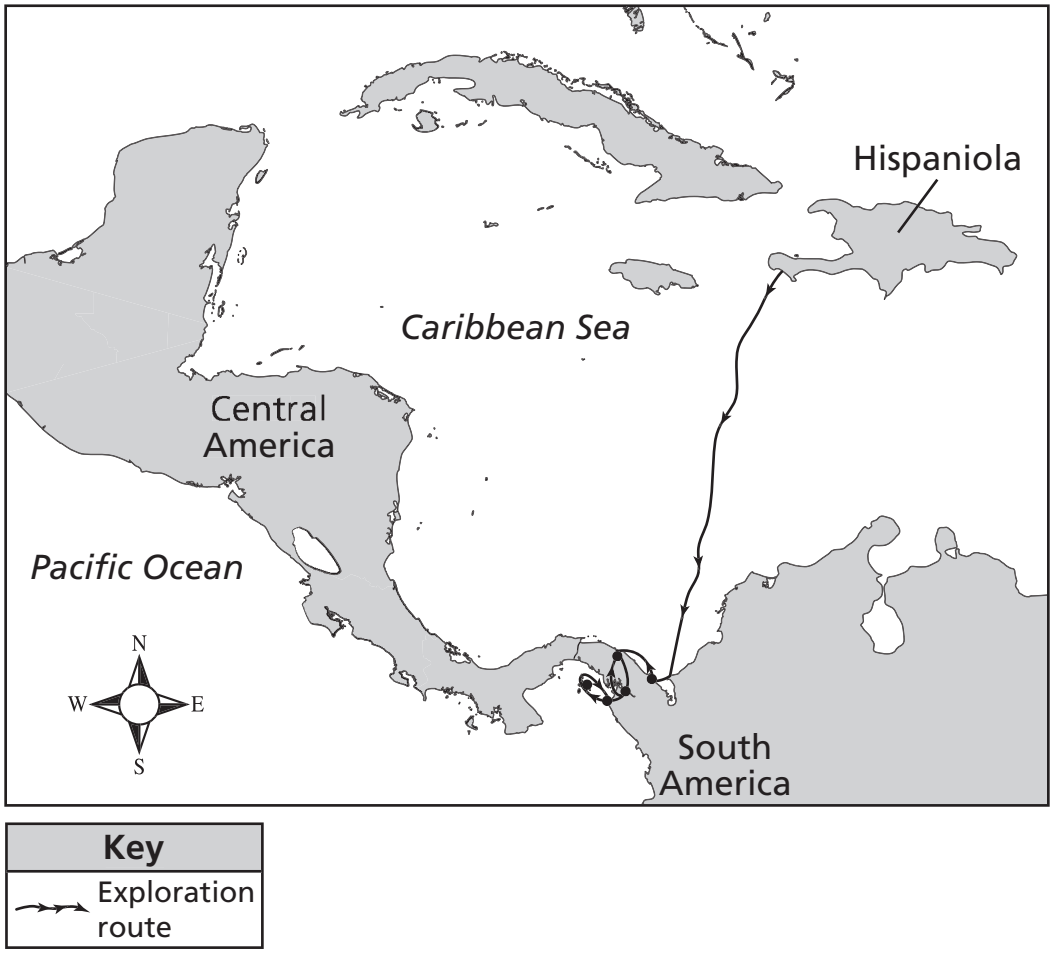
Reporting Category: **3 Geography**

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

14 **Read the map.**

Central America
Explorations of ___?___



Which explorer traveled this route?

F Balboa

G de Soto

H Columbus

J Cortez

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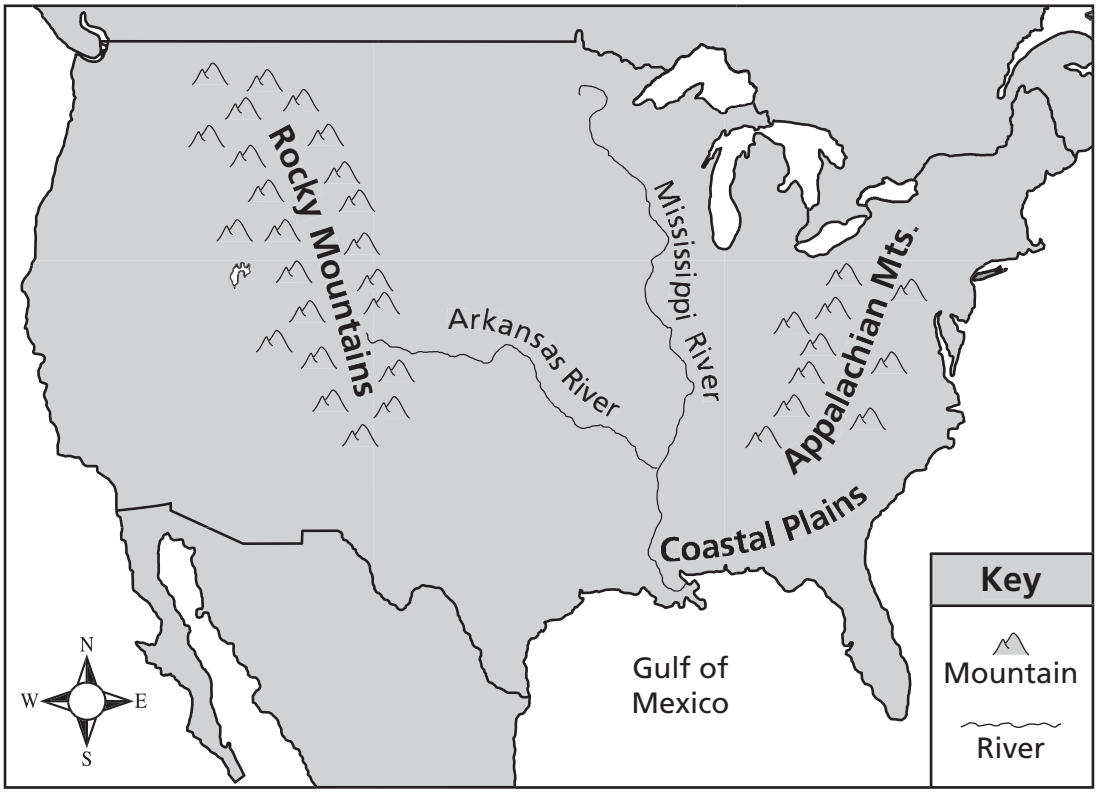
Reporting Category: 3 Geography

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

15 Read the map.

Some United States Landforms



The Arkansas River begins at the

A Rocky Mountains.

B Gulf of Mexico.

C Coastal Plains.

D Appalachian Mountains.

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Reporting Category: **3 Geography**

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

16 **Most early cities developed along large rivers because**

F trade goods could be carried easily by boats on rivers.

G most farmers had little use for land near rivers.

H bricks for houses could only be made close to rivers.

J furs could only be bought along the rivers.

Reporting Category: **3 Geography**

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

17 **To travel in western Tennessee, early explorers used the**

A Charles River.

B Hudson River.

C Mississippi River.

D Mystic River.

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

18 **The Great Smoky Mountains were mainly formed by**

F flooding rivers.

G erupting volcanoes.

H plate tectonics.

J wind erosion.

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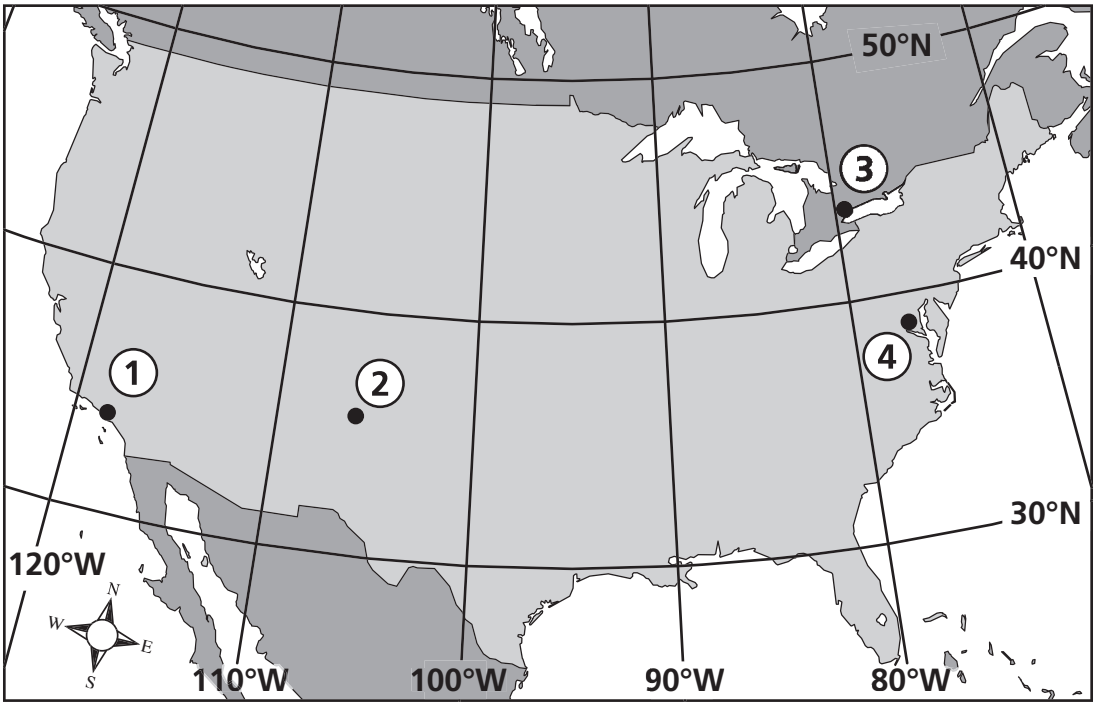
Reporting Category:	**3 Geography**
Performance Indicator:	**4.3.6 Use latitude and longitude to identify major North American cities on a map (i.e., Boston, Mexico City, Toronto, Charleston, Savannah, Washington D.C., Philadelphia, Santa Fe, Los Angeles).**

19 Read the map.

Selected Cities in North America



Santa Fe is located near 36°N and 106°W. Which number shows Santa Fe?

A 1

B 2

C 3

D 4

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

20 **In the 19th century, people moved farther west because**

F the iron industry was building bigger factories.

G the anti-slavery movement was growing.

H the nation needed less land for farming.

J the population of the nation was getting larger.

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

21 **Which place usually has the <u>most</u> air pollution?**

A a large city

B a prairie field

C a sandy beach

D a mountain peak

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

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

F Pacific Northwest

G Central America

H Mississippi Valley

J Northeastern Woodlands

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

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

A inn keepers.

B furniture makers.

C fur traders.

D cattle ranchers.

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

24 **Native American populations got smaller after contact with Europeans because Native Americans**

F married settlers.

G caught diseases.

H signed peace treaties.

J accepted farming practices.

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

25 **Settlers from the United States who came to Tennessee before statehood were often called**

A pilgrims.

B pioneers.

C sailors.

D carpenters.

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Reporting Category: **4 US History Time Period 1: Eras 1, 2, 3**

Performance Indicator: **UH1.4.1.6 Read and interpret facts from a historical passage about an early American Spanish mission.**

26 **Read the passage.**

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

According to the passage above, which job did the Native Americans perform in mission towns?

F delivering mail

G preparing food

H building roads

J enforcing laws

Reporting Category: **4 US History Time Period 1: Eras 1, 2, 3**

Performance Indicator: **UH1.4.5.1 Identify Native American groups in Tennessee before European exploration (i.e., Cherokee, Creek, Chickasaw).**

27 **Choose the Native American group that lived in western Tennessee before European exploration.**

A Apache

B Pequot

C Iroquois

D Chickasaw

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

28 **Which hardship did early settlers in Tennessee experience most commonly?**

F lack of water for drinking

G attacks by French colonists

H raids by Native Americans

J lack of land for farming

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

29 **To become rich and have religious freedom, English settlers**

A developed trade among European countries.

B stopped settling west of the Appalachians.

C built English colonies in North America.

D declared loyalty to the king of England.

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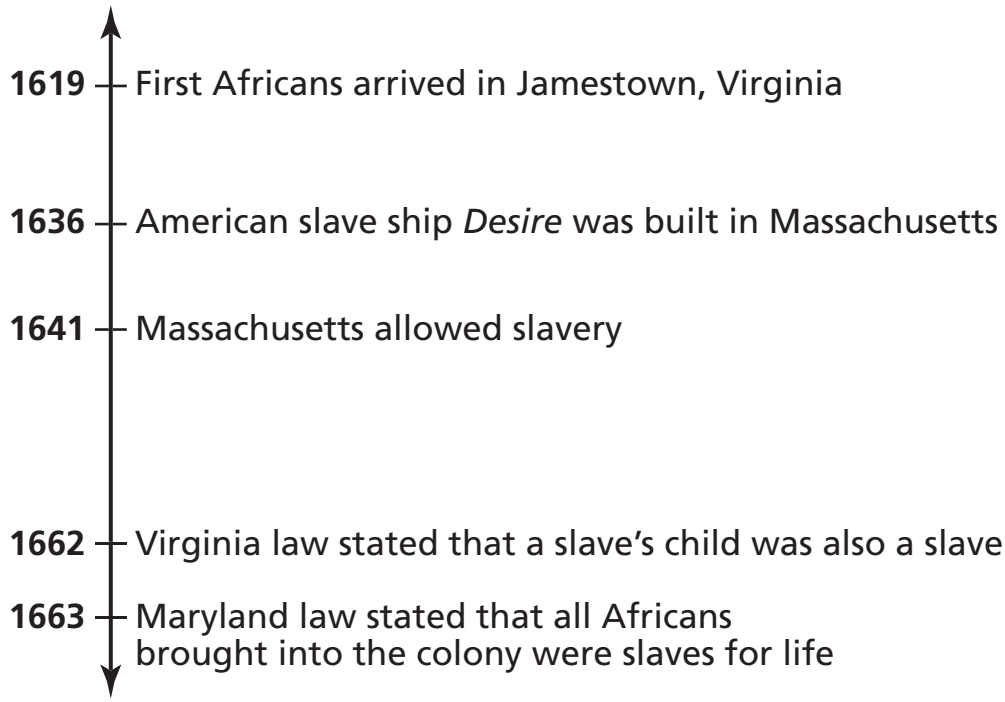
Reporting Category:	**4 US History Time Period 1: Eras 1, 2, 3**
Performance Indicator:	**UH1.4.5.8 Interpret a timeline, graph, or map depicting slave and indentured servants coming from Europe to live in North America.**

30 **Read the timeline.**

Slavery in the Colonies



According to the timeline

F Massachusetts limited the slave trade.

G Virginia created a slave law based on birth.

H Maryland required slaves be educated.

J Massachusetts imported the first African slaves.

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

31 **Read the list.**

- First Tennessee governor
- U.S. Congressman
- Officer in the army

This list describes

A David Crockett.

B Sam Houston.

C John Sevier.

D Andrew Jackson.

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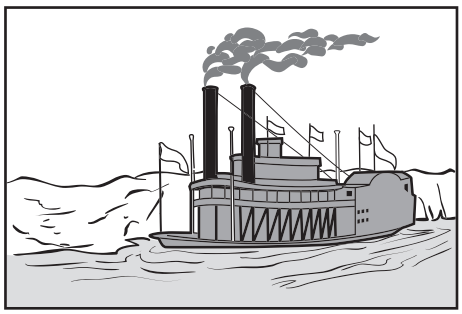
Reporting Category:	**4 US History Time Period 1: Eras 1, 2, 3**
Performance Indicator:	**UH1.4.5.11 Interpret a visual contrasting life before and after the American Revolution (i.e., education, family size, transportation, politics)**

32 **Look at the pictures.**

Before the Revolution

After the Revolution



After the American Revolution, river travel changed because

F boats traveled faster.

G boats transported less cargo.

H boats used less fuel.

J boats were built more quickly.

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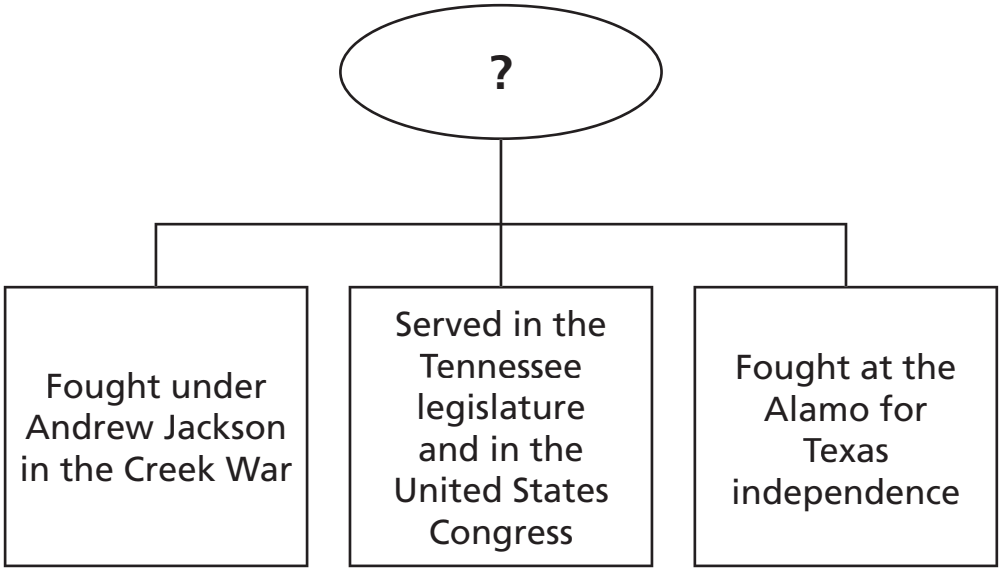
Reporting Category:	**5 US History Time Period 2: Eras 4, 5, 6**
Performance Indicator:	**UH2.4.5.2 Identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James Polk, Sequoyah, David Crockett, Nancy Ward).**

33 **Read the chart.**



Choose the Tennessee leader that completes the chart.

A James Polk

B Sam Houston

C David Crockett

D John Sevier

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

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

F Andrew Jackson

G David Crockett

H Sam Houston

J John Sevier

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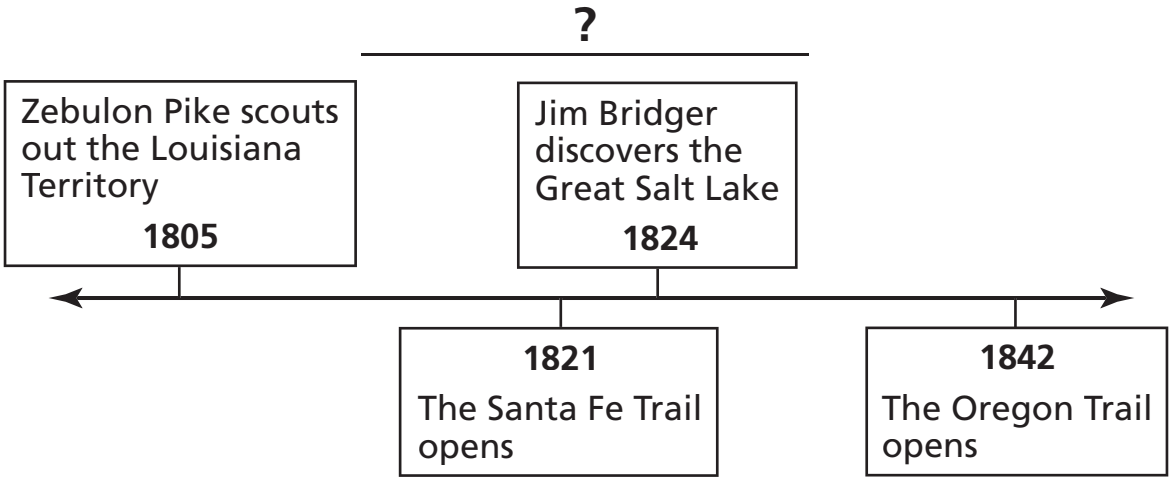
Reporting Category: **5 US History Time Period 2: Eras 4, 5, 6**

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

35 **Read the timeline.**



The best title for the timeline is

A Northern Travels.

B Building the Railroad.

C Great Gold Rush.

D Westward Expansion.

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

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

F set up a single currency.

G make states more powerful.

H elect federal judges.

J lower tax rates.

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

37 **Which event during 1804 helped the U.S. expand to the Pacific Ocean?**

A Battle of New Orleans

B Boston Tea Party

C Constitutional Convention

D Lewis and Clark Expedition

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

38 **Read the passage.**

> They traveled in . . . wagons and were pushed along by the United States troops. Many of the Cherokees did not care to leave their lands, . . . to come to this Western country. . . . It was forced upon them . . .
>
> — W.W. Harnage, American Native Press Archives

The passage describes

F U.S. soldiers attacking Mexico.

G the Trail of Tears to Oklahoma.

H pioneers traveling to Oregon.

J the Gold Rush to California.

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

39 **The Louisiana Purchase changed the nation by**

A limiting trade within the original colonies.

B increasing the size of the nation.

C stopping western settlements.

D raising taxes on goods made locally.

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

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

F Quakers

G Abolitionists

H Southern plantation owners

J Northern state judges

STOP

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Reading/Language Arts
Answer Key

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

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

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

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

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Math
Answer Key

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

8	F
9	D
10	H
11	D
12	H
13	C
14	J

15	C
16	H
17	B
18	G
19	D
20	G
21	A

22	J
23	A
24	G
25	A
26	F
27	B
28	H

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Science
Answer Key

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

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

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

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

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Social Studies
Answer Key

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

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

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

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

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Tennessee Comprehensive Assessment Program

English Linguistically Simplified Assessment ~ Grade 4

Item Sampler

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