Student Name _____

Teacher Name _____

School _____

System _____

Tennessee Comprehensive Assessment Program

English Linguistically Simplified Assessment ~ Grade 5

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

November 2 2008

Miss Grace Leverson
7980 Coolidge Avenue
Virginia Beach, VA 23456

Dear Miss Leverson:

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

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

(9) We also offer a program that is similar to our Dog Walkers Club called Playtime Pals. (10) In this program, you can take four dogs into our outside fenced play area so that they can play with him. (11) The dogs spend most of the time running around the yard. (12) They also enjoy a game of fetch with a tennis ball every now and then.

(13) Of course, if you decide not to work directly with the animals, you may help with some of the front-office duties. (14) These duties of stuffing and stamping envelopes and mailing pet-adoption forms. (15) If any of these opportunities sound interesting to you, please contact me at 1-800-290-5992. (16) I look forward to hearing from you.

Sincerely,

Beth Robertson, Director of Volunteer Services

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Reporting Category: **1 Language**

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

1 **Read Sentence 10.**

In this program, you can take four dogs into our outside fenced play area so that they can play with him.

Choose the correct way to write the underlined part of the sentence.

A it can play with you

B you can play with it

C you can play with them

D them can play with you

Reporting Category: **1 Language**

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

2 **Read Sentence 6.**

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

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

F take

G taken

H have took

J correct as is

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

3 **Read Sentence 5.**

Our popularly volunteer opportunity is the Dog Walkers Club.

Choose the correct way to write the underlined part of the sentence.

A most popular

B popularer

C more popular

D popularest

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

4 **Read Sentence 13.**

Of course, if you decide not to work directly with the animals, you may help with some of the front-office duties.

What is the correct way to write the underlined part?

F if you cannot decide to work not directly with the animals,

G if you don't decide in not working directly with the animals,

H if you haven't decided not to work directly with the animals,

J correct as is

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

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

A November, 2 2008

B November 2, 2008

C November, 2, 2008

D correct as is

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

6 **Read Sentence 4.**

I will go over some of the possable volunteer duties, and you can decide which ones interest you.

Which of the underlined words is misspelled?

F possable

G duties

H decide

J interest

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

7 **Read Sentences 11 and 12.**

The dogs spend most of the time running around the yard. They also enjoy a game of fetch with a tennis ball every now and then.

What is the correct way to combine these sentences?

A The dogs spend most of the time running around the yard, they also enjoy a game of fetch with a tennis ball every now and then.

B If the dogs spend most of the time running around the yard, they also enjoy a game of fetch with a tennis ball every now and then.

C Although the dogs spend most of the time running around the yard, they also enjoy a game of fetch with a tennis ball every now and then.

D The dogs spend most of the time running around the yard, or they also enjoy a game of fetch with a tennis ball every now and then.

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

8 **Read Sentence 2.**

It takes a lot of work to keep our shelter open we always appreciate new volunteers.

What is the correct way to write this sentence?

F It takes a lot of work to keep our shelter open, we always appreciate new volunteers.

G It takes a lot of work to keep our shelter open; and we always appreciate new volunteers.

H It takes a lot of work to keep our shelter open, and we always appreciate new volunteers.

J It takes a lot of work to keep our shelter open, but we always appreciate new volunteers.

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Reporting Category: **1 Language**

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

9 **Read Sentence 14.**

These duties of stuffing and stamping envelopes and mailing pet-adoption forms.

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

A Stuffing and stamping envelopes and mailing pet-adoption forms, which are these duties.

B These duties that are stuffing and stamping envelopes and mailing pet-adoption forms.

C Including these duties of stuffing and stamping envelopes and mailing pet-adoption forms.

D These duties include stuffing and stamping envelopes and mailing pet-adoption forms.

Reporting Category: **1 Language**

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

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

7980 Coolidge Avenue

What is the correct way to abbreviate Avenue?

F Ave.

G Avne.

H Av.

J Avn.

Go On ▶

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0501.3.2 Identify the purpose for writing (i.e., to entertain, to inform, to share experiences, to persuade, to report).**

11 **The main purpose for writing this letter is to**

A request information about an animal shelter.

B provide information about volunteering.

C share an experience about working with dogs.

D persuade students to become volunteers.

Reporting Category: **3 Writing and Research**

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

12 **Which of these supporting sentences would be best to add after Sentence 3?**

F You did not mention, however, a specific time when you would arrive at the shelter.

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

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

J Our volunteers take pride in the work they do, and I hope you will also.

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

(1) A javelina is a wild animal found in the Sonoran Desert of the Southwest United States and Northwest Mexico. (2) It is the only native pig-like animal found in North and South America. (3) This animal is often called a wild pig, it is not a pig at all.

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

(9) A pack of javelinas can have about three members, but up to twenty members have seen traveling together. (10) The pack does everything together, including resting during the heat of the day and traveling to look for food when the temperature is cooler.

(11) A javelina hunts the desert ground for its food. (12) It uses its long snout to sniff out bulbs, roots, and prickly pear cacti. (13) This cactus is one of its favorite foods because it's full of water.

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

(17) In the Southwest United States, where more and more people are starting to live on land that was once home to the javelina, the animals mark on the land is easy to see. (18) Javelinas uproot small trees and bushes on golf courses and in people's yards. (19) At the same time, these developed lands are good for viewing packs of javelinas. (20) If left alone, the animal is not dangerous and can be observed easily.

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

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

13 **Read Sentence 17.**

In the Southwest United States, where more and more people are starting to live on land that was once home to the javelina, the animals mark on the land is easy to see.

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

A the animal's mark

B the animals's marks

C the animals' mark

D correct as is

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

14 **Read Sentence 9.**

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

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

F was seen traveling

G has been seen traveling

H have been seen traveling

J is seen traveling

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

15 **Read Sentence 12.**

It uses its long snout to sniff out bulbs, roots, and prickly pear cacti.

What is the correct revision to the commas in this sentence?

A It uses its long snout, to sniff out bulbs, roots and prickly, pear cacti.

B It uses its long snout to sniff out bulbs, roots, and, prickly pear cacti.

C It uses its long snout to sniff out bulbs, roots and, prickly pear cacti.

D correct as is

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Reporting Category: **1 Language**

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

16 **Read Sentence 3.**

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

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

F Even though this animal is often called a wild pig, it is not a pig at all.

G Often called a wild pig but even when it is not a pig at all.

H Even though this animal is often called a wild pig, but not a pig at all.

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

Reporting Category: **1 Language**

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

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

A native

B slimmer

C explorers

D everything

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Reporting Category: **3 Writing and Research**

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

18 **Which sentence could be added after Sentence 13 to best support the main topic of Paragraph 4?**

F The javelina also eats bugs and lizards.

G People should never try to feed a javelina.

H Traveling in a pack is not necessary for javelinas.

J Javelinas also use their ears to protect themselves.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0501.3.12 Select an appropriate title that reflects the topic of a written selection.**

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

A Long Snout, Thin Legs

B Javelinas: Wild But Not Pigs

C Finding a Home for the Javelina

D Wild Animals of the Sonoran Desert

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

Cultures Around the World Camp

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

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

3 If you enjoy music, acting, or just working with your hands, then you will have a memorable experience at the Cultures Around the World Camp. Each year a different part of the world is featured. The teachers are musicians and artists from nearby universities. Some of them have lived and studied their art in countries all over the world. They are knowledgeable and can coax the artist out of anyone!

4 At last year's camp, I learned that West African art is created in many forms. It can be made through writing music, singing, acting, and dancing. Art can also be created when a drum or mask is made or when a costume is sewn for a show. Each day we chose the activities that sounded most interesting to us. Our teachers encouraged us to always try something new. At the end of the week, all the campers performed in a parade during the annual Knoxville Kuumba Festival. Perhaps you've seen a news clip on television. It was so exciting to play the drums and sing for such a huge audience. I never knew that so many people celebrated West African history and culture here in Tennessee.

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5 One fact I learned at the camp is that many of the African Americans in Eastern Tennessee have roots[1] in West Africa. This includes countries like Mali, Ghana, and Gambia. Learning this has made me curious about my own family's history. I'm also reading a book about West African drum-making. Maybe one of my ancestors played the same kinds of drums. There is so much more for me to learn, and the Cultures Around the World Camp has excited my interest in my culture and history.

[1]**roots:** ancestors or family connections

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6 The idea of attending a camp may seem impossible. It's true that some summer camps are expensive, but the Cultures Around the World Camp offers scholarships to help pay student fees. Any Tennessee student between 5 and 18 is eligible to attend the weeklong day camp.

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

Reporting Category: **2 Vocabulary**

Performance Indicator: **0501.1.16 Determine the correct meaning/usage of multiple meaning words within context.**

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

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

Which meaning of the word form is used in these sentences?

F shapes

G directions

H patterns

J ways

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0501.2.1 Identify the audience for a given speech.**

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

A people who have traveled to different countries

B people who have lived and worked in many places

C students interested in art from different parts of the world

D students interested in reading books about art

Reporting Category: **4 Communication and Media**

Performance Indicator: **0501.2.3 Choose the best summary of a speech.**

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

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

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

H The Cultures Around the World Camp is offered every summer. The camp provides opportunities for students like Darius to learn about West Africa. Some teachers at the camp have lived and worked in different areas of the world.

J Darius went to the Cultures Around the World Camp last summer. He learned about West African art, which made him interested in his own culture. Darius believes that other children should go to the camp and have fun too.

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0501.2.4 Organize ideas in the most effective order for an oral presentation.**

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

A to get answers from the audience

B to give a summary

C to get the attention of the audience

D to list different activities

Reporting Category: **5 Logic**

Performance Indicator: **0501.5.1 Locate information to support opinions, predictions, and conclusions.**

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

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

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

H Each day we chose the activities that sounded most interesting to us.

J It was so exciting to play the drums and sing for such a huge audience.

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Reporting Category: **5 Logic**

Performance Indicator: **0501.5.3 Distinguish between fact/opinion and reality/fantasy.**

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

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

B Last summer I attended the Cultures Around the World Camp, an art camp for kids 5–18 years old.

C Maybe one of my ancestors played the same kinds of drums.

D You will have a great time.

Reporting Category: **6 Informational Text**

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

26 **Someone in the audience was persuaded by Darius's speech. Choose the question that he or she would most likely ask Darius.**

F Is the Cultures Around the World Camp far away?

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

H How many local artists teach at the camp each year?

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

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Reporting Category: **6 Informational Text**

Performance Indicator: **0501.6.4 Identify the stated main idea and supporting details in text.**

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

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

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

C I never knew that so many people celebrated West African history and culture here in Tennessee.

D It's true that some summer camps are expensive, but the Cultures Around the World Camp offers scholarships to help pay student fees.

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0501.7.1 Select the most appropriate medium or media for accessing information, writing a report, or enhancing an oral presentation.**

28 **What would be best for Darius to show his audience to support the ideas in his speech?**

F a poster with a detailed map of the location of the Cultures Around the World Camp

G a short video of students drumming at the Cultures Around the World Camp

H a map showing the countries featured at the Cultures Around the World Camp

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

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

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

A persuade parents to go to a summer camp.

B entertain readers with a funny story about summer camp.

C compare world travel with attending a summer camp.

D provide information about a special summer camp.

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

1 Mars, a reddish orange planet often seen in the night sky, has long been of interest to humans. Many years ago, scientists used telescopes to chart the movements of Mars. Modern scientists can do more than just look at Mars through a telescope.

2 The United States launched the first successful mission to photograph Mars in 1964. *Mariner 4*, a satellite equipped with a camera, got close enough to the planet to send back 21 photos of the lifeless, rust-colored surface. The photographs revealed a landscape of craters and mountains.

3 During the summer of 2003, the United States launched two spacecraft headed toward Mars. _____, the cargo of each craft made a bouncy landing on the surface of the planet. This cargo included two Mars exploration rovers that began their mission of looking for water and signs of life on the planet.

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

5 The rovers, *Spirit* and *Opportunity*, were smaller than most cars, and each had the ability to move around rocks that were in the way. The rovers were equipped with cameras and other tools that sent information to scientists on Earth. There have been a number of public events giving details about the mission of the rovers. Scientists have carefully studied the information sent by the rovers and still continue to do so.

6 One of the most important questions to scientists is whether there has ever been water on Mars. If there has been water on the planet, there could also have been some form of life there. It was proven during the *Spirit* and *Opportunity* rover mission that there was once liquid water on Mars. Life on Mars, however, has still not been proven.

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0501.3.1 Identify the audience for which a text is written.**

30 **Who would be most interested in reading this report?**

F researchers studying the history of photography

G students with an interest in space exploration

H people who like to look at planets using telescopes

J people who like to read science-fiction stories

Reporting Category: **3 Writing and Research**

Performance Indicator: **0501.3.4 Identify the sentence irrelevant to a paragraph's theme or flow.**

31 **Which sentence does not belong in Paragraph 5?**

A The rovers, *Spirit* and *Opportunity*, were smaller than most cars, and each had the ability to move around rocks that were in the way.

B The rovers were equipped with cameras and other tools that sent information to scientists on Earth.

C There have been a number of public events giving details about the mission of the rovers.

D Scientists have carefully studied the information sent by the rovers and still continue to do so.

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Reporting Category: **3 Writing and Research**

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

32 **Which sentence is the best conclusion for Paragraph 6?**

F I hope exploration continues for many more years.

G Maybe creatures really did live on Mars.

H Scientists will continue to discover more information about this interesting planet.

J The rovers may be important in providing new information about other planets.

Reporting Category: **3 Writing and Research**

Performance Indicator: **0501.3.7 Select details that support a topic sentence.**

33 **Choose the sentence that could be added to the end of Paragraph 1 to best support the main topic of the paragraph.**

A Scientists first began using telescopes in the early 1600s.

B Cameras today can take much sharper images than earlier models.

C Scientists in the United States can actually study the planet.

D Photographs of planets are known to become important historical records.

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

34 **Which sentence best belongs in Paragraph 3?**

F The details of these missions are too numerous to describe here.

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

H Satellites were unable to take pictures of the rovers themselves.

J Scientists were eager to learn more about the planet's surface and atmosphere.

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

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

During the summer of 2003, the United States launched two spacecraft headed toward Mars. _____, the cargo of each craft made a bouncy landing on the surface of the planet.

Which word belongs in the blank to join these two sentences together?

A Eventually

B However

C Besides

D Otherwise

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0501.3.11 Rearrange paragraphs in a narrative writing selection in sequential and chronological order.**

36 **Paragraphs 2, 3, and 4 are in the wrong order. What is the correct order for these paragraphs?**

F 2, 4, 3

G 4, 2, 3

H 3, 4, 2

J 4, 3, 2

Reporting Category: **3 Writing and Research**

Performance Indicator: **0501.3.12 Select an appropriate title that reflects the topic of a written selection.**

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

A A Lifeless, Rust-Colored Planet

B The First Successful Mission

C Rovers Take Over Mars

D Exploring the Landscape of Mars

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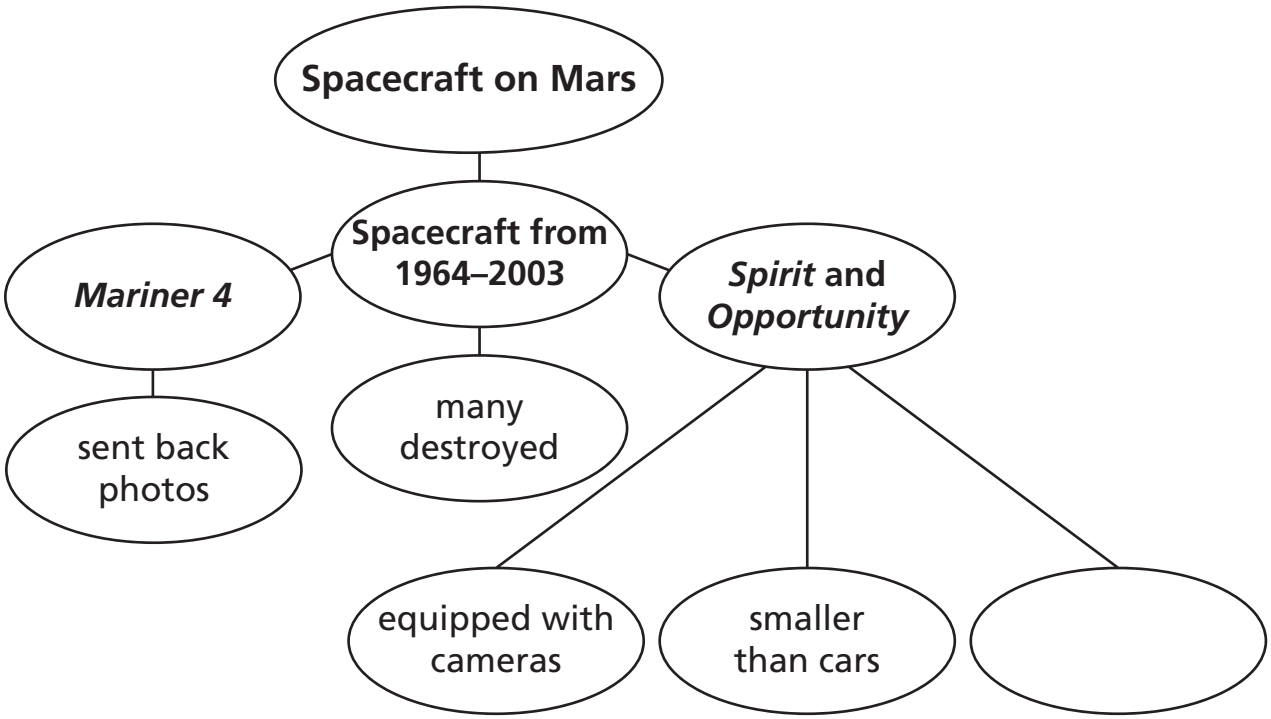
Reporting Category: **3 Writing and Research**

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

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



Which of these best completes this web?

F can see water

G can move around rocks

H explored by scientists

J returned to their spacecraft

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0501.4.1 Identify the most reliable information sources available for preparing a research report.**

39 **Which source would provide the most current information on Mars's rovers?**

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

B an encyclopedia entry about *Mariner 4*

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

D the Web site marsrovers.gov

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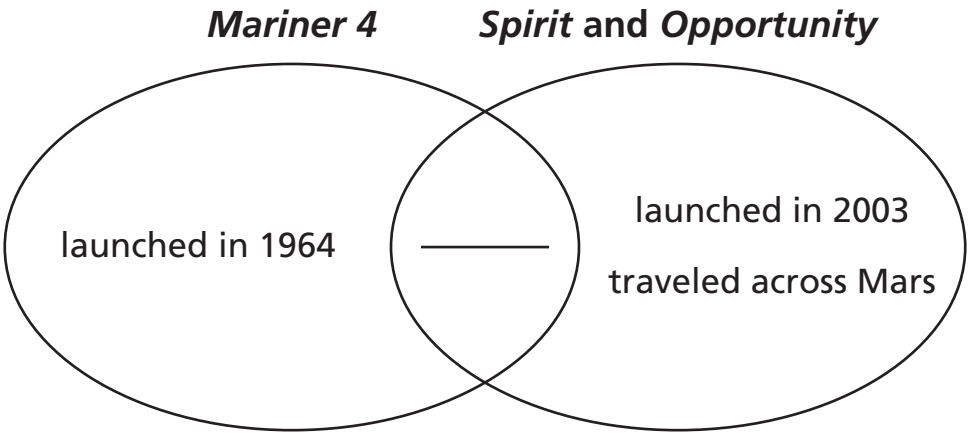
Reporting Category: **3 Writing and Research**

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

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



Which of these belongs on the blank line?

F used a telescope

G took photographs

H had tools

J was a satellite

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0501.4.4 Select appropriate sources from which to gather information on a given topic.**

41 **Which source would have the most appropriate information about the history of the United States' exploration of Mars?**

A a magazine

B an online encyclopedia

C a local newspaper

D an editorial column

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Directions Read the passage. Then answer Numbers 42 through 49.

Making Giant Bubbles

Making bubbles is a way of mixing science and art together. Bubbles are lovely to look at. They catch the light in shiny rainbows, like jewels floating in the air. But they are the most fragile of jewels. They are formed when the chemicals in soap link together in a very thin, very flexible bond around some air. They pop the instant that chemical bond is broken by contact with something dry. The larger the bubbles, the more easily they pop.

Blowing soap bubbles is a fun outdoor activity for a hot day. Small bubbles are easy to make using a bubble solution of dishwashing liquid and water and a small hoop of plastic or wire. Creating giant bubbles can be more challenging, but it can lead to hours of experimentation and giant-sized fun.

Supplies:

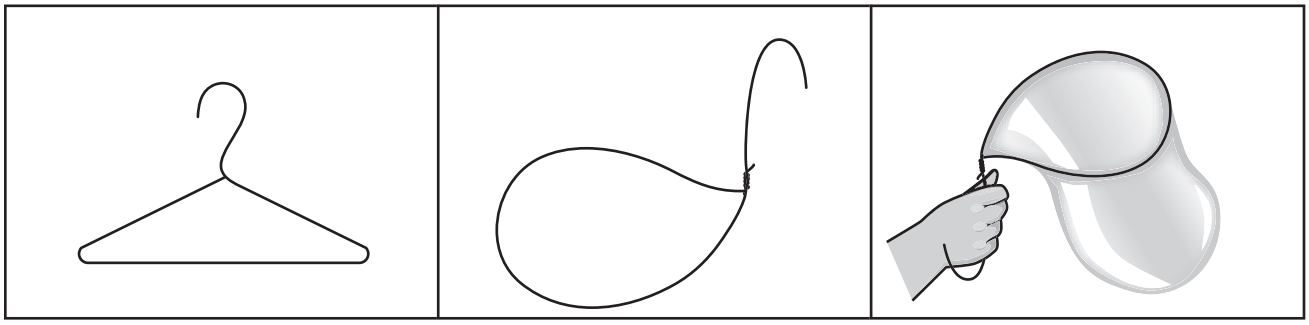
- A wire hanger
- Two feet of cotton string
- Two plastic straws
- A clean gallon-sized milk jug
- 1 eight-ounce cup of dishwashing liquid
- 1 gallon of water
- A large bowl
- Glycerin (This is optional, but it makes better bubbles. It is available at drug stores.)

How to make the bubble solution:

1. Pour 1 cup of dishwashing liquid and 1 gallon of water into the jug and mix.
2. Add 50 or 60 drops of glycerin and mix well.
3. Pour mixture into the large bowl.

Make a big bubble wand:

1. Untwist a wire hanger so it is somewhat straight.
2. Clean the hanger. Make sure it is free of grease and dirt.
3. Bend the wire into a hoop with a handle. Try to make the hoop as flat as possible.



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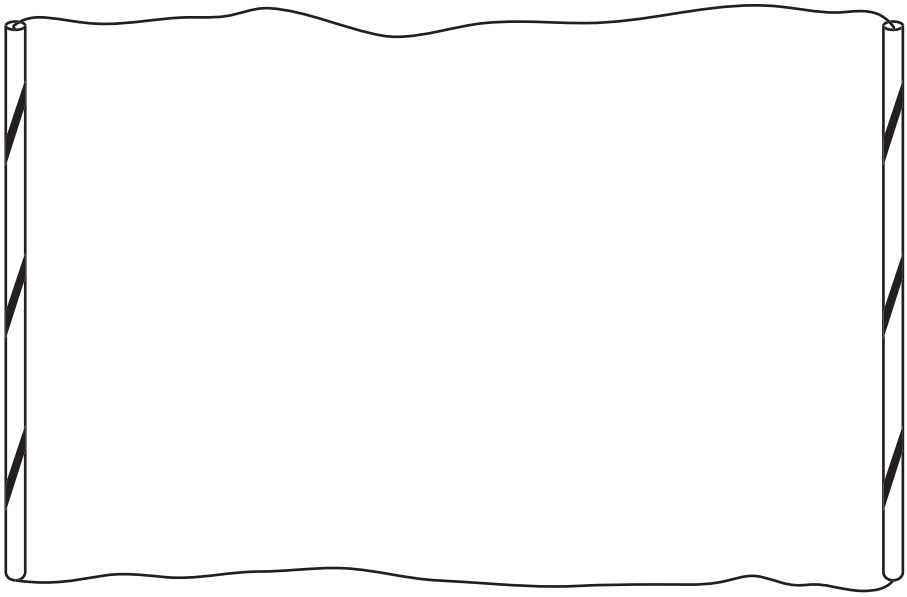
4. Dip the wand you just made flat across into the bubble solution.
5. Very carefully and slowly, wave the wand sideways through the air.

Experiment and see how big a bubble you can make before it pops.

Make a REALLY GIANT bubble wand:

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



5. Holding the straws together, dip the string in the bubble solution.
6. Once out of the bubble solution, slowly pull apart the straws. A bubble should stretch around the string between the straws.

See how long you can keep the bubble from popping, and see how big a bubble you can create.

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

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Reporting Category: **2 Vocabulary**

Performance Indicator: **0501.1.13 Select appropriate synonyms, antonyms, and homonyms within context.**

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

Making bubbles is a way of mixing science and art together.

Which word is an antonym for mixing?

F trying

G taking

H using

J separating

Reporting Category: **5 Logic**

Performance Indicator: **0501.5.7 Indicate the correct sequence of events in text.**

43 **What does a person need to do before shaping a wire hanger into a hoop?**

A bend a handle on the hanger

B clean the hanger

C put a straw on the hanger

D wave the hanger

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

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

F how to hold a bubble wand.

G how to make a bubble with the wand.

H what a clean hanger looks like.

J what the hanger should be shaped like.

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

45 **The headings in the passage help readers understand**

A how much fun a person will have.

B how long each task will take to do.

C what they need or will learn how to do.

D who needs to help complete the tasks.

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Reporting Category: **6 Informational Text**

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

46 **In which section would a reader learn what to gather before experimenting with bubbles?**

F Supplies

G How to make the bubble solution

H Make a big bubble wand

J Tips

Reporting Category: **6 Informational Text**

Performance Indicator: **0501.6.4 Identify the stated main idea and supporting details in text.**

47 **According to the passage, what makes bubbles pop?**

A sunlight on a hot day

B waving the wand up and down

C contact with something dry

D moving too quickly

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Reporting Category: **6 Informational Text**

Performance Indicator: **0501.6.5 Select the best summary of a text.**

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

F A bubble solution can be made of liquid dishwashing soap and water mixed together in a milk jug.

G People are making bubbles and watching them drift through the air.

H A bubble wand can be made out of a wire hanger that has been shaped into a hoop.

J People can make bubbles using a simple bubble solution and different types of bubble wands.

Reporting Category: **6 Informational Text**

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

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

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

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

A 2, 3, 1, 4

B 1, 4, 3, 2

C 2, 3, 4, 1

D 1, 4, 2, 3

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Directions **Read the poem. Then answer Numbers 50 through 55.**

Wendell Waited

by John J. Bonk

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

Wendell still waited.
Impatiently waited.
He ate from his plate, gaining weight as he waited.
He waited for someone to hand him a prize,
to scratch his back,
to bake his pies.
No prize,
No pies,
No big surprise.
But Wendell kept waiting with wonder and whys.

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Reporting Category: **2 Vocabulary**

Performance Indicator: **0501.1.11 Determine word meanings within context.**

50 **Read Lines 11 and 12.**

Wendell still waited.
Impatiently waited.

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

F He is quiet.

G He is forgiving.

H He is anxious.

J He is friendly.

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

51 **Read Line 10.**

Then Wendell sat waiting for winter anew.

The underlined root word helps the reader understand that winter

A is ending.

B has already passed.

C starts next month.

D will come soon.

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

52 **What would best solve Wendell's main problem?**

F being more careful when winter comes

G learning to appreciate each moment

H having spring arrive sooner than expected

J receiving a prize from someone

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

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

A has short lines.

B has descriptive words.

C has lines that rhyme.

D has one character.

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

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

F repetition

G onomatopoeia

H a regular rhyme pattern

J the same rhythm in each line

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

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

A He constantly waited.

B They sang, they flew.

C He waited for someone to hand him a prize,

D But Wendell kept waiting with wonder and whys.

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Directions **Read the story. Then answer Numbers 56 through 69.**

The Chore Chain

by Heather Klassen

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

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

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

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

5 "Mr. Valdez," Maddie called as she crunched through the leaves littering his lawn. "How are you?"

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

7 "I'll rake them for you," Maddie volunteered. "I like to rake leaves." Maddie enjoyed building piles of crisp reddish and golden leaves. She liked uncovering the grass and making the yard look like a freshly swept carpet.

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

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

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

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

12 Maddie raked and piled, finally combining all of her small leaf mounds into one huge mountain.

13 Maddie leaned on her rake and gazed first at her leaf mountain, then at Mr. Valdez's clean yard.

14 *I can't put off those windows any longer*, Maddie thought. *I'll bag these leaves later*. She leaned the rake against Mr. Valdez's porch, turned toward her house, then stopped.

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

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16 *He's washing the windows!* she suddenly realized.

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

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

19 Surprised by Maddie's thump as she landed on the porch, Tom whirled around. But before he got a chance to answer—

20 "I can explain, Maddie," Mr. Valdez called as he crossed the yard with Mrs. Iguchi.

21 Maddie turned toward her neighbors.

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

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

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

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

26 "I enjoy the whirr of the cleaner as it sucks up all the dirt," Mrs. Iguchi said, "and the clean carpets you end up with."

27 "But . . . ," Maddie tried again.

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

29 "And you—" Maddie began.

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

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

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

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

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

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

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

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

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Reporting Category: **2 Vocabulary**

Performance Indicator: **0501.1.13 Select appropriate synonyms, antonyms, and homonyms within context.**

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

F crisp, sparkle

G appreciate, help

H gazed, stared

J grumbled, leaped

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Reporting Category: **2 Vocabulary**

Performance Indicator: **0501.1.15 Recognize and use grade appropriate vocabulary within context.**

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

Maddie raked and piled, finally combining all of her small leaf mounds into one huge mountain.

What is the meaning of the word combining?

A creating a plan

B doing something with care

C making a grand motion

D bringing parts together as a whole

Reporting Category: **5 Logic**

Performance Indicator: **0501.5.1 Locate information to support opinions, predictions, and conclusions.**

58 **Which sentence from the story best shows that Maddie appreciates how her neighbors are helping each other?**

F As she dipped her towel into the bucket again, Maddie noticed Mr. Valdez standing in his front yard next door.

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

H "I guess there's a chore for everyone," she said.

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

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Reporting Category: **5 Logic**

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

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

A He wants to earn a reward.

B Mr. Valdez asks him to do it.

C Mrs. Iguchi vacuums for him.

D Maddie refuses to do it herself.

Reporting Category: **5 Logic**

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

60 **The main conflict for all the characters in this story is best described as**

F being unable to find someone to do their chores.

G having too many chores to do.

H asking neighbors to help with chores.

J having to do chores they dislike.

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

61 **Read the analogy.**

Vacuum cleaner is to dirt as rake is to _____.

Complete the analogy.

A leaves

B mounds

C trees

D yards

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

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

F concerned and curious.

G friendly and helpful.

H timid but caring.

J kind but confused.

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Reporting Category: **5 Logic**

Performance Indicator: **0501.5.7 Indicate the correct sequence of events in text.**

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

A He helps peel potatoes.

B He visits Mrs. Iguchi.

C He explains the situation.

D He rakes the leaves.

Reporting Category: **7 Literature**

Performance Indicator: **0501.8.1 Identify setting, characters, plot, and theme.**

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

F a porch

G Tom's living room

H Mrs. Iguchi's house

J a neighborhood

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Reporting Category: **7 Literature**

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

65 **What most likely will happen right after Maddie plays in the leaves?**

A She will rake the leaves again.

B Mr. Valdez will put the leaves in bags.

C She will go home and wash windows.

D Mr. Valdez will become upset with the mess.

Reporting Category: **7 Literature**

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

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

F is asked to complete a certain chore.

G asks to do the chore he or she prefers.

H is assigned to a certain chore in the neighborhood.

J becomes angry when the person assigned the chore does not work.

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Reporting Category: **7 Literature**

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

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

A Hard work is important.

B Keeping the yard neat is necessary.

C Helping others brings rewards.

D Children should spend more time playing outdoors.

Reporting Category: **7 Literature**

Performance Indicator: **0501.8.7 Identify similes, metaphors, personification, and hyperbole in context.**

68 **Which sentence from the story contains a simile?**

F Maddie swiped her towel at the window, then stared at the streaks on the panes.

G She liked uncovering the grass and making the yard look like a freshly swept carpet.

H She leaned the rake against Mr. Valdez's porch, turned toward her house, then stopped.

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

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

69 **Read this sentence from Paragraph 16.**

He's washing the windows! she suddenly realized.

The author puts some words into italics to show

A what Maddie is saying.

B what Maddie is thinking.

C why Maddie rakes the leaves.

D why Maddie hates chores.

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Directions Read and answer Numbers 70 through 82.

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

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

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

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

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

J I thought she was still <u>to</u> young to help.

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Reporting Category: **1 Language**

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

71 **Choose the sentence that is written correctly.**

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

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

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

D I nodded in agreement "That sounds like a good idea."

Reporting Category: **4 Communication and Media**

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

72 **A group of students begins an assignment together. What should the group leader do first?**

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

G make everyone in the group feel important

H remain silent until someone in the group speaks first

J write down ideas from only one person in the group

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0501.3.6 Rearrange sentences to form a sequential, coherent paragraph.**

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

(1) Anthony is always full of energy, but Miranda had many activities planned to keep him busy.
(2) Miranda was excited about her very first baby-sitting job.
(3) She had taken a baby-sitting class and felt confident she would be a great babysitter.
(4) Aunt Sara wanted to hire her to baby-sit her four-year-old cousin, Anthony.

What is the best order for these sentences?

A 1, 2, 3, 4

B 2, 1, 4, 3

C 2, 3, 4, 1

D 4, 2, 3, 1

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Reporting Category: **3 Writing and Research**

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

74 **Read the sentence below.**

I love to hear birds chirping outside my window.

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

F to hear the sounds of birds chirping

G to hear the quiet chirping of all the birds

H to hear the sounds of pretty birds

J to hear the delightful melodies of many birds

Reporting Category: **3 Writing and Research**

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

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

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

Which revision of the sentence best uses vivid words?

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

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

C I like to help Dad wash the car with dirt on it until it is especially clean.

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

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Reporting Category: **3 Writing and Research**

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

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

Sally Ride

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

II. Professional Successes
- **A.** Became the first American woman to travel into outer space
- **B.** Went on several space missions
- **C.** Became a professor of physics
- **D.** Admitted into the Astronaut Hall of Fame

Which idea best completes Bevin's outline?

F Honors and awards

G Books she published

H Schools at which she taught

J Family and childhood

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Reporting Category: **3 Writing and Research**

Performance Indicator: **0501.4.2 Identify information that should or should not be included in a citation.**

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

A name of author

B publication date

C publisher

D chapter title

Reporting Category: **5 Logic**

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

78 **Read this analogy.**

Winter is to season as pie is to _____.

Which word best completes the analogy?

F fruit

G oven

H dessert

J table

Go On ▶

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79 **Study the photo.**

© Monkey Business Images/Dreamstime #6080730

What is the main idea in this photo?

A A few children read together for fun during class time.

B Students should be quiet in a library.

C All children like to hear stories.

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

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Reporting Category: **4 Communication and Media**

Performance Indicator: **0501.7.3 Identify the mood created by a visual image.**

80 **Study the photo.**

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

F excited.

G worried.

H focused.

J bored.

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Reporting Category: **4 Communication and Media**

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

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

A persuade listeners.

B entertain listeners.

C provide information to listeners.

D teach a lesson to listeners.

Reporting Category: **7 Literature**

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

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

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

Which line from the poem lets the reader know this poem is written in first-person point of view?

F They rush about from room to room

G They pack their lunches, pick up their books,

H And grab their coats off the backdoor hooks.

J My tail wags as their car speeds away.

STOP

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Mathematics

Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0506.1.2 Estimate fraction and decimal sums or differences.**

1 Shawn ran 4.78 miles. Erik ran 2.42 miles. Which is the best estimate of the difference between the number of miles each boy ran?

A 8 miles

B 7 miles

C 4 miles

D 3 miles

Reporting Category: **1 Mathematical Processes**

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

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

F She cut the string into 6 pieces of equal length and had 0 inches left over.

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

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

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

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Reporting Category: **1 Mathematical Processes**

Performance Indicator: **0506.1.4 Identify missing information and/or too much information in contextual problems.**

3 Mrs. Gilbert buys 12 gallons of fuel. She pays with a $50 bill. To determine the amount of change Mrs. Gilbert should receive, you would need to know the

A size of Mrs. Gilbert's fuel tank.

B price Mrs. Gilbert paid per gallon of fuel.

C number of gallons of gas already in Mrs. Gilbert's fuel tank.

D number of miles Mrs. Gilbert drove using 12 gallons of fuel.

Reporting Category: **2 Number and Operations**

Performance Indicator: **0506.2.1 Read and write numbers from millions to millionths in various contexts.**

4 Rosalba converted meters to yards using the information below.

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

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

F 1.936

G 1.0936

H 1.00936

J 1.000936

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

5 Mrs. Garrett is buying pencils for 23 students.

- Each student will receive 2 pencils.
- Pencils are sold in packages of 6.

What is the minimum number of packages of pencils that Mrs. Garrett needs to buy?

A 3

B 4

C 7

D 8

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

6 Mr. Farris uses 133 yards of cloth to make 7 window curtains. Each curtain is the same length. Exactly how many yards of cloth does Mr. Farris use for each curtain?

F 10

G 16

H 18

J 19

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

7 Bettina has a book with 364 pages.

- Her book has 14 chapters.
- Each chapter has the same number of pages.

How many pages are in each chapter of Bettina's book?

A 25

B 26

C 27

D 28

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

8 **Subtract:**

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

F 0.48

G 1.29

H $1\frac{31}{100}$

J $1\frac{39}{100}$

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Reporting Category: **2 Number and Operations**

Performance Indicator: **0506.2.6 Add and subtract proper and improper fractions as well as mixed numbers.**

9 **Solve:**

$$3\frac{4}{5} + 2\frac{7}{10} =$$

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

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

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

D $6\frac{1}{2}$

Reporting Category: **2 Number and Operations**

Performance Indicator: **0506.2.7 Recognize equivalent representations for the same number.**

10 Which fraction shows another way to write 32.4?

F $32\frac{1}{10}$

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

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

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

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Reporting Category: **2 Number and Operations**

Performance Indicator: **0506.2.8 Write terminating decimals in the form of fractions or mixed numbers.**

11 Which fraction shows another way to write 3.75?

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

B $3\frac{5}{7}$

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

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

Reporting Category: **2 Number and Operations**

Performance Indicator: **0506.2.8 Write terminating decimals in the form of fractions or mixed numbers.**

12 Which fraction is equivalent to 12.03?

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

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

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

J $12\frac{3}{5}$

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Reporting Category: **2 Number and Operations**

Performance Indicator: **0506.2.9 Compare whole numbers, decimals and fractions using the symbols <, >, and =.**

13 Which number sentence is true?

A $8\frac{1}{8} = 8.18$

B $8\frac{1}{8} > 8.18$

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

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

Reporting Category: **2 Number and Operations**

Performance Indicator: **0506.2.9 Compare whole numbers, decimals and fractions using the symbols <, >, and =.**

14 Which inequality is true?

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

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

H $\frac{1}{2} > \frac{8}{15}$

J $\frac{1}{2} > \frac{3}{5}$

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Reporting Category: **3 Algebra**

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

15 What is the value of the expression below, when $p = 61$?

$$p + 2 \times 1.5$$

A 62.7

B 64

C 91

D 94.5

Reporting Category: **3 Algebra**

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

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

F $\frac{1}{4}$

G $\frac{2}{7}$

H $\frac{5}{12}$

J $\frac{7}{12}$

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Reporting Category: **3 Algebra**

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

17 What value of p makes this equation true?

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

A $\frac{20}{5}$

B $\frac{21}{5}$

C 19

D 21

Reporting Category: **3 Algebra**

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

18 Look at the inequality below.

$$x - 6 \leq 10$$

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

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

G $\{15, 17, 19\}$

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

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

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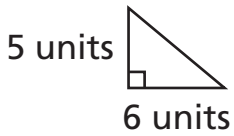
Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0506.4.1 Solve contextual problems that require calculating the area of triangles and parallelograms.**

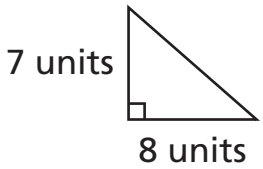
19 Justin drew a triangle. The triangle has an area of 15 square units. Which triangle has an area of 15 square units?

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

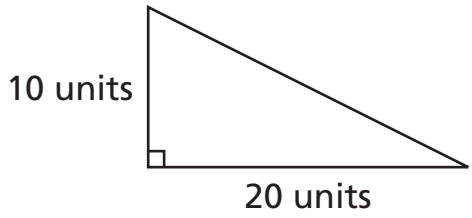
A



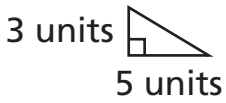
B



C



D



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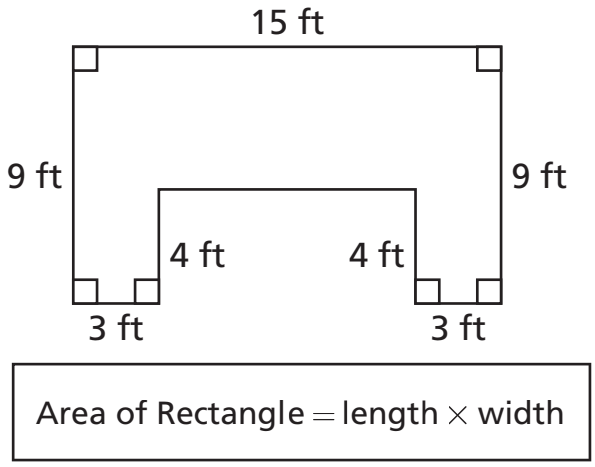
Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0506.4.2 Decompose irregular shapes to find perimeter and area.**

20 The diagram below shows the dimensions of a figure.



What is the area of this figure?

F 99 sq ft

G 75 sq ft

H 54 sq ft

J 47 sq ft

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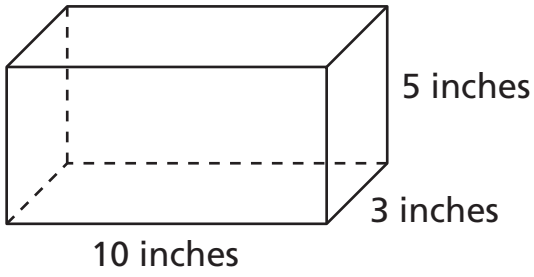
Reporting Category: **4 Geometry and Measurement**

Performance Indicator: **0506.4.4 Solve problems involving surface area and volume of rectangular prisms and polyhedral solids.**

21 The dimensions of a rectangular prism are shown below.



Volume = length × width × height

What is the volume of this rectangular prism?

A 18 cubic inches

B 35 cubic inches

C 150 cubic inches

D 190 cubic inches

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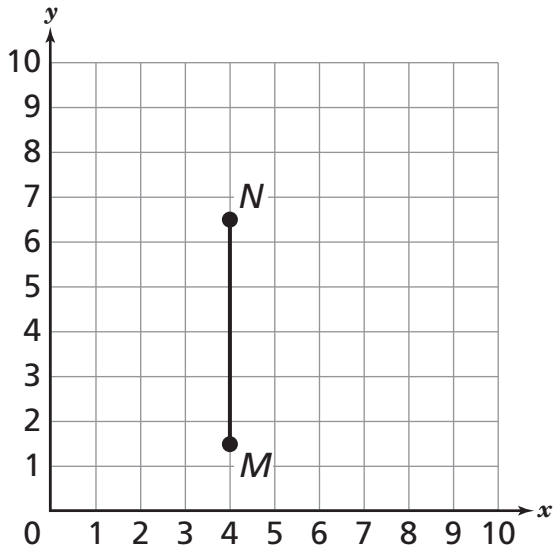
Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0506.4.5 Find the length of vertical or horizontal line segments in the first quadrant of the coordinate system, including problems that require the use of fractions and decimals.**

22 Look at the coordinate grid below.



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

F 5.0 units

G 5.5 units

H 6.0 units

J 6.5 units

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Performance Indicator: **0506.5.1 Depict data using various representations, including decimal and/or fractional data.**

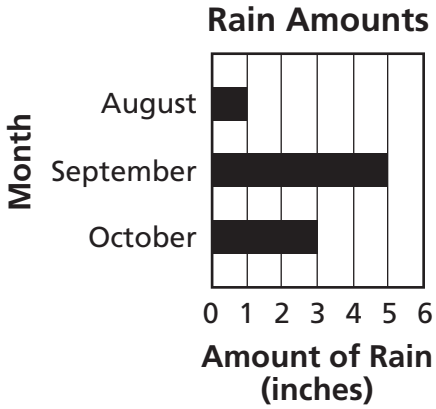
23 The table below shows the amounts of rain in a city during 3 months.

Rain Amounts

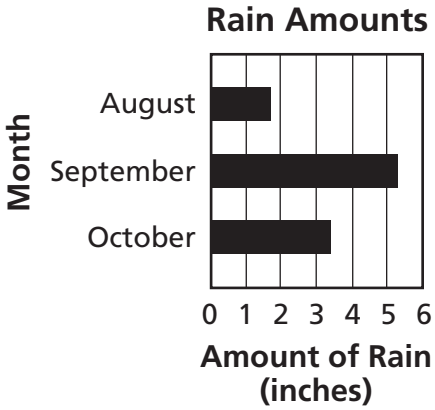
Month	Amount of Rain (inches)
August	1.8
September	5.2
October	3.4

Which graph best represents the data in the table?

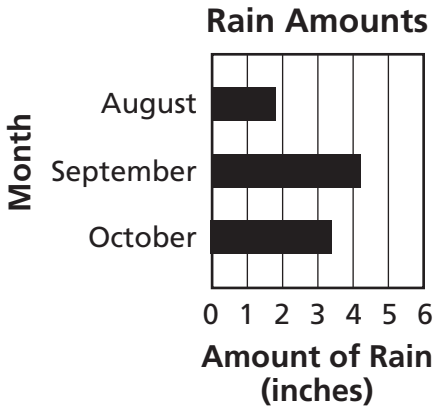
A



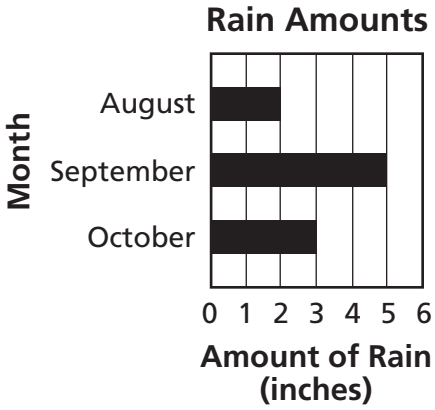
C



B



D



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

Performance Indicator: **0506.5.3 Calculate measures of central tendency to analyze data.**

24 Look at this set of data.

30, 28, 29, 32, 40, 37, 28

What is the mode of the data?

F 28

G 30

H 32

J 40

STOP

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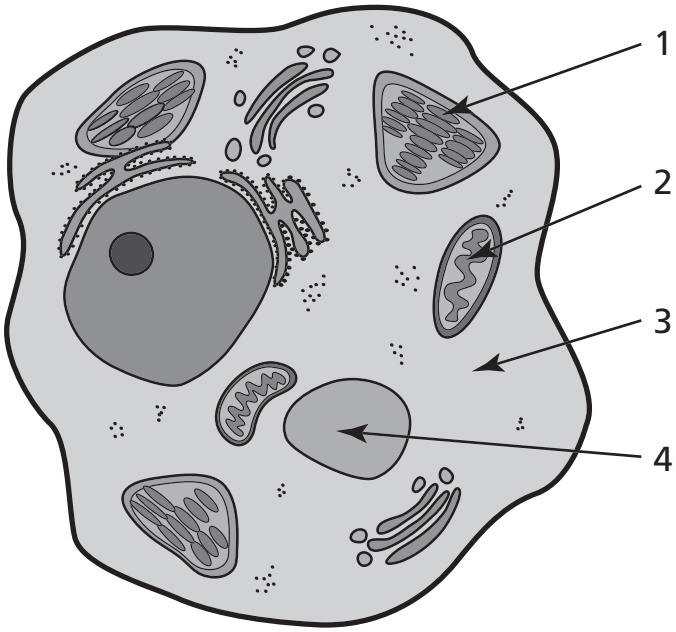
Science

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

1 **The diagram shows a cell.**



Which numbered part shows the cytoplasm?

A 1

B 2

C 3

D 4

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

2 **The invention of the microscope makes it possible for people to**

F measure the force of gravity.

G see the planets in the solar system.

H explain the types of heat transfer.

J see the small structures inside cells.

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

3 **In a plant or animal cell, the nucleus**

A controls what enters and leaves the cell.

B stores nutrients for the cell.

C produces food for the cell.

D controls the activities of the cell.

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

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

F symbiosis

G respiration

H pollination

J photosynthesis

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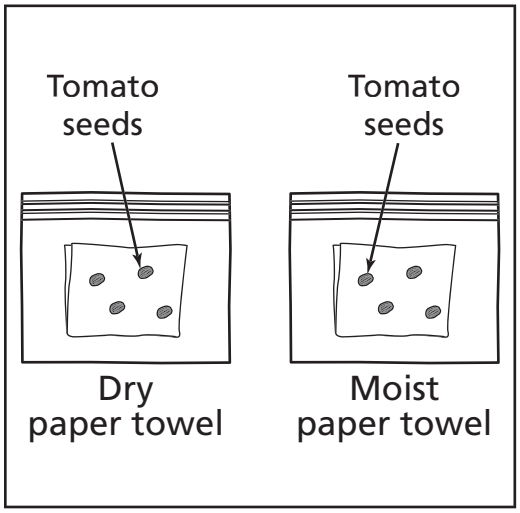
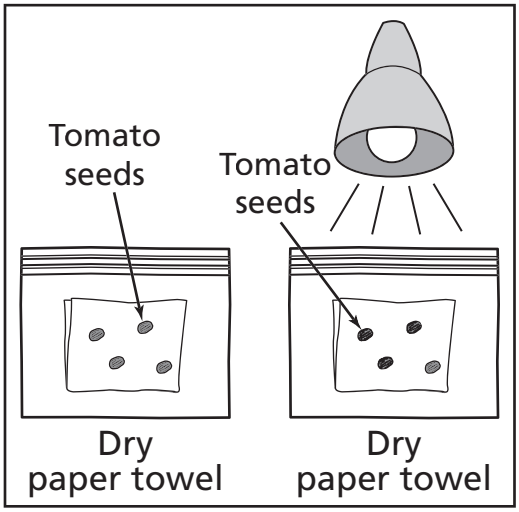
Reporting Category:	**LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity**
Performance Indicator:	**0507.INQ.1 Select an investigation that could be used to answer a specific question.**

5 **Students are investigating whether water affects the growth of tomato seeds. Each diagram shows an experiment. Which experiment is best to answer their question?**

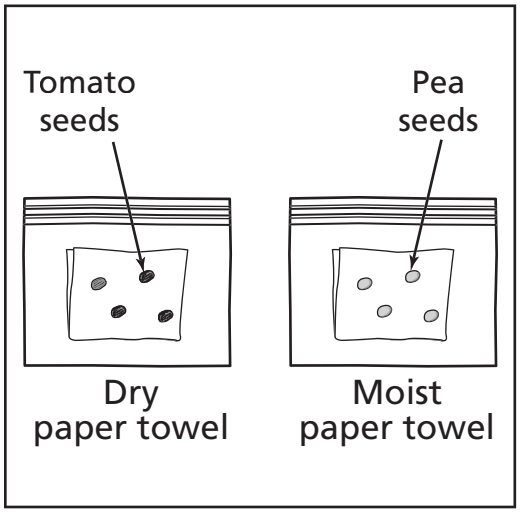
A



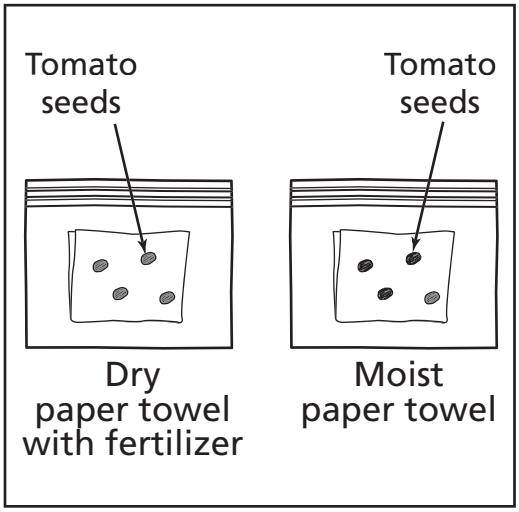
C



B



D



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

6 **The picture shows an aqueduct that people made in California.**

Aqueduct

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

F to take water to people who live in areas with little water

G to limit the erosion of the mountains and soil

H to prevent water from flooding the state

J to help animals migrate

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

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

A lizard

B field mouse

C grass

D jackrabbit

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

8 **An organism receives information that determines its physical characteristics. This information comes from**

F both parents.

G neither parent.

H only the dominant parent.

J only the male parent.

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

9 **Which trait is inherited?**

A braided hair

B pierced ears

C ability to read

D eye color

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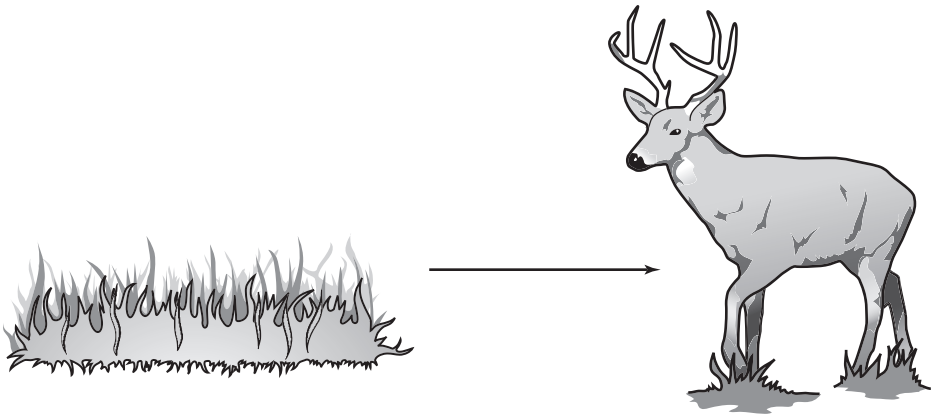
Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0507.2.1 Describe the different types of nutritional relationships that exist among organisms.**

10 **The deer gets nutrients from the grass.**



What is the function of the deer in this diagram?

F producer

G host

H consumer

J prey

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

11 **Lichens are made of fungi and algae that benefit from growing together. This relationship is**

A parasitic.

B commensal.

C competitive.

D mutualistic.

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

12 **An ecosystem of forests was destroyed and replaced with a large building. How will this probably affect the area?**

F habitat destruction

G increased wildlife habitats

H increase the number of species

J decrease in human population

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

13 **The picture shows a pond.**

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

A webbed feet

B long, dark fur

C thick blubber

D dry, scaly skin

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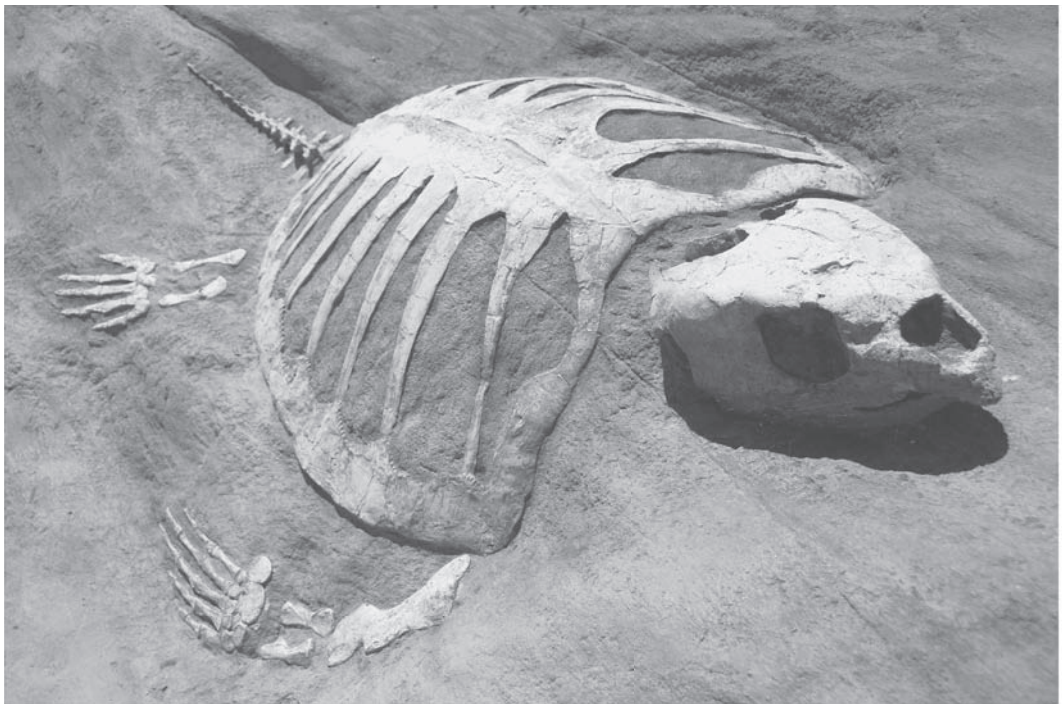
Reporting Category:	**LIFE SCIENCE 2: Interdependence, Biodiversity & Change**
Performance Indicator:	**0507.5.2 Explain how fossils provide information about the past.**

14 **The picture shows a fossil.**



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

F running.

G swimming.

H climbing trees.

J grasping prey.

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

15 **Which planet is the largest in our solar system?**

A Mars

B Earth

C Jupiter

D Saturn

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

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

Facts About Mercury and Neptune

Topic	Mercury	Neptune
Diameter	4,879 km	49,572 km
Temperature Range	–173°C to 427°C	–223°C to –220°C
Atmosphere	Hydrogen, Helium, Oxygen	Hydrogen, Helium, Methane
Moons	None	13
Average Distance from Sun	57,910,000 km	4,504,300,000 km
Rings	None	Yes

Which conclusion is correct based on this table?

F Both planets have moons.

G Both planets have temperatures that are always below freezing.

H Both planets have atmospheres made of similar gases.

J Both planets have similar diameters.

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

17 **A star chart is best to use to**

A see stars up close.

B identify constellations.

C travel around the stars.

D predict how constellations move.

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

18 **Which tool should be used to identify constellations?**

F star chart

G microscope

H binoculars

J globe

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

19 **The Blue Ridge Mountains form part of the eastern Appalachian Mountains. How were these mountains most likely formed?**

A Earthquakes caused rocks to form piles.

B Large moving earth plates ran into one another.

C Wind blew sediments into clumps.

D Rivers wore away rock, leaving peaks.

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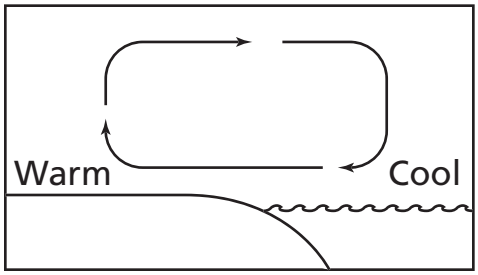
Reporting Category:	**EARTH & SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0507.8.1 Describe the effects of the oceans on weather and climate.**

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

F



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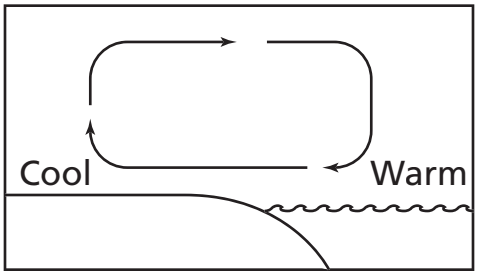

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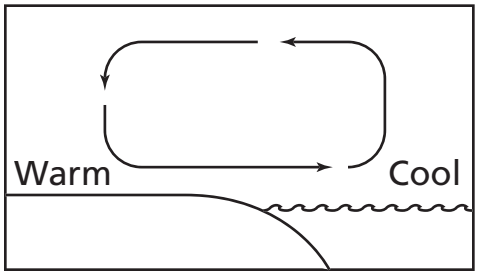

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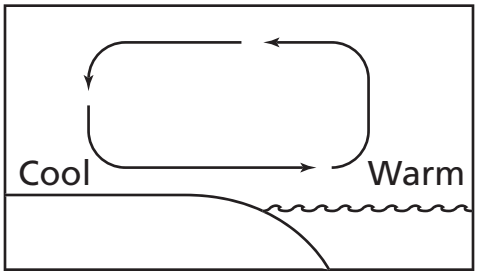

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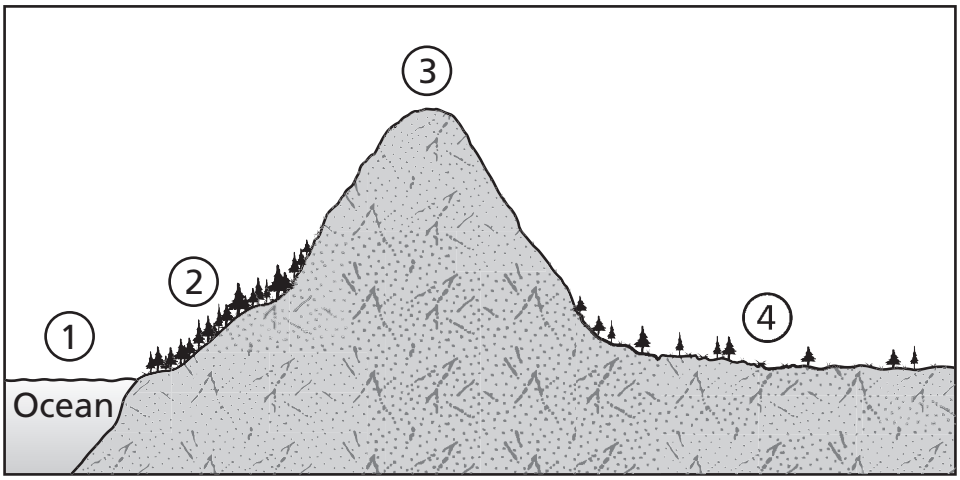
Reporting Category:	**EARTH & SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0507.8.2 Explain how mountains affect weather and climate.**

21 **The diagram shows a coastal mountain range.**



Which area will probably get the <u>most</u> precipitation?

A 1

B 2

C 3

D 4

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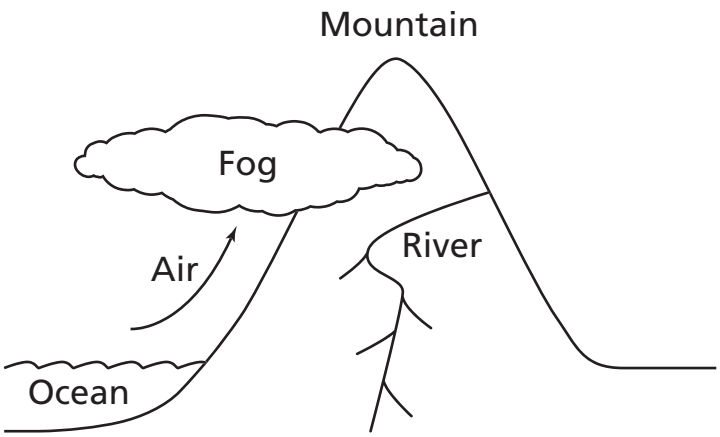
Reporting Category:	**EARTH & SPACE SCIENCE: The Universe, The Earth, The Atmosphere**
Performance Indicator:	**0507.8.2 Explain how mountains affect weather and climate.**

22 **The diagram shows fog forming near a mountain.**



The fog is forming because

F air is warmed as the sun rises.

G ocean currents flow toward the mountain.

H a river flows down the mountain.

J moist air cools as it rises.

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

Performance Indicator: **0507.9.1 Distinguish between physical and chemical properties.**

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

A Wax melts.

B Paper burns.

C Rocks break.

D Copper shines.

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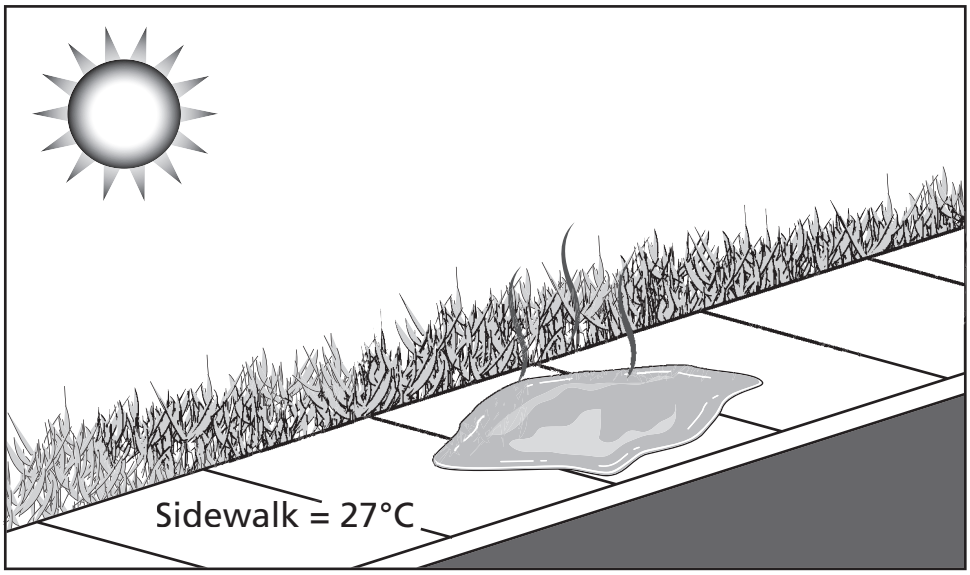
Reporting Category: **PHYSICAL SCIENCE 1: Matter and Energy**

Performance Indicator: **0507.9.2 Describe the differences among freezing, melting, and evaporation.**

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



Which best describes what is happening to the water?

F As heat is added, the water will melt.

G As heat is removed, the water will freeze.

H As heat is removed, water vapor will condense.

J As heat is added, the water will evaporate.

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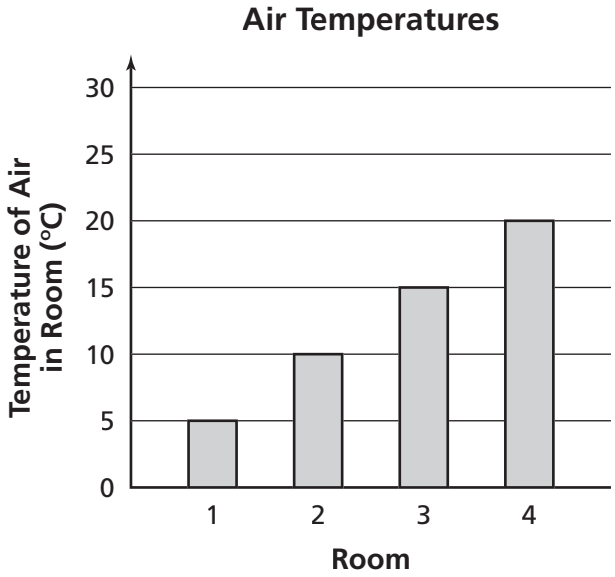
Reporting Category:	**PHYSICAL SCIENCE 1: Matter and Energy**
Performance Indicator:	**0507.9.3 Describe factors that influence the rate at which different types of material freeze, melt, or evaporate.**

25 **A student has four samples of ice. Each sample is in an 8-ounce plastic cup. Each sample has a mass of 50 grams and a starting temperature of –10°C. Each sample is placed in a different room. The graph shows the original air temperature in each room.**



Compared to the ice in the other rooms, what will probably happen to the ice in Room 4?

A It will freeze the fastest.

B It will melt the fastest.

C It will evaporate the fastest.

D It will condense the fastest.

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Reporting Category: PHYSICAL SCIENCE 1: Matter and Energy

Performance Indicator: 0507.10.1 Differentiate between potential and kinetic energy.

26 **Which of these is the best example of potential energy?**

F a ball rolling on a soccer field

G a boulder sitting on top of a steep hill

H a marble at rest on the floor

J a person riding a bicycle on a flat surface

Reporting Category: PHYSICAL SCIENCE 1: Matter and Energy

Performance Indicator: 0507.10.2 Use data from an investigation to determine the method by which heat energy is transferred from one object or material to another.

27 **Students observed water being pumped around a closed loop in an engine. The moving water carries heat from the hot engine to the radiator. Which type of heat transfer happens when the cooler water absorbs heat while in contact with the hot engine?**

A convection

B conduction

C insulation

D radiation

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

Performance Indicator: 0507.11.1 Explain the relationship that exist among mass, force, and distance traveled.

28 **Four toy cars were pushed on a flat surface with the same amount of force. The masses of the cars are shown in the table.**

Toy Car	Mass (grams)
1	25
2	50
3	75
4	100

Using the information given, which toy car probably traveled the farthest?

F 1

G 2

H 3

J 4

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

Performance Indicator: 0507.12.1 Recognize that the earth attracts objects without touching them.

29 What causes objects to be attracted to Earth when there is no direct contact?

A electric force

B magnetic force

C friction

D gravity

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

Performance Indicator: 0507.12.2 Identify the force that causes objects to fall to the earth.

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

F magnetism

G potential energy

H kinetic energy

J gravity

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

Performance Indicator: 0507.12.3 Use data to determine how shape affects the rate at which a material falls to earth.

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

Data Table

Object	Drop Time (seconds)
1	.52
2	.34
3	1.00
4	.69

Which object probably had the <u>least</u> surface area?

A 1

B 2

C 3

D 4

STOP

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Social Studies

Reporting Category: **1 Economics**

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

1 **Which export is a need?**

A televisions

B soccer balls

C clothes

D stuffed animals

Reporting Category: **1 Economics**

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

2 **During an economic boom, the**

F number of people attending football games will decrease.

G amount of ice cream sold yearly will decrease.

H number of new houses built yearly will increase.

J amount of food served at elementary schools will increase.

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Reporting Category: **1 Economics**

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

3 **Read the passage.**

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

Mr. Hong is

A buying on credit.

B selling at a profit.

C trading for a service.

D saving for a large purchase.

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Reporting Category: **1 Economics**

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

4 Read the table.

New Car Sales in the United States, 2003–2006

Year	Number of Cars Sold
2003	16,971,000
2004	17,297,000
2005	17,445,000
2006	17,048,000

Source: *Statistical Abstract of the United States 2008*

Car sales were highest in

F 2003.

G 2004.

H 2005.

J 2006.

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

5 **During the Great Depression**

A farmers became wealthy.

B many people lost jobs.

C automobile sales increased.

D many new schools were opened.

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

6 **What was one result of the use of consumer credit during the 1920s?**

F More farmers could buy additional land.

G Families could move away from cities.

H More people could buy new products.

J Factories could improve working conditions.

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

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

A victory in World War II

B independence from British rule

C election of a new United States president

D European discovery of America

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

8 **The highest court in the United States is the**

F district court.

G Court of Appeals.

H bankruptcy court.

J Supreme Court.

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Reporting Category: **2 Governance and Civics**

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

9 **Read the passage.**

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

This right is guaranteed by the First Amendment freedom of

A press.

B religion.

C assembly.

D speech.

Reporting Category: **2 Governance and Civics**

Performance Indicator: **5.4.3 Recognize the rights established by the 13th, 14th, 15th, and 19th Amendments.**

10 **Choose the constitutional amendment that ended slavery.**

F 13th

G 14th

H 18th

J 19th

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

11 **Read the passage.**

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

Under the Tennessee State Constitution, who has the power to pass state laws?

A the governor

B the Tennessee Supreme Court

C the general assembly

D the Tennessee Court of Appeals

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

12 **The purpose of the Bill of Rights was to**

F bring an end to slavery.

G promise freedom to citizens.

H declare the United States independent.

J end conflict between the South and the North.

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Reporting Category: **2 Governance and Civics**

Performance Indicator: **5.6.3 Recognize situations requiring conflict resolution.**

13 **Which situation requires conflict resolution?**

A The math club will have a tournament.

B The school chorus will have tryouts.

C The fifth-grade class will go on a field trip.

D Two sports teams want to use the same field.

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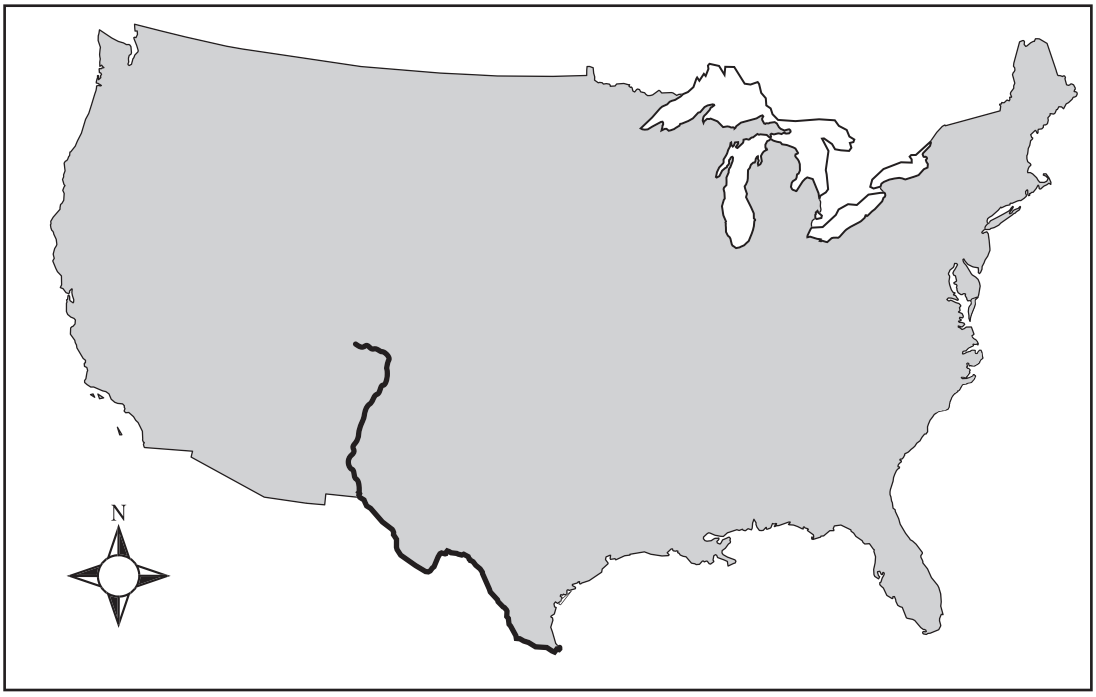
Reporting Category:	**3 Geography**
Performance Indicator:	**5.3.1 Locate continents and significant bodies of water (i.e., the Great Lakes, Atlantic, Arctic and Pacific Oceans; Columbia, Missouri, Colorado, Rio Grande, Ohio, Tennessee, St. Lawrence and Mississippi Rivers).**

14 **Read the map.**

The Continental United States



Which river is shown on the map?

F Rio Grande

G Tennessee

H Mississippi

J Ohio

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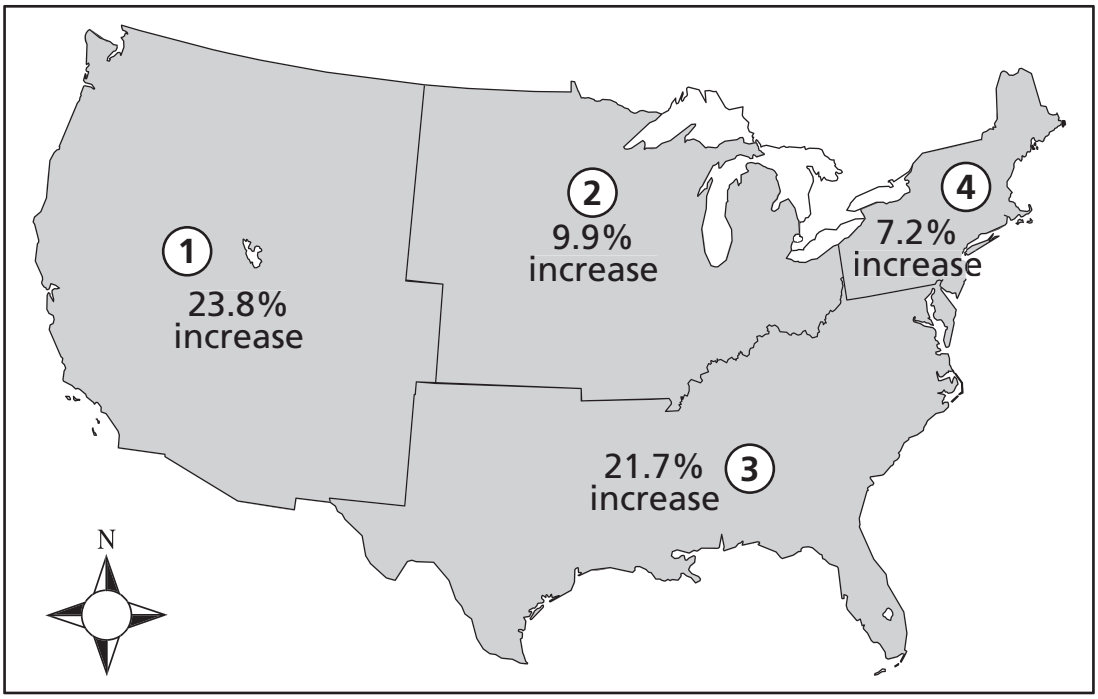
Reporting Category: **3 Geography**

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

15 **Read the map.**

Population Increases in the Continental United States, 1990–2006



Key
Region 1 – West Region 2 – Midwest Region 3 – South Region 4 – Northeast

Which region on the map had the smallest population increase between 1990 and 2006?

A 1

B 2

C 3

D 4

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Performance Indicator: 5.3.3 Locate information from an atlas entry.

16 **Read the map.**

Northeastern United States

Vermont is geographically different from Massachusetts and Maine because it

F does not border Canada.

G shares a border with Connecticut.

H does not border the Atlantic Ocean.

J shares a border with Pennsylvania.

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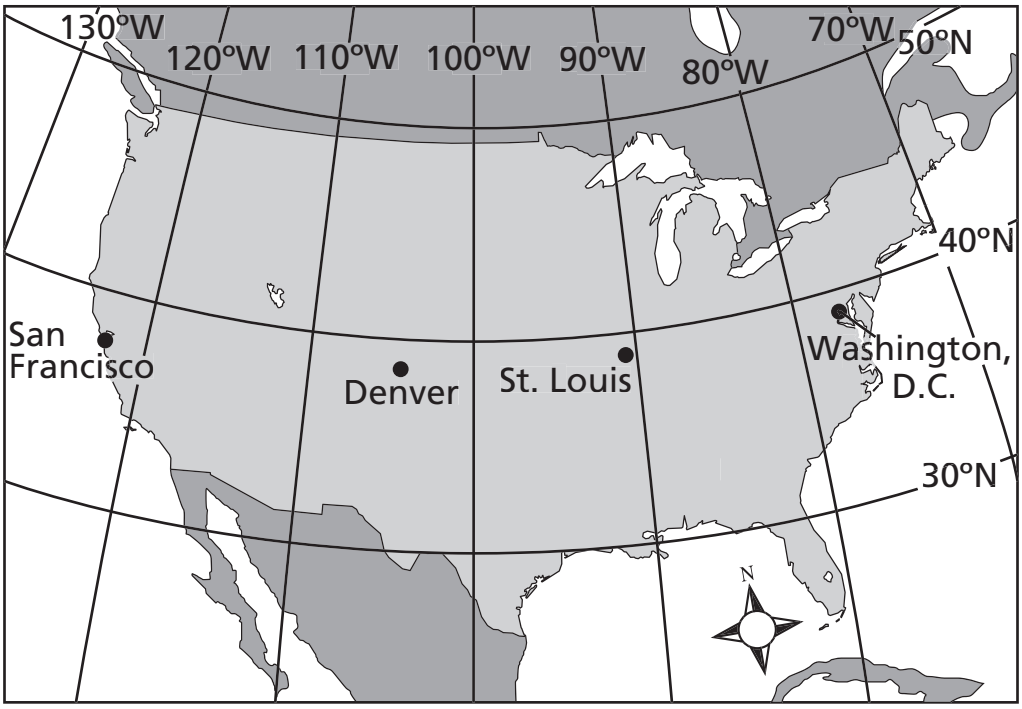
Reporting Category: **3 Geography**

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

17 **Read the map.**

Some Cities in the United States



Choose the city located nearest 39°N and 104°W on the map.

A San Francisco

B Denver

C St. Louis

D Washington, D.C.

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Reporting Category: **3 Geography**

Performance Indicator: **5.3.5 Identify the physical and political boundaries of Tennessee.**

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

F Clinch

G Arkansas

H Mississippi

J Cumberland

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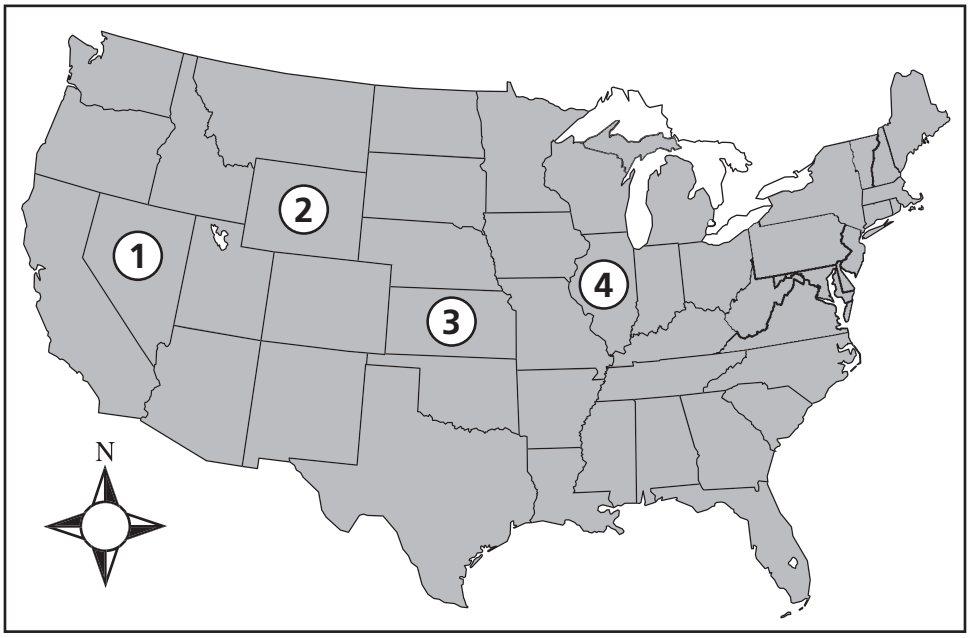
Reporting Category: **3 Geography**

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

19 **Read the map.**

The Continental United States



Which number shows Kansas?

A 1

B 2

C 3

D 4

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

20 **Western Tennessee mainly produces**

F cotton.

G coal.

H timber.

J gypsum.

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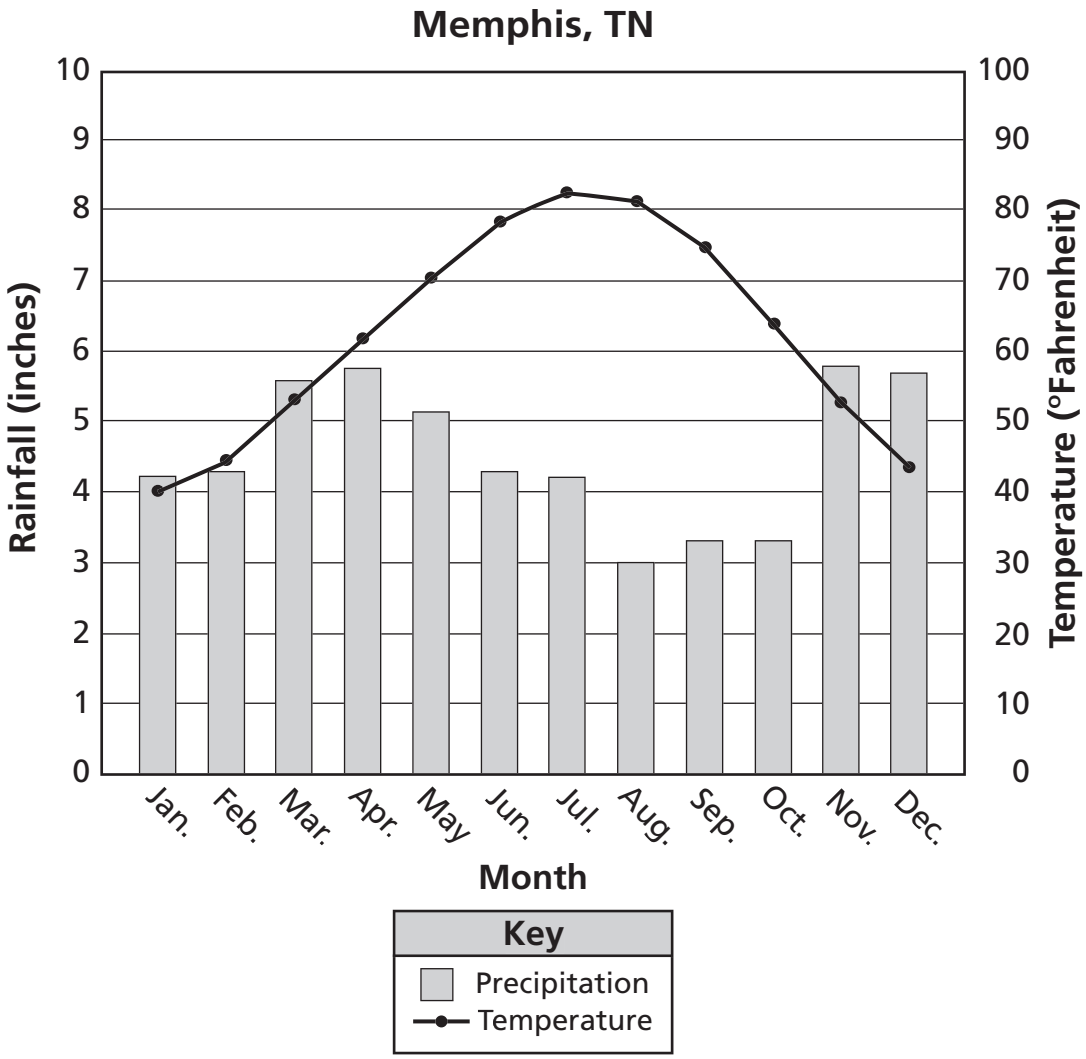
Performance Indicator: 5.3.8 Interpret a climograph.

21 **Read the climograph.**



Memphis has the <u>least</u> rainfall in

A February.

B July.

C August.

D October.

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

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

F cities to grow larger.

G gold to be found.

H slaves to be freed.

J farms to become valuable.

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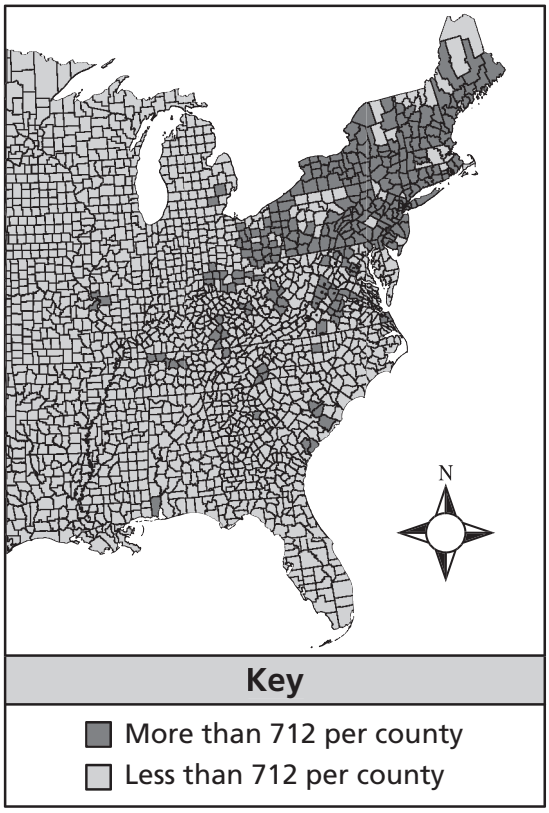
Reporting Category:	**4 US History Time Period 2: Eras 4, 5, 6**
Performance Indicator:	**UH1.5.5.1 Interpret sectional differences in the North and South in pre-Civil War (i.e., a map of Union, Confederate, and border states; pictorial representations of crop production; reading timelines; and interpreting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

23 **Read the map.**

People Working in Manufacturing and Trade, 1840



Most U.S. manufacturing takes place in the

A Northeast.

B Midwest.

C South.

D West.

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

24 **Clara Barton founded the**

F Democratic Party.

G American Red Cross.

H National Labor Union.

J American Colonization Society.

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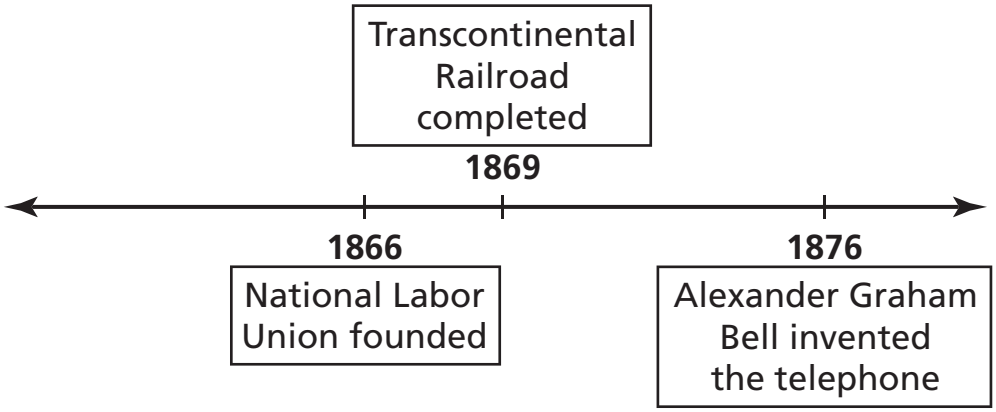
Reporting Category: **4 US History Time Period 2: Eras 4, 5, 6**

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

25 **Read the timeline.**

Changes in the United States, 1866–1876



Based on the timeline, the

A National Labor Union was founded before 1865.

B National Labor Union was founded after the completion of the Transcontinental Railroad.

C telephone was invented by Alexander Graham Bell before 1873.

D telephone was invented after the Transcontinental Railroad was completed.

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

26 **Settlers on the Great Plains built sod houses because sod**

F made the houses easy to heat.

G was readily available.

H protected the settlers from buffalo.

J was an insect-proof material.

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

27 **Read the list.**

?

- Food
- Holidays
- Language
- Music
- Religion

What is the best title for this list?

A Modern Skills

B Features of Culture

C Careers in America

D American Hobbies

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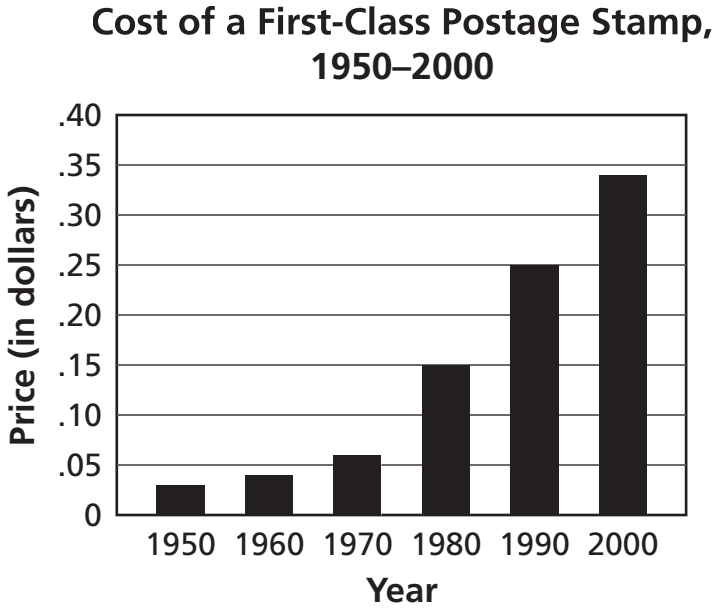
Reporting Category: **5 US History Time Period 3: Eras 7, 8, 9, 10**

Performance Indicator: **UH2.5.1.4 Analyze graphs to discover cultural trends (i.e., clothing, music, or radio sales).**

28 **Read the graph.**



Which change happened between 1950 and 2000?

F Letters became larger and heavier over time.

G More people mailed letters than used telephones.

H Mailing letters cost more in 1950 than in 1970.

J More money was needed to mail a letter in 2000 than in 1980.

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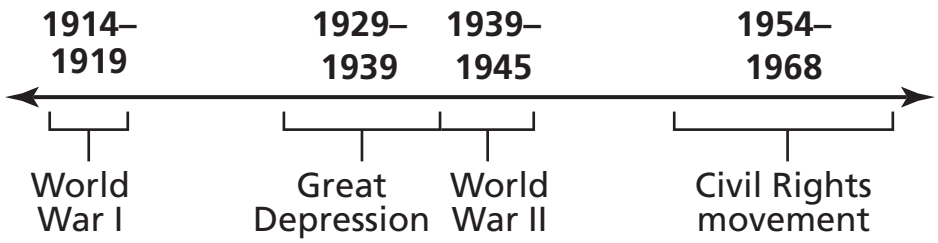
Reporting Category: 5 US History Time Period 3: Eras 7, 8, 9, 10

Performance Indicator: UH2.5.5.3 Interpret timelines that depict major historical post-Civil War events.

29 **Read the timeline.**



The Great Depression occurred

A before World War I.

B near the end of World War II.

C between World War I and World War II.

D during the Civil Rights movement.

Reporting Category: 5 US History Time Period 3: Eras 7, 8, 9, 10

Performance Indicator: UH2.5.5.4 Recognize the rights that workers fought for in the late 1800s (i.e., wages, hours, insurance, and working conditions).

30 **Workers at the end of the 19th century formed labor unions to**

F help factory owners hire immigrant workers.

G receive higher wages and better working conditions.

H help farmers sell crops for better prices.

J gain the right to vote in state and national elections.

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

31 **Look at the pictures.**

Transportation in American Cities

Before World War II

After World War II

The pictures represent the

A reduction in the amount of steel available following World War II.

B widespread use of recycled materials after World War II.

C decrease in the number of public highways after World War II.

D increase in the popularity of automobiles following World War II.

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Reporting Category: 5 US History Time Period 3: Eras 7, 8, 9, 10

Performance Indicator: UH2.5.5.7 Interpret a primary reading sample.

32 **Read the excerpt.**

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

Jane Addams believed in

F government reforms.

G a balanced diet.

H a good education.

J big businesses.

Reporting Category: 5 US History Time Period 3: Eras 7, 8, 9, 10

Performance Indicator: UH2.5.5.8 Recognize examples of how the United States confronted Civil Rights issues (i.e., Brown v. Board of Education, Montgomery Bus Boycott, Birmingham Civil Rights march, American Indian Movement (AIM), Civil Rights Act of 1964).

33 **The actions and arrest of Rosa Parks started the**

A Montgomery, Alabama, bus boycott.

B Freedom Rides in the South.

C March on Washington, D.C.

D Selma-to-Montgomery March.

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

34 **Anne Dallas Dudley worked towards**

F ending slavery in southern states.

G gaining the right to vote for women.

H ending child labor in factories.

J improving conditions for immigrants.

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Reporting Category: 5 US History Time Period 3: Eras 7, 8, 9, 10

Performance Indicator: UH2.5.6.2 Use tools of social science inquiry such as surveys, statistics, maps, and documents.

35 Read the table.

Average Weekly Attendance at Movies, 1943–1953

Year	Number of People Attending
1943	85 million
1945	85 million
1947	90 million
1949	70 million
1951	54 million
1953	46 million

Source: *Historical Statistics of the United States*

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

A Many families moved away from theaters.

B There were fewer movies shown during those years.

C Televisions became more available and affordable.

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

STOP

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Reading/Language Arts
Answer Key

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

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

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

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

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Math
Answer Key

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

7	B
8	G
9	D
10	H
11	A
12	F

13	C
14	G
15	B
16	J
17	B
18	J

19	A
20	F
21	C
22	F
23	C
24	F

Go On ▶

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Science
Answer Key

1	C
2	J
3	D
4	J
5	A
6	F
7	C
8	F

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

17	B
18	F
19	B
20	F
21	B
22	J
23	B
24	J

25	B
26	G
27	B
28	F
29	D
30	J
31	B

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Social Studies
Answer Key

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

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

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

28	J
29	C
30	G
31	D
32	H
33	A
34	G
35	C

Go On ▶

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Tennessee Comprehensive Assessment Program

English Linguistically Simplified Assessment ~ Grade 5

Item Sampler

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