Grade 3 English language arts

(Old) TCAP Example Question

Read this summary of the speech.

(1) Matt was excited to play his first hockey game. (2) He felt scared and had trouble focusing. (3) Matt asked his parents for advice. (4) His coach made him feel better, and he was able to play the game.

Which sentence does not belong in the summary?

A. Sentence 1
B. Sentence 2
C. Sentence 3
D. Sentence 4

(New) TNReady Example Question

Place the details in the correct order that they happened in the passage. Order from 1-6.
The entire passage is located in the last section of this guidebook called "Resources."

A well-dressed man asked to see Mr. Jefferson.	4
Mr. Jefferson refused to go back to the hotel.	6
The landlord said he had no rooms.	3
Men sat by the door of a hotel in Baltimore.	1
A man covered in mud asked for a room at the hotel.	2
The landlord apologized to Mr. Jefferson.	5

Students will drag and drop the choices into the correct order from 1-6 on the computer.

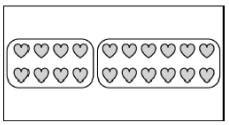
Grade 3 Mathematics

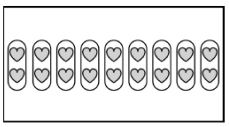
(Old) TCAP Example Question

Jennifer has 20 heart stickers. She separated these stickers into 2 equal groups. Which model best represents the number of heart stickers in each group?

A.

B.

C.


D.


(New) TNReady Example Question

Lucas has 45 pencils.

- He places the pencils into 5 groups, using all the pencils.
- Each group has the same number of pencils.

Part A
Enter an equation that can be used to find the number of pencils, p, in each group.

45 ÷ 5 = p

Part B
Enter the number of pencils in each group.

P = 9

Grade 6 Mathematics

(Old) TCAP Example Question

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

A. $53.57
B. $26.41
C. $14.58
D. $13.59

(New) TNReady Example Question

Leo and his friend went to the Burger Shack for dinner. The menu is shown below.

Burgers & Hot Dogs	Sides
Hot dog — $1.50	Fries — $0.85
Chili dog — $2.25	Onion rings — $1.65
Hamburger — $2.85	Fruit cup — $2.05
Cheeseburger — $3.15	

Leo ordered 2 cheeseburgers and 2 fruit cups. What was the total cost?

A. $2.20
B. $6.71
C. $9.80
D. $10.40

Grade 7 English language arts

(Old) TCAP Example Question

Read the passage titled "Somebody's Daughter," and answer the question below.
The entire passage is located in the last section of this guidebook called "Resources."

The character of Papa is mainly revealed through

A. what the author tells us.
B. what other characters say about him.
C. what he says.
D. what he thinks.

(New) TNReady Example Question

Read the passage titled "Galileo and the Lamps," and answer the question below.
The entire passage is located in the last section of this guidebook called "Resources."

Part A

Based on the passage, how did seeing the lamps in the cathedral influence Galileo?

A. He discovered a better method for lighting the lamps.

He became interested in science for the first time.

C. He noticed an unusual property of pendulums.

D. He learned how to attach pendulums to timepieces.

Part B

Select the section of text that **best** supports your answer in Part A.
Students will have options pre-selected from the text and will choose the correct one.

One evening when he was only eighteen years old he was in the cathedral at Pisa at about the time the lamps were lighted. The lamps – which burned only oil in those days – were hung by long rods from the ceiling. When the lamplighter knocked against them, or the wind blew through the cathedral, they would swing back and forth like pendulums. Galileo noticed this. Then he began to study them more closely.
He saw that those which were hung on rods of the same length swung back and forth, or vibrated, in the same length of time. Those that were on the shorter rods vibrated much faster than those on the longer rods. As Galileo watched them swinging to and fro he became much interested. Millions of people had seen lamps moving in this same way, but not one had ever thought of discovering any useful fact connected with the phenomenon.

Algebra (high school)

(Old) TCAP Example Question

Which list shows the numbers arranged from greatest to least?

A. $\sqrt{11}, 4.1, 4.065, 2.5$
B. $4.1, 4.065, \sqrt{11}, 2.5$
C. $\sqrt{11}, 4.065, 4.1, 2.5$
D. $4.1, 4.065, 2.5, \sqrt{11}$

(New) TNReady Example Question

A multiplication table is shown. Check each box in the table for which the product of the row and column equals a rational number.

	$-\frac{2}{3}$	$\sqrt{30}$	9.4	π
$-\frac{2}{3}$	☑	☐	☑	☐
$\sqrt{30}$	☐	☑	☐	☐
9.4	☑	☐	☑	☐
π	☐	☐	☐	☐

Writing (high school)

(Old) TCAP Example Question

The Supreme Court has ruled that random drug testing is constitutional for students who take part in sports or any other extracurricular activities. To further deter and prevent drug abuse, some are calling for the random drug testing of all students.

Write an essay in which either (1) you support random drug testing of all students or (2) you oppose random drug testing of all students.

Persuade the reader of your essay to accept your position. Defend your opinion with specific reasons and examples.

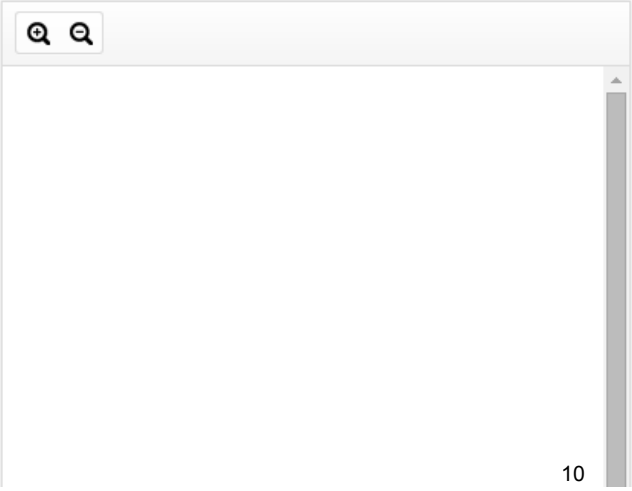
Students were not asked to read or use evidence from any text(s) for their essay.

(New) TNReady Example Question

Two passages will be provided to students to write their essay. Both passages are located in the last section of this guidebook called "Resources."

Write an informational essay about how technology is aiding investigators who are searching for missing and stolen works of art and documents. Your essay must be based upon ideas, concepts, and information that can be determined through analysis of the two passages.

Type your answer in the space provided.



English I (high school)

(Old) TCAP Example Question

Read this sentence from Paragraph 3.

When we reached the top of Angel's Rest, we scaled huge boulders we walked out to the edge of the cliff and saw miles of the Columbia River and took pictures of each other with the river in the background.

How should the underlined part be revised to correct this run-on sentence?

A. huge boulders, we walked
B. huge boulders; we walked
C. huge, boulders we walked
D. huge boulders we; walked

(New) TNReady Example Question

The errors will be highlighted and students will choose the correct revision from the drop-down box.

In order to be healthy, it's important to have enough calcium in your diet. Calcium is a mineral that is absolutely essential to formed teeth, developing bones, and to make the skeletal system stronger in children, adolescents, and adults. Without enough calcium, children's bones may not develop properly, while older people may have their bones become brittle. Human bones naturally become weaker over time. If people do not develop strong bones in youth and adulthood, their bones may become dangerously fragile as they age.

forming teeth,

and making the skeletal system stronger

older people's bones may become brittle

Calcium is also necessary to stabilize the structure of cell membranes. On a cellular level, calcium provides the same kind of structural integrity that it does on a holistic level throughout the body in the skeletal system. Deficiencies in calcium threaten the body's ability to transmit cellular signals, contract muscles normally, and the release of important hormones. In order to maintain normal function, the body releases calcium from bones into the bloodstream. This further weakens bone structure.

release important hormoes

Getting too little calcium can cause serious problems, however getting enough calcium is not a difficult undertaking. In addition to milk and cheese, calcium can be found in many foods; lentils, chickpeas, rice, oranges, and many kinds of nuts such as hazelnuts and almonds. Some kinds of fish also provide dietary calcium, including cod and trout. Even people who are lactose intolerant have a wide variety of dairy free-foods to choose from that will help them get enough calcium to maintain good health, both now and in the future. For those who are looking to supplement their dietary intake, calcium capsules are also an option.

problems, however getting

food: lentils,

dairy-free foods

The following pages include the passages referenced from the side-by-side comparison of TNReady and TCAP questions. You will find passages for the grade 3 English language arts TNReady example question, the grade 7 English language arts old TCAP question, and the high school TNReady writing prompt.

The Landlord's Mistake

by James Baldwin

1 When John Adams was president and Thomas Jefferson was vice president of the United States, there was not a railroad in all the world.

2 People did not travel very much. There were no broad, smooth highways as there are now. The roads were crooked and muddy and rough.

3 If a man was obliged to go from one city to another, he often rode on horseback. Instead of a trunk for his clothing, he carried a pair of saddlebags. Instead of sitting at his ease in a parlor car, he went jolting along through mud and mire, exposed to wind and weather.

4 One day some men were sitting by the door of a hotel in Baltimore. As they looked down the street they saw a horseman coming. He was riding very slowly, and both he and his horse were bespattered with mud.

5 "There comes old Farmer Mossback," said one of the men, laughing. "He's just in from the backwoods."

6 "He seems to have had a hard time of it," said another; "I wonder where he'll put up for the night."

7 "Oh, any kind of a place will suit him," answered the landlord. "He's one of those country fellows who can sleep in the haymow and eat with the horses."

8 The traveler was soon at the door. He was dressed plainly, and, with his reddish-brown hair and mud-bespattered face, looked like a hard-working countryman just in from the backwoods.

9 "Have you a room here for me?" he asked the landlord.

10 Now the landlord prided himself upon keeping a first-class hotel, and he feared that his guests would not like the rough-looking traveler. So he answered: "No, sir. Every room is full. The only place I could put you would be in the barn."

11 "Well, then," answered the stranger, "I will see what they can do for me at the Planters' Tavern, round the corner;" and he rode away.

12 About an hour later, a well-dressed gentleman came into the hotel and said, "I wish to see Mr. Jefferson."

13 "Mr. Jefferson!" said the landlord.

14 "Yes, sir. Thomas Jefferson, the vice president of the United States."

15 "He isn't here."

16 "Oh, but he must be. I met him as he rode into town, and he said that he intended to stop at this hotel. He has been here about an hour."

17 "No, he hasn't. The only man that has been here for lodging to-day was an old clodhopper who was so spattered with mud that you couldn't see the color of his coat. I sent him round to the Planters'."

18 "Did he have reddish-brown hair, and did he ride a gray horse?"

19 "Yes, and he was quite tall."

20 "That was Mr. Jefferson," said the gentleman.

21 "Mr. Jefferson!" cried the landlord. "Was that the vice president? Here, Dick! build a fire in the best room. Put everything in tiptop order, Sally. What a dunce I was to turn Mr. Jefferson away! He shall have all the rooms in the house, and the

ladies' parlor, too. I'll go right round to the Planters' and fetch him back."

22 So he went to the other hotel, where he found the vice president sitting with some friends in the parlor.

23 "Mr. Jefferson," he said, "I have come to ask your pardon. You were so bespattered with mud that I thought you were some old farmer. If you'll come back to my house, you shall have the best room in it—yes, all the rooms if you wish. Won't you come?"

24 "No," answered Mr. Jefferson. "A farmer is as good as any other man; and where there's no room for a farmer, there can be no room for me."

Somebody's Daughter

1 Lizzie surveyed the display window with satisfaction; ladies' hats in every color adorned every inch of the window like a field of wildflowers. Papa frowned, inclined his head, and questioned, "The entire window, Lizzie?"

2 Lizzie nodded her head eagerly. "The entire window, Papa," she replied decidedly. "I'm convinced that many ladies come to town completely unaware of what we have to offer them. They're going to need our wonderful hats to shield themselves from the blazing sun."

3 From the corner of her eye, Lizzie glimpsed the hint of a smile that slowly expanded across her father's usually serious face. As it spread, it lifted his precisely trimmed mustache and beard and even caused the corners of his eyes to crinkle. "We could attract record numbers of customers by distributing our store fliers at meeting places where visitors would be most likely to see them," Lizzie suggested.

4 The smile quickly disappeared from Papa's face as he led Lizzie back into the store. "I've cautioned you several times to avoid those meeting places. Trouble is brewing, and I want you far away from it," he said sternly.

5 Papa was not a person with whom one argued. Lizzie obediently nodded and returned to her work behind the counter. Secretly, Lizzie believed that a woman's right to vote was a decision that *should* stir up a little trouble, but she would respect her father's wishes.

6 Throughout the day, a seemingly endless stream of customers intent on buying hats moved through the store; Lizzie was attentive and friendly to all. By dusk, she was exhausted. Lizzie straightened the displays, swept the floor, and then approached her father's office. As she entered the room, Papa looked up from the stack of sales slips on his desk and said, "Excellent display of hats, Lizzie. This has been a fantastic day for sales; in fact, it is the best day of sales we've had in months. You've got a good mind for business."

7 Papa's sincere compliment caused Lizzie to forget her exhaustion. She walked energetically to the hat rack in the corner and grabbed Papa's hat while he closed his books. As Papa walked over to lock the front door of the shop, Lizzie's friend Helen rushed inside. "Did you hear the news?" Helen asked excitedly. "The Tennessee General Assembly is going to vote on the 19th Amendment tomorrow! My mother is taking me to Capitol Hill for the vote. Come with us, Lizzie!"

8 Lizzie turned to Papa. "Please," she begged.

9 Papa's eyes narrowed and his mustache twitched before he spoke. "Helen, please let your mother know that Lizzie won't be able to join you. There are plenty of angry people on both sides of this argument. Capitol Hill will be no place for ladies."

10 As Lizzie and Papa walked home in total silence, Lizzie felt her anger bubbling to the surface. When they reached the house, she could no longer restrain herself. "Don't you want me to be able to vote someday, Papa? You said I had a good mind for business. Don't you think I should be able to vote when I get older?"

11 Papa sighed and then looked Lizzie squarely in the eyes. “It’s my job to protect you,” he explained gently and earnestly. “Right now, I’m trying to keep trouble and disappointment at a distance. It’s 1920, Lizzie, and most people just aren’t prepared for this change.”

12 Lizzie tried to hold back the tears that filled her eyes. Then, she turned and retreated to her room, shaking her head the whole way.

13 Later that evening, Lizzie came out of her room and paused by Papa’s chair to say good night. “You never answered my question,” she began hesitantly. “Don’t you think I should be able to vote someday? Don’t you think I should have a say in how decisions are made in our country?”

14 Papa looked serious, cleared his throat, and answered thoughtfully, “Of course you should be able to vote, and I want you to have the right to vote someday, but those ladies going to Capitol Hill aren’t my daughters.”

15 “No, they aren’t,” Lizzie agreed. Then she added softly, “But each one of them is somebody’s daughter.”

16 The next morning, Papa was unusually silent. After breakfast he announced, “Put on your best dress, Lizzie, because we’re going to Capitol Hill.” He quickly added, “Don’t get your hopes up, though. I don’t think the amendment will pass, but you’re right; every one of those ladies is somebody’s daughter, and each one should have a papa in her corner.”

17 Lizzie hugged Papa and then rushed to get ready. When they arrived at the Tennessee General Assembly building, the large crowd was moving toward the doors. Lizzie got caught in the flood of people. Although she reached for Papa’s hand, the distance between them grew wider. Moments later, Lizzie grasped the railing of the balcony. Looking down, she saw the politicians sitting side by side. As each name was called, a representative stood and cast his vote. The thrill of this moment was like a tornado swirling around in Lizzie’s stomach. In the excitement, she forgot about Papa and concentrated on the activities below. When the last politician stood up and cast an “aye” vote, a great roar swelled in the gallery. The amendment would pass! Lizzie turned around, and she was grateful to find Papa standing beside her. He leaned down and whispered in her ear, “This is a proud day for Tennessee and for all of America’s daughters.”

Galileo and the Lamps

by James Baldwin

1 In Italy about three hundred years ago there lived a young man whose name was Galileo. Like Archimedes he was always thinking and always asking the reasons for things. He invented the thermometer and simple forms of the telescope and the microscope. He made many important discoveries in science.

2 One evening when he was only eighteen years old he was in the cathedral at Pisa at about the time the lamps were lighted. The lamps—which burned only oil in those days—were hung by long rods from the ceiling. When the lamplighter knocked against them, or the wind blew through the cathedral, they would swing back and forth like pendulums. Galileo noticed this. Then he began to study them more closely.

3 He saw that those which were hung on rods of the same length swung back and forth, or vibrated, in the same length of time. Those that were on the shorter rods vibrated much faster than those on the longer rods. As Galileo watched them swinging to and fro he became much interested. Millions of people had seen lamps moving in this same way, but not one had ever thought of discovering any useful fact connected with the phenomenon.

4 When Galileo went to his room he began to experiment. He took a number of cords of different lengths and hung them from the ceiling. To the free end of each cord he fastened a weight. Then he set all to swinging back and forth, like the lamps in the cathedral. Each cord was a pendulum, just as each rod had been.

5 He found after long study that when a cord was 39 1/10 inches long, it vibrated just sixty times in a minute. A cord one fourth as long vibrated just twice as fast, or once every half second. To vibrate three times as fast, or once in every third part of a second, the cord had to be only one ninth of 39 1/10 inches in length. By experimenting in various ways Galileo at last discovered how to attach pendulums to timepieces as we have them now.

6 Thus, to the swinging lamps in the cathedral, and to Galileo's habit of thinking and inquiring, the world owes one of the commonest and most useful of inventions,—the pendulum clock.

7 You can make a pendulum for yourself with a cord and a weight of any kind. You can experiment with it if you wish, and perhaps you can find out how long a pendulum must be to vibrate once in two seconds.

from "Isabella Stewart Gardner Heist:[1] 25 Years of Theories"

by Tom Mashburg

1 The hallway in the Brooklyn warehouse was dark, the space cramped. But soon there was a flashlight beam, and I was staring at one of the most sought-after stolen masterpieces in the world: Rembrandt's *Christ in the Storm on the Sea of Galilee*.

2 Or was I?

3 My tour guide that night in August 1997 was a rogue antiques dealer who had been under surveillance by the F.B.I. for asserting he could secure return of the painting—for a $5 million reward. I was a reporter at *The Boston Herald*, consumed like many people before me and since with finding the *Storm*, a seascape with Jesus and the Apostles, and 12 other works, including a Vermeer and a Manet, stolen in March 1990 from the Isabella Stewart Gardner Museum, a cherished institution here.

4 The theft was big news then and remains so today as it nears its 25th anniversary. The stolen works are valued at $500 million, making the robbery the largest art theft in American history.

5 Which explains why I found myself in Brooklyn, 200 miles from the scene of the crime, tracking yet another lead. My guide had phoned me suggesting he knew something of

the robbery, and he had some street credibility because he was allied with a known two-time Rembrandt thief. He took me into a storage locker and flashed his light on the painting, specifically at the master's signature, on the bottom right of the work, where it should have been, and abruptly ushered me out.

6 The entire visit had taken all of two minutes.

7 Call me Inspector Clouseau—I've been called worse in this matter, including a "criminal accomplice" by a noted Harvard law professor—but I felt certain I was feet from the real thing, that the Rembrandt, and perhaps all the stolen art, would soon be home. I wrote a front-page article about the furtive unveiling for *The Herald*—with a headline that bellowed "We've Seen It!"—and stood by for the happy ending.

8 It never came. Negotiations between investigators and the supposed art-nappers crumbled amid dislike and suspicion. Gardner officials did not dismiss my "viewing" out of hand, but the federal agents in charge back then portrayed me as a dupe. Eighteen years later, I still wonder whether what I saw that night was a masterpiece or a masterly effort to con an eager reporter.

9 Federal agents today continue to discount my warehouse viewing. (They say they have figured out the identity of my guide, but I promised him anonymity.) Still, the authorities are intrigued by some paint chips I also received in 1997 from people

claiming to control the art. I wrote at the time that they were possibly from the Rembrandt, but the F.B.I. quickly announced that tests showed that they bore no relationship to the *Storm*.

10 In a recent interview, though, F.B.I. officials told me that the chips had been re-examined in 2003 by Hubert von Sonnenburg, a Vermeer expert who was chairman of painting conservation at the Metropolitan Museum of Art. (Mr. von Sonnenburg died the next year.)

11 His tests determined the chips were an exact match for a pigment known as "red lake" that was commonly used by the 17th-century Dutch master and had been used in the stolen Vermeer (*The Concert*). The crackling pattern on the chips was similar to that found on other Vermeers, Mr. von Sonnenburg concluded, according to the authorities.

12 Perplexed? Me, too.

13 Such have been the vicissitudes[2] in my coverage of the case for nearly two decades, during which I have gathered hundreds of investigative documents and photos, interviewed scores of criminals and crackpots, and met with dozens of federal and municipal law enforcement officials and museum executives.

14 In 2011, I wrote a book about art theft with the Gardner's chief of security, Anthony M. Amore. We omitted the Gardner case because Mr. Amore said the hunt had reached a delicate phase.

15 Four years later, his quarry

remains elusive.

[1]**heist**: robbery

[2]**vicissitudes**: changes

Excerpt from "Isabella Stewart Gardner Heist: 25 Years of Theories," by Tom Mashburg, from *The New York Times.* February 26, 2015.

National Treasures Recovering Artwork Owned by the U.S. Government

16 In 1942, with World War II raging, the Library of Congress took the precaution of sending some of its national treasures to a guarded facility in the Midwest, including a collection of Walt Whitman's papers, which were sealed in packing cases prior to shipping. When the collection was returned to Washington in October 1944 and unsealed, 10 of the illustrious poet's notebooks were missing.

17 The library searched for the notebooks—and enlisted the FBI's help—but to no avail. It was eventually concluded that the missing items were intentionally removed before they were shipped in 1942. More than five decades later, in 1995, four of the notebooks were recovered when they turned up for sale at Sotheby's, but six of the priceless artifacts are still unaccounted for.

18 The Whitman notebooks are perhaps the most intriguing example of a little-known phenomenon in the world of art investigations: items

owned by the U.S. government that have gone missing, many dating back to the New Deal era of the 1930s.

19 "Trying to locate items that disappeared decades ago represents a significant challenge for law enforcement," said Bonnie Magness-Gardiner, who heads the FBI's art crime team. "But we are bringing modern technology to the effort with our new National Stolen Art File, and we are seeing results."

20 The National Stolen Art File (NSAF) is an online database of stolen art and cultural property reported by law enforcement agencies throughout the United States and the world and maintained by the FBI. It consists of images and physical descriptions of thousands of stolen and recovered objects in addition to investigative case information. The database is a resource for art crime investigators and for gallery owners, dealers, and auction houses seeking to authenticate works and verify ownership. The public can also search the free online tool, minus the investigative information.

21 In partnership with other agencies such as the Library of Congress and the General Services Administration (GSA), which is responsible for artifacts and artworks in federal facilities, the FBI uses the NSAF to locate and recover missing artworks owned by the government.

22 As the official custodian[3] of artworks produced under the federal Works Progress Administration

Works Progress Administration (WPA) during the New Deal era, the GSA has partnered with the FBI and the art community to recover misplaced and stolen WPA works. The agency maintains an inventory of significant WPA art, which has been added to the FBI's database.

23 "Often the people in possession of these WPA works don't realize they have no legitimate claim on them," said Gardiner. "They may have inherited them or found them in the attic of their grandparents' house." In an attempt to value or sell the works, the possessors contact dealers or auction houses, who, in turn, consult the NSAF and discover the items are rightfully owned by the government.

24 Investigators with the GSA's Office of Inspector General work to authenticate and recover the works, and in many cases, the agency then loans the recovered items to museums and galleries across the nation, where they can be enjoyed by the public—as they were intended to be.

25 "These works commissioned in the 1930s and '40s are part of America's culture and history," Gardiner said. "They belong to the government, but really they belong to the public, and we are working to make sure that the public has access to them."

[3]**custodian**: someone entrusted with guarding or maintaining a property

"National Treasures: Recovering Artwork Owned by the U.S. Government," from the Federal Bureau of Investigation Web site. http://www.fbi.gov/news/stories/2011/june/art_061011/art_061011.