

Montana

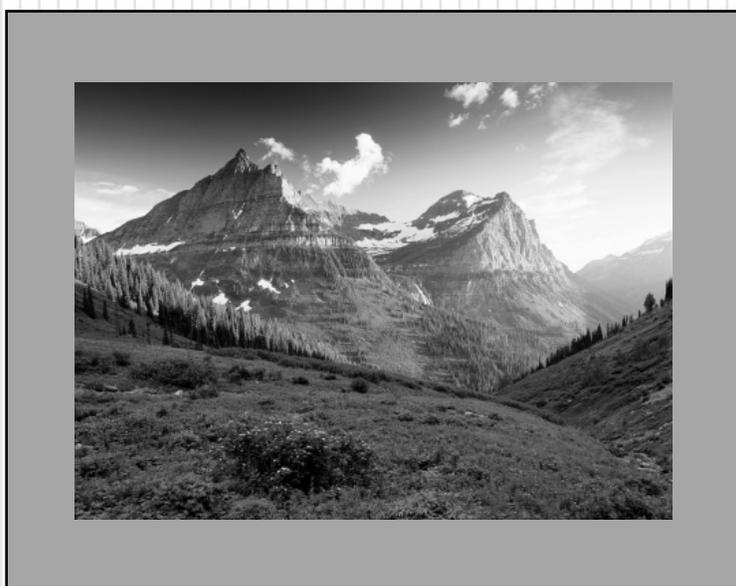
*Comprehensive Assessment
System (MontCAS, Phase 2 CRT)*

GRADE 6
FORM 1
SPRING 2006

Student Name:

School Name:

Teacher/Class:



OPI

OFFICE OF PUBLIC INSTRUCTION

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General Directions

This test contains six sessions: three in reading and three in mathematics. The sessions are made up of multiple-choice questions and questions for which you must show your work or write out your answers. Write your answers to all of the questions in your Student Response Booklet. For the reading parts of the test, read each selection before answering the questions.

For each multiple-choice question, choose the best answer. Fill in the bubble in your Student Response Booklet that corresponds to your answer choice for that question.

Some questions ask you to show your work or to write out your answers. Write your answers to these questions in the spaces provided in your Student Response Booklet. Your answers must fit in the spaces provided. Any part of an answer outside the box might not be scored.

Be sure to answer all parts of each question, and to answer completely. For example, if a question asks you to explain your reasoning or show your work, be sure to do so. You can receive points for a partially correct answer, so try to answer every question.

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Reading Session 1

This test session includes reading selections, multiple-choice questions, and a question for which you must write out your answer. After you read each selection, answer the questions about it in the spaces provided in your Student Response Booklet. You may not use a dictionary or any other reference tool during this session.

Have you ever wondered what buildings will look like in the future? Read this passage to find out one possibility and how to build a super structure. Then answer the questions that follow.

Buildings for Tomorrow

David Darling

How will humans be living fifty years from now? Five miles up in soaring skyscraper cities? Or perhaps in homes underground? One thing seems certain: the buildings and communities in which people spend much of their lives will be very different in years to come than they are today.

Our current supplies of fuels are gradually running out, while at the same time the earth's population is rising steeply. This will mean that buildings in the next century will have to be much more energy efficient. They will need to be easier and cheaper to build, and able to use energy sources, such as heat from the sun, which will not run out.

Geodesic Domes

Not all buildings in which people live, work, or play need to have supporting walls inside. A dome-shaped structure will support itself because of the way the weight of the building is gradually directed down the curving sides of the building to the ground. However, a round dome is difficult to make. Much easier to assemble is a dome, known as a geodesic dome, constructed from flat triangular panels which fit perfectly together.

“Geodesic” comes from two Greek words meaning “earth dividing.” In the geodesic dome, a half-sphere is divided into a number of interlocking triangles—the more triangles used, the stronger the structure. All the sides of these triangles, usually made of steel, work together to carry the load evenly.

EXPERIMENT!

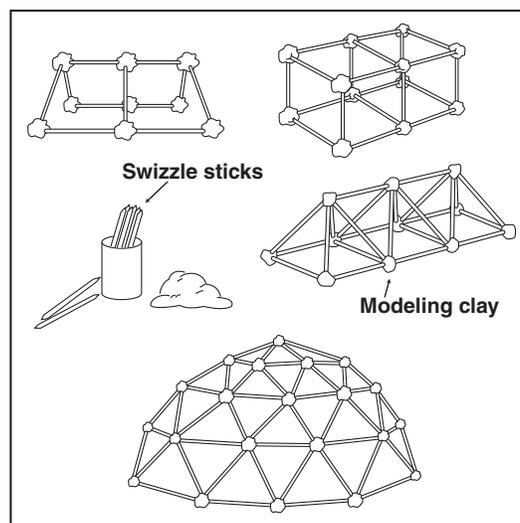
Super Structures

You Will Need:

- Modeling clay
- Swizzle sticks

What to Do:

Break off small pieces of clay, roll them into balls, and use these to hold together the swizzle sticks in various arrangements. Try building a dome-shaped structure such as the one shown here from a series of interlocking triangles. Test this structure by pressing down on it. Is it strong? If so, can you explain why?



Geodesic domes are simple to build, strong and lightweight, and can be used for everything from tents to sports stadiums. Because they have no internal walls, the domes allow air to circulate freely around, making them easy to keep at a steady, comfortable temperature throughout.

The famous American architect Buckminster Fuller even suggested that entire cities might someday be enclosed within giant geodesic domes.

Since no beams are needed to support them, such domes could be almost any size. Protected by a clear bubble of plastic, the city's inhabitants would never have to suffer from bad weather. On hot summer days, the dome's panels could be darkened to shield the city from the sun's glare. Such domes might be especially useful to protect future human colonies on other planets or the moon.

Mark your answers to questions 1 through 5 in the section marked "Reading—Session 1" in your Student Response Booklet.

1. According to the passage, why will it be necessary to build different types of buildings in the future?
 - A. The sun is getting hotter and people are taking up more space.
 - B. The supply of fuel is running low and the population is increasing.
 - C. People will need air to be kept at a more steady temperature.
 - D. People will need to be protected from bad weather.
2. Why might the panels in future geodesic domes be darkened?
 - A. to make the structure stronger
 - B. to allow air to move about freely
 - C. to protect people from bad weather
 - D. to keep out light from the sun
3. According to the "Super Structures" experiment section, which step comes after making a dome-shaped structure out of clay and sticks?
 - A. Roll out balls of clay.
 - B. Break off pieces of clay.
 - C. Press down on the structure.
 - D. Put swizzle sticks into the structure.
4. Why did the author **most likely** write the passage "Buildings for Tomorrow"?
 - A. to explain the value of building cities under domes
 - B. to inform the reader about a useful structure
 - C. to demonstrate the importance of saving energy
 - D. to inform the reader about a famous architect
5. Where is the **best** place to look for more information about geodesic domes?
 - A. an almanac
 - B. an atlas
 - C. an encyclopedia
 - D. a social studies textbook



This article tells about an inventor who imitated nature to invent Velcro. Read the article and then answer the questions that follow.

Imitating Nature

Laurel Sherman

I FIRST GOT INTERESTED at the fabric store, as a clerk measured the Velcro and prepared to cut it. “Did you know that a botanist invented Velcro?” she commented.

Of course, I thought, having always suspected that anything so mysterious and wonderful as Velcro must have an unusual origin. As I thought about it, I began to wonder how someone interested in plants had gotten involved with those sticky tapes. But after I learned about George de Mestral, it all seemed perfectly obvious.

George, a Swiss inventor, not a botanist, was fond of hunting. In 1948, after a day in the woods and fields with his dog, he sat down to the familiar chore of removing burs from his wool socks and from the dog’s hair. He started wondering what it was that made the burs cling so. Under a microscope he saw that each bur had thousands of tiny hooks, each facing a different direction. The wool in his socks was a tangle of loops—just right to catch the hooks of the burs. He couldn’t dislodge them with a simple twist because just as one set of hooks was free, another set would grab the loops.

George knew he wanted to duplicate the action of the bur. The new fastener he had in mind would not have to be snapped, buttoned, or zipped. One press to fasten, one pull to unfasten.

He spent the next eight years trying to imitate what nature did so effortlessly every fall. At first he had two cotton tapes made by hand. They were flimsy, but they did stick. By a wonderful accident, some nylon thread was delivered to his shop. He

realized at once that if he could handle this new, tough fiber, he could make a firmer and more durable tape.

But problems mounted. The fuzzy side of the tape had to have at least three hundred loops per square inch for the hooked side to hold. Glue was needed to hold the loops so they wouldn’t slip.

The hooks themselves had to be shaped from nylon thread. Eventually George found that he could mold the thread into short loops with infrared heat.* Next he cut each loop in half with clippers to leave two hooks facing each other.

By 1958 George had his fastener. He called it “Velcro,” from the French words *velours* (velvet) for the soft, fuzzy part and *crochet* (hook) for the hooks.

At first people did not want Velcro on their shoes or clothes. It was the American space program that found uses for the product. Away from Earth’s gravity, anything not fastened down will drift around, bouncing off walls and astronauts. Astro-Velcro was used to hold tools, food, and clothing in place.

Now it’s everywhere. We use it to fasten shoes and boots. Flight attendants use it to hold the headrest on your airline seat; doctors use it to tighten the cuff when they read your blood pressure. But perhaps George de Mestral came up with the best idea of all: he used it to fasten articles about Velcro to a bulletin board. Now, if he’d only gone on to invent an unfastener, one that would remove burs from woolen socks and dog’s hair!

*infrared heat: invisible heat rays

3

4

5

10



Mark your answers to questions 6 through 10 in the section marked “Reading—Session 1” in your Student Response Booklet.

6. Which activity **directly** inspired George de Mestral to invent Velcro?
- A. walking in the field
 - B. hunting in the woods
 - C. removing burs from socks
 - D. twisting and pulling hooks
7. Paragraph 3 states, “He couldn’t dislodge them with a simple twist.” What does dislodge mean?
- A. examine
 - B. preserve
 - C. remove
 - D. sink
8. Which word means the same as duplicate in paragraph 4?
- A. copy
 - B. extend
 - C. stroke
 - D. compare
9. Which quotation from the article expresses an opinion?
- A. “He spent the next eight years trying to imitate what nature did so effortlessly.” (paragraph 5)
 - B. “They were flimsy, but they did stick.” (paragraph 5)
 - C. “We use it to fasten shoes and boots.” (paragraph 10)
 - D. “But perhaps George de Mestral came up with the best idea of all.” (paragraph 10)
10. Why did the author **most likely** write “Imitating Nature”?
- A. to show that people did not want to use Velcro at first
 - B. to tell about an invention discovered while observing a common problem
 - C. to explain how an inventor got a new idea while working with the space program
 - D. to prove that Velcro is the best fastener in the world



In “*She Flies*,” the narrator tells about a time when actions have an interesting result and influence other people. Read the passage and then answer the questions that follow.

She Flies

David Rice

1 One of my earliest memories is of setting free more than 300 parakeets. It was my fifth birthday, and my parents had thrown me a party at Tía Mana Garza’s house. Tía Mana had made me a dress and bought me matching shoes and a hat. She had decorated her backyard with ribbons tied to the trees and her two birdcages. One cage was filled with hundreds of parakeets. It was eight feet high and ten feet across, covered in chicken wire with holes so small that I could barely fit my little fingers through them. The other cage held Tía’s favorite possession: a green and red parrot named Pájaro. Pájaro wore an ankle band attached to kite string so he wouldn’t escape. Whenever Tía let him out of his cage, he walked to the top and stretched his wings. Sometimes he’d flutter them and then fly straight up at full speed, but the string would snap him down.

2 During my birthday party I walked up to the big parakeet cage with a cookie. I thought maybe I’d push the cookie under the cage door and see if the parakeets would eat it. Tía Mana had more colors in her big birdcage than there were in my biggest box of crayons. Some of the parakeets would fly back and forth really fast, hitting the cage with their bodies. Others would clutch the walls with their claws, and with their beaks they’d bite the cage wire. To me they looked as if they were trying to tear out of the cage. I think I felt sorry for them. Whenever I walked up to their cage, they turned their little heads and stared at me, fluttering their wings hard against the cage.

I turned around and looked at Tía Mana, who was watering her azaleas. She smiled at me but said nothing. I tried to push the cookie through the slit under the cage door, but it was too narrow. As

3 I lifted the latch of the door, I heard my parents in the distance, telling me to stop. But I didn’t want to stop.

4 I pulled the door open, and the sound of hundreds of singing birds swept away the shouts of my parents. The parakeets flew out, and I felt as if I were floating in a rainbow. They swirled around me, their feathers grazing my face, chest, shoulders, and arms. I wanted to float away with them. I could hear them whispering to me as they darted by. I lifted my arms and stood on the tips of my toes, wondering if I was about to fly. The birds swooped into the trees of Tía’s backyard, singing happily. Pájaro, on his kite string, sang too. And Tía Mana dropped the water hose and put her arms up, as if she were trying to embrace the flying colors. She was laughing, and her laugh was the same pitch as that of the singing birds.

5 My father ran to me and slammed the cage door, but only a few birds still remained. . . . I didn’t know what he was so mad about. To me the parakeets wanted to be free, and Tía looked very happy watching them spread their tiny wings. I remember Dad saying that the birds were “escaping.” It was the only word I heard, over and over.

6 Then I felt Tía Mana’s hands on my stomach. I looked up and she was standing behind me. She pulled me to her, and I could feel her warmth on my back.

7 “Milagros has done the right thing,” she said. “I’ve had those birds too long. They should be free.”

For years afterward the parakeets lived in Tía Mana’s backyard. Some flew to her neighbors’ trees, but most made nests in her own. She had birds everywhere. Peacocks, ducks, and chickens walked freely in her yard, pecking here and there.



Mark your answers to questions 11 through 21 in the section marked “Reading—Session 1” in your Student Response Booklet.

11. Who is the narrator of this passage?
- A. Tía Mana Garza
 - B. Pájaro
 - C. Dad
 - D. Milagros
12. In paragraph 4, the author includes the phrase “I felt as if I were floating in a rainbow” to show
- A. that Milagros was in the middle of a storm.
 - B. Milagros’s feelings at being surrounded by the birds.
 - C. the confusion when Milagros let the birds go.
 - D. the way the birds felt while flying away.
13. In paragraph 5, what is the **most likely** reason Milagros could not understand why her father was angry?
- A. She was concentrating on releasing the birds.
 - B. She thought her father was speaking another language.
 - C. She was too scared to listen to what her father was saying.
 - D. She could not hear over the noise of the parakeets.
14. In paragraph 6, what is the **most likely** reason Tía Mana pulls Milagros to her?
- A. to scold Milagros for letting the birds out of their cage
 - B. to show Milagros that what she did was all right
 - C. to hug Milagros
 - D. to keep Milagros warm
15. Which sentence from the passage is an opinion?
- A. “One of my earliest memories is of setting free more than 300 parakeets.” (paragraph 1)
 - B. “I thought maybe I’d push the cookie under the cage door and see if the parakeets would eat it.” (paragraph 2)
 - C. “But I didn’t want to stop.” (paragraph 3)
 - D. “They should be free.” (paragraph 7)
16. In the last paragraph, why did Tía Mana **most likely** have many kinds of birds walking “freely in her yard” years later?
- A. She did not have enough cages for the birds.
 - B. She realized that she liked the birds being free.
 - C. She took the birds from her neighbors.
 - D. She bought many new pet birds.



17. The actions of Milagros’s father in the passage show that he
- A. is angry at Milagros.
 - B. understands Milagros’s actions.
 - C. wants to set the birds free himself.
 - D. is worried about what Tía Mana wants.
18. Which word **best** describes Milagros?
- A. selfish
 - B. mean
 - C. caring
 - D. friendly
19. What is the **main** purpose of this passage?
- A. to describe why animals should be free
 - B. to provide details about birds
 - C. to entertain with an interesting tale
 - D. to illustrate the difficulties of making a childhood decision
20. How does the author organize the events in the passage?
- A. by flashbacks
 - B. in order of time
 - C. in order of importance
 - D. by compare and contrast
21. If you wanted more information about parakeets, the **best** source in which to find more information would be
- A. an encyclopedia.
 - B. an atlas.
 - C. the dictionary under “P.”
 - D. the fiction section of the library.

Write your answer to question 22 in the space provided for it in your Student Response Booklet.

22. Did Milagros do the right thing by letting the birds go free? Use specific information from the passage to support your answer.

**NO TEST MATERIAL
ON THIS PAGE**

Reading Session 2

This test session includes reading selections, multiple-choice questions, and a question for which you must write out your answer. After you read each selection, answer the questions about it in the spaces provided in your Student Response Booklet. You may not use a dictionary or any other reference tool during this session.

In this story, Rob and his sister Kristi face a dangerous situation. Read the story and then answer the questions that follow.



Rosemary Laughlin

HIS HEAD THROBBING, Rob lay back and gazed at the blue, blue sky. White clouds billowed like jack-in-the-boxes from behind the mountain peaks of the Absaroka range. Great black crows soared above and below him, their caws echoing in the clear air.

Ten minutes ago he had felt like the lord of the universe, surveying the scene with his nine-year-old sister, Kristi. Now he fought back tears of anger and regret. Why had he trusted his eyes and pulled his weight up on that boulder? Why hadn't he tested it with his hands first?

Well, it was too late now. The boulder had dislodged almost immediately with the sickening rip of crumbling rock. At least he had lurched away, and the stone had rolled off to the side instead of on top of him. He had tumbled down from the ridge and then over a cliff several yards below. A ledge had

stopped his fall—a small ledge ten feet down with a single dwarf pine curving its trunk out and upward.

He remembered yelling in panic and then seeing Kristi's frightened face far above him. "Rob! Are you O.K.?" . . .

"I think so," he called up. "But I'm cut somewhere. There's blood in my hair and on my face. My wrist must be broken. I can't bend it, and it's starting to swell." Then trying to stand up, he added, "My ankle is sprained, too. The pain is bad when I put my weight on it."

"What'll we do?" Rob was grateful for the way Kristi got right to the point without hysterics.

After a moment he decided. "There's no way I can get off this ledge without rope. You'll have to go back to the lodge for help. Can you do that, Kristi?"

"I . . . think so." She gulped, then her voice was firm. "Yes, I can." . . .

"Remember the way down?" They had been climbing for almost an hour. Getting down should take less than half the time. "You can see Paradise Meadow from here. Once you get to it, just follow the stream down to the lodge. Take your time so *you* don't fall and get hurt. I've got my water bottle and the backpack with our food. I'll be fine." . . .

Arranging himself uncomfortably on the rock, Rob watched Kristi's descent toward Paradise Meadow. Once she found the stream there, she would disappear into the trees. . . .

Suddenly Rob was aware of movement other than Kristi's. At the base of the slope he distinguished two brown shapes—a mother grizzly and her cub emerging from the forest.

Instantly tense and alert, he forgot his pain. On his isolated ledge he was safe—but Kristi? From his



12 vantage point, Rob could see that the bears would reach Paradise Meadow from their direction just as Kristi would reach it from hers.

His heart pounded. The scene at the lodge last night flashed in his mind. Mr. Woodworth, the lodgekeeper, had shown Rob and Kristi the bronze casting of a thousand-pound grizzly’s rear paw. . . .

“Sometimes a grizzly will ignore you totally, other times it will attack you,” he had said. “You might unknowingly be in between a grizzly and a food cache, and if you were, the bear would be furious.” . . .

Rob drew a breath to yell to Kristi, then stopped. Was yelling a good idea? Kristi might hear him yell, but she wouldn’t understand words at this distance. Confused, she might come closer to the bears. The mother might hear and become defensive. Still, how else could he get Kristi’s attention? Her eyes were on the ground ahead of her as she climbed steadily down the mountain.

In the back of his mind, Rob heard Mr. Woodworth saying, “There’s an old forest adage that when a pine needle drops in the forest, the eagle will see it fall, the deer will hear it when it hits the ground, and the bear will smell it.”

Was that the answer? It just might work! As quickly as he could, Rob slipped off his backpack and fumbled for the lunch he and Kristi had

intended to eat at Crow Peak—peanut butter and jelly sandwiches, raisins, chocolate bars, and two refreshing slices of cantaloupe. Unwrapping each, he braced himself against the dwarf pine and, with his good arm, heaved the food toward the place where the bears had emerged from the forest. If they turned back and occupied themselves with food, precious minutes would be gained. Kristi would be able to stay ahead of the bears and avoid an encounter.

Did he imagine the splat of the food as it hit the slope below? That was quite a distance. But his eyes could not be mistaken. The bears were aware of the food. The mother grizzly halted, sniffed, and nearly ran over her cub as she herded it toward the windfall goodies.

Taut with tension, Rob watched them devour and enjoy. Then, true to grizzly unpredictability, they turned away from Paradise Meadow and headed back into the forest.

Exhausted, Rob drank some of his water. He was aware of his pain again. By now Kristi was surely at the lodge, or close to it. He smiled at the thought of her telling what had happened in her crisp, businesslike manner. The horses would soon be saddled, and help would be on the way. Rob lay back and gazed again at the black crows flapping and soaring in the blue, blue sky.

Mark your answers to questions 23 through 27 in the section marked “Reading—Session 2” in your Student Response Booklet.

23. What is the **main** purpose of paragraph 3 in the story?

- A. to introduce the characters
- B. to create a mood for the reader
- C. to tell how Rob had gotten into trouble
- D. to describe where the story takes place

24. In paragraph 12, the phrase vantage point is used to show that Rob

- A. has a clear view.
- B. is on a shelf.
- C. is in a meadow.
- D. has disappeared.



25. What is the purpose of the lodgekeeper's story in paragraphs 13 through 16?
- A. to show how dangerous grizzlies can be
 - B. to convince the children not to hike alone
 - C. to explain how to fight off a grizzly attack
 - D. to describe the different types of bears

26. What is the **main** purpose of this story?
- A. to show the reader how to prepare for a trip
 - B. to persuade the reader not to go hiking
 - C. to entertain the reader with an adventure story
 - D. to inform the reader where to hike in the mountains

27. Which character trait **best** describes Rob?
- A. honest
 - B. quick thinking
 - C. foolish
 - D. boastful



Hiking is a fun, easy, and inexpensive hobby. This selection gives practical advice for both first-time and experienced hikers. Read the selection and then answer the questions that follow.

Equipment for a Day Hike

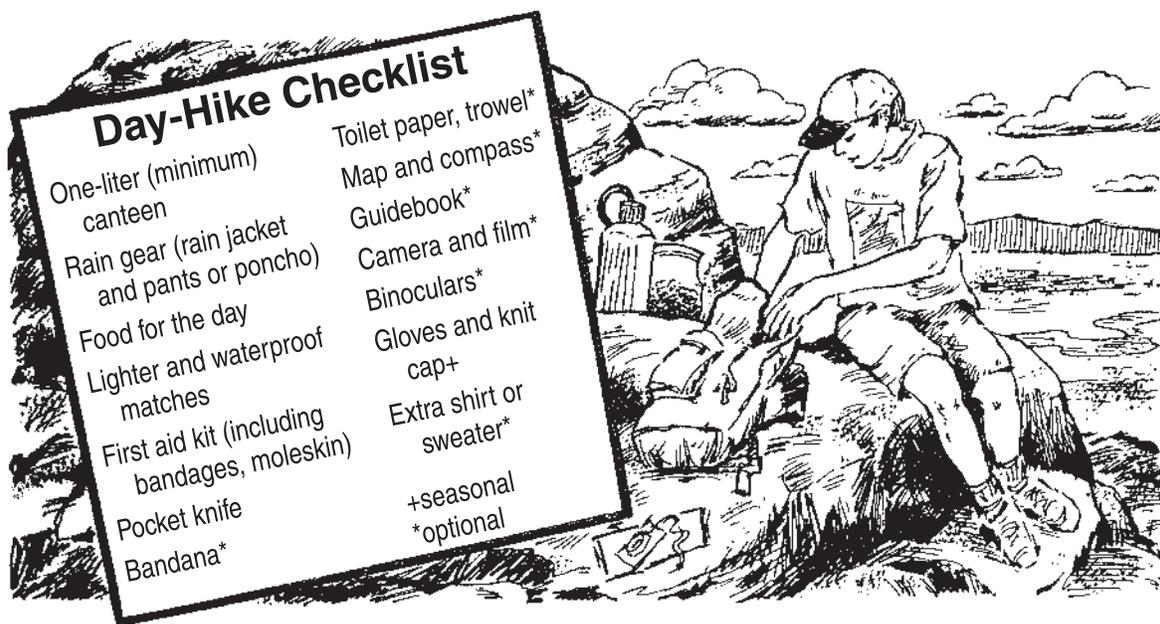
Hitting the trail without too many hassles is one of the best things about taking a short day hike. You don't need a lot of gear or preparation, but the gear you do take will be important. Wear comfortable clothes and sturdy hiking boots.

Make sure someone knows where you're going, what trail you'll be hiking, and when you plan to return. This will bring help faster if something goes wrong.

A map and a guidebook are listed as optional items but they're essential for hikes more than

2 miles long and on little-used or poorly marked trails. Most bookstores and backpacking shops carry a selection of books that describe hikes in the area. Never plan a hike longer than 10 miles in a single day. With the time it takes to get to the trail in the morning and back home at night, 10 miles of hiking makes a full day.

This minimum checklist does not include gear for all situations. A day hike to a high mountain peak, for example, would require as much equipment (though not as much food) as an overnight hike.



Mark your answers to questions 28 through 32 in the section marked “Reading—Session 2” in your Student Response Booklet.

28. According to the selection, what is the **best** way to make sure you can get help on the trail?
- A. Light a fire to get the attention of other hikers.
 - B. Carry a loud whistle to call for help.
 - C. Tell someone where you are going before you leave.
 - D. Leave markers on the trail so someone can follow you.
29. According to the “Day-Hike Checklist,” which item is **not** necessary for a day hike?
- A. rain gear
 - B. first aid kit
 - C. pocket knife
 - D. guidebook
30. What is the author’s purpose for including the “Day-Hike Checklist”?
- A. It makes finding information easier.
 - B. It lists hiking gear in the order of importance.
 - C. It introduces technical terms.
 - D. It defines hiking terms.
31. The author’s **main** purpose in this selection is to
- A. teach hikers how to appreciate nature.
 - B. keep hikers from getting lost.
 - C. explain how to maintain trails.
 - D. show items needed to hike safely.
32. This selection would **most likely** be found in
- A. a book on mountain climbing.
 - B. an encyclopedia.
 - C. a book on outdoor activities.
 - D. a tourist guide.



Reading Session 3

This test session includes reading selections, multiple-choice questions, and a question for which you must write out your answer. After you read each selection, answer the questions about it in the spaces provided in your Student Response Booklet. You may not use a dictionary or any other reference tool during this session.

Below are the poem “Harriet Tubman” by Eloise Greenfield and a short interview of the poet. Read the selections and then answer the questions that follow.

Harriet Tubman

Editor’s Note: Harriet Tubman was a slave in Maryland. She escaped slavery in 1849. Then she became a famous “conductor,” or guide, on the Underground Railroad, the secret system of people, pathways, and houses that helped slaves escape to the North and freedom. This poem celebrates Harriet Tubman’s heroic deeds.

Harriet Tubman didn’t take no stuff
Wasn’t scared of nothing neither
Didn’t come in this world to be no slave
And wasn’t going to stay one either

5 “Farewell!” she sang to her friends one night
She was mighty sad to leave ’em
But she ran away that dark, hot night
Ran looking for her freedom

10 She ran to the woods and she ran through the woods
With the slave catchers right behind her
And she kept on going till she got to the North
Where those mean men couldn’t find her

Nineteen times she went back South
To get three hundred others
15 She ran for her freedom nineteen times
To save black sisters and brothers

Harriet Tubman didn’t take no stuff
Wasn’t scared of nothing neither
Didn’t come in this world to be no slave
20 And didn’t stay one either

And didn’t stay one either

—Eloise Greenfield

What Makes a Heroine?

Storyworks talked to the poet of “Harriet Tubman.” We wanted to know what it was like to write about this heroine.



THE POET
**Eloise
Greenfield**

Why did you decide to write about Harriet Tubman?

I was writing a book of love poems. I wanted to include a poem about someone who had given so much—who had risked her life—for African-American people. I used a rhythm that I hoped would create a mood of triumph.

What kind of person was Harriet Tubman?

I did research. I learned that she was not satisfied to save just herself, but continued to go to the South and save others. I know she loved her family, because she rescued them. She had to be very courageous and intelligent to plan all these escapes.



Mark your answers to questions 46 through 50 in the section marked “Reading—Session 3” in your Student Response Booklet.

46. What is the **main** purpose of the Editor’s Note before the poem?
- A. It gives the meaning of difficult words in the poem.
 - B. It gives important background about Harriet Tubman’s life.
 - C. It explains the rhythm and rhyme scheme of the poem.
 - D. It convinces the reader to do research on Harriet Tubman.
47. In lines 13 through 16, what was Harriet Tubman doing?
- A. escaping from slavery
 - B. being returned to slavery
 - C. rescuing the slave owners
 - D. rescuing other slaves
48. Which word **most** closely describes the tone of the poem?
- A. admiring
 - B. humorous
 - C. sarcastic
 - D. suspenseful
49. Which word **best** describes Harriet Tubman?
- A. content
 - B. determined
 - C. passive
 - D. angry
50. The **main** reason “What Makes a Heroine?” is included with the poem is to
- A. give more information about poetry.
 - B. show that Eloise Greenfield likes Harriet Tubman.
 - C. explain why Eloise Greenfield wrote a poem about Harriet Tubman.
 - D. give information about Eloise Greenfield’s life.



Both “Sunflakes” and “Reading: Summer” describe the joys of summer. Read the poems and then answer the questions that follow.

Sunflakes

If sunlight fell like snowflakes,
gleaming yellow and so bright,
we could build a sunman,
we could have a sunball fight,
5 we could watch the sunflakes
drifting in the sky.
We could go sleighing
in the middle of July
through sundrifts and sunbanks,
10 we could ride a sunmobile,
and we could touch sunflakes —
I wonder how they’d feel.

—*Frank Asch*

Reading: Summer

Summer is with it,
she’s wild,
she likes
bare legs and cutoffs
5 and camping
and hikes;
she dives in deep water,
she wades in a stream,
she guzzles cold drinks
10 and she drowns in ice cream;
she runs barefoot,
she picnics,
she fishes,
digs bait,
15 she pitches a tent
and she stays up too late,
while she counts out the stars,
swats mosquitoes and flies,
hears crickets,
20 smells pine trees,
spies night-creature eyes;
she rides bareback,
goes sailing,
plays tennis,
25 climbs trees;
she soaks in the sunshine;
she gulps in a breeze;
she tastes the warm air
on the end of her tongue,
30 and she falls asleep
reading
alone
in the sun.

—*Myra Cohn Livingston*



Mark your answers to questions 51 through 55 in the section marked “Reading—Session 3” in your Student Response Booklet.

51. In “Sunflakes,” what does the poet describe?
- A. playing in the sunshine as if it were snow
 - B. how to do winter activities in the summer
 - C. making snowflakes out of sunlight
 - D. how to do summer activities in the winter
52. In line 9 of “Reading: Summer,” the word guzzles means
- A. spills noisily.
 - B. pours quickly.
 - C. drinks greedily.
 - D. sells cheaply.
53. In “Reading: Summer,” the poet compares summer to a person to show that summer
- A. never ends.
 - B. has a strong character.
 - C. wishes it was alive.
 - D. is enjoyed by children.
54. What is the rhyme scheme of the poem “Sunflakes”?
- A. Every line rhymes.
 - B. The odd lines rhyme.
 - C. The even lines rhyme.
 - D. No lines rhyme.
55. Which of the following would be the **best** title for a book that contained these two poems?
- A. *The Uncertainty of the Seasons*
 - B. *Surprise Weather!*
 - C. *Summer Fun*
 - D. *Summer’s Almost Over*



The following article tells about the long history of kites and kite festivals and how to make your own kite. Read the article and then answer the questions that follow.

The Fighting Kites

Since their invention in China over 3,000 years ago, kites of all shapes and sizes have been flying all over the world. Although kites have been flown mostly for recreation, Asian folklore is rich with tales of kites used for purpose as well as pleasure.

2 One legend of China's Han dynasty tells how kites were used to rout an invading army. Dozens of kites were secretly flown over the enemy's camp in the dark of night. Attached to each kite were bamboo hummers that moaned eerily in the wind. According to the legend, the enemy fled in terror at the sound. Military leaders also used kites to spy on enemy strongholds, to carry a person over an obstacle, or to inject fear in the hearts of a foe. Huge eyes painted in black *sumi* ink intimidated the enemy from the air. Eventually, famous military adventures became part of the art captured on paper kite faces.

The role of kites changed from supporting military activities into competitive festivals that mimicked military battles. In the 1500s, one of the first kite-fighting festivals took place in Japan. Kite fighting between towns has since become a very popular event, as competitive as soccer in some parts of the world.

Many towns in Japan compete in the kite-fighting festivals. Participants design and decorate kites to represent them in the games. Traditional designs are still used in festival kites. The *baramon* from Nagasaki has a hummer on it, and the helmet of an old soldier is depicted on the face. One of the most decorative kites today is the *edo*, which requires a dozen lengths of kite string to guide it. The dragon kite is the *jidako*, with the Japanese character for "dragon" inked upon the paper surface.

Fighting kites are fitted with tiny knives, and the goal of a kite fight is to cut the string of the opponent's kite, setting the defeated kite free and sending it crashing to the ground. Known for their symmetry and balance, fighting kites can fly in any direction at great speed, with or without a tail.

Selection for a kite-fighting team is very competitive. Prior to a fighting festival, the town teams practice maneuvering their kites for hours. During the festival days, town teams pit themselves against one another, waging a battle high above crowds of spectators. Amidst the shouts and urgings of the fans, the kite battles can go on for hours. The victorious kite team brings great honor to its town. The fighting kites of Japan have become the modern samurai of the sky.



Now that you have learned about the history of flying kites, let's learn how to make two types of kites.

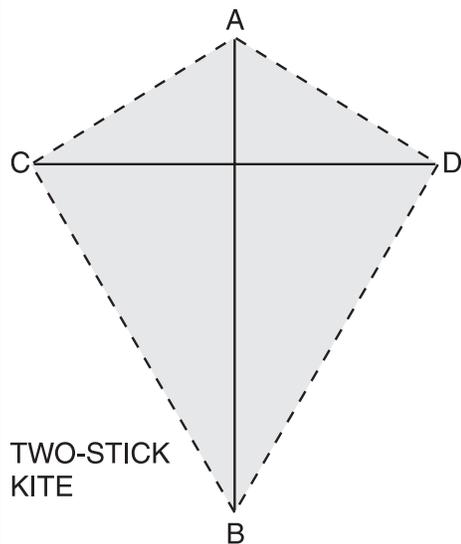
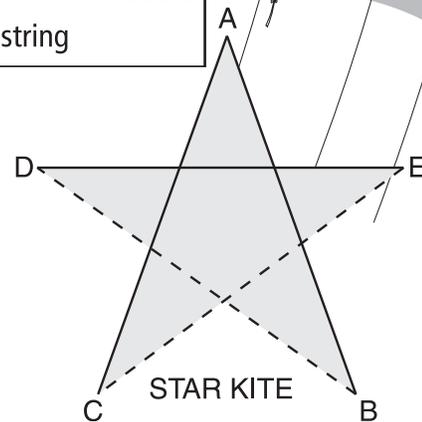
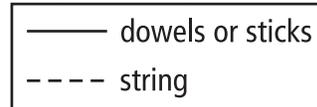
Let's Make a Kite!

Star Kite

The star kite is made with three 36-inch dowels (A-C, D-E, and A-B), glued and lashed together, as shown in the diagram. There are two outline strings—one at B-D and one at C-E. Lash the outline strings securely to the notched ends of the dowels.

After covering the frame with paper, fasten a "bridle string" to the ends of dowel A-C, dowel D-E, and dowel A-B. The bridle strings should be somewhat loose to allow you to gather them together to attach the flying string. Bring the three bridle strings together at a point slightly above the middle of dowel D-E. Attach the flying string where the three bridle strings join.

Key to diagrams



Two-Stick Kite

Cut dowel A-B 36 inches long and dowel C-D 30 inches long. Apply glue where sticks cross and then lash them together with several windings of strong cord. Let glue dry.

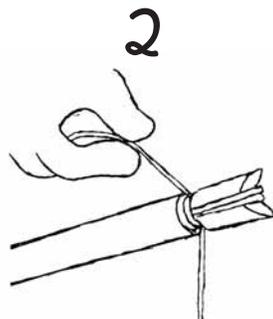
Next notch ends of each stick and make a little cut all around the end of each stick about $\frac{1}{2}$ inch from the tip, as shown. Run string around and through these notches to form outline of kite.

Place your kite frame on the floor on top of paper. Cut out paper to fit frame, allowing a 1-inch margin all around. Then decorate your kite with a picture or some interesting designs. Fold margin of paper over frame and glue tightly over string. Cut a piece of string about 40 inches long for the bridle string. Fasten it at points C and D. Then tie your long flying string at the center of the bridle string, and your kite is ready to fly!

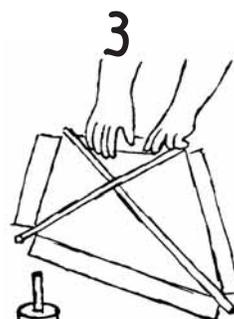
Note: A kite tail will keep your kite flying straight. Cut a piece of string about 36 inches long and tie strips of paper or cloth about every 6 inches along the string. Attach the tail to the bottom of your kite.



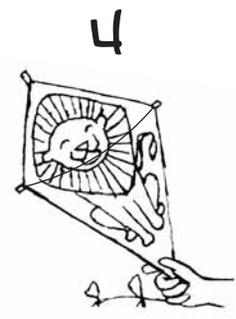
Lash sticks together.



Lash outside string.



Fold and paste paper.



Kite with bridle string.



Mark your answers to questions 56 through 66 in the section marked “Reading—Session 3” in your Student Response Booklet.

56. In the first paragraph of “The Fighting Kites,” which word could replace “recreation” without changing the meaning of the sentence?

- A. fun
- B. exercise
- C. competition
- D. festival

57. According to “The Fighting Kites,” how do people today know that kites were invented and used thousands of years ago?

- A. Ancient poems that were written about kites have been found.
- B. Stages where plays about kites were performed have been discovered.
- C. Ancient nonfiction books about kites have been found.
- D. Stories about kites were passed down from ancient times to today.

58. Which dictionary definition matches the use of the word root in paragraph 2 of “The Fighting Kites”?

root *v* **1.** to dig with the snout: *root*
2. to poke around: *rummage* **3.** to expose to view: *uncover* **4.** to drive or force out: *eject*

- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4

59. The author of “The Fighting Kites” **most likely** compared kite fighting to soccer to show

- A. that they both were common in Japan.
- B. that kite fighting had many rules.
- C. how many people play both sports.
- D. how popular kite fighting was.

60. According to “The Fighting Kites,” which statement **best** summarizes the role of kite flying in China and Japan?

- A. Although kite flying was important to Asian culture, today it has lost some of its value.
- B. In Asian countries, kite flying is more popular today than it was in the past.
- C. Kite flying is and has been an important part of Asian cultural traditions.
- D. In Asia today, kites are not being flown in competitions.

61. Which list shows how the role of kites has changed over the years?

- A. from recreation → kite-fighting festivals → military activities
- B. from kite-fighting festivals → recreation → military activities
- C. from military activities → kite-fighting festivals → recreation
- D. from kite-fighting festivals → military activities → recreation



62. “The Fighting Kites” is an example of
- A. fiction.
 - B. nonfiction.
 - C. drama.
 - D. historical fiction.
63. Pictures 1, 2, and 3 in “Let’s Make a Kite!” are used to show how to
- A. decorate a kite.
 - B. make a two-stick kite.
 - C. make a lion kite.
 - D. create an official fighting kite.
64. When making the star kite, which step comes **before** covering the frame with paper?
- A. Fasten the bridle string to the dowels.
 - B. Bring together the bridle strings.
 - C. Attach the tail to the bottom of the kite.
 - D. Lash the outline strings to the ends of the dowels.

65. Based on the directions with the numbered drawings in “Let’s Make a Kite!” the word lash means
- A. to hit with force.
 - B. to tie with a string.
 - C. a hair on the eyelid.
 - D. a whip used for hitting.
66. If you were writing a report on the history of kites, which source should you use **first**?
- A. a dictionary
 - B. an almanac
 - C. an encyclopedia
 - D. an atlas

Write your answer to question 67 in the space provided for it in your Student Response Booklet.

67. How is a star kite similar to and different from a two-stick kite? Explain your answer by using specific details from the articles.

Mathematics

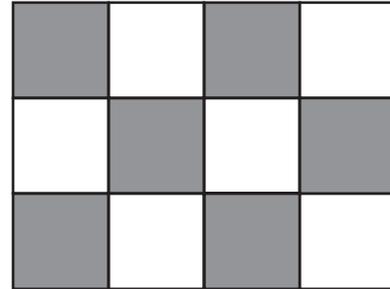
Session 1 (Calculator)

This test session includes multiple-choice questions and a question for which you must show your work or write out your answer. You may use a calculator during this session.

Mark your answers to questions 1 through 24 in the section marked "Mathematics—Session 1 (Calculator)" in your Student Response Booklet.

- Experts predict that the world population in the year 2020 will be approximately 7,515,000,000. How is this number read?
 - seven hundred thousand five hundred fifteen
 - seven million five hundred fifteen thousand
 - seven billion five hundred fifteen million
 - seven trillion five hundred fifteen billion
- At Our Town Video, the ratio of the numbers of video games to DVDs rented is about 2 to 5. If 140 video games were rented one day, about how many DVDs were rented that day?
 - 100
 - 350
 - 700
 - 980

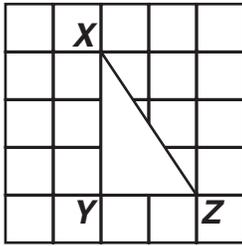
Use the rectangle below to answer question 3.



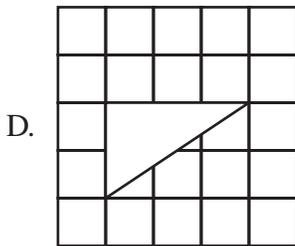
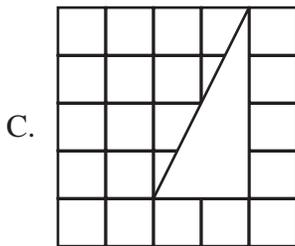
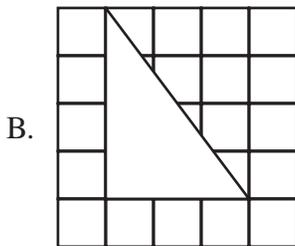
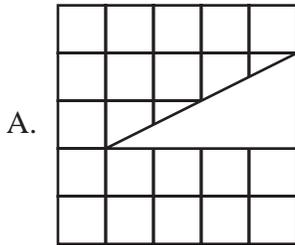
- Which fraction does **not** tell the part of the rectangle that is shaded?
 - $\frac{1}{2}$
 - $\frac{3}{4}$
 - $\frac{3}{6}$
 - $\frac{6}{12}$



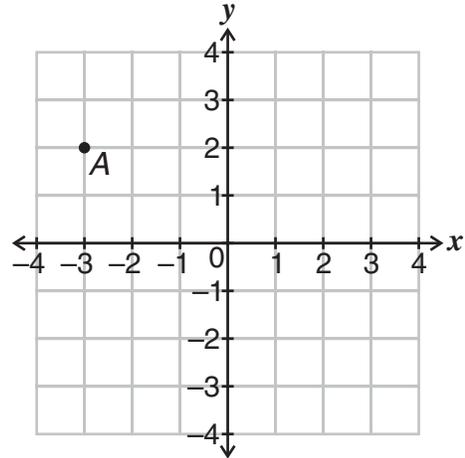
Use triangle XYZ on the grid below to answer question 4.



4. Which triangle is congruent to triangle XYZ ?



5. A historical site is being mapped on the grid shown below.



An old bottle was found at point A . Which ordered pair tells the location of the bottle?

- A. $(-3, 2)$
- B. $(2, -3)$
- C. $(-2, -3)$
- D. $(-3, -2)$

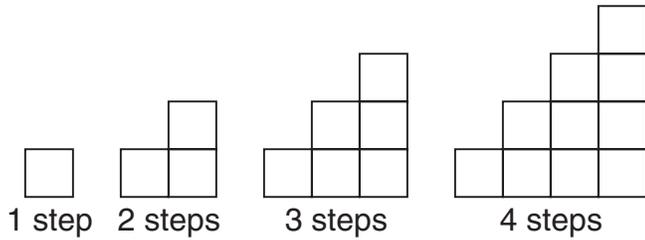
6. In the formula below, r stands for rate, d for distance, and t for time.

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

Tracy uses this formula to find the rate at which she jogs. One day she jogged 9 miles in 1.5 hours. What was her rate?

- A. 13.5 miles per hour
- B. 10.5 miles per hour
- C. 6 miles per hour
- D. 4 miles per hour

7. Bradley made the stairs shown below using blocks.



He made this chart to show the number of blocks he used for each set of stairs.

Number of Steps	Number of Blocks Used
1	1
2	3
3	6
4	10

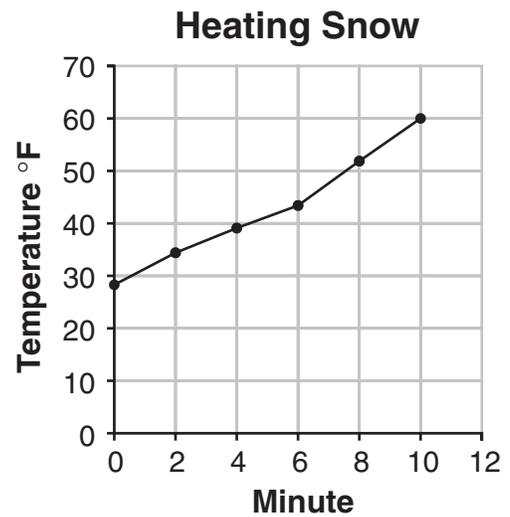
How many blocks will Bradley need to make a set of stairs with 12 steps?

- A. 36
 B. 48
 C. 72
 D. 78
8. Which two numbers have a greatest common factor of 6 and a least common multiple of 60?
- A. 12 and 15
 B. 24 and 15
 C. 12 and 30
 D. 24 and 30

9. Michelle bought a 2-liter bottle of soda to share with her 4 friends. She poured all the soda into 5 glasses with an equal amount in each glass. How much soda is in 1 glass?

- A. 0.4 milliliter
 B. 4 milliliters
 C. 40 milliliters
 D. 400 milliliters

10. Edward slowly heated a cup of snow for 10 minutes on low heat as part of a science experiment. He recorded the temperature every 2 minutes, as shown on the graph below.



What is the best estimate for the temperature after 7 minutes?

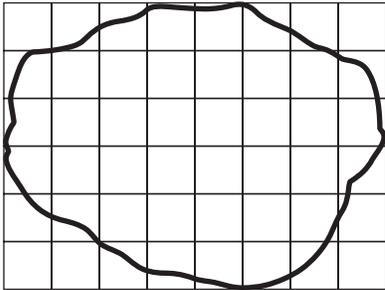
- A. 42°F
 B. 47°F
 C. 50°F
 D. 52°F



11. Of the 20,151 people living in Danville, 15,020 of them have lived there for more than ten years. Which fraction best represents the part of the population that has lived there for more than ten years?

- A. $\frac{2}{3}$
- B. $\frac{2}{5}$
- C. $\frac{3}{4}$
- D. $\frac{3}{5}$

12. The diagram below shows Kendra's fish pond.



 = 1 square foot

Which is the best estimate of the area of the fish pond?

- A. 24 square feet
- B. 36 square feet
- C. 44 square feet
- D. 48 square feet

Use the pattern below to answer question 13.



13. What will be the 57th figure in the pattern?

- A. 
- B. 
- C. 
- D. 

14. There are 8 different flavors of ice cream at an ice cream shop. The ice-cream cones are available in 2 sizes, regular and large. There are sugar cones and wafer cones. How many different ways can a person order one flavor of ice cream, one size of cone, and one type of cone?

- A. 12
- B. 16
- C. 24
- D. 32



15. The Hansons kept track of their grocery bills for six weeks. The chart below shows the total bill for each week, rounded to the nearest dollar.

Week	Grocery Bill Total
1	\$124
2	\$104
3	\$135
4	\$117
5	\$154
6	\$104

What is the Hansons' average weekly grocery bill?

- A. \$104
- B. \$120
- C. \$123
- D. \$126

Use the designs pictured below to answer question 16.



16. Which statement about the designs is true?
- A. They are reflections of each other.
 - B. They are rotations of each other.
 - C. They are translations of each other.
 - D. Each section is symmetrical.

17. Which figure would look exactly the same if it were rotated 90° ?

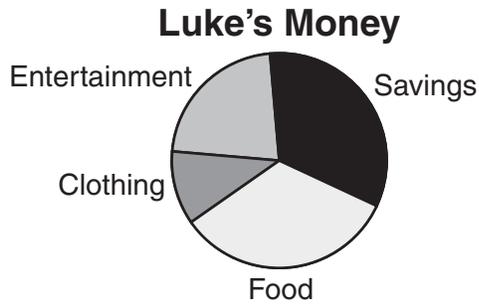
- A.
- B.
- C.
- D.

18. Of the 325 students at Lincoln Middle School, 4% have been on the straight-A honor roll all year. Which calculation could be used to find the number of students on the honor roll?

- A. 325×4
- B. 325×0.4
- C. 325×0.04
- D. 325×0.004



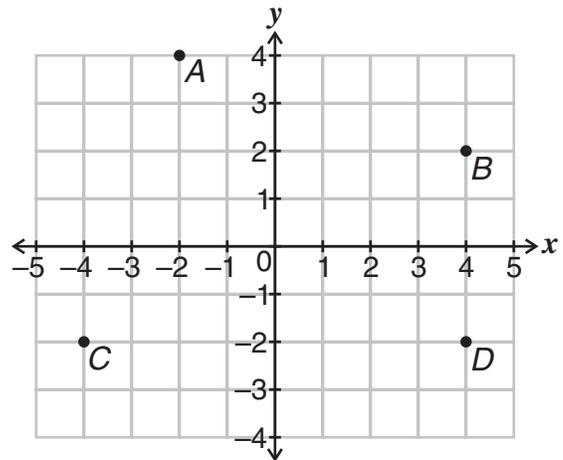
19. The circle graph below shows what Luke does with the money he earns cutting grass.



Which is the best estimate?

- A. Luke spends about 25% of his money on food.
- B. Luke spends about 50% of his money on entertainment and clothing.
- C. Luke saves about a third of the money he makes.
- D. Luke spends about a fourth of his money on clothing.
20. Doctors estimate that a child's adult height will be about twice his or her height at age two. Which equation can be used to estimate the adult height, a , of a child whose height at age two is represented by c ?
- A. $a = 2c$
- B. $a = 2 + c$
- C. $c = 2a$
- D. $c = 2 + a$

21. Brent is using the coordinate grid below to plan a maze for the snow festival. A snowman is located at $(4, -2)$.



Which point represents the snowman's location?

- A. point A
- B. point B
- C. point C
- D. point D
22. The formula below is used to find the distance in feet, d , that a falling object travels in t seconds.

$$d = 16t^2$$

How far does a falling object travel in 10 seconds?

- A. 160 feet
- B. 320 feet
- C. 1600 feet
- D. 3200 feet



23. Joelyn has saved \$45. She decides to save one-half of her \$5 allowance each week. Which chart correctly shows her savings over a 12-week period?

A.

Week	Amount Saved
3	\$52.50
6	\$60.00
9	\$67.50
12	\$75.00

B.

Week	Amount Saved
3	\$45.00
6	\$47.50
9	\$50.00
12	\$52.50

C.

Week	Amount Saved
3	\$47.50
6	\$50.00
9	\$52.50
12	\$55.00

D.

Week	Amount Saved
3	\$45.00
6	\$52.50
9	\$60.00
12	\$67.50

24. Two giant pumpkins were entered in the Belleview County Fair. The winning pumpkin weighed 516 pounds 7 ounces. The other pumpkin weighed 512 pounds 9 ounces. How much more did the winning pumpkin weigh?

- A. 3 pounds 8 ounces
- B. 3 pounds 14 ounces
- C. 4 pounds 2 ounces
- D. 4 pounds 14 ounces



Write your answer to question 25 in the space provided for it in your Student Response Booklet. Show all of your work.

25. Dominic's test scores for math are 55, 82, 92, 78, 100, 96, and 78. Dominic can choose whether to use the mean, median, or mode of his test scores for his semester grade.
- Explain which measure Dominic should choose to receive the highest grade—the mean, median, or mode. Be sure to support your answer with a complete explanation.
 - The teacher gave one more test before the end of the semester. Dominic's score on the last test was 91. Explain which measure Dominic should choose now to receive the highest grade. Be sure to support your reasoning with a complete explanation.

Mathematics

Session 2A (Calculator)

This test session includes multiple-choice questions and a question for which you must show your work or write out your answer. You may use a calculator during this session.

Mark your answers to questions 26 through 33 in the section marked “Mathematics—Session 2A (Calculator)” in your Student Response Booklet.

26. Ali uses this chart to show customers how much it will cost to rent a carpet cleaning machine.

Bottles of Shampoo	Total Rental Cost
0	\$25
2	\$30
4	\$35
6	\$40

The carpet machine rental fee is \$25 plus the cost of shampoo. Based on the chart, what is the cost per bottle of shampoo?

- A. \$2.00
- B. \$2.50
- C. \$3.00
- D. \$5.00

27. The recipe for Deep Purple Punch is 2 parts grape juice and 3 parts ginger ale. Nancy needs to make more than one batch. Which combination of liquids could Nancy use and still follow the recipe?

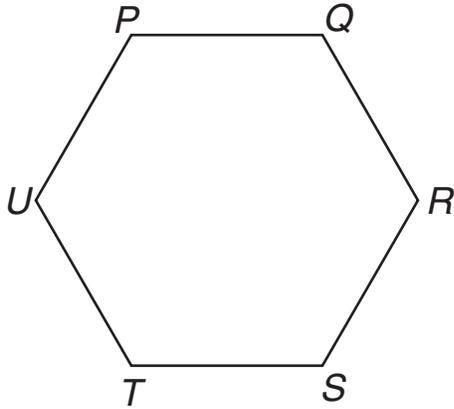
- A. 3 parts grape juice and 4 parts ginger ale
- B. 4 parts grape juice and 5 parts ginger ale
- C. 4 parts grape juice and 6 parts ginger ale
- D. 5 parts grape juice and 6 parts ginger ale

28. The probability that Lu will get a hit when she goes to bat is 30%. She expects to go to bat 70 times. How many hits should she expect to get?

- A. 21 hits
- B. 30 hits
- C. 35 hits
- D. 49 hits



29. The figure below is a regular hexagon.



Which segment would divide the hexagon into two trapezoids?

- A. \overline{PT}
- B. \overline{US}
- C. \overline{TR}
- D. \overline{RU}

30. To find average speed, use the formula $d = rt$, where

- d is distance in miles,
- r is speed in miles per hour, and
- t is time in hours.

Lindsey biked 35 miles in 2 hours. What was her average speed?

- A. 44.4 miles per hour
- B. 43 miles per hour
- C. 17.5 miles per hour
- D. 9.0 miles per hour



Mathematics

Session 2B (No Calculator)

This test session includes multiple-choice questions and questions for which you must show your work or write out your answer. You may NOT use a calculator during this session.

Mark your answers to questions 35 through 41 in the section marked “Mathematics—Session 2B (No Calculator)” in your Student Response Booklet.

35. The Clark family is moving. Their new home is 415 miles away. If they average about 58 miles per hour, which is the best estimate of how long it will take them to get there?

- A. 7 hours
- B. 8 hours
- C. 9 hours
- D. 10 hours

36. Manda researched the lowest temperatures ever recorded in Colorado, Montana, South Dakota, and Wyoming. She recorded the temperatures in the chart below.

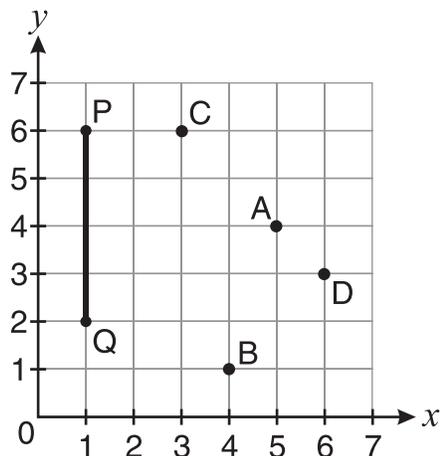
Lowest Temperature

State	Coldest Temperature
Colorado	−61°F
Montana	−70°F
South Dakota	−58°F
Wyoming	−63°F

Which state recorded the coldest temperature?

- A. Colorado
- B. Montana
- C. South Dakota
- D. Wyoming

Use the diagram below to answer question 37.



37. Which is a right triangle?

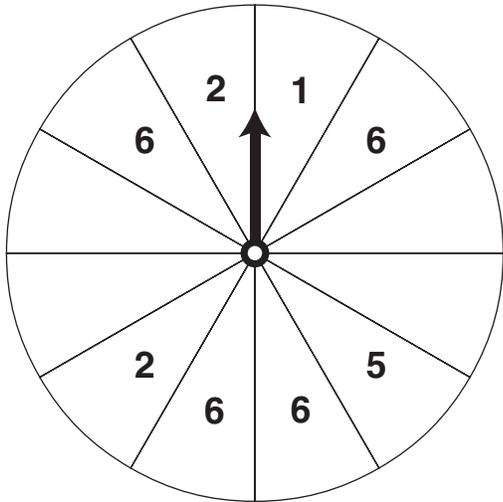
- A. $\triangle PQA$
- B. $\triangle PQB$
- C. $\triangle PQD$
- D. $\triangle PQC$

38. Sarah wants to buy some snack crackers. She is buying bulk crackers that cost \$3.79 per pound. Sarah has \$11.78 that she can spend. Which is the best estimate of how many pounds of crackers Sarah can buy?

- A. 5 pounds
- B. 4 pounds
- C. 3 pounds
- D. 2 pounds



39. Kara has a spinner with equal sections like the one shown below.



If she spins once, what is the probability that she will spin a 6?

- A. $\frac{1}{12}$
- B. $\frac{1}{3}$
- C. $\frac{1}{4}$
- D. $\frac{1}{2}$



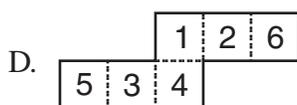
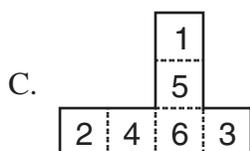
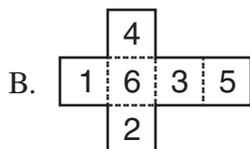
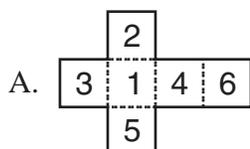
Mathematics

Session 3 (No Calculator)

This test session includes multiple-choice questions and questions for which you must show your work or write out your answer. You may NOT use a calculator during this session.

Mark your answers to questions 44 through 64 in the section marked “Mathematics—Session 3 (No Calculator)” in your Student Response Booklet.

44. Hadley is making a number cube with the numbers placed so that the sum of the opposite sides is always 7. Which net can be folded on the dotted lines to make Hadley’s number cube?



45. Members of the bike club are on a 52.5-kilometer bike trip. They have traveled 24.75 kilometers so far. How many kilometers do they have left?

- A. 19.50 kilometers
- B. 27.75 kilometers
- C. 27.85 kilometers
- D. 32.25 kilometers

46. Mr. Jackson is using the formula below to determine the amount, d , that he will donate to the school for the number of miles, m , that Kevin and Cody each walk in the walk-a-thon.

$$d = \frac{m}{3}$$

Kevin walked twice as far as Cody. How does the amount Mr. Jackson will donate for Kevin’s walk compare with the amount he will donate for Cody’s walk?

- A. It is $\frac{1}{3}$ as much.
- B. It is $\frac{1}{2}$ as much.
- C. It is 2 times as much.
- D. It is 3 times as much.



47. The chart below shows how much the Party Haven charges for pizza parties for different numbers of people.

Number of People	Cost
5	\$ 45
8	\$ 60
12	\$ 80
20	\$120

If n stands for the number of people and C stands for the cost in dollars, which equation represents the information in the chart?

- A. $C = 5n + 20$
 B. $C = n + 45$
 C. $C = 5n + 40$
 D. $C = 2n + 35$

48. Compute:

$$\frac{2}{3} \times \left(\frac{1}{2} - \frac{1}{3} \right)$$

- A. 0
 B. $\frac{1}{9}$
 C. $\frac{1}{2}$
 D. 4

49. The chart below shows prices for some of the shirts on sale at ClothesMart.

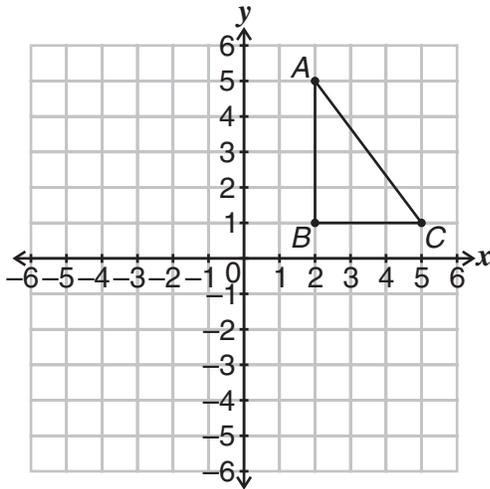
All Shirts on Sale!! Sample Sale Prices	
Regular Price	Sale Price
\$ 8.00	\$ 6.00
\$12.00	\$ 9.00
\$16.00	\$12.00
\$20.00	\$15.00

Based on the pattern in the chart, what would be the sale price for a shirt with a regular price of \$22.00?

- A. \$16.50
 B. \$17.00
 C. \$17.50
 D. \$18.00
50. Jana is making cookies using a recipe that calls for $\frac{3}{4}$ cup of sugar. If she doubles the recipe, how much sugar should she use?
- A. $1\frac{1}{4}$ cups
 B. $1\frac{3}{8}$ cups
 C. $1\frac{1}{2}$ cups
 D. $1\frac{3}{4}$ cups



Use the grid below to answer question 51.



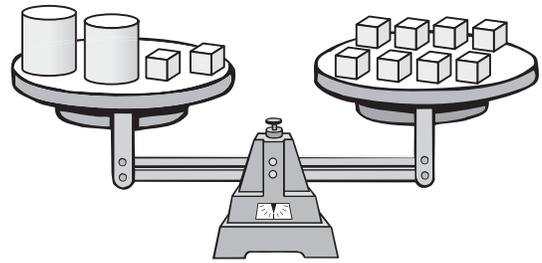
51. Triangle ABC will be moved up 1 unit and left 6 units. One of the new vertices will be at $(-4, 2)$. Where will the other vertices be located?

- A. $(6, -4)$ and $(2, -1)$
- B. $(5, -4)$ and $(2, -1)$
- C. $(-4, 5)$ and $(-1, 2)$
- D. $(-4, 6)$ and $(-1, 2)$

52. Which is equal to $\frac{3}{8} \times \left(\frac{3}{3} + \frac{8}{3}\right)$?

- A. 1
- B. $1\frac{3}{8}$
- C. 2
- D. $3\frac{1}{24}$

53. The scale shown below is balanced.



How many cubes weigh the same as one cylinder?

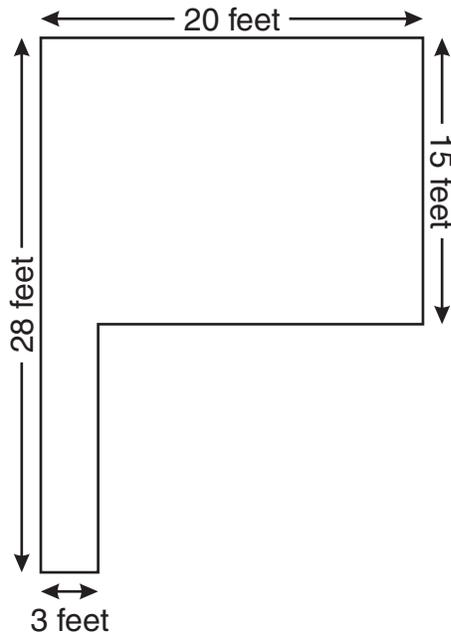
- A. 5
- B. 4
- C. 3
- D. 2

54. The 16 members of Central Middle School's math team each took a test to see who should represent the school in the next tournament. The students with the top 50% of the scores will go to the tournament. Based on all 16 scores, the students who go to the tournament will all have scores at or above which of these statistics?

- A. median
- B. mean
- C. mode
- D. range



55. Mr. and Mrs. Canton are going to carpet their hallway and living room. This is the sketch they brought to the carpet store.



What is the total area that they plan to carpet?

- A. 300 square feet
 - B. 339 square feet
 - C. 351 square feet
 - D. 384 square feet
56. Rene went to the grocery store to buy juice. Which juice has the lowest price per ounce?
- A. 32-ounce can for \$2.08
 - B. 48-ounce bottle for \$2.88
 - C. 64-ounce bottle for \$3.20
 - D. ten-pack of 6-ounce boxes for \$3.30

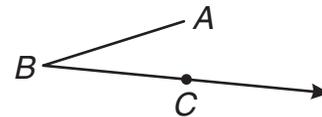
57. The Rose Bowl in Pasadena, California, can seat 93,000 people. If the stadium is 80% full, which is the best estimate of the number of people in the stadium?

- A. 70,000
- B. 75,000
- C. 78,000
- D. 80,000

58. The cafeteria workers at Highland Middle School are making punch for the awards banquet. The recipe calls for 2 gallons of sparkling water. Sparkling water comes in 1-quart bottles. About how many bottles do they need for the recipe?

- A. 8
- B. 6
- C. 4
- D. 2

59. The model below is made up of two figures.

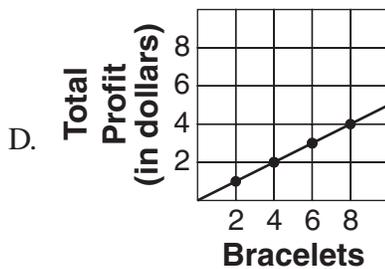
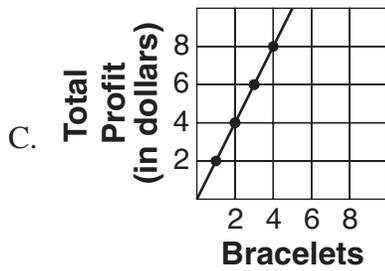
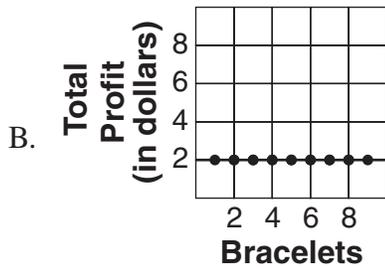
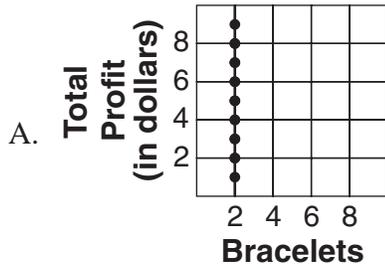


What are the two figures?

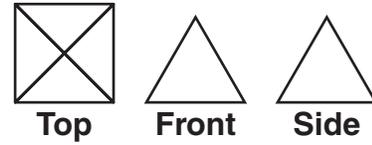
- A. lines AB and BC
- B. rays AB and BC
- C. line segment AB and ray BC
- D. line segment AB and line BC



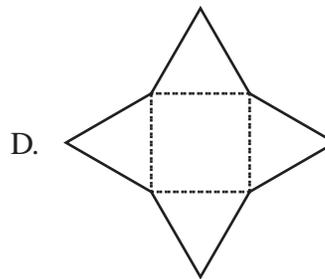
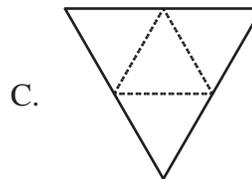
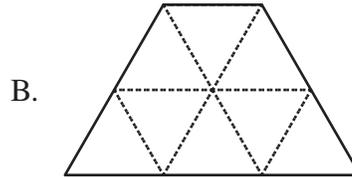
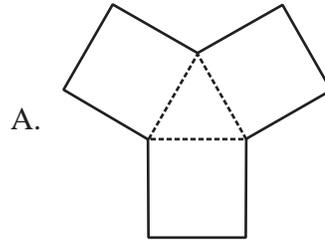
60. Jill makes a \$2 profit on every friendship bracelet she sells. Which graph shows the relationship between the total profit and the number of bracelets sold?



61. The top, front, and side views of a solid figure are shown below.



Which net can be folded on the dotted lines to create this solid figure?



62. Angela is writing a research paper on vehicles. She wants to include a line graph in her paper. Which data would best be displayed using a line graph?
- A. the average cost of a vehicle over the last 10 years
 - B. the number of people who drive 0–9 miles per day, 10–19 miles per day, etc.
 - C. the number of vehicles on the road that are minivans, cars, or trucks
 - D. the percent of vehicles on the road that are a certain color
63. A box of ice pops has 3 grape, 3 cherry, 3 banana, and 3 orange ice pops. James took a cherry ice pop out of the box. Then Renee reached into the box without looking and took an ice pop. What is the chance that Renee will get one of her favorite flavors, grape or cherry?
- A. 2 out of 11
 - B. 2 out of 12
 - C. 5 out of 11
 - D. 5 out of 12
64. Jim wants to make a sandbox for his daughter. The sandbox measures 4 feet long by 5 feet wide by 1 foot deep. He wants the sand to be only 6 inches deep. How much sand should Jim buy?
- A. 10 cubic feet
 - B. 12 cubic feet
 - C. 14 cubic feet
 - D. 29 cubic feet



Write your answers to questions 65 through 67 in the spaces provided in your Student Response Booklet. Show all of your work.

65. Compute:

$$48.51 \div 3.15$$

Show all of your work.

66. Compute:

$$0.2 \times (7.57 + 36.9)$$

Show all of your work.

67. Compute:

$$12 \div 3 \times 4 - 1 + 6 \div 3$$

Show all of your work.



Write your answer to question 68 in the space provided for it in your Student Response Booklet. Show all of your work.

68. The number of people living in Cliff City has changed a lot over the years.

- In 1940, the population was 20,058.
 - In 1960, the population was 3,458 less than it was in 1940.
 - In 1980, the population had grown to 1.3 times what it was in 1960.
 - In 2000, the population was 10% greater than it had been in 1980.
- a. What was the population of Cliff City in 1960? Show all of your work.
 - b. What was the population in 1980? Show all of your work.
 - c. What was the population in 2000? Show all of your work.