# Oklahoma School Testing Program

## Oklahoma Core Curriculum Tests (OCCT)

## Grade 5 Mathematics, Reading, Science, and Social Studies

## PARENT, STUDENT, AND TEACHER GUIDE

2014–2015

Oklahoma State Department of Education

# Testing Dates
# 2015 School Year

## Multiple-Choice Tests
April 10–May 8, 2015

**Acknowledgment**

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**STATE SUPERINTENDENT OF PUBLIC INSTRUCTION**
**STATE OF OKLAHOMA**

Dear Parent/Guardian and Student:

Soon students will be participating in the Oklahoma Core Curriculum Tests. These tests are designed to measure knowledge in Mathematics, Reading, Science, and Social Studies.

Parents/guardians will receive a report on their child's performance on the tests. This report will indicate their child's areas of strength as well as areas needing improvement.

This guide provides a list of test-taking tips, objectives covered in the test, and practice tests. Parents/guardians are encouraged to discuss these materials with their child to help prepare them for the tests. During the test week, it is very important for each child to get plenty of sleep, eat a good breakfast, and arrive at school on time.

If you have any questions about the Oklahoma Core Curriculum Tests, please contact your local school or the State Department of Education.

Sincerely,

State Superintendent of Public Instruction

**OKLAHOMA STATE DEPARTMENT OF EDUCATION**
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# The Oklahoma Core Curriculum Tests

The Governor, state legislators, and other Oklahoma elected officials have committed themselves to ensuring that all Oklahoma students receive the opportunity to learn the skills required to succeed in school and in the workplace. To achieve this goal, schools must prepare every Oklahoma student for colleges, universities, and jobs that require new and different skills.

Under the direction of the Legislature, Oklahoma teachers, parents, and community leaders met to agree upon the skills that students are expected to master by the end of each grade. The results of their efforts, Oklahoma Academic Standards provide the basis for Oklahoma's core curriculum.

In addition, the Legislature established the criterion-referenced test component of the Oklahoma School Testing Program to measure students' progress in mastering the Oklahoma Academic Standards and objectives. Tests have been developed by national test publishers that specifically measure the Oklahoma Academic Standards and objectives at Grade 5. Teachers from throughout Oklahoma have been involved in the review, revision, and approval of the questions that are included in the tests.

The Oklahoma Core Curriculum Tests (OCCT), a criterion-referenced testing program, compares a student's performance with performance standards established by the State Board of Education. These standards, referred to as the Oklahoma Performance Index, or OPI, identify specific levels of performance required on each test. These standards are based upon reviews from groups of Oklahoma educators and citizens who evaluated the tests and made recommendations.

In all four content areas, a student's test performance is reported according to one of four performance levels: Advanced, Proficient, Limited Knowledge, and Unsatisfactory.

This year, students in Grade 5 will take multiple-choice tests in Mathematics, Reading, Science, and Social Studies.

This guide provides an opportunity for parents, students, and teachers to become familiar with how these skills in these subject areas will be assessed. It presents general test-taking tips, lists the Oklahoma Academic Standards and objectives that are eligible for assessment in a statewide testing program, gives a blueprint for the tests, and provides practice test questions.

# Test-Taking Tips

The following tips provide strategies for taking the Oklahoma Core Curriculum Tests. Test-taking skills cannot replace proper preparation based on the Oklahoma Academic Standards and objectives, which serve as the foundation for the tests.

# General Test-Taking Tips:

- Read this guide carefully and complete the practice tests.
- Make sure you understand all test directions. If you are uncertain about any of the directions, raise your hand to ask questions before testing has started.

# Tips for the Multiple-Choice Tests:

- Read each question and every answer choice carefully. Choose the best answer for each question.
- Check your work if you finish your test early. Use the extra time to answer any questions that you skipped.
- Read the selections on the Reading test carefully.
- Underline, mark, make notes, or work problems in your test book if needed.
- Mark all your answers on the answer sheet. Make sure the question number in the test book matches the test number on the answer sheet.
- Remember that if you cannot finish the test within the time allotted, you will be given additional time to complete the test.
- Don't spend too much time on any one question. If a question takes too long to answer, skip it and answer the other questions. You can return to any skipped questions after you have finished all other questions.

# The Multiple-Choice Tests

Each year, students in Grade 5 take multiple-choice tests in Mathematics, Reading, Science, and Social Studies.

Each multiple-choice subject test is divided into two separate sections. These two sections of the test may be administered on the same day with a break given between the sections or on consecutive days. Students should have enough time to complete all sections. Students may be given additional time if needed, but additional time will be given as an extension of the same testing period, not at a different time.

Students who finish early need to make sure their work is complete and are encouraged to check and verify their answers prior to closing their test books. Students will not be allowed to reopen their test books once they have been closed for a given test session.

The following sections

- list the Oklahoma Academic Standards that are eligible for multiple-choice testing in each subject area.
- reproduce the student directions.
- present practice test questions for each subject.
- provide information about preparing for testing to the Oklahoma Academic Standards.

# Oklahoma Academic Standards

The Oklahoma Academic Standards that are eligible for testing in the Grade 5 multiple-choice tests for each subject area are presented below. They represent the portion of the Oklahoma core curriculum in these subject areas that is assessed on the Oklahoma Core Curriculum Tests. The skills are grouped into standards with specific objectives listed under each one. Student performance on the multiple-choice tests is reported at the standard and objective levels in all subject areas. In Mathematics, student performance is reported by the content standards. In Science, student performance is reported by the process standards.

Please note that not all Oklahoma Academic Standards and objectives are appropriate for the statewide assessment. This guide includes only the Oklahoma Academic Standards and objectives that are assessed by the OCCT and are based on the 2011 revision for Science, the 2009 revision for Mathematics, and the 2010 revision for Reading.

### *Mathematics (Process)—Grade 5*

**Process Standard 1: Problem Solving**

1. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).

2. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).
3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).
4. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).
5. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss "best" clues, write riddles with sufficient information, identify unnecessary information in written story problems).

**Process Standard 2: Communication**

1. Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).
2. Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student's explanation, analyze another student's explanation).
3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.
4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., "add more" becomes "plus," "repeated addition" becomes "multiplication," "fair share" becomes "divide," "balance the equation" becomes "solve the equation").

**Process Standard 3: Reasoning**

1. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).
2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning ["and," "or," "not"], and recursive reasoning).
3. Make predictions and draw conclusions about mathematical ideas and concepts. Predictions become conjectures and conclusions become more logical as students mature mathematically.

**Process Standard 4: Connections**

1. Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).

2. Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate 3 • 4 with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as $\frac{1}{3}$).
3. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, $\frac{1}{2}$ can be written as .5 and 50%).
4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).

**Process Standard 5: Representation**

1. Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).
2. Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).

## *Mathematics (Content)—Grade 5*

**Standard 1: Algebraic Reasoning: Patterns and Relationships—The student will use algebraic methods to describe patterns and solve problems in a variety of contexts.**

1. Describe rules that produce patterns found in tables, graphs, and models, and use variables (e.g., boxes, letters, pawns, number cubes, or other symbols) to solve problems or to describe general rules in algebraic expression or equation form.
2. Use algebraic problem-solving techniques (e.g., use a balance to model an equation and show how subtracting a number from one side requires subtracting the same amount from the other side) to solve problems.
3. Recognize and apply the commutative, associative, and distributive properties to solve problems (e.g., 3 x (2 + 4) = (3 x 2) + (3 x 4)).

**Standard 2: Number Sense and Operation—The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers, fractions, and decimals.**

1. Number Sense
   a. Apply the concept of place value of whole numbers through hundred millions (9 digits) and model, read, and write decimal numbers through thousandths.
   b. Represent with models the connection between fractions and decimals, compare and order fractions and decimals, and be able to convert from one representation to the other to solve problems (e.g., use 10 x 10 grids, base 10 blocks).
   c. Identify and compare integers using real-world situations (e.g., owing money, temperature, or measuring elevations above and below sea level).

2. Number Operations
   a. Estimate, add, or subtract decimal numbers with same and different place values to solve problems (e.g., 3.72 + 1.4, $4.56 – $2.12).
   b. Estimate, add, or subtract fractions (including mixed numbers) to solve problems using a variety of methods (e.g., use fraction strips, use area models, find a common denominator).
   c. Estimate and find the quotient (with and without remainders) with two-digit divisors and a two- or three-digit dividend to solve problems.

**Standard 3: Geometry—The student will apply geometric properties and relationships.**

1. Compare and contrast the basic characteristics of circle and polygons (triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons).
2. Classify angles (e.g., acute, right, obtuse, straight).

**Standard 4: Measurement—The student will use appropriate units of measure to solve problems in a variety of contexts.**

1. Measurement
   a. Compare, estimate, and determine the measurement of angles.
   b. Develop and use the formula for perimeter and area of a square and rectangle to solve application problems.
   c. Convert basic measurements of volume, mass, and distance within the same system for metric and customary units (e.g., inches to feet, hours to minutes, centimeters to meters).
2. Money: Solve a variety of problems involving money.

**Standard 5: Data Analysis—The student will use data analysis, statistics, and probability to interpret data in a variety of contexts.**

1. Data Analysis
   a. Compare and translate displays of data and justify the selection of the type of table or graph (e.g., charts, tables, bar graphs, pictographs, line graphs, circle graphs, Venn diagrams).
2. Probability
   a. Determine the probability of events occurring in familiar contexts or experiments and express probabilities as fractions from zero to one (e.g., find the fractional probability of an event given a biased spinner).
   b. Use the fundamental counting principle on sets with up to four items to determine the number of possible combinations (e.g., create a tree diagram to see possible combinations).
3. Central Tendency: Determine the range (spread), mode (most often), and median (middle) of a set of data.

**Oklahoma School Testing Program**
**Oklahoma Core Curriculum Tests**
**Grade 5 Mathematics**
**Test Blueprint**
**School Year 2014–2015**

The blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard and objective of the Priority Academic Student Skills/ Oklahoma Academic Standards (PASS/OAS).

| Standards and Objectives | Ideal Number of Items | Ideal Percentage of Items |
|---|---|---|
| **1.0 Algebraic Reasoning: Patterns and Relationships** | **13** | **26%** |
| 1.1 Algebra Patterns | 5 | |
| 1.2 Equations | 4 | |
| 1.3 Number Properties | 4 | |
| **2.0 Number Sense and Operation** | **16** | **32%** |
| 2.1 Number Sense | 8 | |
| 2.2 Number Operations | 8 | |
| **3.0 Geometry** | **7** | **14%** |
| 3.1 Circles and Polygons | 4 | |
| 3.2 Angles | 3 | |
| **4.0 Measurement** | **7** | **14%** |
| 4.1 Measurement | 5 | |
| 4.2 Money | 2 | |
| **5.0 Data Analysis** | **7** | **14%** |
| 5.1 Data Analysis | 3 | |
| 5.3 Central Tendency | 2 | |
| 5.2 Probability | 2 | |
| ***Total Test*** | ***50*** | ***100%*** |

*(Please note this blueprint does not include items that may be field-tested.)*

- A minimum of 6 items is required to report a standard, and a minimum of 4 items is required to report results for an objective.

# *Reading—Grade 5*

**Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.**

**Standard 1: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.**

1. Words in Context
   a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
   b. Use prior experience and context to understand and explain the figurative use of words and similes (comparisons that use like or as: *His feet were as big as boats*), and metaphors (implied comparisons: *The giant's steps were thunderous*).
2. Affixes, Roots, and Stems
   a. Interpret new words by analyzing the meaning of prefixes and suffixes.
   b. Apply knowledge of root words to determine the meaning of unknown words within a passage.
   c. Use word origins, including knowledge of less common roots (*graph = writing, terras = earth*) and word parts (*hemi = half, bio = life*) from Greek and Latin to analyze the meaning of complex words (*terrain, hemisphere, biography*).
3. Synonyms, Antonyms, and Homonyms/Homophones

   Apply knowledge of fifth-grade level synonyms, antonyms, homonyms/homophones, and multiple-meaning words to determine the meaning of words and phrases.

**Standard 3: Comprehension/Critical Literacy—The student will interact with the words and concepts in the text to construct an appropriate meaning.**

1. Literal Understanding
   a. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, and establish purpose for reading).
   b. Read and comprehend both fiction and nonfiction that is appropriately designed for fifth grade.
   c. Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas.
   d. Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.
2. Inferences and Interpretation
   a. Apply prior knowledge and experience to make inferences and respond to new information presented in text.
   b. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.

c. Describe elements of character development in written works (e.g., differences between main and minor characters; changes that characters undergo; the importance of a character's actions, motives, stereotypes, and appearance to plot and theme).

d. Make inferences or draw conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, stereotypes, other characters' responses to a character).

3. Summary and Generalization

a. Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.

b. Make generalizations with information gleaned from text.

c. Support ideas and arguments by reference to relevant aspects of text and issues across texts.

d. Organize text information in different ways (e.g., time line, outline, graphic organizer) to support and explain ideas.

4. Analysis and Evaluation

a. Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary form chosen by an author for a specific purpose.

b. Identify the main problem or conflict of the plot and explain how it is resolved.

c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

d. Make observations and connections, react, speculate, interpret, and raise questions in analysis of texts.

e. Recognize structural patterns found in information text (e.g., cause/effect, problem/solution, sequential order).

f. Distinguish among facts and inferences supported by evidence and opinions in text.

**Standard 4: Literature—The student will read to contrast meaning and respond to a wide variety of literary forms.**

1. Literary Genres—Demonstrate knowledge of and appreciation for various forms (genres) of literature.

a. Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales, fables, myths, and legends).

b. Read and construct meaning from a variety of genres.

c. Demonstrate an understanding of similarities and differences within and among literary works of various genres and cultures (e.g., in terms of settings, character types, events, and role of natural phenomena).

2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
   a. Develop a knowledge of the literary elements of fiction (plot, problems, attempts to resolve conflicts, resolution, etc.) and the text structure of nonfiction (compare/contrast, cause/effect, sequence, main idea, and details).
   b. Compare/contrast genres, themes, ideas, and story elements across texts read, listened to, or viewed.
   c. Identify the author's purpose (persuade, inform, or entertain).
   d. Recognize and identify the writer's perspective or point of view in a literary selection (e.g., first person, second person) and how it affects the text.
3. Figurative Language and Sound Devices—Identify figurative language and sound devices in writing and how they affect the development of a literary work.
   a. Identify and discuss certain words and rhythmic patterns that can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).
   b. Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms.
      - Simile: a comparison that uses *like* or *as*.
      - Metaphor: an implied comparison.
      - Hyperbole: an exaggeration for effect.
      - Personification: a description that represents a thing as a person.
      - Idiom: an expression that does not mean what it literally says.
   c. Identify the function and effect of common literary devices, such as imagery, metaphor, and symbolism.
      - Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.
      - Imagery: the use of language to create vivid pictures in the reader's mind.
      - Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.
   d. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).

**Standard 5: Research and Information—The student will conduct research and organize information.**

1. Accessing Information—Select the best source for a given purpose.
   a. Determine and use appropriate sources for accessing information, including dictionaries, thesaurus, library catalogs and databases, magazines, newspapers, technology/Internet, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.
   b. Identify and credit the sources used to gain information.
   c. Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps).

d. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.

e. Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.

f. Recognize and apply test-taking strategies by answering different levels of questions, such as literal, as well as multiple choice, true/false, short answer, inferential, evaluative, or open-ended.

2. Interpreting Information—Analyze and evaluate information from a variety of sources.

   a. Follow multistep directions to accomplish a task (e.g., video games, computer programs, recipes).

   b. Select a topic, formulate questions, and synthesize information from a variety of print, nonprint, and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).

   c. Develop notes that include important information on a selected topic.

   d. Summarize information from multiple sources into a written report or summary.

   e. Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.

**Oklahoma School Testing Program**
**Oklahoma Core Curriculum Tests**
**Grade 5 Reading**
**Test Blueprint**
**School Year 2014–2015**

The blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard and objective of the Priority Academic Student Skills/ Oklahoma Academic Standards (PASS/OAS).

| Standards and Objectives | Ideal Number of Items | Ideal Percentage of Items |
|---|---|---|
| **1.0 Vocabulary** | **12** | **24%** |
| 1.1 Words in Context | 4 | |
| 1.2 Affixes, Roots, and Stems | 4 | |
| 1.3 Synonyms, Antonyms, and Homonyms | 4 | |
| **3.0 Comprehension/Critical Literacy** | **20** | **40%** |
| 3.1 Literal Understanding | 4 | |
| 3.2 Inferences and Interpretation | 4–6 | |
| 3.3 Summary and Generalization | 4–6 | |
| 3.4 Analysis and Evaluation | 4–6 | |
| **4.0 Literature** | **12** | **24%** |
| 4.1 Literary Genre | 4 | |
| 4.2 Literary Elements | 4 | |
| 4.3 Figurative Language/Sound Devices | 4 | |
| **5.0 Research and Information** | **6** | **12%** |
| 5.1 Accessing Information | 2–4 | |
| 5.2 Interpreting Information | 2–4 | |
| ***Total Test*** | ***50*** | ***100%*** |

*(Please note this blueprint does not include items that may be field-tested.)*

- A minimum of 6 items is required to report a standard, and a minimum of 4 items is required to report results for an objective.

## *Science Processes and Inquiry—Grade 5*

**Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.**

1. Observe and measure objects, organisms, and/or events (e.g., mass, length, time, volume, temperature) using the International System of Units (SI) (i.e., grams, milligrams, meters, millimeters, centimeters, kilometers, liters, milliliters, and degrees Celsius). Measure using tools (e.g., simple microscopes or magnifier, graduated cylinders, gram spring scales, metric rulers, metric balances, and Celsius thermometers).
2. Compare and/or contrast similar and/or different characteristics (e.g., color, shape, size, texture, sound, position, change) in a given set of objects, organisms, or events.

**Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.**

1. Classify a set of objects, organisms, and/or events using no more than three observable properties (e.g., dichotomous keys).
2. Arrange objects, organisms, and/or events in serial order (e.g., least to greatest, fastest to slowest).

**Process Standard 3: Experiment—Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. The student will accomplish these objectives to meet this process standard.**

1. Evaluate the design of a scientific investigation (e.g., order of investigation procedures, number of tested variables). 🕮
2. Recognize potential hazards and practice safety procedures in all science investigations.

**Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.**

1. Interpret data tables, line bar, trend, and/or simple circle graphs. 🕮
2. Make predictions based on patterns in experimental data. 🕮
3. Communicate the results of investigations and/or give explanations based on data. 🕮

### *Physical Science—Grade 5*

**Standard 1: Properties of Matter and Energy—Describe characteristics of objects based on physical qualities such as size, shape, color, mass, temperature, and texture. Energy can produce changes in properties of objects such as changes in temperature. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**

1. Matter has physical properties that can be used for identification (e.g., color, texture, shape).
2. Physical properties of objects can be observed, described, and measured using tools such as simple microscopes, gram spring scales, metric rulers, metric balances, and Celsius thermometers.
3. Energy can be transferred in many ways (e.g., energy from the Sun to air, water, and metal).
4. Energy can be classified as either potential or kinetic.

### *Life Science—Grade 5*

**Standard 2: Organisms and Environments—Organisms within an ecosystem are dependent on one another and the environment. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**

1. Organisms in an ecosystem depend on each other for food, shelter, and reproduction.
   a. Ecosystems include food chains and food webs.
   b. Relationships exist between consumers, producers, and decomposers within an ecosystem.
   c. Predator and prey relationships affect populations in an ecosystem.
2. Changes in environmental conditions due to human interactions or natural phenomena can affect the survival of individual organisms and/or entire species.
   a. Earth's resources can be natural (non-renewable) or man-made (renewable).
   b. The practices of recycling, reusing, and reducing help to conserve Earth's limited resources.

### *Earth/Space Science—Grade 5*

**Standard 3: Structure of Earth and the Solar System—Interaction between air, water, rocks/soil, and all living things. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**

1. Soil consists of weathered rocks and decomposed organic material from dead plants, animals, and bacteria. Soils are often found in layers.
2. Weather exhibits daily and seasonal patterns (i.e., air temperature, basic cloud types–cumulus, cirrus, stratus, and nimbus, wind direction, wind speed, humidity, precipitation).
   a. Weather measurement tools include thermometer, barometer, anemometer, and rain gauge.
   b. Weather maps are used to display current weather and weather predictions.

3. Earth is the third planet from the Sun in a system that includes the moon, the Sun, and seven other planets.
   a. Most objects in the solar system are in regular and predictable motion (e.g., phases of the moon).
   b. Objects in the Solar System have individual characteristics (e.g., distance from Sun, number of moons, temperature of object).
   c. The Earth rotates on its axis while making revolutions around the Sun.

**NOTE:**

Book Icons 🕮 identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

Use of term "i.e." means "in exactness;" use of term "e.g." means "example given."

**Oklahoma School Testing Program**
**Oklahoma Core Curriculum Tests**
**Grade 5 Science**
**Test Blueprint**
**School Year 2014–2015**

The blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard and objective of the Priority Academic Student Skills/ Oklahoma Academic Standards (PASS-2011/OAS).

| Process/Inquiry Standards and Objectives | Ideal Number of Items | Ideal Percentage of Items |
|---|---|---|
| **P1.0 Observe and Measure** | **8–10** | **18–22%** |
| 1.1 SI (metric) units | 4–6 | |
| 1.2 Similar/different characteristics | 4 | |
| **P2.0 Classify** | **8–10** | **18–22%** |
| 2.1 Observable properties | 5 | |
| 2.2 Serial order | 5 | |
| **P3.0 Experiment** | **13–15** | **29–33%** |
| 3.2 Experimental design | 9–11 | |
| 3.4 Hazards/practice safety | 4 | |
| **P4.0 Interpret and Communicate** | **12–14** | **27–31%** |
| 4.2 Data tables/line/bar/trend and circle graphs | 4–6 | |
| 4.3 Prediction based on data | 4–6 | |
| 4.4 Explanations based on data | 4–6 | |
| ***Total Test*** | ***45***[1] | ***100%*** |

*(Please note this blueprint does not include items that may be field-tested.)*

- A minimum of 6 items is required to report a standard, and a minimum of 4 items is required to report results for an objective.

**Oklahoma School Testing Program**
**Oklahoma Core Curriculum Tests**
**Grade 5 Science (Continued)**
**Test Blueprint**
**School Year 2014–2015**

| Content Standards and Objectives | Ideal Number of Items | Ideal Percentage of Items |
|---|---|---|
| **C1.0 Properties of Matter and Energy** | **16–18** | **39–44%** |
| 1.1 Matter has physical properties | 4–5 | |
| 1.2 Physical properties can be measured | 4–5 | |
| 1.3 Energy can be transferred | 4–5 | |
| 1.4 Potential/Kinetic Energy | 4–5 | |
| **C2.0 Organisms and Environments** | **10–13** | **24–32%** |
| 2.1 Dependence upon community | 5–7 | |
| 2.2 Individual organism and species survival | 5–7 | |
| **C3.0 Structures of the Earth and the Solar System** | **12–15** | **29–37%** |
| 3.1 Properties of Soils | 4–6 | |
| 3.2 Weather patterns | 4–6 | |
| 3.3 Earth as a planet | 4 | |
| ***Total Test*** | ***41***[1] | ***100%*** |

*(Please note this blueprint does not include items that may be field-tested.)*

[1] Each test item aligns to both a Process Standard/Objective and a Content Standard/Objective, except for Safety Items which only align to P3.4.

## *Social Studies—Grade 5*

**Standard 1: The student will examine James Towne Settlement and Plimouth Plantation as the foundations of American culture and society.**

1. Examine the economic and political reasons and motivations for English exploration and settlement in Virginia as evidenced through the competition for resources and the gaining of national wealth and prestige at Roanoke and James Towne.
2. Analyze the economic, political, and religious reasons and motivations of free immigrants and indentured servants from the British Isles who came to Virginia.
3. Explain the contributions, relationships, and interactions of John Smith, Powhatan, and John Rolfe to the establishment and survival of the James Towne settlement including the Starving Times and the development of tobacco as Virginia's cash crop.
4. Identify and explain the reasons for the English commitment to the permanent settlement of James Towne as evidenced through the foundational events of 1619 including the introduction of
   A. representative government with the meeting of the House of Burgesses,
   B. private ownership of land, and
   C. Africans as laborers; initially as indentured servants and later lifetime slavery.
5. Use the specific textual evidence from primary and secondary sources to summarize the successes and challenges the settlement of Plimoth Plantation experienced in regards to their approach to
   A. Religious motivations for migration,
   B. Governing institutions as established by the Mayflower Compact,
   C. Relationship with Native Americans, and
   D. The contributions of the Pilgrims, William Bradford, Chief Massasoit, and Squanto.

**Standard 2: The student will compare and contrast the developments of the New England Colonies, the Middle Colonies, and the Southern Colonies based on economic opportunities, natural resources, settlement patterns, culture, and institutions of self-government.**

1. Compare and contrast the three colonial regions in regards to natural resources, agriculture, exports, and economic growth including the different uses of the labor systems of indentured servants and slaves.
2. Analyze the similarities and differences of self-government in three colonial regions including the role of religion in the establishment of some colonies, the House of Burgesses in Virginia, and town hall meetings in New England.
3. Explain the international economic and cultural interactions occurring because of the triangular trade routes including the forced migration of Africans in the Middle Passage to the British colonies.
4. Analyze and explain the relationships and interactions of ongoing encounters and conflicts between Native Americans and the British colonists involving territorial claims including King Phillip's War.
5. Draw specific evidence using informational texts and analyze the contributions of important individuals and groups to the foundation of the American system including Roger Williams, the Puritans, William Penn and the Quakers, Lord Baltimore, and James Oglethorpe.

6. Analyze and compare the daily life in the colonies as experienced by different social classes including large landowners, craftsmen and artisans, farmers, women, enslaved and freed African Americans, indentured servants, merchants, and Native Americans, noting important similarities and differences in the points of view they represent.

**Standard 3: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of historic individuals and groups, the spreading of the ideals found within the *Declaration of Independence*, and the significant military and diplomatic events of the Revolutionary War that resulted in an independent United States.**

1. Research and examine the causes and effects of significant events leading to armed conflict between the colonies and Great Britain drawing evidence from informational texts about the following events including:
   A. *The Proclamation of 1763* by King George III in restricting the perceived rights of the colonists to Native American lands which they believed they had earned by fighting during the French and Indian War,
   B. The *Sugar and Stamp Acts* as the first direct taxes levied by Parliament on the American colonists,
   C. The boycotts of British goods and the efforts of the Committees of Correspondence as economic means of protesting British policies the colonists thought were violating their rights to govern themselves including the right of self-taxation in hopes of getting the acts repealed,
   D. The *Quartering Act* as a way for the British government to share the costs of defending the colonies and of controlling the growing colonial discontent,
   E. The Boston Massacre as a sign the colonists were beginning to change protest tactics from peaceful means to direct, physical confrontation,
   F. Colonial arguments that there should be no taxation without representation in Parliament,
   G. The Boston Tea Party and issuance of the *Coercive Acts* (the Intolerable Acts) as punishment for destroying private property,
   H. The British raids on Lexington and Concord, which provoked colonial armed resistance resulting in the siege of the British in Boston, and
   I. The publication of Thomas Paine's pamphlet, *Common Sense*, which made a rational argument for colonial independence.
2. Draw evidence from the *Declaration of Independence* to identify and explain the colonial grievances which motivated the Second Continental Congress to make arguments for and to declare independence from Great Britain and establish the ideals in American society of equality, unalienable rights, and the consent of the governed.
3. Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the *Declaration of Independence*:

   > We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

4. Draw specific evidence from informational texts and analyze the formation, benefits, and weaknesses of the first American national system of government under the *Articles of Confederation* including conducting and winning the Revolutionary War and management of the western territories.
5. Analyze and explain the relationships of significant military and diplomatic events of the Revolutionary War including the leadership of General George Washington, the experiences at Valley Forge, the impact of the battles at Trenton, Saratoga, and Yorktown, as well as the recognition of an independent United States by Great Britain through the *Treaty of Paris*.
6. Identify and explain the contributions and points of view of key individuals and groups involved in the American Revolution including Patrick Henry, Samuel Adams, John Adams, Abigail Adams, Paul Revere, Benjamin Franklin, Thomas Jefferson, Mercy Otis Warren, Phillis Wheatley, the Sons and Daughters of Liberty, patriots, and loyalists by drawing information from multiple sources.

**Standard 4: The student will examine the formation of the American system of government following the American Revolution.**

1. Draw specific evidence from informational texts and examine the issues and events encountered by the young nation that led to the Constitutional Convention in Philadelphia in 1787 including a weak national government, the *Northwest Ordinance*, and civil unrest as typified in Shay's Rebellion.
2. Examine the contributions and leadership of George Washington, James Madison, George Mason, and Gouverneur Morris as evidenced in the great issues, debates, and compromises of the Constitutional Convention including the Virginia Plan and the New Jersey Plan, slavery, the Three-fifths Compromise, and the Great Compromise.
3. Determine the main purposes of the United States government as expressed in the Preamble and as evidenced in the *United States Constitution* including the principles reflected in the separation of powers, checks and balances, and shared powers between the federal and state governments, and the basic responsibilities of the three branches of government.
4. Explain the process of ratification of the *United States Constitution* as well as compare and contrast the viewpoints of the Federalists and Anti-Federalists over the addition of a bill of rights.
5. Examine the Bill of Rights and summarize the liberties protected in all 10 amendments.

**Oklahoma School Testing Program**
**Oklahoma Core Curriculum Tests**
**Grade 5 Social Studies Test Blueprint**
**School Year 2014–2015**

The blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard and objective of the Oklahoma Academic Standards (OAS).

| Standards and Objectives | Ideal Number of Items | Ideal Percentage of Items |
|---|---|---|
| **1.0 James Towne Settlement and Plimoth Plantation** | **8** | **16%** |
| 1.1, 1.2, 1.3, 1.4 James Towne Settlement | 4 | |
| 1.5 Plimoth Plantation | 4 | |
| **2.0 Colonial America** | **10** | **20%** |
| 2.1, 2.3, 2.6 Colonial economics, trade/migration, perspectives | 4–6 | |
| 2.2, 2.4, 2.5 Self-government, role of religion, leaders, and British and Native American Relationships | 4–6 | |
| **3.0 American Revolution** | **18** | **36%** |
| 3.1 Causes and effects of American Revolution | 4–6 | |
| 3.2, 3.3, 3.4 Founding Documents of the Revolutionary Era | 4–5 | |
| 3.5 Events of the Revolutionary War | 4–5 | |
| 3.6 Key individuals of the Revolutionary Era | 4–5 | |
| **4.0 Early Federal Period** | **14** | **28%** |
| 4.1, 4.2 Causes, leaders, and issues of the Constitutional Convention | 4–5 | |
| 4.3 Purposes and Principles of the *U.S. Constitution* | 4–6 | |
| 4.4, 4.5 Ratification of the *U.S. Constitution* and the *Bill of Rights* | 4–5 | |
| ***Total Test*** | ***50*** | ***100%*** |

*(Please note this blueprint does not include items that may be field-tested.)*

- A minimum of 6 items is required to report a standard, and a minimum of 4 items is required to report results for an objective.

# Multiple-Choice Practice Tests

# Student Directions

1. Multiple-Choice Practice Tests for each of the subjects assessed are provided in the sections that follow. The math and reading practice tests each have 25 questions. The science and social studies practice tests each have 15 questions. The questions are similar to the questions on the test.

2. Mark your answers to the practice test questions on the separate answer sheet on the inside back cover of this guide. Carefully tear off the answer sheet where it is perforated.

3. Turn to the Mathematics Practice Test. Read the directions at the top of the page.

4. Look at Sample A in the box. Read it to yourself and think of the answer. Now look at the Mathematics section on the answer sheet at the back of this book. The correct answer to Sample A has been indicated.

5. Read Sample B of the Mathematics Practice Test. Mark your answer to Sample B. Next answer the 25 practice questions. For any of the tests, you may underline, mark, make notes, or work out problems in your test book. Mark only one answer for each question.

> **Note for students:**
> *The practice tests in the following section are short versions of the type of multiple-choice tests you will be taking. Follow the instructions as you take the practice tests on the pages that follow.*

6. After you finish the Mathematics Practice Test, go on to the Reading Practice Test, then the Science Practice Test and the Social Studies Practice Test. Read the directions to yourself and then answer the practice questions.

7. When you are finished, check your answers against the correct answers in the Answer Keys. The standards and objectives for each question are also shown.

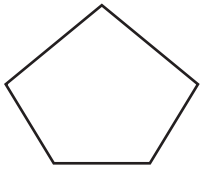
**DIRECTIONS**

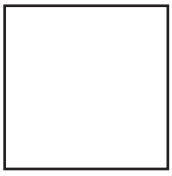
**Read each question and choose the best answer. Find the question number on the answer sheet that matches the question number on the Mathematics Practice Test. Mark your answer in the Mathematics section of the answer sheet.**

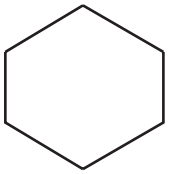
**The correct answer for Sample A has been filled in on the answer sheet to show how to mark your answers. Mark your answer for Sample B.**

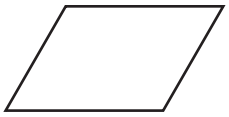
## Sample A

**Which shape below is a square?**

**A** 

**B** 

**C** 

**D** 

## Sample B

**Marcos taught his brother a number pattern that uses the rule "skip-count by twos." The pattern below shows the first 4 numbers in Marcos's pattern.**

**1, 3, 5, 7, . . .**

**What are the next four numbers in Marcos's pattern?**

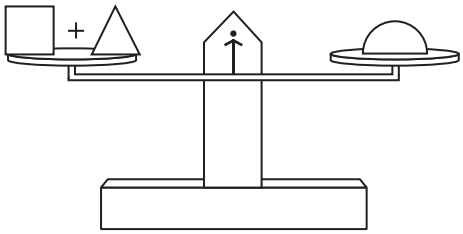
**F** 2, 4, 6, 8

**G** 2, 3, 4, 5

**H** 9, 11, 13, 15

**J** 9, 10, 11, 12

**1** **The scale shown is balanced.**



**Which sentence must be true?**

**A** △ = ⌓ + □

**B** △ = ⌓ − □

**C** △ = ⌓ × □

**D** △ = ⌓ ÷ □

**2** **The equation is missing parentheses.**

$$6 + 9 \div 3 = 26 - 8 \div 2$$

**Where should the parentheses be placed to make the equation true?**

**F** $6 + (9 \div 3) = 26 - (8 \div 2)$

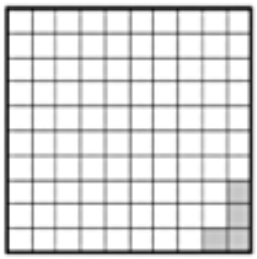
**G** $6 + (9 \div 3) = (26 - 8) \div 2$

**H** $(6 + 9) \div 3 = (26 - 8) \div 2$

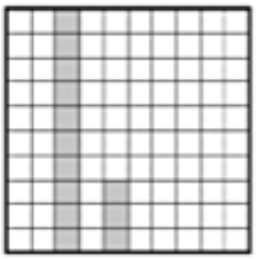
**J** $(6 + 9) \div 3 = 26 - (8 \div 2)$

**3** Mr. Chu asked his class to shade 0.13 of a 10 × 10 grid. Which grid shows 0.13 shaded?

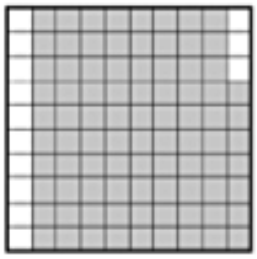
A



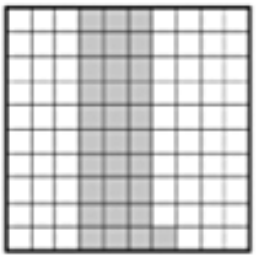
B



C

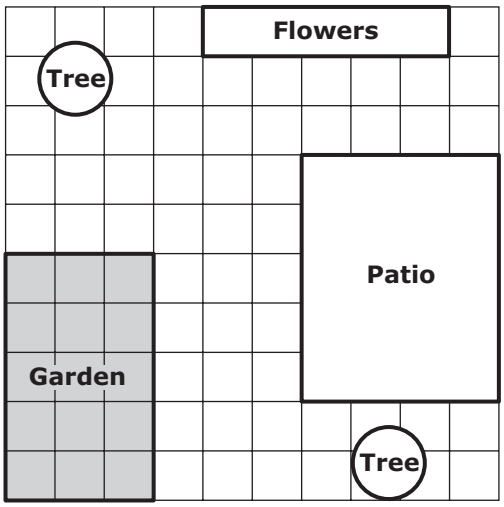


D



**4** **Thomas made a drawing of his yard on a grid. The shaded squares represent the area for the garden.**

**Thomas's Yard**




**Which decimal number is equivalent to the fractional part of Thomas's yard that will become the garden?**

**F** 0.015

**G** 0.15

**H** 1.50

**J** 15.00



GO ON ▶

**5** The table shows the midday temperatures for each of five days during one week last winter.

**Midday Temperatures**

| Day | Temperature (°F) |
|---|---|
| Monday | 7 |
| Tuesday | -2 |
| Wednesday | -1 |
| Thursday | 4 |
| Friday | 0 |

**Which lists the weekdays in order from the day with the lowest midday temperature to the day with the highest midday temperature?**

**A** Friday, Wednesday, Tuesday, Thursday, Monday
**B** Tuesday, Wednesday, Friday, Thursday, Monday
**C** Friday, Tuesday, Wednesday, Thursday, Monday
**D** Tuesday, Friday, Wednesday, Thursday, Monday

**6** **Which expression is equivalent to $x(4 + 6)$?**

**F** $(x \div 4) \bullet (x + 6)$
**G** $(x \bullet 4) + (x \bullet 6)$
**H** $(4 \bullet x) \bullet (x + 6)$
**J** $(4 \bullet 6) + (4 \bullet x)$



GO ON ▶

**7**

$$\frac{7}{8} + \frac{3}{4}$$

**What is the value of this expression?**

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

**B** $1\frac{5}{8}$

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

**D** 5

**8** **A school district bought 384 books. The books were evenly divided among 8 libraries. How many books did each library receive?**

**F** 64

**G** 48

**H** 46

**J** 40

**9** A shape has 4 congruent sides and 4 right angles. What is the most specific name for the shape?

**A** parallelogram

**B** quadrilateral

**C** rectangle

**D** square

**10** Ariana combined an acute angle and a right angle to create a new angle. Which type of angle did Ariana create?

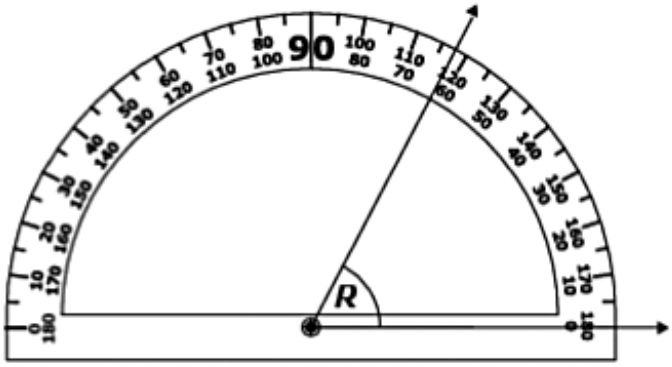
**F** acute

**G** obtuse

**H** straight

**J** right

**11** Which is <u>closest</u> to $m\angle R$?



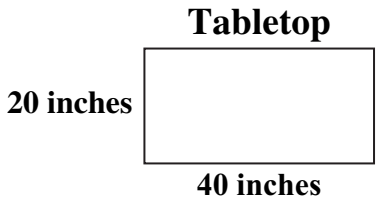

**A** 63°

**B** 77°

**C** 117°

**D** 123°

**12** **Kim is using 1-inch-square tiles to cover a rectangular tabletop.**




**What is the area, in square inches, of the tabletop?**

**F** 60 square inches

**G** 120 square inches

**H** 400 square inches

**J** 800 square inches

**13** **Jan plans to make some dip for her party.**

- The recipe calls for 1 cup of sour cream.
- She plans to triple the recipe.
- Sour cream is sold in 1-pint containers.

**What is the least number of 1-pint containers of sour cream Jan must have to make the dip?**

**A** 4 containers

**B** 3 containers

**C** 2 containers

**D** 1 container

**14** **Kamilah took $7.75 to her school book fair. She bought 3 posters and 1 book. The prices, including tax, for items sold at the book fair are shown.**

| Item | Price |
|---|---|
| stickers | $0.25 |
| pencil | $0.35 |
| poster | $1.05 |
| gel pen | $1.60 |
| book | $3.00 |

**What is the greatest number of pencils Kamilah can buy with the money she has left?**

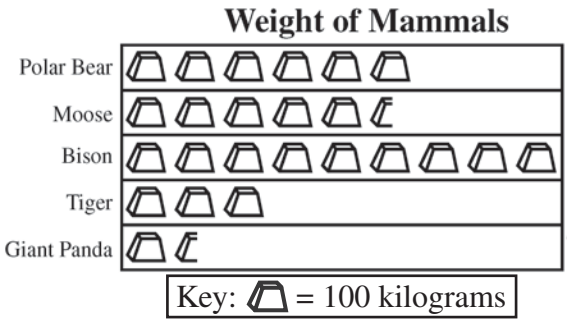
**F** 5 pencils

**G** 4 pencils

**H** 2 pencils

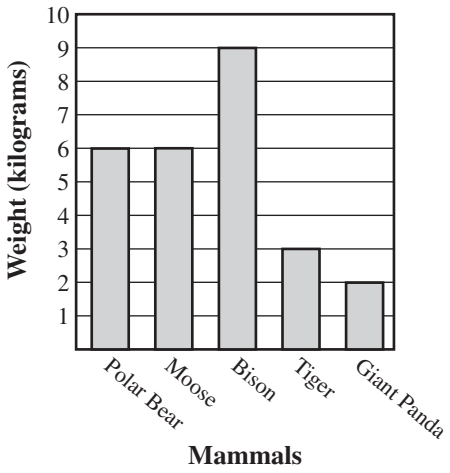
**J** 1 pencil

**15** **Katie wants to use a bar graph instead of this pictograph for her report on mammals.**

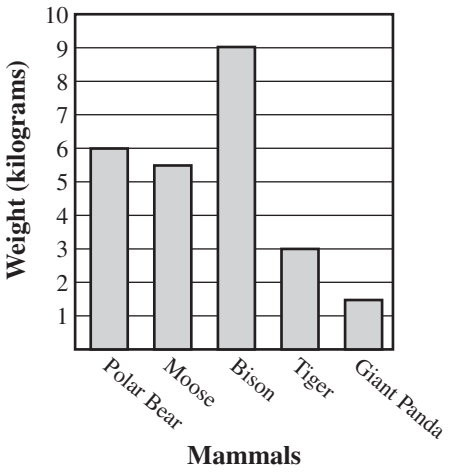



**Which bar graph shows the same information as the pictograph?**

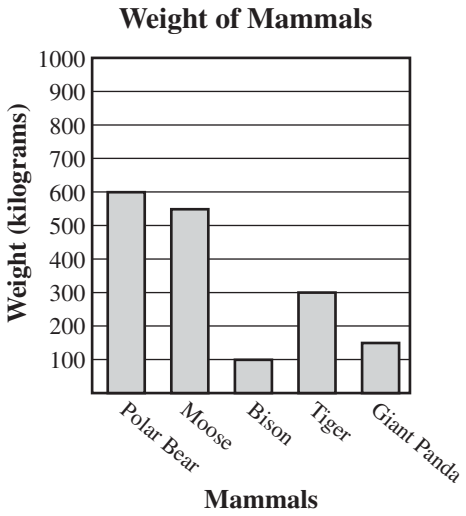
**A**



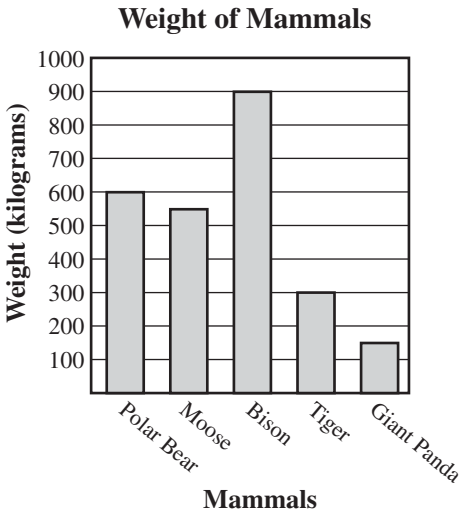

**B**




**C**




**D**






GO ON ▶

**16** A spinner is divided into 4 sections of different sizes and colors. The table shows the results of spinning the pointer 100 times.

Results of 100 Spins

| Color of Section | Number of Times |
|---|---|
| green | 20 |
| red | 30 |
| blue | 40 |
| yellow | 10 |

Based on these results, what is the probability that the pointer will stop on blue on the next spin?

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

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

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

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

**17** **Martin is going to make a cake using the choices shown in the table.**

| Cake Flavor | Icing Type | Sprinkle Color |
|---|---|---|
| chocolate<br>vanilla<br>strawberry | maple<br>white<br>yellow | red<br>blue |

**How many different cakes can Martin make using one cake flavor, one icing type, and one sprinkle color?**

**A** 18 different cakes

**B** 12 different cakes

**C** 8 different cakes

**D** 3 different cakes

**18** **This list shows 9 of the 10 pieces of data collected.**

| 9, 5, 10, 5, 14, 11, 5, 8, 13, ? |
|---|

**The range for the data set is 14. Which number could be the missing piece of data?**

**F** 23

**G** 5

**H** 4

**J** 0

**19** **Which expression shows a way to compute 12 × 34?**

**A** $(10 \times 34) \div (2 \times 34)$

**B** $(12 \times 30) \div (10 \times 4)$

**C** $(10 \times 30) \div (2 \times 4)$

**D** $(10 \times 2) \div (30 \times 4)$

**20** **What is 1,732.176 rounded to the nearest tenth?**

**F** 1,730

**G** 1,740

**H** 1,732.1

**J** 1,732.2



GO ON ▶

**21** **A stack of 36 bags of concrete weighs 972 kilograms. How much does each bag of concrete weigh?**

**A** 27 kilograms

**B** 26 kilograms

**C** 21 kilograms

**D** 20 kilograms

**22** **Once a year, Patia's grandfather measures her height. Last year, Patia was $4\frac{1}{2}$ feet (ft) tall. One year later, she is $4\frac{3}{4}$ feet tall. How much did Patia grow in that one year?**

**F** $\frac{1}{4}$ ft

**G** $\frac{4}{6}$ ft

**H** $\frac{4}{12}$ ft

**J** $\frac{7}{8}$ ft

**23** José helps his mother bake pies. He earns between $1.00 and $2.00 for each pie they make. Which of these is a reasonable amount for José to earn for helping to make 24 pies?

**A** $2
**B** $4
**C** $20
**D** $40

**24** If *n* is the input number, which expression could be used to find the value of the output shown in this table?

| Input (*n*) | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Output | 3 | 5 | 7 | 9 | 11 |

**F** $2 \cdot n + 1$
**G** $3 \cdot n$
**H** $4 \cdot n - 1$
**J** $n + 2$

**25** Sam wants to make a graph that shows his height and the heights of his brothers and sisters. Which is the <u>most</u> appropriate type of graph for Sam to use?

**A** bar graph
**B** line graph
**C** pictograph
**D** circle graph

STOP

**DIRECTIONS**

**Read each selection and the questions that follow it. Choose the best answer for each question. Find the question number on the Reading Practice Test. Mark your answer in the Reading section of the answer sheet.**

**The correct answer for Sample A has been filled in on the answer sheet to show how to mark your answers. Mark your answer for Sample B.**

## Fast Tracks

1 The fastest person can run about 26 miles per hour. However, there are even faster speeds in the animal world. Did you know that the ostrich can run up to 40 miles per hour? The cheetah, however, wins the race. It can dash up to 60 miles per hour when running on flat ground for short distances. Now that's impressive!

### Sample A

**This passage is <u>mostly</u> about**

**A** how fast an ostrich can run.

**B** how the cheetah runs races.

**C** how people can run at impressive speeds.

**D** how some animals can run faster than people.

### Sample B

**In the title, the author is <u>probably</u> talking about tracks made by**

**F** cars.

**G** trains.

**H** animals.

**J** bicycles.

Read the selection below. Then answer the questions that follow.

## The Steadfast Parrot
by Rafe Martin

1 Once there was a parrot. His feathers were beautiful with rich colors of green, red, and yellow. His eyes were shiny and black, his beak a pale yellow. Altogether, he was a most handsome bird.

2 This parrot lived in a fig tree. And oh, how he loved that tree! He loved the way its leaves shaded him from the harsh, glaring light of the midday sun. He loved the cool shade it cast over him. He loved its endless whisperings, its creakings and rustlings. He loved the way its branches rose and fell, swaying with every breeze. He loved the feel of the cool, smooth bark beneath his toes. He loved the sweet fruit it so freely gave him.

3 Every evening as he settled on the branches of his tree-home, he would say. "How happy I am. How content, peaceful, and free. I owe my tree so very much. I'll never abandon it for another refuge." And closing his eyes he would listen with delight to the soft music of the tree's fluttering leaves.

4 Shakra, King of the Gods, heard the parrot's words and decided to test him. He withered the tree and dried it until the leaves blackened and died. Dust now lay on the branches where sweet dews once gathered.

5 But the parrot would not leave. He sat on the dead branches. Slowly lifting his claws, he climbed from branch to branch, circling the tree to keep from the glaring sunlight, which beat upon him. In his mind's eye he could see it, covered not with dust, but with green leaves, all swaying and rustling in the breeze. "Should friends part just because bitter fortune has struck?" said the parrot to himself. "Days pass and fortunes change."

6 *"My words were sincere and true, And my tree I'll not leave you."*

7 And he would not leave. Though days passed the parrot remained steadfast and content. Perched on the dead branches among the dry, rattling leaves, he watched the sun rise and he watched it set. But he did not abandon his tree-home.

8 Shakra, watching, smiled–and a golden breeze blew. New buds formed green leaves unfolded, fruits swelled, and the dust, whirling, blew away. Amazed, the parrot sat sheltered once again among the green, leafy branches of his beloved tree.

9 "Little bird," said the King of the Gods, "the whole universe is brought to life by a steadfast and faithful heart. Even the lofty gods smile when meeting one who has attained such unwavering contentment. While outwardly you may only be a little bird, inwardly you bear the gift of life."

10 *"Live contented with your tree, And may all beings so contented be."*

11 And, laughing, the great god Shakra rose up into the bluest of blue skies. The steadfast little parrot, once again sipping the sweet dews, rubbed his beak against the cool, smooth bark. Oh how contented he was!

**1** **Based on the main idea of the story, the author of "The Steadfast Parrot" would <u>most likely</u> think that it is important**

**A** to challenge your friends to contests.

**B** to stand by friends when they are unhappy.

**C** to take care of the forests by planting trees.

**D** to gather fruit from trees when they are in bloom.

**2** **Which sentence from "The Steadfast Parrot" explains why Shakra made the fig tree healthy again for the parrot?**

**F** Altogether he was a most handsome bird.

**G** He loved it, too, for the sweet fruit it so freely gave him.

**H** He sat on the dead branches.

**J** Though days passed, the parrot remained steadfast and content.

**3** **To the parrot in "The Steadfast Parrot," the fig tree symbolizes**

**A** a best friend.

**B** a precious gift.

**C** a place of rest.

**D** a source of food.

Read the selection below. Then answer the questions that follow.

## Simple Seeds

Tiny pieces of possible beauty
Spill out and fill my palm.
Simple seeds whose looks deceive.
Future vines, stems, and blooms
Hidden inside a plain package.

Tenderly placed in a cradle of soil,
Covered up, put into darkness
Until something deep inside,
Something mysterious and marvelous,
Draws them back up to the sun again.

Directing the sun from top to bottom,
Spreading water from bottom to top
In an ancient, primitive, endless cycle,
Spring's cool rains and summer's
Release the seeds' inner power,

Reminding me again that greatness
Comes from simple things
If cared for gently, watched quietly
And always appreciated.



GO ON ▶

**4** **The poem's main idea can be found in lines**

**F** 3 and 4.

**G** 6 and 7.

**H** 11 and 12.

**J** 16 and 17.

**5** **Which <u>best</u> states the theme of this poem?**

**A** Seeds are a link to the past and the future.

**B** Children are like seeds planted in a garden.

**C** Wonderful things happen with time and patience.

**D** The mysteries of the world are seen in tiny plants.

**6** **Which word is a synonym for <u>appreciated</u> as it is used in line 19?**

**F** interested

**G** satisfied

**H** amused

**J** valued

**7** **The reader can tell that "Simple Seeds" is a poem because**

**A** it is short.

**B** there is punctuation.

**C** it is written in sentences.

**D** the lines follow a pattern.

**8** **"Simple Seeds" is an example of which type of poetry?**

**F** rhymed

**G** cinquain

**H** patterned

**J** free verse

**9** **What does the line "Release the seeds' inner power" mean?**

**A** Seeds are very strong.

**B** Seeds have tough shells.

**C** The seeds are mysterious.

**D** The seeds are going to sprout.

**10** **Which source would <u>best</u> help a student find more information about how to plant a small garden?**

**F** a dictionary

**G** an online site

**H** a picture book

**J** an encyclopedia

**11** **Using the Latin root *primus*, which means "first," the word <u>primitive</u> from line 13 means**

**A** fast.

**B** early.

**C** strong.

**D** forever.

Read the selection below. Then answer the questions that follow.

## Piper

1 The long green and yellow leaves swayed gently with the gradual flow of the current. The sunlight cast silent shadows on the coral reef as Piper peeked out of her father's pouch. She marveled at the world that lay before her. The many bright colors of the coral reef as well as the colorful sea animals filled her with nervous excitement. She wiggled her fin rapidly and floated away.

2 Piper moved quickly from the warm protection of her father's pouch, where she had lived and grown for the last six weeks. She had shared that pouch with 199 brothers and sisters. Like other seahorses, Piper's father carried the unborn eggs in a special pouch until the babies hatched. Although Piper's father has this sole responsibility, her mother stays close by. Piper's parents will stay together even after she and her brothers and sisters leave.

3 As Piper ventured out of her warm home, she noticed that she could not swim in an upright position like her parents. Instead, she floated on her face! Gradually, she managed to swim like the adult sea horses. However, she would not be an adult for another year.

4 Once the young sea horse was in the ocean, she would be on her own. As she glanced around the coral reef, Piper saw that she looked different from many other sea animals. Her body and neck were long and curved. Her tube-shaped snout, or mouth, enabled her to take in water and eat tiny sea animals. Another great thing was that her eyes could look in different directions. She could see a shadow on her left side, while looking at possible food on her right side. This ability would help protect and feed her at the same time.

5 Piper liked her beautiful, curved tail. When a sudden current threatened to sweep her away from the reef, she quickly wrapped her tail around a sea grass blade. Piper shuddered, glad that she was still safe among the coral reef plants. Glancing along the reef, she noticed that her sisters were no longer a pinkish color. Once they had swum among the green and yellow leaves, they had become bright green. They looked like plants growing among the coral.

6 Now Piper swam toward a piece of seaweed growing closer to the pink coral reef. She saw some of her cousins. One cousin, the pipefish, floated close by. Like Piper, he would always live in the same coral reef. Her favorite cousin, Shadow the sea moth, "flew" through the water. Some of Shadow's fins looked like wings, and he seemed to fly through the ocean. His other fins allowed him to walk on the sea floor.

7 Piper hoped she would soon meet more coral reef animals. Some of them looked like leaves, and others looked like dragons! Yes, life on a coral reef was going to be exciting.

**12** **In paragraph 1, what does Piper want to do?**

**F** explore the world

**G** sway in the current

**H** swim through the shadows

**J** hide from the bright sunlight

**13** **What is unusual about the eyes of a sea horse?**

**A** They have poor vision.

**B** Each eye is a different color.

**C** Their eyes are too large for their heads.

**D** Each eye can move in a different direction.

**14** **Why does the author tell this passage from Piper's point of view?**

**F** to show that a sea horse is a real animal

**G** to understand the life cycle on a coral reef

**H** to make learning about sea horses more interesting

**J** to explain the environmental problems on a coral reef

**15** **In paragraph 6, the word "flew" is in quotation marks because the moth**

**A** flies like a bird.

**B** flies very quickly.

**C** is known for its flying.

**D** only looks like it is flying.

**16** **If another paragraph were added to the passage, it would <u>most likely</u> tell about**

**F** how sea horses are sometimes used as medicine.

**G** how pollution is endangering sea horses.

**H** other animals living on the coral reef.

**J** the eating habits of other animals.

**17** **Which is the <u>best</u> way for a student to remember what happens to a young sea horse when it leaves its father's pouch?**

**A** Write a summary of each paragraph.

**B** List the difficult words in the passage.

**C** Underline the main idea in each paragraph.

**D** Make a graphic organizer showing events in the passage.

**18** **What is one question the author was most likely trying to answer in the passage?**

**F** How fast can a sea horse swim?

**G** How long does a sea horse live?

**H** What does a sea horse look like?

**J** Who is an enemy of a sea horse?

**19** **What is the first step when researching sea horses on the Internet?**

**A** evaluate the sources

**B** read through the list of sources

**C** choose a key word to fit the topic

**D** take notes on the located information

Read the selection below. Then answer the questions that follow.

# Native American Face Painting

by Arlette N. Braman

**camouflage**—disguise

1 There are many reasons people paint their faces and bodies. Long ago, Native Americans used paint to camouflage their faces for hunting and to make themselves appear fierce in war. They also used paint as a sunblock. During their corn harvest fiesta, the Indians used yellow paint on their faces to symbolize the yellow corn.

2 Face painting is fun to do. You can become anyone or anything you like with a few strokes of a brush. You can buy face paint or you can make it at home.

3 **What You'll Need:**

- 2 teaspoons shortening
- $2\frac{1}{2}$ teaspoons cornstarch
- 1 teaspoon bleached flour glycerin (available at pharmacies)
- eyedropper
- food coloring
- cold cream

4 **What to Do:**

A. Mix shortening, flour, and cornstarch until it forms a paste.

B. Add 4 drops of glycerin to the paste, then stir. If the mixture doesn't spread easily, add 1 or 2 more drops of glycerin. (This mixture will be thicker than store-bought face paint.)

C. Divide the mixture into four small portions. Add a few drops of food coloring to each portion and stir well.

D. Smooth cold cream on your face before you paint it. (This will help the paint wash off easily later.)

E. Stand in front of a mirror and paint the design of your choice, or better yet, ask a friend to paint your face, then return the favor by painting his or hers!

F. Remember to wash your face before you go to bed. Never sleep with face paint on. It will mess up your sheets (yuck), get in your eyes (ouch), and clog your pores (gross).

**20** **What would be an antonym for the word <u>fierce</u> as used in paragraph 1?**

**F** tired

**G** angry

**H** gentle

**J** careful

**21** **In paragraph 1, what does the root word <u>block</u> mean when <u>sun</u> is added to form a compound word?**

**A** glows like the sun

**B** causes skin to tan

**C** helps paint stay on

**D** protects from burning

**22** **Which of these comes before step A?**

**F** Mix food coloring to make more colors.

**G** Gather everything you will need.

**H** Find a mirror in which to look.

**J** Put cold cream on your face.

**23** **Using the information from step B, it can be concluded that**

**A** store-bought face paint is easy to use.

**B** glycerin makes face paint easy to spread.

**C** Native Americans use glycerin in face paint.

**D** no more than 4 drops of glycerin should be used.

**24** **Which conclusion is suggested by the author?**

**F** Face painting should only be done on special days.

**G** An adult's help is needed to make face paint.

**H** Face painting began as a Native American custom.

**J** Store-bought face paint is very expensive.

**25** **What would be the best place to find out more about why Native Americans used face paint?**

**A** an encyclopedia entry about Native American costumes

**B** a newspaper describing Native American celebrations

**C** a book about Native American customs

**D** a magazine article about new makeup

STOP

**DIRECTIONS**

**Read each question and choose the best answer. Find the question number on the answer sheet that matches the question number on the Science Practice Test. Mark your answer in the Science section of the answer sheet.**

**The correct answer for Sample A has been filled in on the answer sheet to show how to mark your answers. Mark your answer for Sample B.**

## Sample A

**The table shows the results of testing the effect water has on four substances.**

**Effect of Water on a Substance**

| Substance | Results When Added to Water |
|---|---|
| **W** | Substance slowly disappears |
| **X** | Substance sinks to bottom of container |
| **Y** | Substance floats on top of water |
| **Z** | Substance changes water color to red |

**Which two substances are similar because water caused a physical change to occur?**

**A** W and X

**B** W and Z

**C** X and Y

**D** Y and Z



GO ON ▶

## Sample B

**The fifth-grade class recorded the highest and lowest temperatures for five months. The temperatures for each month are shown in the table, except for December.**

**Temperature Readings at Whitney Elementary School**

| Month | Lowest Temperature (ºF) | Highest Temperature (ºF) |
|---|---|---|
| **September** | 50 | 87 |
| **October** | 45 | 85 |
| **November** | 29 | 72 |
| **December** | 5 | **?** |
| **January** | 2 | 48 |

**What would be a reasonable highest temperature reading for the month of December?**

**F** 85

**G** 79

**H** 52

**J** 35



GO ON ▶

**1** **Students conducted an experiment to show that heat moves from warmer objects to cooler objects. Several steps for the experiment are listed below.**

1. **obtain two metal objects**
2. **heat one object**
3. **measure the mass of each object**
4. **measure the temperature of each object**
5. **place objects together**
6. **after 3 minutes, measure the temperature of each object**

**Which step is not needed to complete this experiment?**

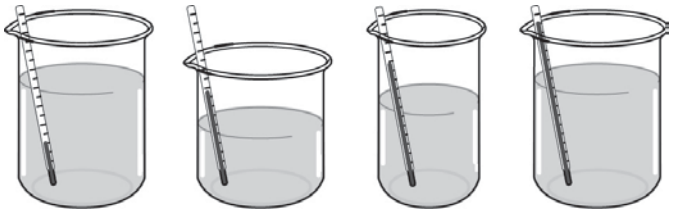
**A** 2

**B** 3

**C** 4

**D** 6

**2** **The picture shows an investigation with four beakers of liquid.**



**How are the beakers arranged?**

**F** by the volume of the liquids

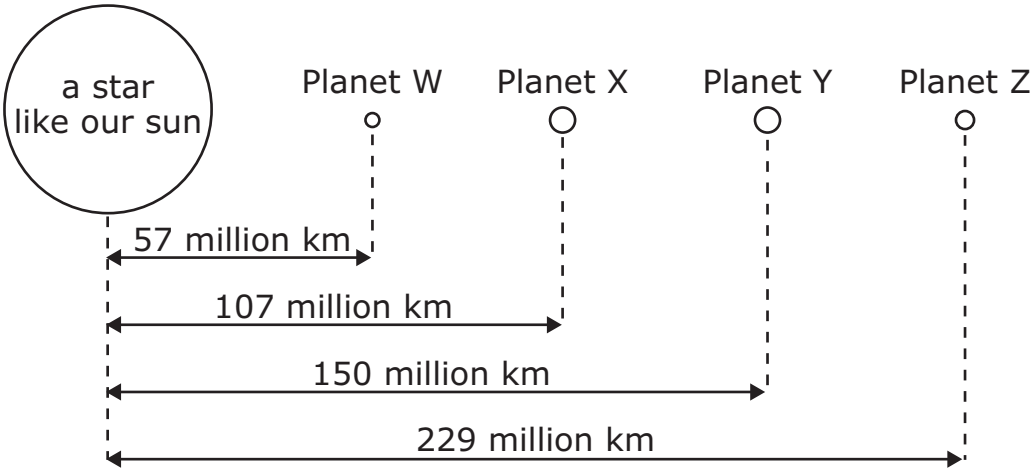
**G** by the width of the containers

**H** by the height of the containers

**J** by the temperatures of the liquids

3

## Solar System Drawing




**Number of Moons Orbiting Planets**

| Student | Planet | Number of Moons |
|---|---|---|
| Jana | W | 1 |
| Fred | W | 2 |
| Gaile | Y | 1 |
| Malcom | Y | 2 |

**Using the drawing and data table, which student identified a planet that is most similar to Earth?**

**A** Jana

**B** Fred

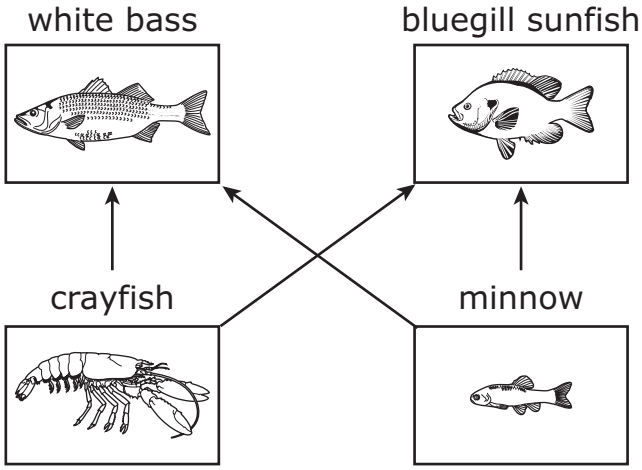
**C** Gaile

**D** Malcom



GO ON ▶

**4** **Two types of fish living together in a lake were counted for four years.**




**Yearly Count of White Bass and Bluegill Sunfish**

| Fish | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|
| white bass | 100 | 120 | 125 | 95 |
| bluegill sunfish | 100 | 80 | 75 | 105 |

**Based on the food web and the data table, which statement <u>best</u> explains the changing numbers of white bass and bluegill sunfish in the lake?**

**F** The white bass increased because they are eating the bluegill sunfish.

**G** The bluegill sunfish increased because they are eating the white bass.

**H** The white bass and the bluegill sunfish were competing for the same food sources, so their numbers increase and decrease.

**J** The bluegill sunfish and the white bass were both being eaten by crayfish and minnows, so their numbers increase and decrease.

**5** **A scientist would like to observe how a fish responds when a solid chemical is added to the fish's tank.**

**How should the scientist measure the solid chemical and what might the scientist learn from the experiment?**

**A**

| Chemical Measurement | What Might the Scientist Learn? |
|---|---|
| mass in grams | how changes to a fish's environment might affect its population |

**B**

| Chemical Measurement | What Might the Scientist Learn? |
|---|---|
| mass in grams | how an entire pond ecosystem is affected by a substance |

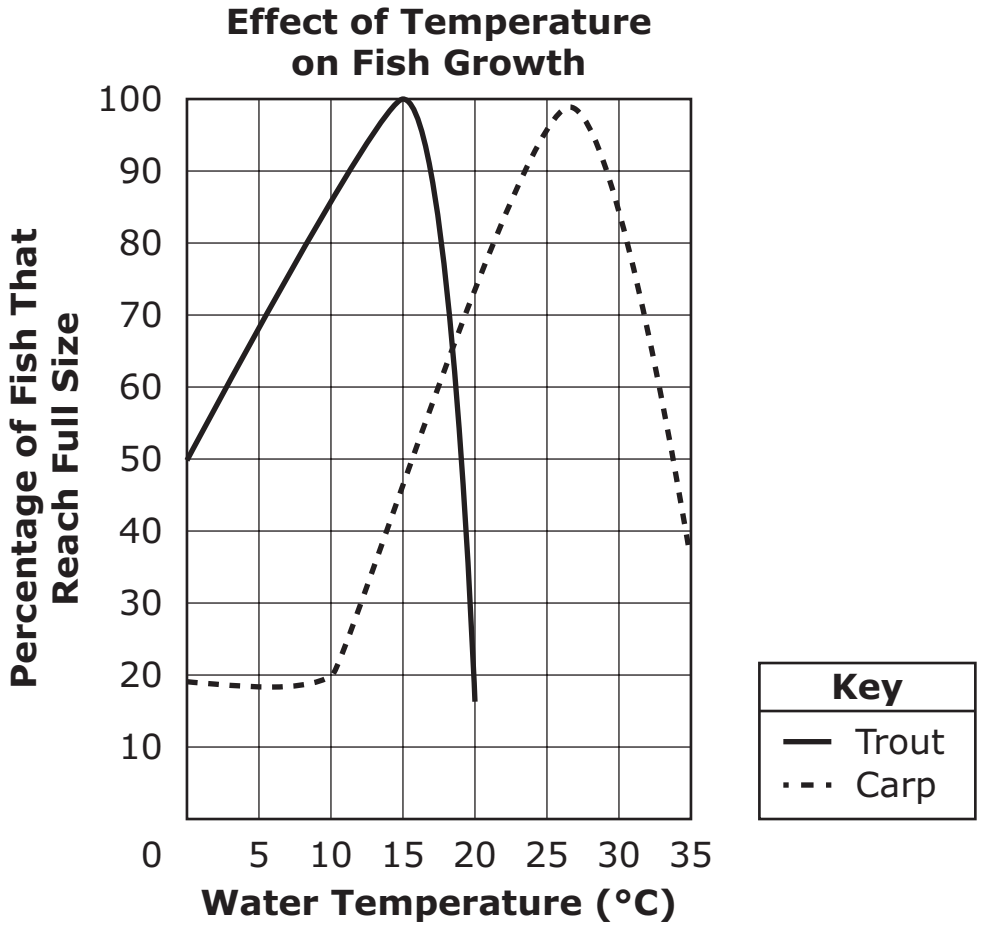
**C**

| Chemical Measurement | What Might the Scientist Learn? |
|---|---|
| volume in liters | how changes to a fish's environment might affect its population |

**D**

| Chemical Measurement | What Might the Scientist Learn? |
|---|---|
| volume in liters | how an entire pond ecosystem is affected by a substance |

**6** **Water from a nearby lake cools a coal power plant. The power plant increases the average water temperature in the lake from 15 degrees Celsius (°C) to 25°C.**




**Is the resource being used to generate electricity renewable or nonrenewable, and how does the water temperature change affect fish in the lake?**

**F** renewable; carp population increases

**G** renewable; more carp grow to full size

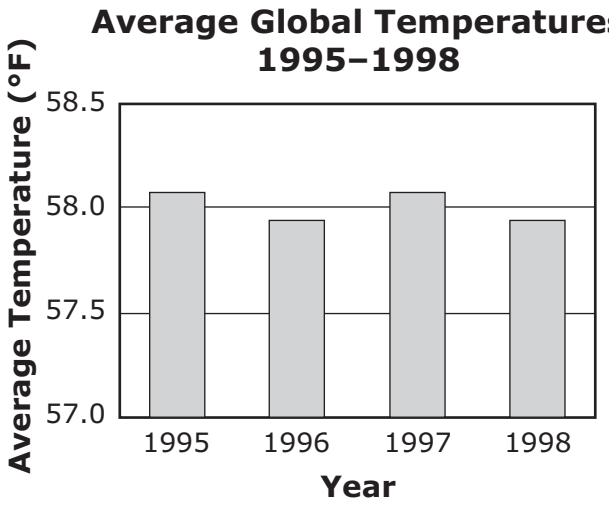
**H** nonrenewable; carp population increases

**J** nonrenewable; more carp grow to full size



GO ON ▶

**7** **Scientists collected data on average global temperatures during four years.**




**Based on the graph, which <u>best</u> describes the average global temperature from 1995 to 1998?**

**A** increasing

**B** decreasing

**C** staying the same

**D** decreasing and increasing

**8** **Students are investigating an unknown liquid in a clear plastic cup.**

**Which action is <u>most</u> dangerous for the students?**

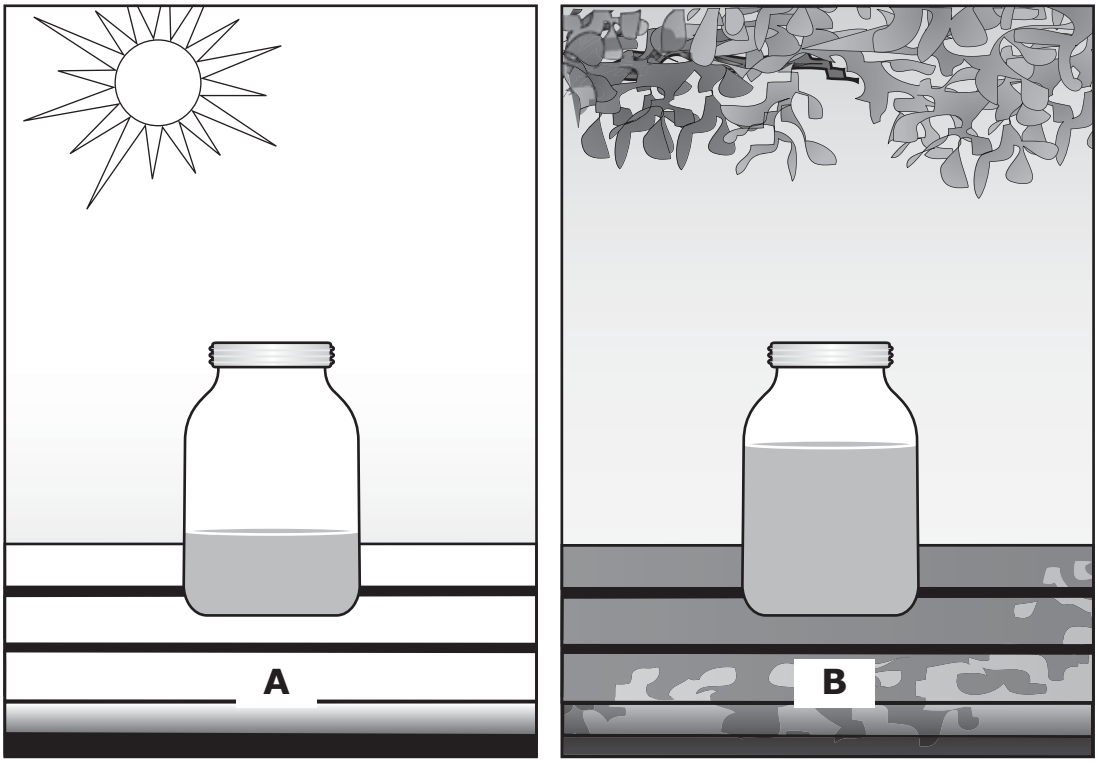
**F** tasting the liquid

**G** observing the liquid through the cup

**H** feeling the cup to check for temperature changes

**J** smelling the liquid by waving their hands over the cup

**9** **A student placed screens on the top of two full jars of water, then placed one jar in the shade and the other jar in the sun. After three days, the student observed the two jars shown below.**




**Which observation did the student make, and why is the energy transfer in jar A different from the energy transfer in jar B?**

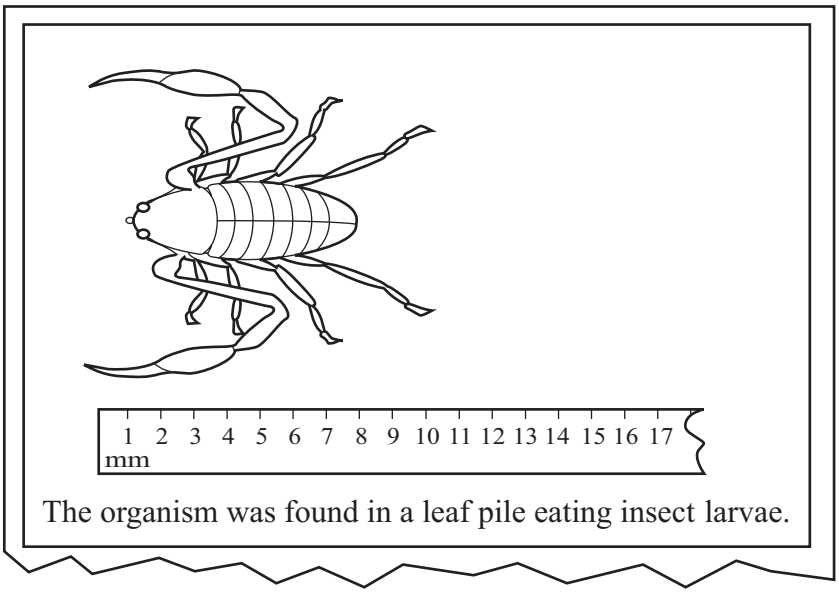
**A** Jar B has more water because more energy is transferred to the water.

**B** Jar A has less water because more energy is transferred to the water.

**C** Jar B has more water because more energy is transferred from the water.

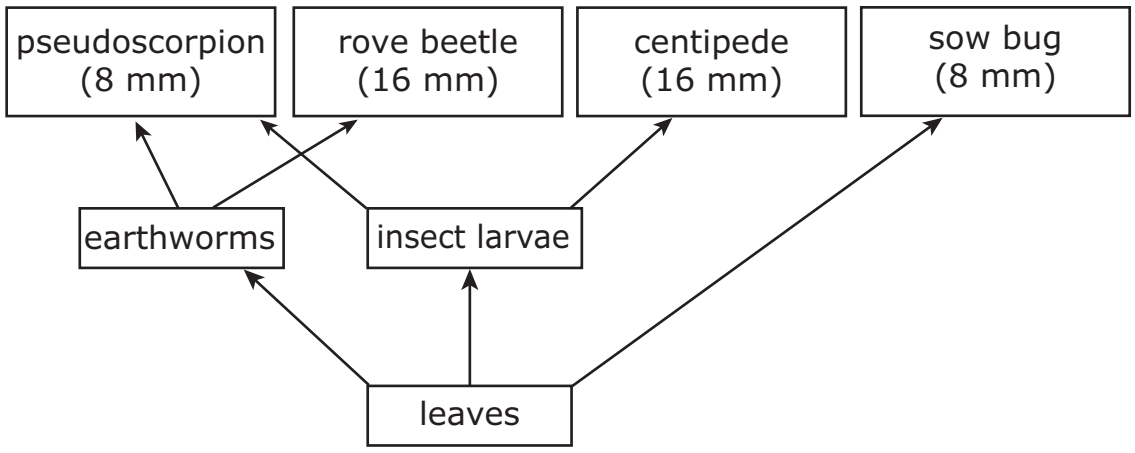
**D** Jar A has less water because more energy is transferred from the water.

**10** **A student read a description of an organism. The student then looked at a food web showing organisms often found in leaf piles.**




The organism was found in a leaf pile eating insect larvae.

**Leaf Pile Food Web**




**Which organism was <u>most likely</u> described?**

**F** pseudoscorpion

**G** rove beetle

**H** centipede

**J** sow bug



GO ON ▶

**11** **Students are asked to identify the clouds they saw one afternoon. The students observed that the clouds were low in the sky and were light gray. The students could not see any blue sky through the clouds.**

**Identification Key**

| Line | Characteristics | Identification |
|---|---|---|
| 1a | clouds are low in the sky | go to 2 |
| 1b | clouds are high in the sky | go to 3 |
| 2a | clouds are gray | go to 4 |
| 2b | clouds are white or gray and white | go to 5 |
| 3a | clouds are feathery | cirrus |
| 4a | clouds are light gray and cover the sky like a blanket | stratus |
| 4b | clouds are dark gray and hide the Sun; it is raining continuously | nimbus |
| 5a | clouds are puffy like cotton balls | cumulus |
| 5b | clouds are large, puffy, and tall like a tower; there may be a thunderstorm | cumulonimbus |

**Which cloud type was <u>most likely</u> observed by the students?**

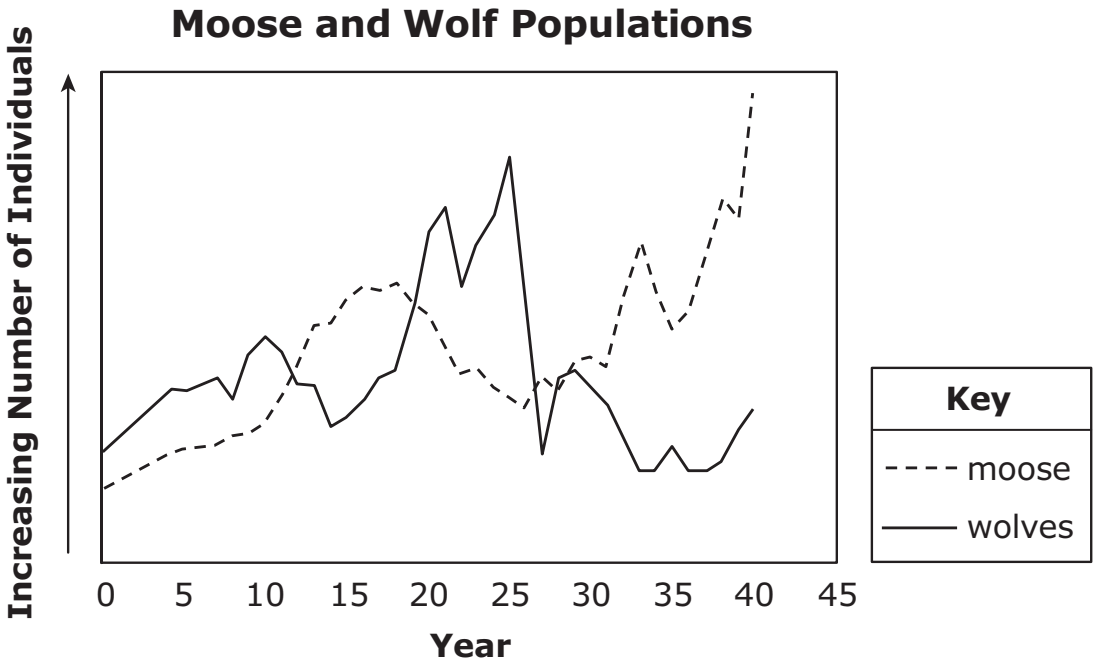
**A** stratus

**B** nimbus

**C** cumulus

**D** cumulonimbus

**12** **Scientists are researching moose and wolf populations over a period of 40 years.**




**Based on the pattern in the graph, which statement <u>best</u> predicts the moose and wolf populations from year 40 to year 45?**

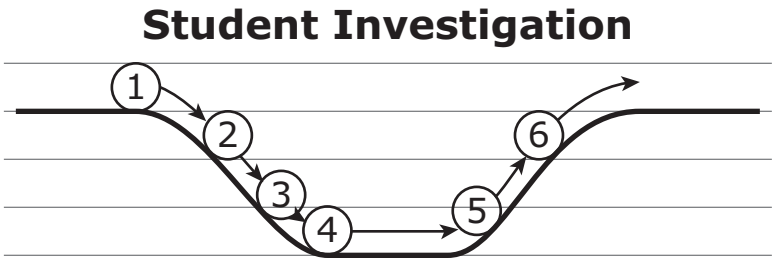
**F** The moose population will decrease because there will be more wolves feeding on them.

**G** The moose population will decrease because there will be fewer wolves feeding on them.

**H** The moose population will increase because there will be more wolves feeding on them.

**J** The moose population will increase because there will be fewer wolves feeding on them.

**13** **Students observe a marble as it rolls into a trough and back up the other side.**




**At which two points marked on the diagram does the marble have the same amount of potential energy?**

**A** 1 and 6

**B** 3 and 5

**C** 4 and 5

**D** 2 and 6

**14**

**A student wants to measure the temperature of water in a cup before and after placing it in a refrigerator for 30 minutes. The student plans to use a spring scale to make the measurement.**

**Which statement best explains a problem with this student activity?**

**F** A spring scale does not measure the correct property.

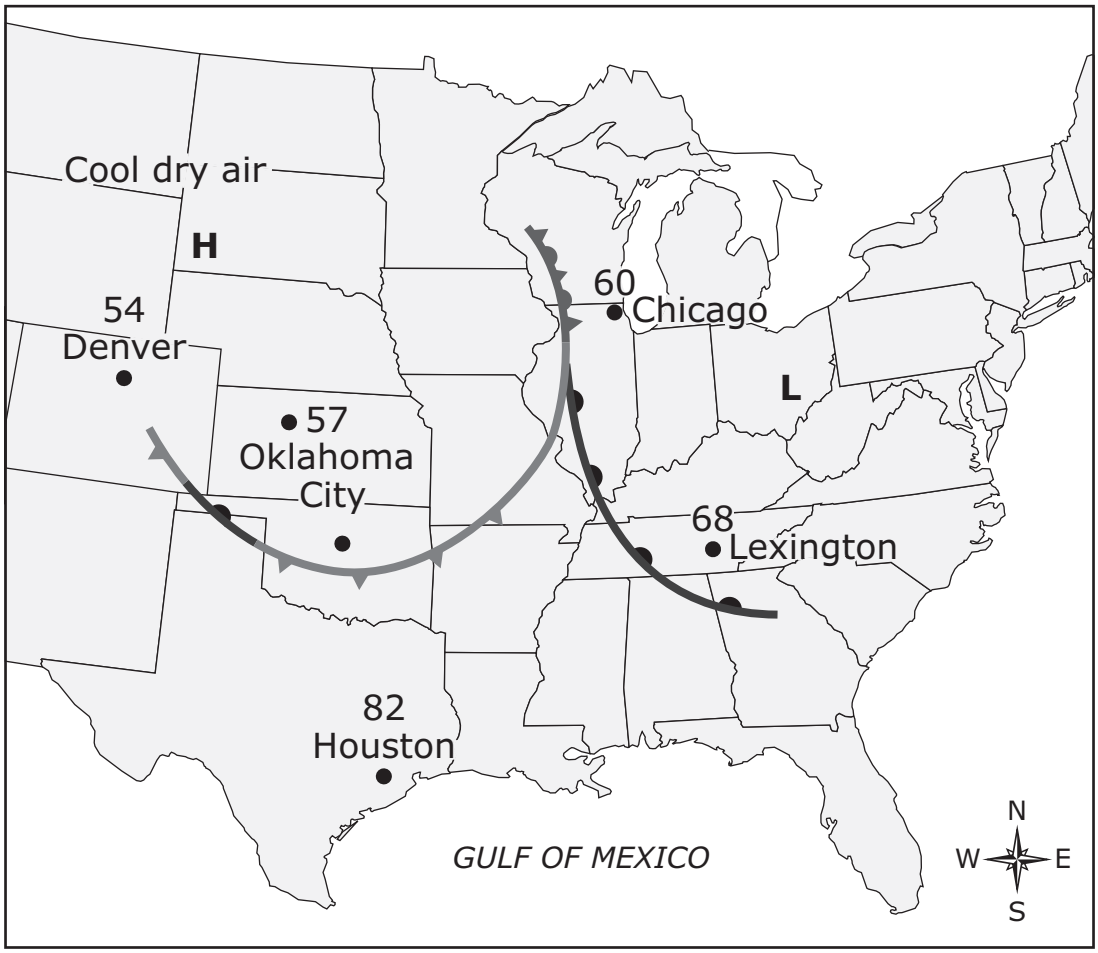
**G** A spring scale does not measure small numbers.

**H** The investigation involves a refrigerator.

**J** The investigation involves a 30 minute period of time.

**15** **A student was examining the weather map shown to learn about the weather conditions in Oklahoma City.**

## Weather Map




**Which weather conditions are identified for Oklahoma City?**

**A** clear and windy with no rain and cool temperatures

**B** clear and calm with no rain and warm temperatures

**C** cloudy and windy with possible rain and cool temperatures

**D** cloudy and calm with possible rain and warm temperatures



STOP

**DIRECTIONS**

**Read each question and choose the best answer. Find the question number on the answer sheet that matches the question number on the Social Studies Practice Test. Mark your answer in the Social Studies section of the answer sheet.**

**The correct answer for Sample A has been filled in on the answer sheet to show how to mark your answers. Mark your answer for Sample B.**

## Sample A

**Amendment IV**

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated...

**Which of these documents contains the amendment above?**

**A** Mayflower Compact

**B** Articles of Confederation

**C** Emancipation Proclamation

**D** Constitution of the United States

## Sample B

**The American victory at the Battle of Yorktown was important because it**

**F** was the first colonial victory.

**G** resulted in the end of the war.

**H** caused the Spanish to join the war.

**J** was won by Native American fighters.

**1** **What was a main long-term effect of the Northwest Ordinance on western territories?**

**A** limits on western settlement

**B** removal of Native Americans

**C** ease of admission to the Union

**D** limits on the local governments

**2** **Roger Williams founded Rhode Island as a place of religious freedom because he was**

**F** cast out by the Puritans.

**G** inspired by the Quakers.

**H** encouraged by William Penn.

**J** persecuted by the king of England.

**3** **The New Jersey Plan and the Virginia Plan both addressed the states' conflict over**

**A** natural resources.

**B** religious freedom.

**C** geographic boundaries.

**D** legislative representation.

**4**

**Government Formation in Colonial America**

- town meetings
- broad voting rights
- social contracts

**Which colonial leader helped develop these advances?**

**F** William Penn

**G** John Winthrop

**H** William Bradford

**J** James Oglethorpe

**5**

**Constitutional Leader**

- lawyer
- ally of George Washington
- writer of Preamble to the U.S. Constitution

**Which colonial leader does this list describe?**

**A** George Mason

**B** Charles Pinckney

**C** Thomas Jefferson

**D** Gouverneur Morris

**6** **One purpose for writing the Declaration of Independence was**

**F** to appoint governors for each colony.

**G** to justify separation from British rule.

**H** to settle conflicts with foreign nations.

**J** to express loyalties to the British Parliament.

**7** **How was local government in New England different from government in the other colonial regions?**

**A** Women voted in many elections.

**B** Voters decided directly on new laws.

**C** Royal officials established most laws.

**D** Mayors frequently overruled decisions.

**8** **Native Americans taught Europeans to grow corn. How did the European colonists most benefit from this?**

**F** Corn became an important cash crop.

**G** Corn became a primary source of food.

**H** Corn growing led to plantation farming.

**J** Corn stalks were used as building material.

**9** **Early European settlers changed the lives of Native Americans the most by the**

**A** fur trade that they shared.

**B** food supplies that they shared.

**C** new ways of hunting that they taught.

**D** contagious epidemic diseases that they carried.

**10** **The primary goal of the Declaration of Independence was**

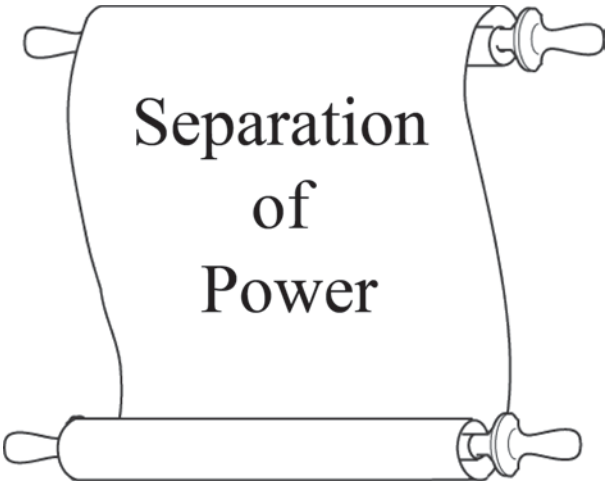
**F** to strengthen the military.

**G** to create a new government.

**H** to expand into new territory.

**J** to list reasons for separation.

**11**




**Which part of the U.S. Constitution is a result of this idea?**

**A** the Bill of Rights

**B** the Electoral College

**C** the amendment process

**D** the three branches of government

**12** **Why was the Battle of Saratoga important?**

**F** It gave American troops time to escape from Valley Forge.

**G** It was the first time the American Navy was called into action.

**H** The American victory persuaded the French to offer assistance.

**J** The large number of British troops forced Congress to draft more soldiers.

**13** **Which was the most profitable export of the Jamestown settlement?**

**A** rice

**B** cotton

**C** lumber

**D** tobacco

**14** **Which pairing best represents the debates between Federalists and Anti-Federalists?**

**F** merchants vs. farmers

**G** slaves vs. slave owners

**H** immigrants vs. pioneers

**J** political leaders vs. voters

**15** **Which group would most likely agree with ideas presented in *Common Sense*?**

**A** Patriots

**B** Loyalists

**C** British officials

**D** Native Americans



STOP

## Answer Keys

| Mathematics | | |
|---|---|---|
| Number | Answer | OAS Objective |
| SAMPLE A | B | 3.1 |
| SAMPLE B | H | 1.1 |
| 1 | B | 1.2 |
| 2 | G | 1.3 |
| 3 | B | 2.1a |
| 4 | G | 2.1b |
| 5 | B | 2.1c |
| 6 | G | 1.3 |
| 7 | B | 2.2b |
| 8 | G | 2.2c |
| 9 | D | 3.1 |
| 10 | G | 3.2 |
| 11 | A | 4.1a |
| 12 | J | 4.1b |
| 13 | C | 4.1c |
| 14 | G | 4.2 |
| 15 | D | 5.1a |
| 16 | H | 5.2a |
| 17 | A | 5.2b |
| 18 | J | 5.3 |
| 19 | A | 1.3 |
| 20 | J | 2.1a |
| 21 | A | 2.2c |
| 22 | F | 2.2b |
| 23 | D | 2.2a |
| 24 | F | 1.1 |
| 25 | A | 5.1a |

| Reading | | |
|---|---|---|
| Number | Answer | OAS Objective |
| SAMPLE A | D | 3.3a |
| SAMPLE B | H | 3.1a |
| 1 | B | 3.2d |
| 2 | J | 3.2b |
| 3 | A | 4.3c |
| 4 | J | 4.2a |
| 5 | C | 4.2a |
| 6 | J | 1.1a |
| 7 | D | 3.4a |
| 8 | J | 4.3d |
| 9 | D | 4.3d |
| 10 | G | 5.1a |
| 11 | B | 1.2c |
| 12 | F | 3.1c |
| 13 | D | 3.1b |
| 14 | H | 4.2d |
| 15 | D | 5.1c |
| 16 | H | 3.2b |
| 17 | D | 5.1f |
| 18 | H | 5.2b |
| 19 | C | 5.2a |
| 20 | H | 1.3 |
| 21 | D | 1.2b |
| 22 | G | 3.1d |
| 23 | B | 3.2b |
| 24 | H | 3.3b |
| 25 | C | 5.1a |

## Answer Keys

| Science | | | |
|---|---|---|---|
| Number | Answer | OAS Process Objective | OAS Content Objective |
| Sample A | B | 1.2 | 1.1 |
| Sample B | H | 4.2 | 3.2 |
| 1 | B | 3.2 | 1.3 |
| 2 | J | 2.2 | 1.2 |
| 3 | C | 4.2 | 3.3 |
| 4 | H | 4.4 | 2.1 |
| 5 | A | 1.1 | 2.2 |
| 6 | J | 4.2 | 2.2 |
| 7 | D | 4.4 | 3.2 |
| 8 | F | 3.4 | N/A |
| 9 | B | 1.2 | 1.3 |
| 10 | F | 2.1 | 2.1 |
| 11 | A | 2.1 | 3.2 |
| 12 | F | 4.3 | 2.1 |
| 13 | D | 1.2 | 1.4 |
| 14 | F | 3.2 | 1.2 |
| 15 | C | 1.1 | 3.2 |

| Social Studies | | |
|---|---|---|
| Number | Answer | OAS Objective |
| Sample A | D | 4.5 |
| Sample B | G | 3.5 |
| 1 | C | 4.1 |
| 2 | F | 2.5 |
| 3 | D | 4.2 |
| 4 | H | 1.5d |
| 5 | D | 4.2 |
| 6 | G | 3.2 |
| 7 | B | 2.2 |
| 8 | G | 1.3 |
| 9 | D | 1.5c |
| 10 | J | 3.2 |
| 11 | D | 4.3 |
| 12 | H | 3.5 |
| 13 | D | 1.3 |
| 14 | F | 4.4 |
| 15 | A | 3.1a |

# Oklahoma School Testing Program

## Answer Sheet

**Grade 5 — Multiple-Choice Practice Tests**

To Measure Oklahoma Academic Standards

Your State Superintendent of Public Instruction

Oklahoma State Department of Education
2015

**Name** _____

## Mathematics

| SAMPLES | | | | |
|---|---|---|---|---|
| A | (A) | ● | (C) | (D) |
| B | (F) | (G) | (H) | (J) |

| | | | | |
|---|---|---|---|---|
| 1 | (A) | (B) | (C) | (D) |
| 2 | (F) | (G) | (H) | (J) |
| 3 | (A) | (B) | (C) | (D) |
| 4 | (F) | (G) | (H) | (J) |
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| 7 | (A) | (B) | (C) | (D) |
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| 19 | (A) | (B) | (C) | (D) |
| 20 | (F) | (G) | (H) | (J) |
| 21 | (A) | (B) | (C) | (D) |
| 22 | (F) | (G) | (H) | (J) |
| 23 | (A) | (B) | (C) | (D) |
| 24 | (F) | (G) | (H) | (J) |
| 25 | (A) | (B) | (C) | (D) |

## Reading

| SAMPLES | | | | |
|---|---|---|---|---|
| A | (A) | (B) | (C) | ● |
| B | (F) | (G) | (H) | (J) |

| | | | | |
|---|---|---|---|---|
| 1 | (A) | (B) | (C) | (D) |
| 2 | (F) | (G) | (H) | (J) |
| 3 | (A) | (B) | (C) | (D) |
| 4 | (F) | (G) | (H) | (J) |
| 5 | (A) | (B) | (C) | (D) |
| 6 | (F) | (G) | (H) | (J) |
| 7 | (A) | (B) | (C) | (D) |
| 8 | (F) | (G) | (H) | (J) |
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| 17 | (A) | (B) | (C) | (D) |
| 18 | (F) | (G) | (H) | (J) |
| 19 | (A) | (B) | (C) | (D) |
| 20 | (F) | (G) | (H) | (J) |
| 21 | (A) | (B) | (C) | (D) |
| 22 | (F) | (G) | (H) | (J) |
| 23 | (A) | (B) | (C) | (D) |
| 24 | (F) | (G) | (H) | (J) |
| 25 | (A) | (B) | (C) | (D) |

## Science

| SAMPLES | | | | |
|---|---|---|---|---|
| A | (A) | ● | (C) | (D) |
| B | (F) | (G) | (H) | (J) |

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| 1 | (A) | (B) | (C) | (D) |
| 2 | (F) | (G) | (H) | (J) |
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| 4 | (F) | (G) | (H) | (J) |
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| 9 | (A) | (B) | (C) | (D) |
| 10 | (F) | (G) | (H) | (J) |
| 11 | (A) | (B) | (C) | (D) |
| 12 | (F) | (G) | (H) | (J) |
| 13 | (A) | (B) | (C) | (D) |
| 14 | (F) | (G) | (H) | (J) |
| 15 | (A) | (B) | (C) | (D) |

## Social Studies

| SAMPLES | | | | |
|---|---|---|---|---|
| A | (A) | (B) | (C) | ● |
| B | (F) | (G) | (H) | (J) |

| | | | | |
|---|---|---|---|---|
| 1 | (A) | (B) | (C) | (D) |
| 2 | (F) | (G) | (H) | (J) |
| 3 | (A) | (B) | (C) | (D) |
| 4 | (F) | (G) | (H) | (J) |
| 5 | (A) | (B) | (C) | (D) |
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