

Tennessee Comprehensive
Assessment Program

TCAP

English Language Arts
Grade 4
Practice Test
Subpart 1 & Subpart 2

Student Name

Teacher Name



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Test Administrator Instructions:

This practice test has Subpart 1 and Subpart 2. It is recommended that you print one copy of this practice test and pull the answer key before copying and distributing the practice test to your students. The answer key is found at the end of the practice test.

This practice test is representative of the operational test but is shorter than the actual operational test. To see the details about the operational test, please see the blueprints located on the Tennessee Department of Education website.

Directions

For Subpart 1 of this Practice Test, you will read a passage or set of passages and then write a response to a writing task. You will have 75 minutes to complete Subpart 1 of this Practice Test. This task gives you a chance to show how well you can organize and express your ideas in written text.

After reading the passage(s) and writing task, take a few minutes to think about what you have read and to plan what you want to write before you begin to answer. Do your best to write a clear and well-organized response. Be sure to keep in mind your purpose and audience when developing your response.

If you finish before the time allowed, review your work.

Read the passage and write a response to the writing task.

from *The Curious Garden*

by Peter Brown



1 There once was a city without gardens or trees or greenery of any kind. Most people spend their time indoors. As you can imagine, it was a very dreary place.

2 However, there was one boy who loved being outside. Even on drizzly days, while everyone else stayed inside you could always find Liam happily splashing through his neighborhood.

3 It was on one such morning that Liam made several surprising discoveries. He was wandering around the old railway, as he did from time to time, when he stumbled upon a dark stairwell leading up to the tracks.

4 The railway had stopped working ages ago. And since Liam had always wanted to explore the tracks, there was only one thing for the curious boy to do.

5 Liam ran up the stairs, pushed open the door, and stepped out onto the railway. The first thing he saw was a lonely patch of color. Wildflowers and plants were the last things he had expected to find up there. But when he took a closer look, it became clear that the plants were dying. They needed a gardener.

6 Liam may not have been a gardener, but he knew he could help. So he returned to the railway the very next day and got to work. The flowers nearly drowned and he had a few pruning problems, but the plants patiently waited while Liam found better ways of gardening.

7 As weeks rolled by, Liam began to feel like a real gardener, and the plants began to feel like a real garden.

8 Most gardens stay in one place. But this was no ordinary garden. With miles of open railway ahead of it, the garden was growing restless. It wanted to explore.

9 The tough little weeds and mosses were the first to move. They popped up farther and farther down the tracks and were closely followed by the more delicate plants.



10 Over the next few months, Liam and the curious garden explored every corner of the railway.

11 After spending his spring and summer and autumn with the garden, Liam's time on the railway was finally interrupted by the winter. Heavy blankets of

snow fell on the city that season. And for the first time since he'd become a gardener, Liam could not visit the plants.

12 Rather than waste his winter worrying about the garden, Liam spent it preparing for the spring.

13 After three cold months the snow finally began to melt, and Liam rolled his new gardening gear over to the railway.

14 Winter had taken a toll on the garden.

15 But thanks to Liam's planning, his handy new tools, and a little help from the sun, the plants soon awoke from their winter sleep.

16 The garden had always wanted to explore the rest of the city, and that spring it was finally ready to make its move. Once again, the tough little weeds and mosses set out first. They popped up farther and farther from the railway and were closely followed by the more delicate plants.

17 The garden was especially curious about old, forgotten things.

18 A few plants popped up where they didn't belong.

19 Others mysteriously popped up all at once.

20 But the most surprising things that popped up were the new gardeners.

21 Many years later, the entire city had blossomed. But of all the new gardens, Liam's favorite was where it all began.

Author's Note:

22 It often seems impossible for nature to thrive in a city of concrete and brick and steel. But the more I've traveled, and the closer I've looked at the world around me, the more I've realized that nature is always eagerly exploring the places we've forgotten. You can find flowers and fields and even small forests growing wild in every city; you just have to look for them.

23 On the west side of Manhattan there is an old, elevated railway called the Highline. Its trains rumbled high above the city streets for decades, but in 1980 the Highline was shut down and forgotten. Without people and trains getting in the way, nature was free to redecorate. Over the years, the rusty rails and gravel slowly gave way to wildflowers and trees. And if you look at the railway today you'll see a lush garden that curves above the streets and between buildings.

- 24 From grass bursting through cracks in a sidewalk, or a tuft of goldenrod clinging to a brick wall, to a meadow winding along an abandoned railway, nature can thrive in the unlikeliest of places.
- 25 All of this made me curious: what would happen if an entire city decided to truly cooperate with nature? How would that city change? How would it all begin? —Peter Brown

Excerpt from *The Curious Garden* by Peter Brown. Copyright © 2009: Little, Brown Books for Young Readers. Reprinted with permission.

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Writing Task

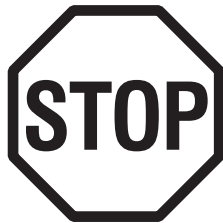
Liam returns to the railroad garden after the winter. Write a narrative to give the story a different ending. Tell what happens to the garden and how Liam takes care of it. Use the characters and setting that are in the text you read. Be sure to use both the voice of a narrator, as well as dialogue, in your story ending. Follow the conventions of standard written English.

Manage your time carefully so that you can

- Plan your essay
- Write your essay

Your written response should be in the form of a multi-paragraph essay.

Write your response to the Writing Task in the space provided.



**This is the end of Subpart 1 of the Grade 4 ELA Practice Test.
Proceed to Subpart 2.**

Directions

Subpart 2 of this Practice Test contains several types of questions. The following samples show the types of test questions used. For all items, mark your answer(s) on the answer document provided.

Sample 1: Multiple-choice (one correct response)

1. What does the word cruel mean as it is used in paragraph 6?
- A. happy
 - B. slow
 - C. unkind
 - D. easy

Sample 2: Multiple-select (multiple correct responses)

2. **Read this sentence from paragraph 14.**

“Having a dog as a pet is a huge task.”

Select **two** sentences that support this statement.

- A. Dogs show love and affection by licking faces.
- B. Dogs require being fed on a regular schedule.
- C. Dogs often help improve the health of their owners.
- D. Dogs make good companions for many people.
- E. Dogs need supplies and healthcare that can be costly.

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Sample 3: Two-part multiple-choice (with evidence responses)

Read the passage and answer the questions that follow.

from *Heidi*

by Johanna Spyri

Heidi, climbing on a chair, took down the dusty book from a shelf. After she had carefully wiped it off, she sat down on a stool.

“What shall I read, grandmother?”

“Whatever you want to,” was the reply. Turning the pages, Heidi found a song about the sun, and decided to read that aloud. More and more eagerly she read, while the grandmother, with folded arms, sat in her chair . . . When Heidi had repeated the end of the song a number of times, the old woman exclaimed: “Oh, Heidi, everything seems bright to me again and my heart is light. Thank you, child, you have done me so much good.”

Heidi looked enraptured¹ at the grandmother’s face, which had changed from an old, sorrowful expression to a joyous one.

Excerpt from *Heidi* by Johanna Spyri. In the public domain.

¹ **enraptured:** very pleased

3. The following item has two parts. Answer Part A and then answer Part B.

Part A

How does the grandmother feel when Heidi finishes reading?

- A. bored
- B. tired
- C. happy
- D. patient

Part B

Which quotation from the passage **best** supports the correct answer to Part A?

- A. "Heidi, climbing on a chair, took down the dusty book from a shelf."
- B. "Turning the pages, Heidi found a song about the sun, and decided to read that aloud."
- C. "More and more eagerly she read, while the grandmother, with folded arms, sat in her chair."
- D. "Heidi looked enraptured at the grandmother's face, which had changed from an old, sorrowful expression to a joyous one."

Sample 4: Editing Task

Some test items require you to determine if an underlined word or phrase in a passage is used correctly.

There are words or phrases in the passage that are underlined to show they may be incorrect. For each underlined word or phrase, mark the correct replacement in the answer sheet provided.

4. The creator of Mickey Mouse was born December 5, 1901, in Chicago. His name was Walter Disney. He began drawing pictures when he were a young boy. His first drawings were of his neighbor's horse, Rupert.

Replace were with

- A. were
- B. was
- C. am
- D. is

Read the passages and mark your answers on the answer document provided.

Passage 1
How Big Bear Stuck to the Sky
A Native American Legend

retold by Kathleen Muldoon

1 Once upon a time when Earth was young, Winter ruled. Snow and ice covered mountains and rivers, fields and forests. So hard was the floor between Earth and Sky that Sun could not peek through the warm the ground.

2 Animals that survived this harsh cold hunted to provide what little food they could for their young. A big bear, called Fisher because the magic in his tail helped him catch fish, decided it was time to bring Summer to Earth.

3 So Fisher invited all of Earth’s creatures to a meeting.

4 “We will find a way to warm Earth,” he said. “Sun will bring grass and flowers and birds. We must reach the Great Spirit and ask for help. Who will go with me to the place where Earth is closest to the Sky?”

5 Otter, Lynx and Wolverine agreed to accompany Fisher on his journey. They traveled across frozen lakes and rivers. Icy twigs snapped as they tramped through the snowy woods. They climbed hills and slid through valleys.

6 Fisher swished his magical, stubby tail in the frigid waters and caught fish for them to eat along the way. After many days, he led them to the top of the tallest mountain on Earth, so high it almost tickled Sky.

7 There Fisher stood on his back paws and stretched, swiping his front claws on Sky’s floor. But he only made a tiny scratch. he could not break through to sky.

8 “Let me try,” cried Otter.

9 He jumped so high his head thumped the sky floor. Otter fell back to Earth and WHOOSH! Down the mountain he slid, riding on his belly all the way to the bottom.



10 Next Lynx took a step back and pounced at Sky. THUNK! She hit her head so hard that she fell unconscious to the snow. Wolverine pushed her aside.

11 "I am the strongest," he growled.

12 Wolverine leaped against Sky's floor, once, twice, three times. Finally he caused the tiniest cracks to appear. He jumped again and again, widening the crack into a hole. Soon Wolverine climbed through the sky hole, followed by Fisher.

13 All at once, birds of every color and size surrounded them. Some swooshed through Wolverine's hole and flew over Earth, spreading Sky's warmth with each flap of their wings.

14 Soon Sun sent its rays through the hole, and Fisher and Wolverine watched as snow on the mountaintop began to melt.



15 "We must make the hole bigger," Fisher said. He twitched his magic tail. Then, using his sharp teeth, he gnawed off more pieces of the sky floor.

16 Suddenly a band of Sky People ran toward them.

- 17 "Stop, thieves," they cried, brandishing¹ bows and arrows. "Stop stealing our warmth!"



- 18 Wolverine escaped through the hole and tumbled down the mountainside back to Earth. But Fisher kept working. By the time the Sky People reached him, he'd widened the hole enough so the Sun could warm Earth for half of every year.
- 19 Fisher ran from the Sky People's arrows and climbed to the top of a tall tree. But one arrow struck Fisher's tail and he began falling. Before he could hit Sky's floor, the Great Spirit, admiring Fisher's persistence, took pity on the bear. He adorned Fisher with stars, and set him in a place of honor in the sky. If you look to Sky on a starry night, you will see him there still.
-

¹ **brandishing:** waving or swinging something, such as a weapon, in a threatening or excited manner

- 20 The Great Bear constellation, also called Ursa Major, is one of the largest and easiest star groupings to find in the sky. This is because one of the group of stars within it looks like a soup ladle and is called the Big Dipper. It forms the back end tail of the whole constellation, which resembles a bear.



- 21 On a clear night, if you study the northern sky, you will see Ursa Major if you look first for the Big Dipper. Ursa Major is highest in the spring sky and lowest in autumn because, according to Native American legend, Bear is looking for a place to hibernate before winter.

“How Big Bear Stuck to the Sky: A Native American Legend.” Retold by Kathleen Muldoon. Reprinted from *Spider*, November/December 2011, Vol. 18, no. 9, © 2011 by Carus Publishing Company/Cricket Media.

Passage 2
Ursa Major, Ursa Minor

by X.J. Kennedy

The ancients, born before TV,
At night skies had to stare
And, finding in the Milky Way
Great Bear and Little Bear—

5 Vast furry bodies formed of stars—
They added, to be funny,
Star-studded dippers, that those bears
Might dip up heads of honey.

“Ursa Major, Ursa Minor” by X.J. Kennedy. Reprinted from Spider, November/December 2011, Vol. 18, No. 9, © 2011 by Carus Publishing Company/Cricket Media.

- 1.** Select **two** sentences from passage 1 that are examples of Fisher’s leadership skills.
- A.** “Icy twigs snapped as they tramped through snowy woods.”
 - B.** “They climbed hills and slid through valleys.”
 - C.** “Fisher swished his magical, stubby tail in the frigid waters and caught fish for them to eat along the way.”
 - D.** “After many days, he led them to the top of the tallest mountain on Earth, so high it almost tickled Sky.”
 - E.** “Fisher ran from the Sky People’s arrows and climbed to the top of a tall tree.”

2. The following item has two parts. Answer Part A and then answer Part B.

Part A

According to passage 1, why is Fisher determined to bring Summer to Earth?

- A. He wants to please the Great Spirit.
- B. He wants to become the leader of animals on Earth.
- C. He wants to offer better living conditions for all animals on Earth.
- D. He wants to rid the world of the Sky People.

Part B

Select **two** paragraphs from passage 1 that show evidence of Fisher's determination to carry out his plan.

- A. paragraph 4
- B. paragraph 7
- C. paragraph 14
- D. paragraph 15
- E. paragraph 21

3. What are **two** themes from "How Big Bear Stuck to the Sky"?

- A. Winter is better than summer.
- B. Acting foolish can get others hurt.
- C. Success is the result of not giving up.
- D. Friendship is the most important part of living.
- E. Hard work gets a reward.

- 4.** The following item has two parts. Answer Part A and then answer Part B.

Part A

Which word or phrase is closest in meaning to the word unconscious in paragraph 10 of passage 1?

- A.** willingly
- B.** knocked senseless
- C.** with intention
- D.** forcefully

Part B

Which word or phrase from paragraph 10 gives a clue to the answer in Part A?

- A.** “pounced at Sky”
- B.** “hit her head so hard”
- C.** “to the snow”
- D.** “pushed her aside”

- 5.** Which **best** states a theme of “Ursa Major, Ursa Minor”?

- A.** The night sky is mysterious.
- B.** Television has improved people’s lives.
- C.** Ancient storytelling brings life to the night sky.
- D.** For centuries, people have pictured bears eating honey.

6. The following item has two parts. Answer Part A and then answer Part B.

Part A

How are passage 1 and passage 2 alike?

- A. Both passages describe Ursa Minor.
- B. Both passages explain the arrangement of a group of stars.
- C. Both passages describe a Native American legend.
- D. Both passages are about a group of animals.

Part B

How are the structures used in the passages different?

- A. Passage 1 tells the history of stars in chronological order. Passage 2 uses two stanzas to describe the same history as in passage 1.
- B. Both passages use figurative language, but only passage 1 offers scientific facts.
- C. Passage 1 tells a story and offers factual statements. Passage 2 describes the constellation using figurative language in rhyming verse.
- D. Both passages tell a story, but only passage 2 is a Native American legend.

- 7.** The following item has two parts. Answer Part A and then answer Part B.

Part A

What is a common theme in “How Big Bear Stuck to the Sky” and “Ursa Major, Ursa Minor?”

- A.** Stars hold many ancient secrets.
- B.** People tell stories to explain nature.
- C.** Bears can be helpful and friendly.
- D.** Stars help people find their way.

Part B

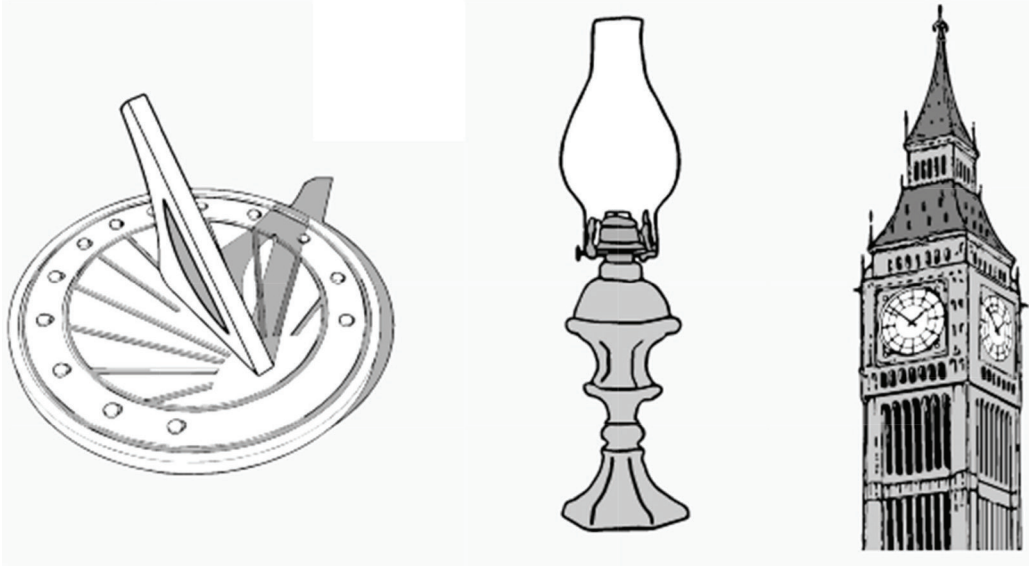
How is this theme developed in the passages? Select **one** statement about the story and **one** statement about the poem.

- A.** The story talks about the beauty of the sun in the sky.
- B.** The story explains why the stars look like a bear.
- C.** The story tells of a bear who is a hero.
- D.** The poem talks about people staring at the night sky to find shapes.
- E.** The poem reveals information about bears and other animals.
- F.** The poem shows that bears can be playful.

Read the passage and mark your answers in the answer sheet provided.

from "Clock Watching"

by Sara F. Shacter



Counting the days until summer vacation. . . .

Knowing when to plant and harvest crops. . . .

Offering thanks to the sun god. . . .

- 1 Everyone has different reasons for keeping track of time. The reasons for caring about time depend on who are you, where you live. . . and when you live.
- 2 Thousands of years ago, people didn't care what time it was. They spent most of their days hunting and gathering food. A schedule would have been silly: "nine o'clock, hunt; ten o'clock, gather."
- 3 But to survive, our ancestors did not need to keep track of day, night, and the seasons. They looked to the sun, moon, and stars for signs of these cycles in nature.

Half Past the Candle

- 4 Eventually, people learned that the sun could also be used to measure hours in a day. About 4,000 years ago, somebody shoved a stick in the ground and made a neat discovery: the stick's shadow moved as the sun's position in the sky changed from sunup to sundown. People in ancient Egypt, Greece, and China made shadow clocks, or sundials, in all shapes and sizes.

5 But sundials weren't perfect. At night, or on cloudy days, they didn't work. So how did people tell time when there was no sunlight? Clocks made of candles, oil lamps, and incense sticks worked just fine without the sun, measuring the time in which a certain amount of wax, oil, or incense burned. Water clocks were popular, too, dripping the minutes away, leaving less water in a vessel¹ as time passed.

6 However, there was a problem with clocks that burned and dripped: they only showed how much time had passed. Suppose a friend said, "I'll meet you when half a candle melts." To be on time, you'd both have to have the same size candle, and light them together.

7 As towns and cities grew, travel and trade between countries increased. There were lots of new jobs to do, and people needed to be in the same place at the same time to get them done. The old clocks were no longer good enough, since they didn't let everyone share the correct time of day.

8 The real solution to the time-keeping problem was a machine that could run all day and all night. Who invented the first such clock? The answer is a mystery. Many tried. Around the year 1300, mechanical clocks started showing up in western Europe, but no one knows who built the very first one.

A Clock for Everyone

9 These early mechanical clocks were funny looking: they didn't have faces; they were just a bunch of gears—wheels with metal teeth that were moved by heavy weights, ticking off seconds. Expensive and hard to care for, these clocks were also huge; they would fill up your bedroom! People could not easily put them in their homes.

10 So, they mounted the clocks on church towers instead. Because religion was so important in most people's lives, the church was built in the center of town. Up high, for everyone to see and hear, the clock rang out the hours when workers in the fields and shops should stop and pray.

11 People loved this new invention. Clock makers kept improving and shrinking clocks. But it took more than 500 years until there were enough clocks to go around.

12 In the 1800s, people figured out how to build large factories to make all sorts of things. Factories cranked out thousands of clocks very quickly and less expensively. Finally, there were clocks for everyone.

¹ **vessel:** a hollow bowl or pitcher used for holding liquids or other contents

- 13 It was a good thing, too, because factories ran on strict schedules and workers were paid by the hour. To be on time, people put clocks in their homes and watches in their pockets.

Modern Time

- 14 For a long time, women wore watches on their wrists, but men didn't. Wristwatches were considered just a fashion item until 1914 when World War I broke out. Thousands of men in Europe marched into battle. Watches made it possible to time troop movements precisely. But it took time for soldiers to stop, put down their equipment, and pull their watches out of their pockets. To save time and leave their hands free for fighting, soldiers started tying their watches to their wrists, just like women. Wristwatches have been popular ever since.
- 15 Nowadays there are clocks everywhere you look: in the car, the radio, the computer, the microwave. Modern clocks run on batteries, electricity, quartz crystals, and even vibrating atoms. What will clocks of the future look like? What will they be able to do? Predict the weather? Cook us breakfast? It all depends on what people want in a clock, and on creative inventors . . . like you.

Excerpt from "Clock Watching" by Sara F. Shacter. Reprinted from Ask, September 2009, Vol. 8, No. 7, © 2009 by Carus Publishing Company/Cricket Media.

8. What is the main idea of the section called "Half Past the Candle"?
- A. Sundials were the first clocks to be widely used.
 - B. Candles and water clocks were limited in their ability to measure time.
 - C. The inventor of the first mechanical clock is unknown.
 - D. Different clocks were invented to address growing needs to measure time correctly.

- 9.** Which detail from the passage supports the idea that people today need to keep track of time with a modern clock?
- A.** Workers must meet in the same place at the same time.
 - B.** Churchgoers must stop their work to pray.
 - C.** Farmers must plant their crops according to the seasons.
 - D.** People must know when to hunt and gather food.

- 10.** Read this sentence from paragraph 5.

“But sundials weren’t perfect.”

Select **two** sentences that explain why “sundials weren’t perfect.”

- A.** They required only a small amount of sunlight each day.
 - B.** They were made in many different shapes and sizes.
 - C.** They could only be used if there were shadows.
 - D.** They were outdoor clocks that could easily become damaged.
 - E.** They could be used only during the daytime.
- 11.** Which **two** details from the passage **best** explain how the rise of factories changed time-telling?
- A.** Workers were paid by the hour.
 - B.** Clocks were large enough to fill up a bedroom.
 - C.** Church tower clocks rang out every hour.
 - D.** People had to get to work on time.
 - E.** Clocks had gears but no faces.

12. On your answer document, complete the chart by marking a problem next to each early way of telling time. Answers can be used more than once.

Early Ways of Telling Time	Problem	
	did not work at all times	did not let people measure the same time period
sundials	<input type="radio"/>	<input type="radio"/>
candles	<input type="radio"/>	<input type="radio"/>
water clocks	<input type="radio"/>	<input type="radio"/>

13. The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the meaning of the word schedule in paragraph 2?

- A. a plan for what to do at what time
- B. a map that shows how to get to places
- C. a calendar that gives days and dates
- D. a book that tells about hunting and gathering

Part B

Select the quote that best supports the answer to Part A.

- A. "Thousands of years ago"
- B. "'nine o'clock, hunt; ten o'clock, gather'"
- C. "to survive"
- D. "sun, moon, and stars"

- 14.** What **two** ideas are included in paragraph 15?
- A.** Today, some clocks can cook breakfast.
 - B.** Today, people are too worried about time.
 - C.** Today, it is easy to find many types of clocks.
 - D.** In the future, clocks will no longer tell time.
 - E.** In the future, clocks will use vibrating atoms.
 - F.** In the future, clocks will continue to change.

There are **five** words or phrases in the passage that are underlined to show they may be incorrect. For each underlined word or phrase, mark the correct replacement in the answer sheet provided.

We stood at the entrance to the trail, wondering whether our decision to begin this journey was wise. The clouds grew in both depth and darkness, and we could hear faint rumbles of thunder in the distance. Dad pointed to a shelter about a hundred yards from which we stood. It was not completely enclosed, but it had a roof and three walls to offer some degree of protection from the approaching storm.

“What do you think, Ann-Marie?” Dad asked me, wincing as a clap of thunder crashed loudly above our heads. “Should we make a run for the shelter? Your looking a little shaky to me. Would you rather head back to our car to drive home?”

My heart pounded loudly as my mind raced to answer. The flashes of light off in the distance made me long for the saftey of home. At the same time, I wanted to stay in the shelter and weight for the storm to pass. After all, we had been planning this hiking trip for nearly two weeks, and I didn’t want a thunderstorm to derail our plans.

BOOM! Another clap of thunder roared angrily overhead and, instinctively, I ran to the shelter as fast as my legs would carry me. The decision was made. We would stay in the shelter until the storm passed and then begin our journey on the hiking trail.

15. Replace which with

- A.** which
- B.** when
- C.** where
- D.** that

- 16.** Replace “What do you think, Ann-Marie”? with
- A.** “What do you think, Ann-Marie”?
 - B.** “What do you think, Ann-Marie,”
 - C.** “What do you think, Ann-Marie?”
 - D.** “What do you think, Ann-Marie.”
- 17.** Replace Your with
- A.** Your
 - B.** Youre
 - C.** You’re
 - D.** You’s
- 18.** Replace saftey with
- A.** saftey
 - B.** safty
 - C.** safety
 - D.** saefty
- 19.** Replace weight with
- A.** weight
 - B.** wate
 - C.** waight
 - D.** wait



This is the end of the test.

Name: _____

Subpart 2 Sample Questions

1. A B C D
2. A B C D E (Select **two**)
3. **Part A:** A B C D
 Part B: A B C D
4. A B C D

Subpart 2 Practice Test Questions

1. A B C D E (Select **two**)
2. **Part A:** A B C D
 Part B: A B C D E (Select **two**)
3. A B C D E (Select **two**)
4. **Part A:** A B C D
 Part B: A B C D
5. A B C D
6. **Part A:** A B C D
 Part B: A B C D
7. **Part A:** A B C D
 Part B: A B C D E F (Select **two**)
8. A B C D
9. A B C D
10. A B C D E (Select **two**)
11. A B C D E (Select **two**)

12.

Early Ways of Telling Time	Problem	
	did not work at all times	did not let people measure the same time period
sundials	<input type="radio"/>	<input type="radio"/>
candles	<input type="radio"/>	<input type="radio"/>
water clocks	<input type="radio"/>	<input type="radio"/>

13. Part A: A B C D

Part B: A B C D

14. A B C D E F (Select **two**)

15. A B C D

16. A B C D

17. A B C D

18. A B C D

19. A B C D

Subpart 2 Sample Questions

- 1. A B C D
- 2. A B C D E (Select **two**)
- 3. **Part A:** A B C D
- Part B:** A B C D
- 4. A B C D

Subpart 2 Practice Test Questions

- 1. A B C D E (Select **two**)
- 2. **Part A:** A B C D
- Part B:** A B C D E (Select **two**)
- 3. A B C D E (Select **two**)
- 4. **Part A:** A B C D
- Part B:** A B C D
- 5. A B C D
- 6. **Part A:** A B C D
- Part B:** A B C D
- 7. **Part A:** A B C D
- Part B:** A B C D E F (Select **two**)
- 8. A B C D
- 9. A B C D
- 10. A B C D E (Select **two**)
- 11. A B C D E (Select **two**)

12.

Early Ways of Telling Time	Problem	
	did not work at all times	did not let people measure the same time period
sundials	<input checked="" type="radio"/>	<input type="radio"/>
candles	<input type="radio"/>	<input checked="" type="radio"/>
water clocks	<input type="radio"/>	<input checked="" type="radio"/>

13. Part A:

Part B:

14. (Select **two**)

15.

16.

17.

18.

19.