

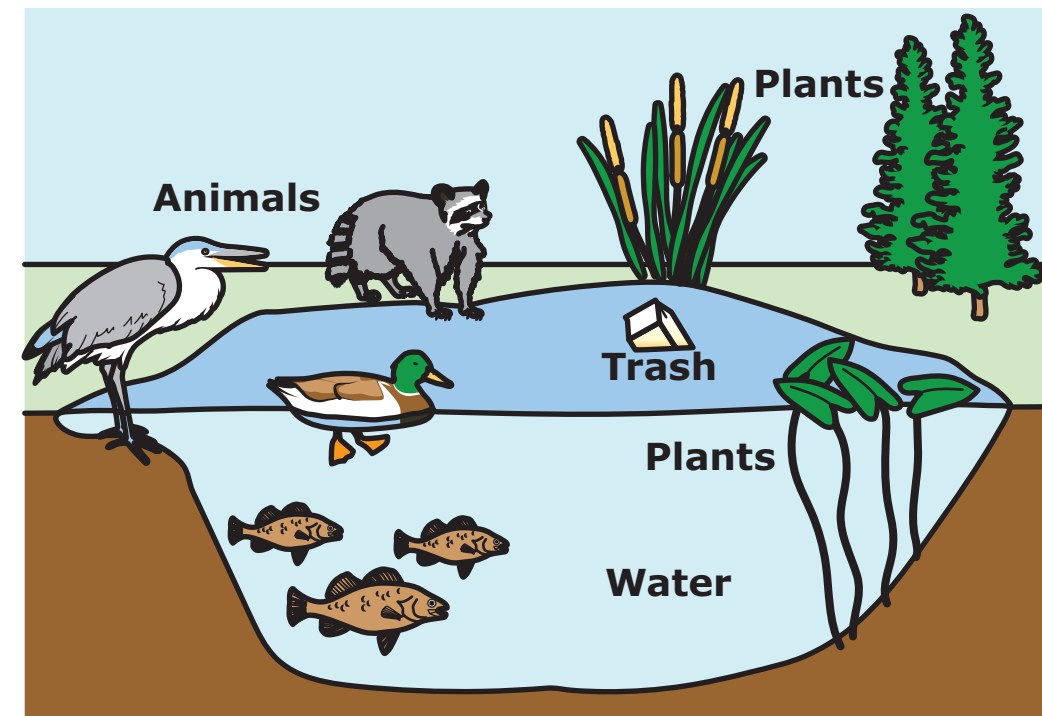
Present the image on the student-response page. Read the highlighted text exactly as it appears:

**Wetlands are home to many different living things. Plants in wetlands filter water to keep the water clean.**

Point to the text in the image, and read the highlighted text exactly as it appears:

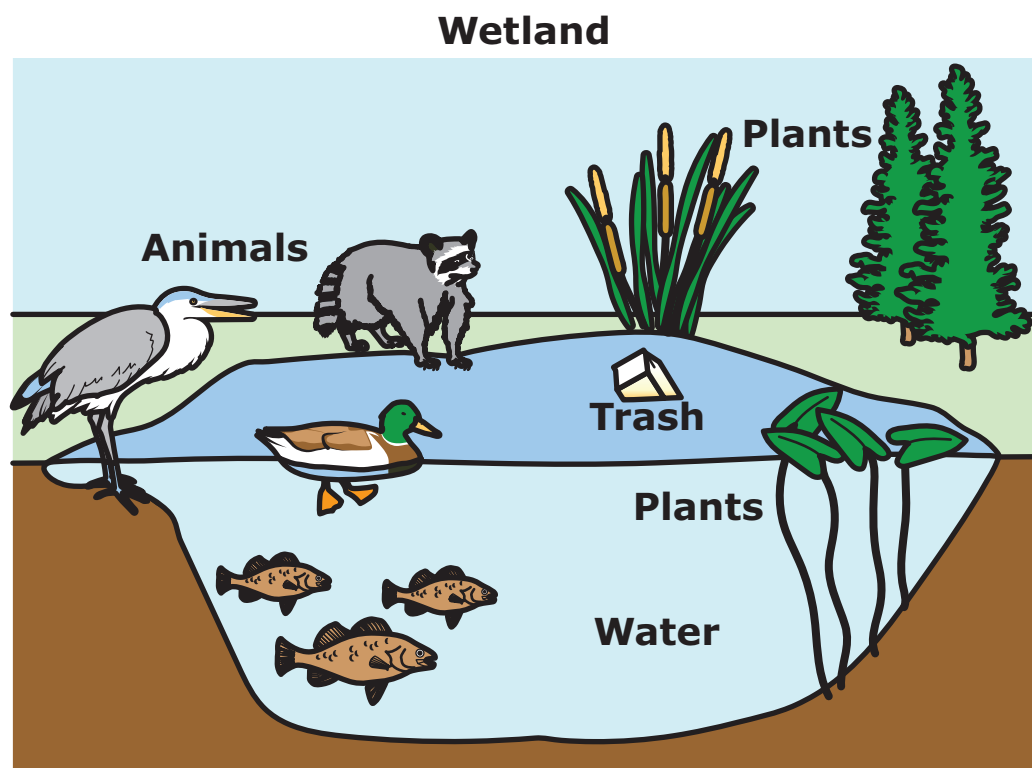
**Here is a diagram of a wetland. It says: Wetland, Animals, Plants, Trash, Plants, Water.**

**Wetland**

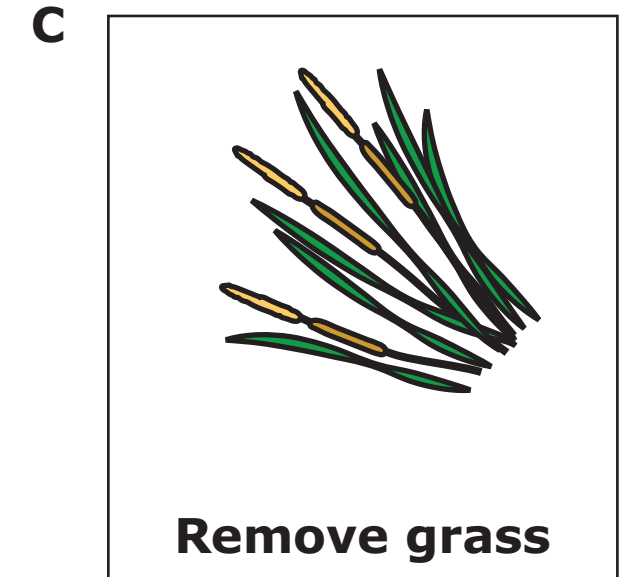
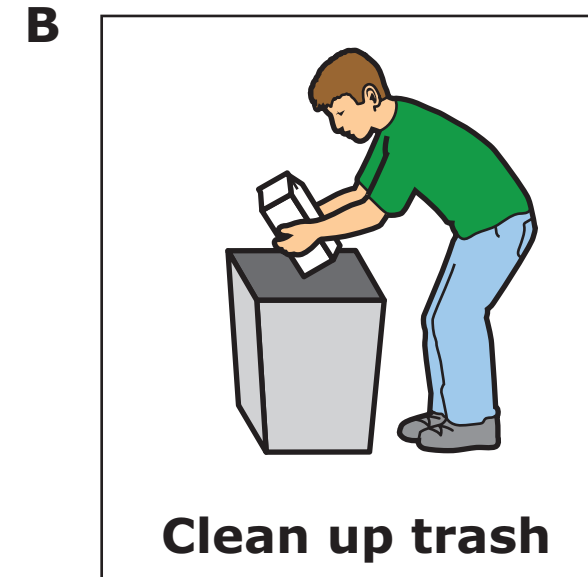
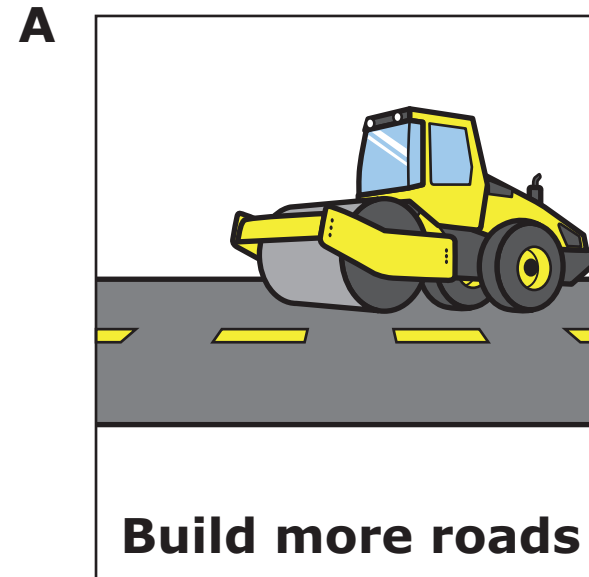


**Item 00:**

<p><i>If needed, repeat presentation of the image on the left side of the student-response page, and read the highlighted text exactly as it appears:</i></p> <p><b>Wetlands are home to many different living things. Plants in wetlands filter water to keep the water clean.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram of a wetland. It says: Wetland, Animals, Plants, Trash, Plants, Water.</b></p>	
<p>Present the item on the right side of the student-response page. Read the highlighted text exactly as it appears:</p> <p><b>What can humans do to help protect the wetlands?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Build more roads, Clean up trash, Remove grass</b></p>	
<p>Fill in the choice on the answer document that corresponds with the student's response for this item.</p> <p>Read the highlighted text exactly as it appears:</p> <p><b>Humans can clean up trash to help protect the wetlands.</b></p>	<p><b>A</b> <b>B</b> <b>C</b> <b>D</b> <b>NR</b></p>

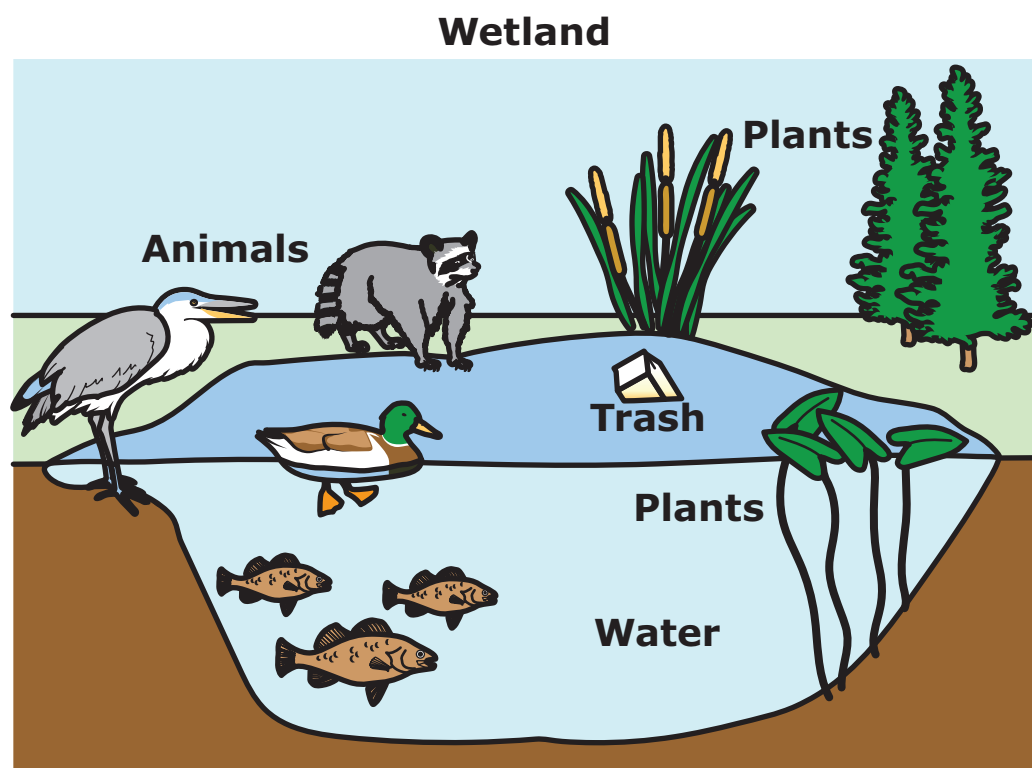


What can humans do to help protect the wetlands?

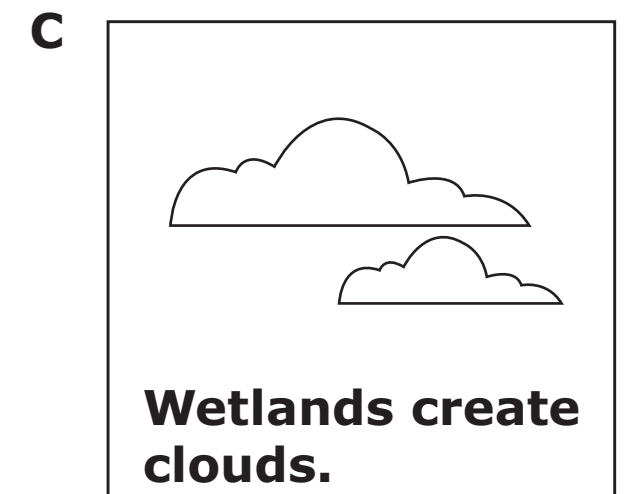
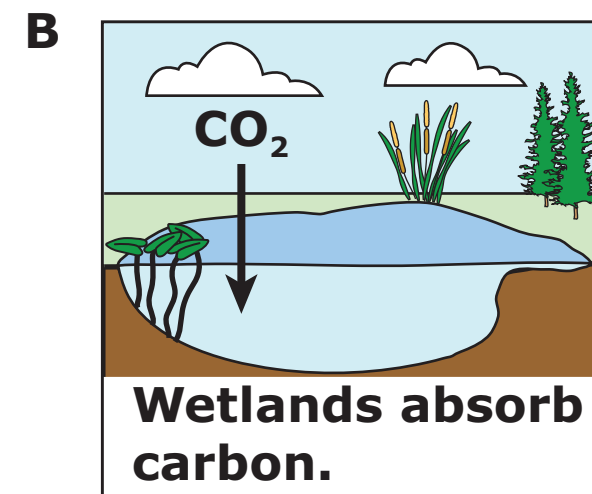
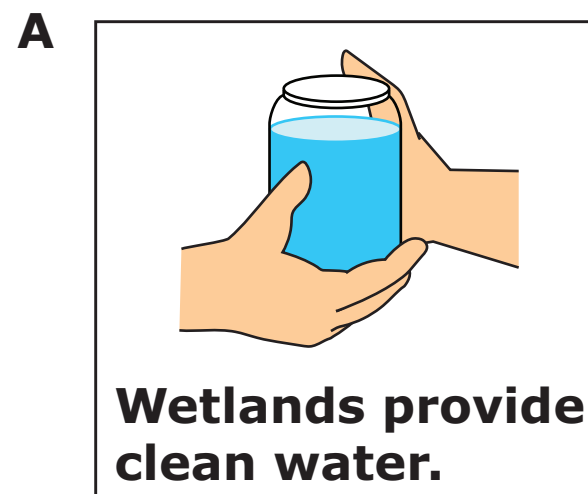


**Item 00:**

<p><i>If needed, repeat presentation of the image on the left side of the student-response page, and read the highlighted text exactly as it appears:</i></p> <p><b>Wetlands are home to many different living things. Plants in wetlands filter water to keep the water clean.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram of a wetland. It says: Wetland, Animals, Plants, Trash, Plants, Water.</b></p>	
<p>Present the item on the right side of the student-response page. Read the highlighted text exactly as it appears:</p> <p><b>About 3 million humans live near wetlands. Why do so many humans live near wetlands?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Wetlands provide clean water., Wetlands absorb carbon., Wetlands create clouds.</b></p>	
<p>Fill in the choice on the answer document that corresponds with the student's response for this item.</p> <p>Read the highlighted text exactly as it appears:</p> <p><b>Humans live near wetlands because wetlands provide clean water.</b></p>	<b>A</b> <b>B</b> <b>C</b> <b>D</b> <b>NR</b>

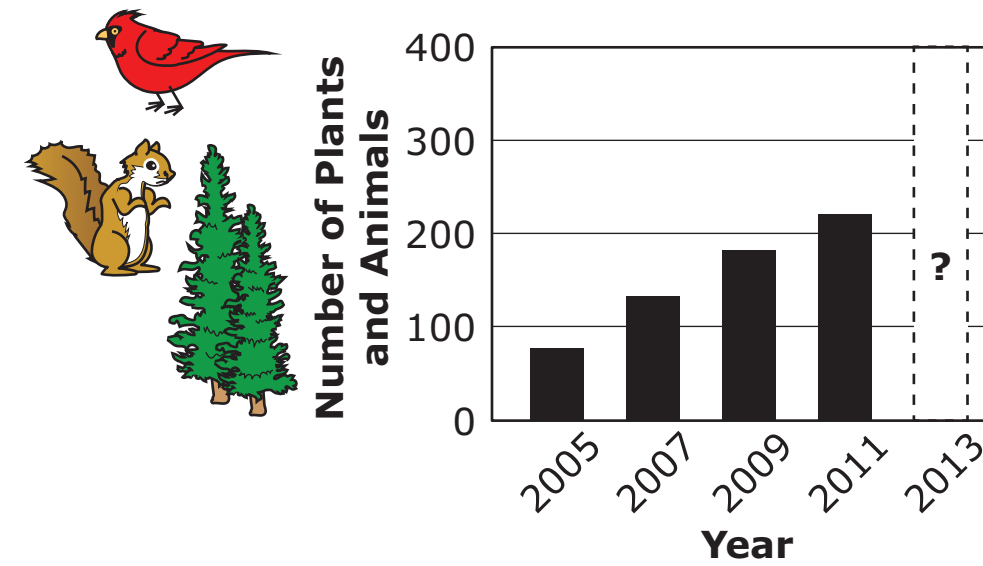
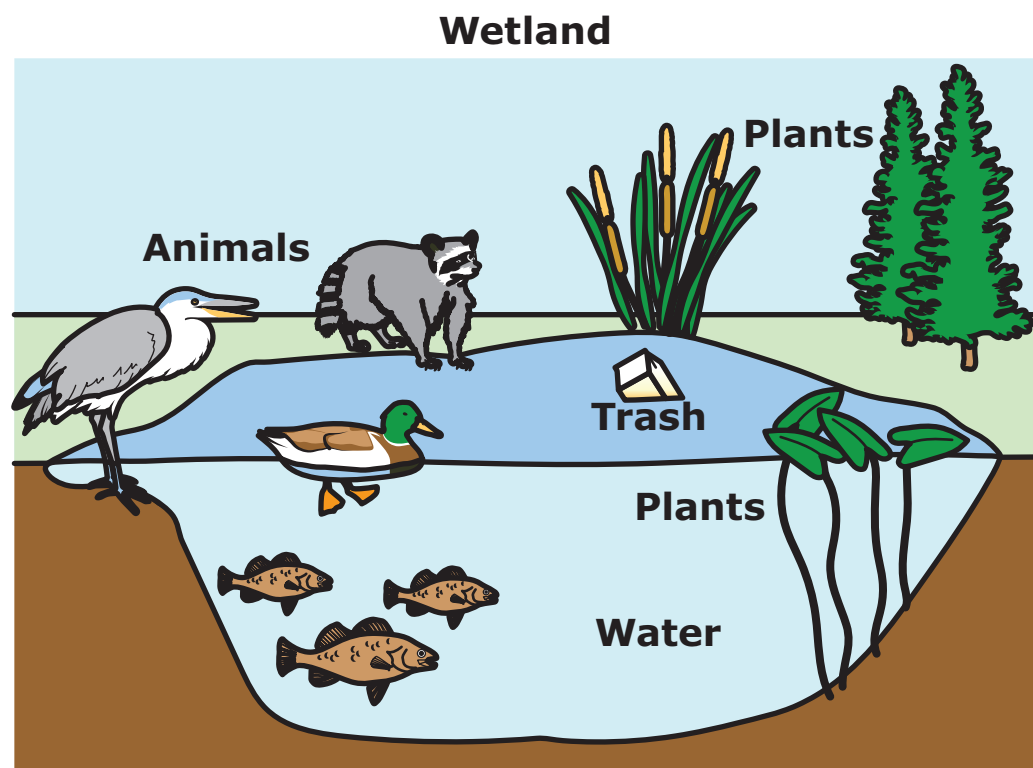


About 3 million humans live near wetlands. Why do so many humans live near wetlands?



**Item 00:**

<p><i>If needed,</i> repeat presentation of the image on the left side of the student-response page, and read the highlighted text exactly as it appears:</p> <p><b>Wetlands are home to many different living things. Plants in wetlands filter water to keep the water clean.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram of a wetland. It says: Wetland, Animals, Plants, Trash, Plants, Water.</b></p>	
<p>Present the item on the right side of the student-response page. Point to the text in the graph, and read the highlighted text exactly as it appears:</p> <p><b>Here is a graph of the number of plants and animals living in a man-made wetland over time. It says: Number of Plants and Animals, 0, 100, 200, 300, 400; Year, 2005, 2007, 2009, 2011, 2013.</b></p> <p>Read the highlighted text exactly as it appears:</p> <p><b>Scientists made a new wetland near a city. The scientists cared for the wetland and counted the number of plants and animals every two years. If the trend continues, what value is the expected total amount of plants and animals in 2013?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>40, 100, 180, 240</b></p>	
<p>Fill in the choice on the answer document that corresponds with the student's response for this item.</p> <p>Read the highlighted text exactly as it appears:</p> <p><b>The expected total amount of plants and animals in 2013 is 240.</b></p>	<p><b>A</b> <b>B</b> <b>C</b> <b>D</b> <b>NR</b></p>



Scientists made a new wetland near a city. The scientists cared for the wetland and counted the number of plants and animals every two years. If the trend continues, what value is the expected total amount of plants and animals in 2013?

- A** **B** **C** **D**



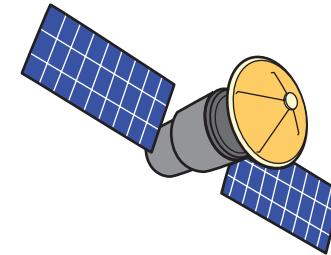
Present the image on the student-response page. Read the highlighted text exactly as it appears:

**A satellite orbits Earth. Scientists use a radio dish on Earth to send information to the satellite.**

Point to the text in the image, and read the highlighted text exactly as it appears:

**Here is a diagram. It says: Satellite, Radio dish, Earth, Not to scale.**

**Satellite**



**Radio dish**

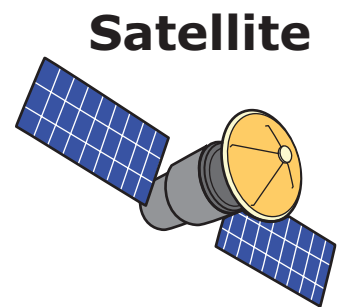


**Earth**

**Not to scale**

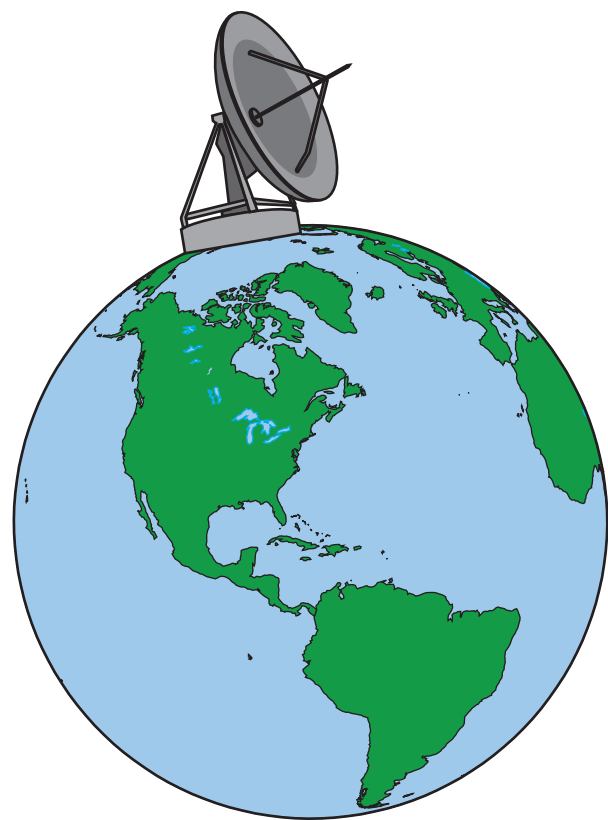
**Item 00:**

<p><i>If needed, repeat presentation of the image on the left side of the student-response page and read the highlighted text exactly as it appears:</i></p> <p><b>A satellite orbits Earth. Scientists use a radio dish on Earth to send information to the satellite.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram. It says: Satellite, Radio dish, Earth, Not to scale.</b></p>	
<p>Present the item on the right side of the student-response page. Read the highlighted text exactly as it appears:</p> <p><b>What is used to send information from the radio dish to the satellite?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Electricity, Waves, Wind</b></p>	
<p>Fill in the choice on the answer document that corresponds with the student's response for this item.</p> <p>Read the highlighted text exactly as it appears:</p> <p><b>Waves are used to send information from the radio dish to the satellite.</b></p>	<b>A</b> <b>B</b> <b>C</b> <b>D</b> <b>NR</b>



**Satellite**

**Radio dish**

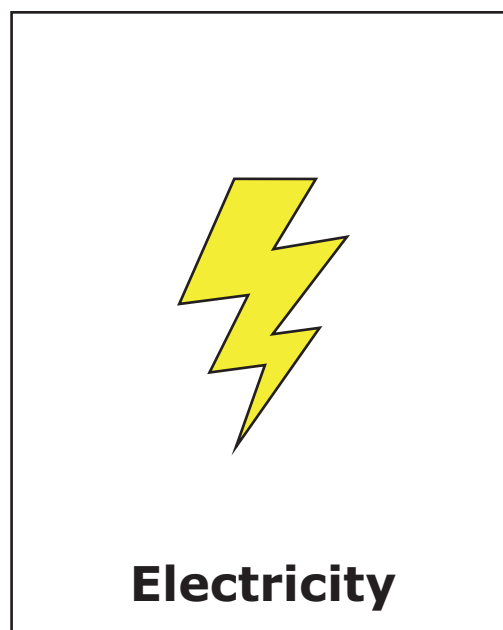


**Earth**

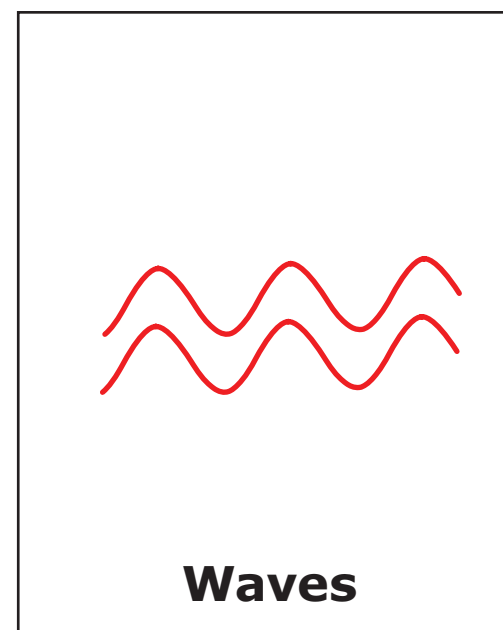
**Not to scale**

What is used to send information from the radio dish to the satellite?

**A**



**B**

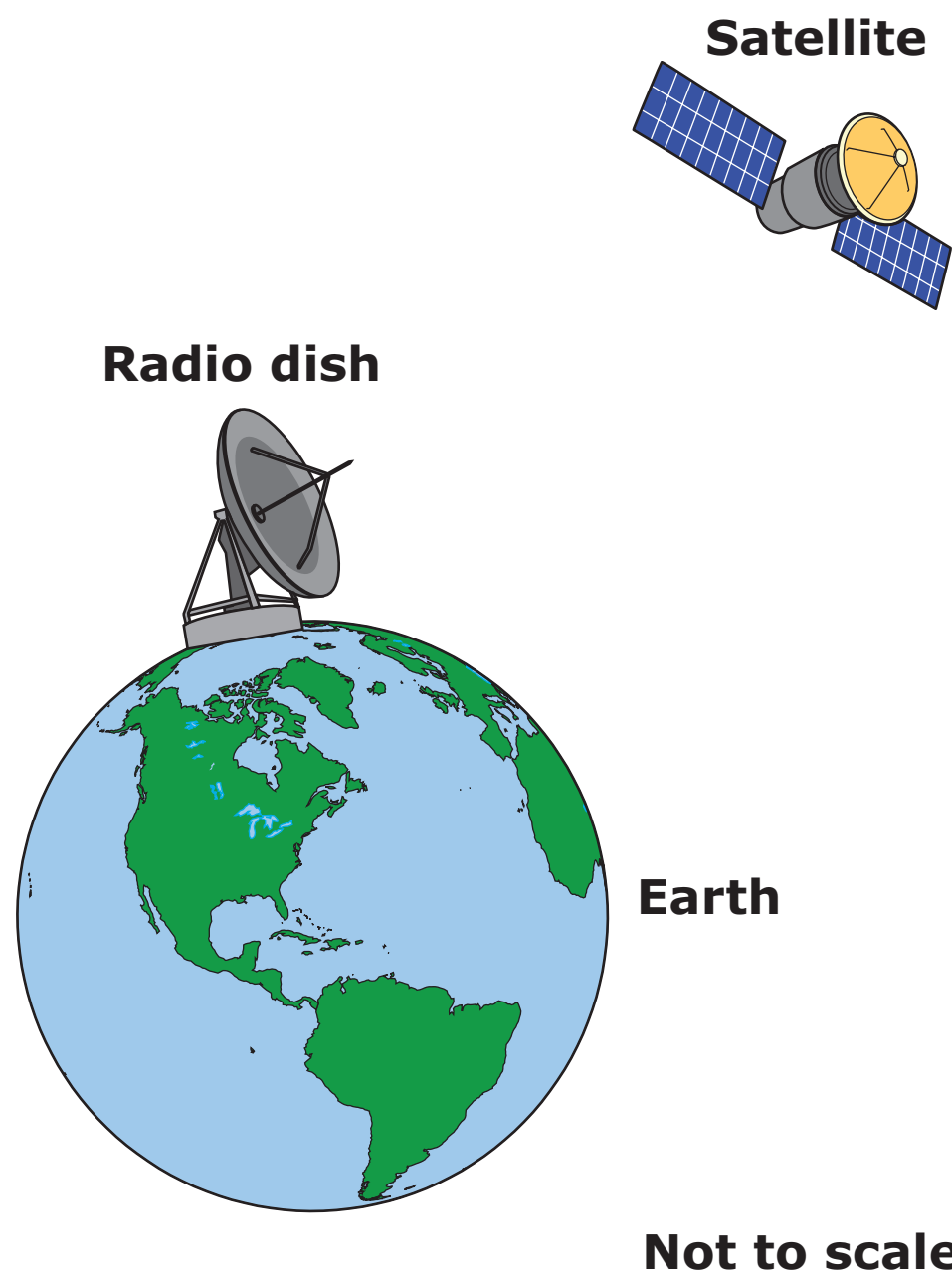


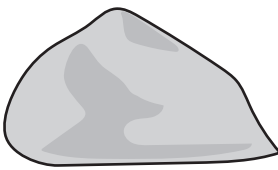


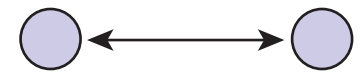

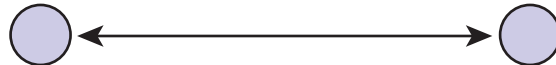
**C**



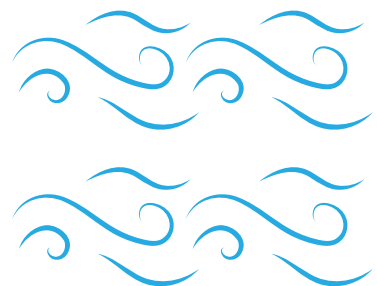
**Item 00:**


<p><i>If needed, repeat presentation of the image on the left side of the student-response page and read the highlighted text exactly as it appears:</i></p> <p><b>A satellite orbits Earth. Scientists use a radio dish on Earth to send information to the satellite.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram. It says: Satellite, Radio dish, Earth, Not to scale.</b></p>	
<p>Present the item on the right side of the student-response page. Point to the text in the table, and read the highlighted text exactly as it appears:</p> <p><b>Here is a table. It says: Object or Place, Distance between Particles; Rock, Close together; Ocean, Far apart; Atmosphere, Very far apart.</b></p> <p>Read the highlighted text exactly as it appears:</p> <p><b>Radio waves travel faster when particles are farther away from each other. Which will radio waves travel through the fastest?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Atmosphere, Ocean, Rock</b></p>	
<p>Fill in the choice on the answer document that corresponds with the student's response for this item.</p> <p>Read the highlighted text exactly as it appears:</p> <p><b>Radio waves will travel through the atmosphere the fastest.</b></p>	<p><b>A</b> <b>B</b> <b>C</b> <b>D</b> <b>NR</b></p>




Object or Place	Distance between Particles
 Rock	 Close together
 Ocean	 Far apart
 Atmosphere	 Very far apart

Radio waves travel faster when particles are farther away from each other. Which will radio waves travel through the fastest?

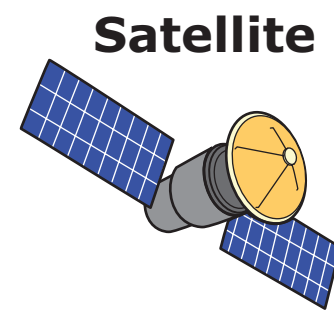
**A**   
**Atmosphere**

**B**   
**Ocean**

**C**   
**Rock**

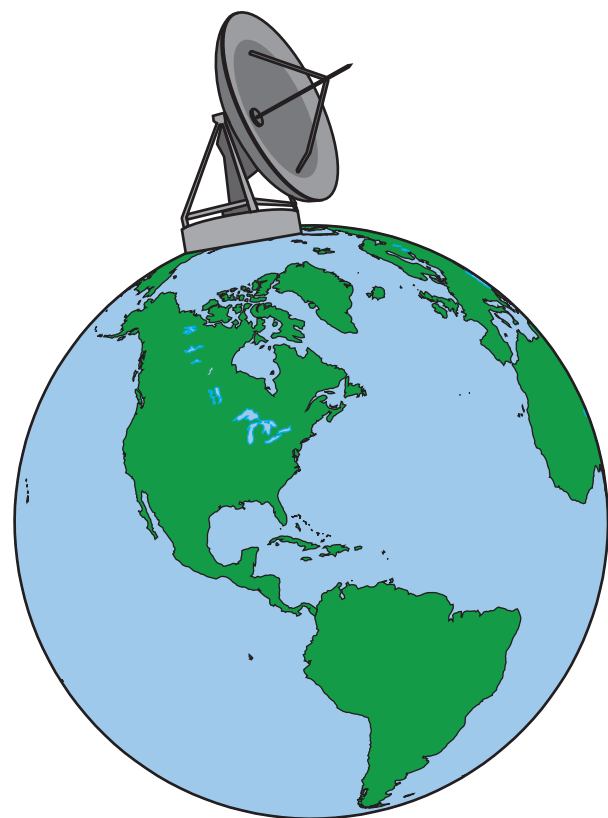
**Item 00:**

<p><i>If needed, repeat presentation of the image on the left side of the student-response page and read the highlighted text exactly as it appears:</i></p> <p><b>A satellite orbits Earth. Scientists use a radio dish on Earth to send information to the satellite.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram. It says: Satellite, Radio dish, Earth, Not to scale.</b></p>	
<p>Present the item on the right side of the student-response page. Point to the text in the diagram, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram. It says: 1. Turn on electricity; 2. Dish sends radio waves; 3. Radio waves get to satellite; 4. Information received.</b></p> <p>Read the highlighted text exactly as it appears:</p> <p><b>A scientist sends information using radio waves from the radio dish to the satellite. What created the radio waves?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Gravitational force, Satellite's orbit, Electric force, Sunlight</b></p>	
<p>Fill in the choice on the answer document that corresponds with the student's response for this item.</p> <p>Read the highlighted text exactly as it appears:</p> <p><b>Electric force created the radio waves.</b></p>	<p><b>A</b> <b>B</b> <b>C</b> <b>D</b> <b>NR</b></p>



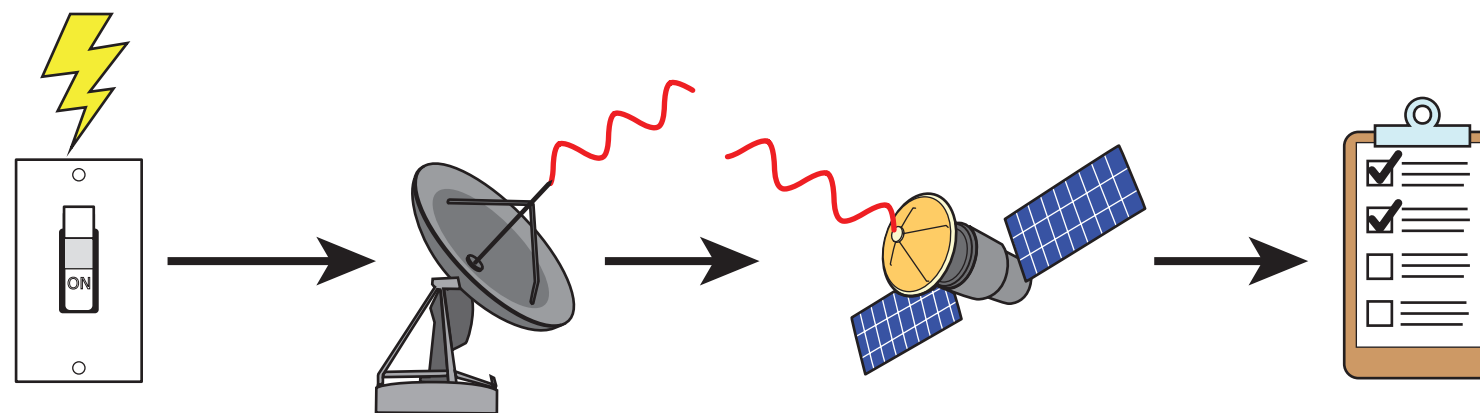
Satellite

Radio dish



Earth

Not to scale



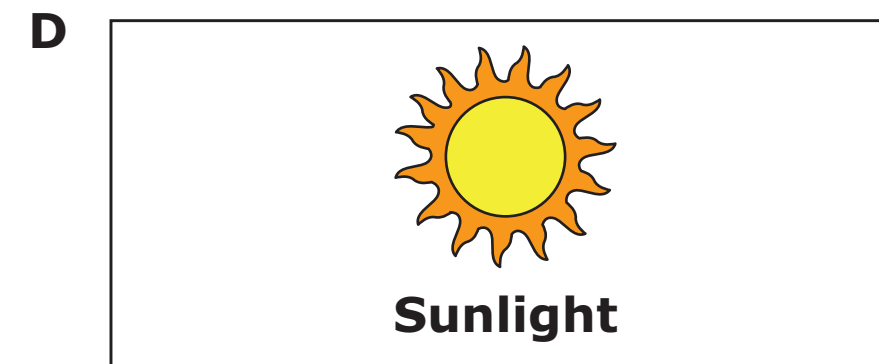
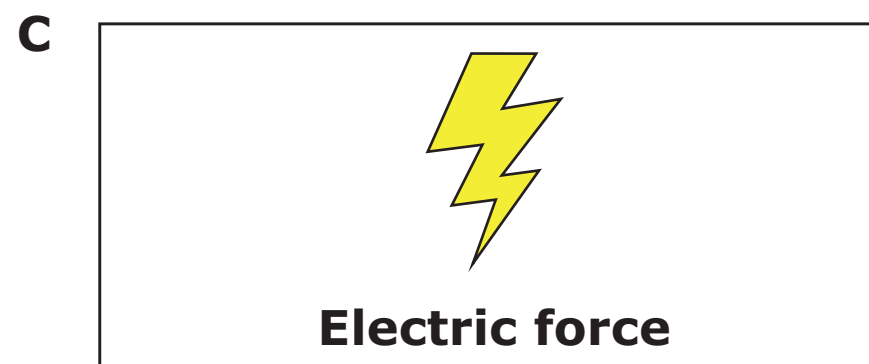
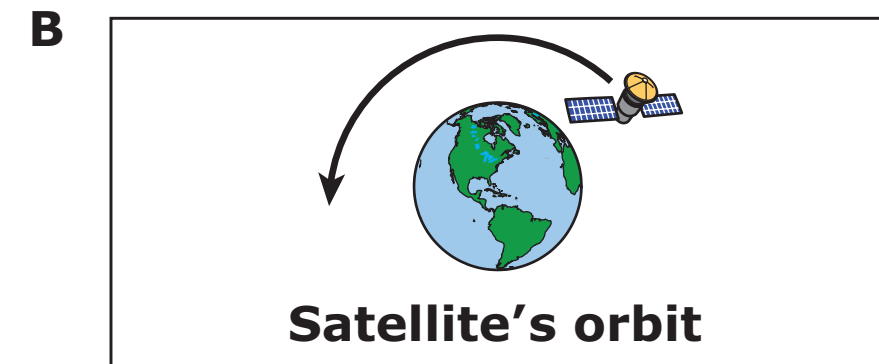
1. Turn on electricity

2. Dish sends radio waves

3. Radio waves get to satellite

4. Information received

A scientist sends information using radio waves from the radio dish to the satellite. What created the radio waves?



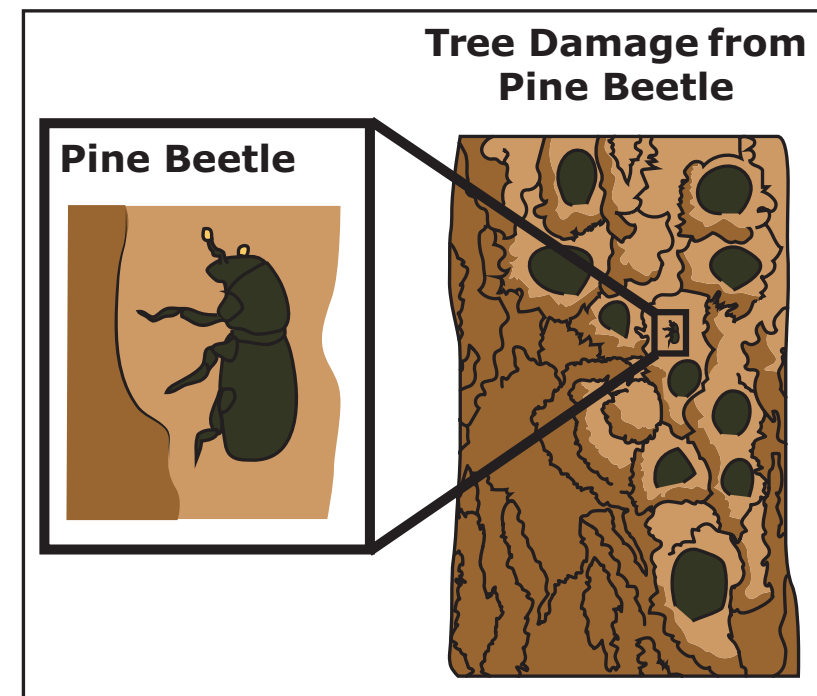


Present the image on the student-response page. Read the highlighted text exactly as it appears:

**Pine beetles eat unhealthy trees because the trees are crowded or do not get enough water. Pine beetles do not eat healthy trees. Trees need space and water to stay healthy.**

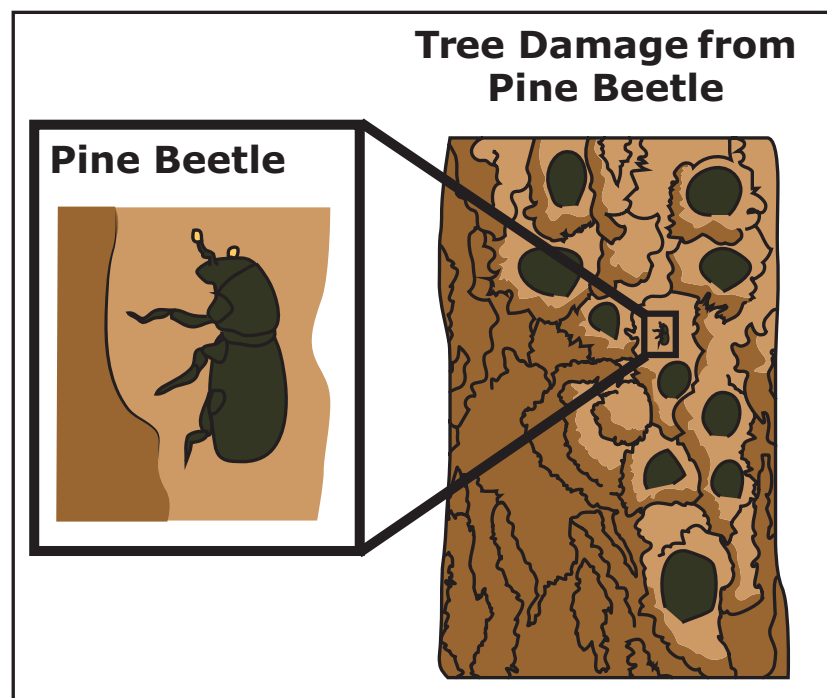
Point to the text in the image, and read the highlighted text exactly as it appears:

**Here is a diagram. It says: Pine Beetle, Tree Damage from Pine Beetle.**

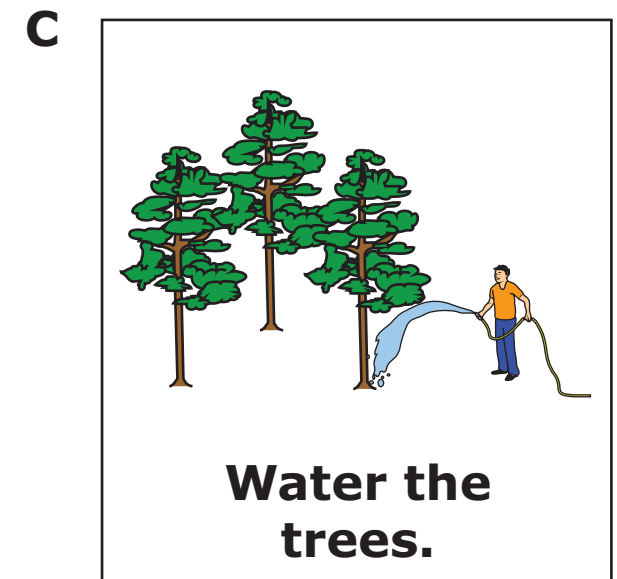
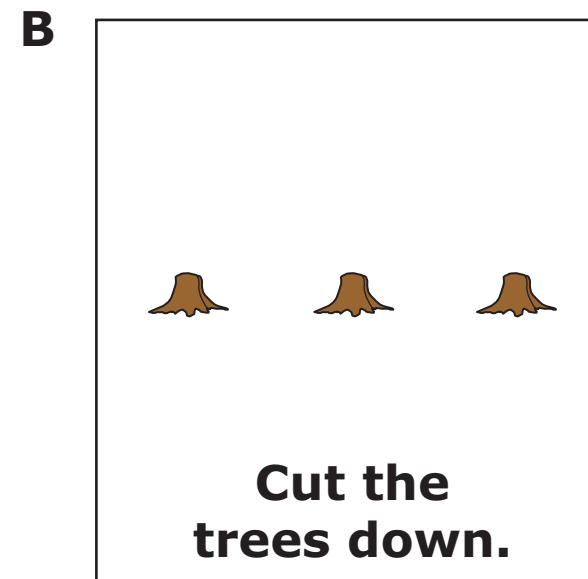
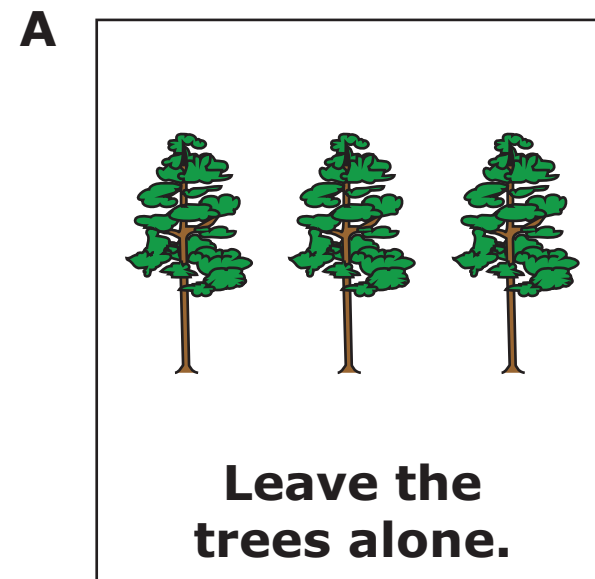


**Item 00:**

<p><i>If needed, repeat presentation of the image on the left side of the student-response page and read the highlighted text exactly as it appears:</i></p> <p><b>Pine beetles eat unhealthy trees because the trees are crowded or do not get enough water. Pine beetles do not eat healthy trees. Trees need space and water to stay healthy.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram. It says: Pine Beetle, Tree Damage from Pine Beetle.</b></p>	
<p>Present the item on the right side of the student-response page. Read the highlighted text exactly as it appears:</p> <p><b>The trees in a park are drying out because there is not enough rain. How can humans help keep the trees healthy?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Leave the trees alone., Cut the trees down., Water the trees.</b></p>	
<p>Fill in the choice on the answer document that corresponds with the student's response for this item. Read the highlighted text exactly as it appears:</p> <p><b>Humans can water the trees to help keep the trees healthy.</b></p>	<b>A</b> <b>B</b> <b>C</b> <b>D</b> <b>NR</b>

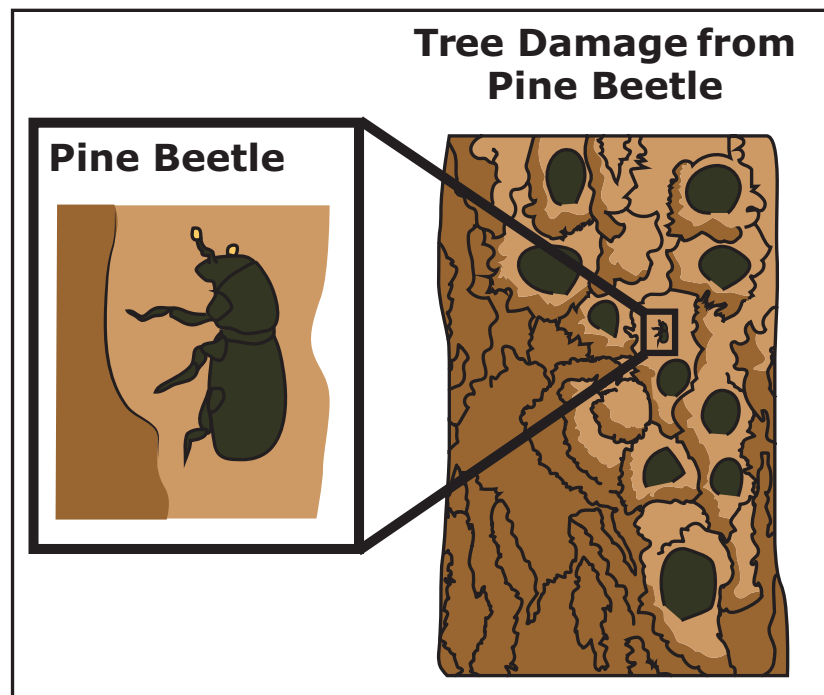


The trees in a park are drying out because there is not enough rain. How can humans help keep the trees healthy?

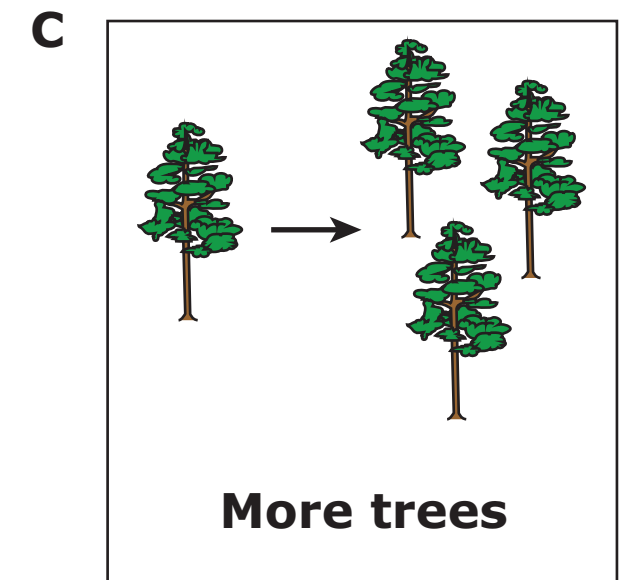
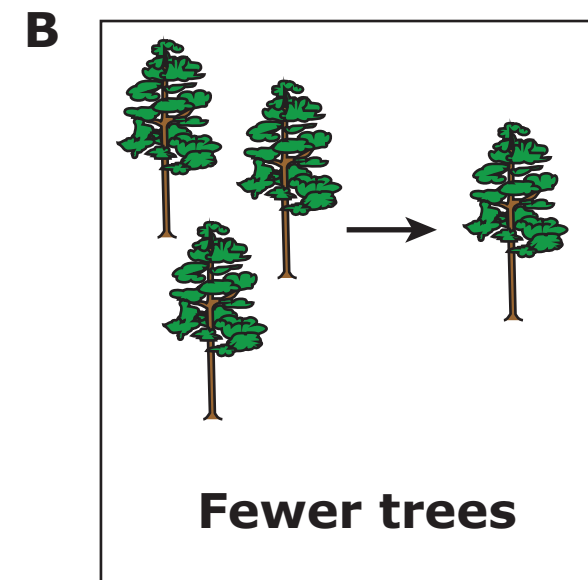
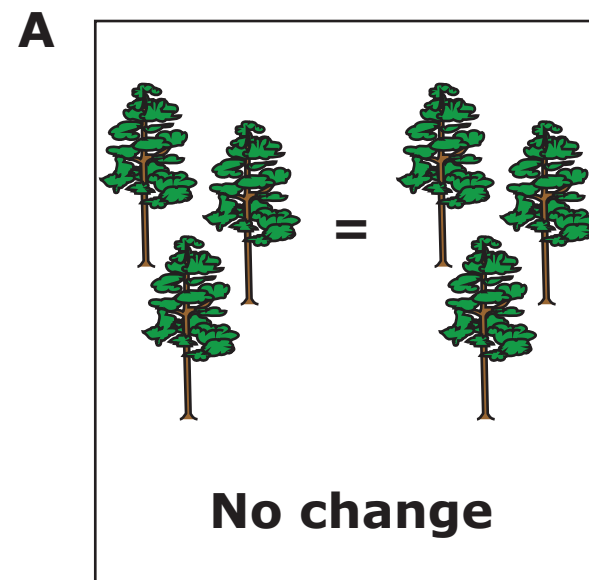


**Item 00:**

<p><i>If needed, repeat presentation of the image on the left side of the student-response page and read the highlighted text exactly as it appears:</i></p> <p><b>Pine beetles eat unhealthy trees because the trees are crowded or do not get enough water. Pine beetles do not eat healthy trees. Trees need space and water to stay healthy.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram. It says: Pine Beetle, Tree Damage from Pine Beetle.</b></p>	
<p>Present the item on the right side of the student-response page. Read the highlighted text exactly as it appears:</p> <p><b>What will happen to the trees in the park if there are a lot of pine beetles?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>No change, Fewer trees, More trees</b></p>	
<p>Fill in the choice on the answer document that corresponds with the student's response for this item. Read the highlighted text exactly as it appears:</p> <p><b>There will be fewer trees in the park if there are a lot of pine beetles.</b></p>	<b>A B C D NR</b>

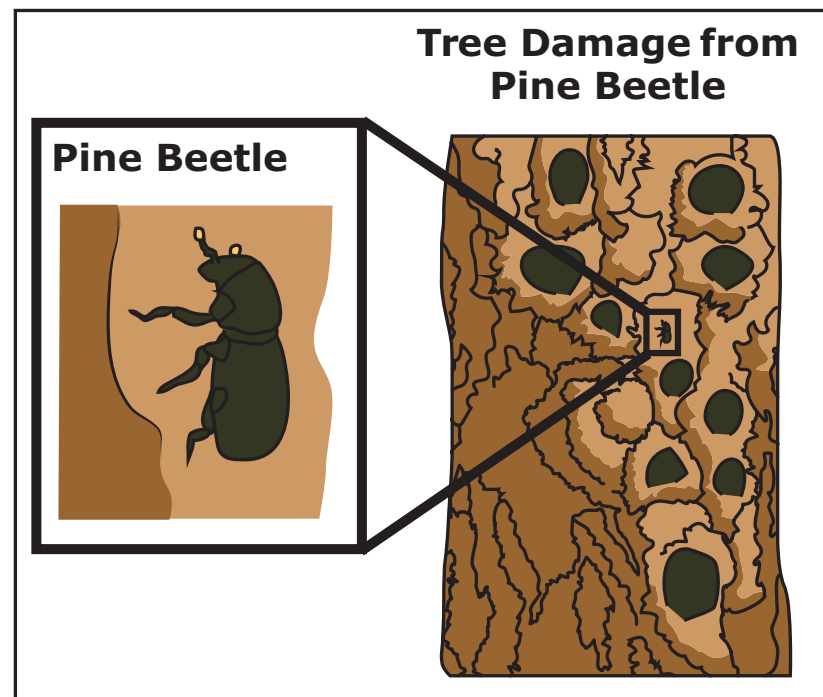


What will happen to the trees in the park if there are a lot of pine beetles?

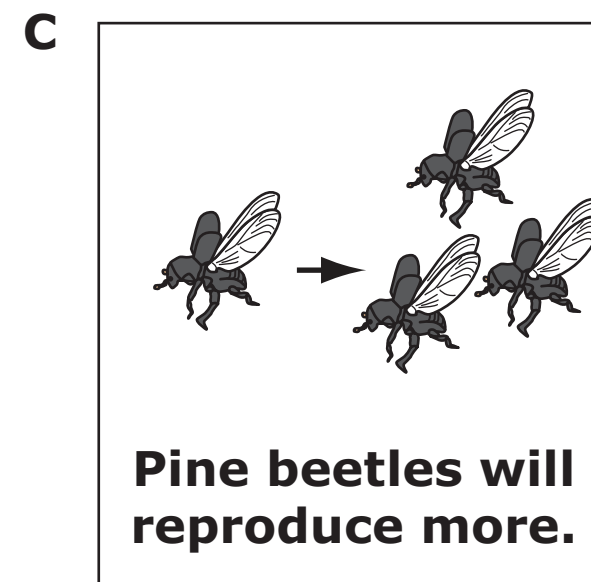
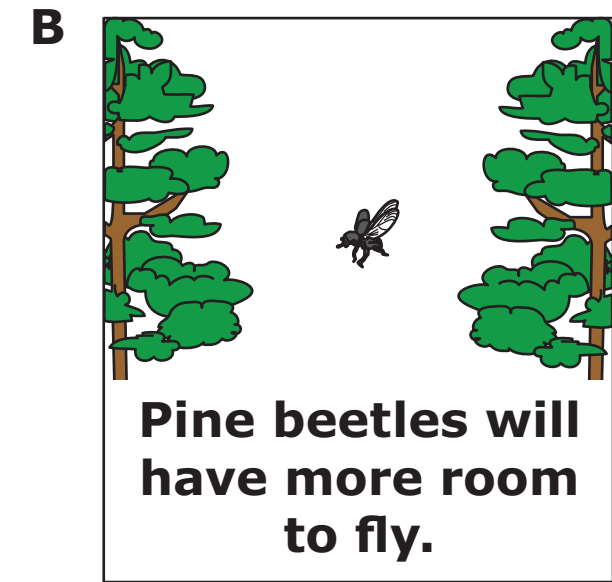


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<p><i>If needed, repeat presentation of the image on the left side of the student-response page and read the highlighted text exactly as it appears:</i></p> <p><b>Pine beetles eat unhealthy trees because the trees are crowded or do not get enough water. Pine beetles do not eat healthy trees. Trees need space and water to stay healthy.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram. It says: Pine Beetle, Tree Damage from Pine Beetle.</b></p>	
<p>Present the item on the right side of the student-response page. Read the highlighted text exactly as it appears:</p> <p><b>How can cutting down damaged trees in the park help save healthy trees from the pine beetles?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Healthy trees will have more space to grow., Pine beetles will have more room to fly., Pine beetles will reproduce more., Healthy trees will lose bark.</b></p>	
<p>Fill in the choice on the answer document that corresponds with the student's response for this item. Read the highlighted text exactly as it appears:</p> <p><b>Cutting down damaged trees will help save healthy trees because it will give healthy trees more space to grow.</b></p>	<b>A</b> <b>B</b> <b>C</b> <b>D</b> <b>NR</b>



How can cutting down damaged trees in the park help save healthy trees from the pine beetles?





Present the image on the student-response page. Read the highlighted text exactly as it appears:

**When tectonic plates in Earth's crust move apart, new ocean floor is made. The Pacific Plate and the Nazca Plate are moving apart.**

Point to the text in the image, and read the highlighted text exactly as it appears:

**Here is a diagram. It says: South America, Pacific Plate, Nazca Plate; Key, Tectonic plates moving apart.**




**KEY**  
= Tectonic plates moving apart

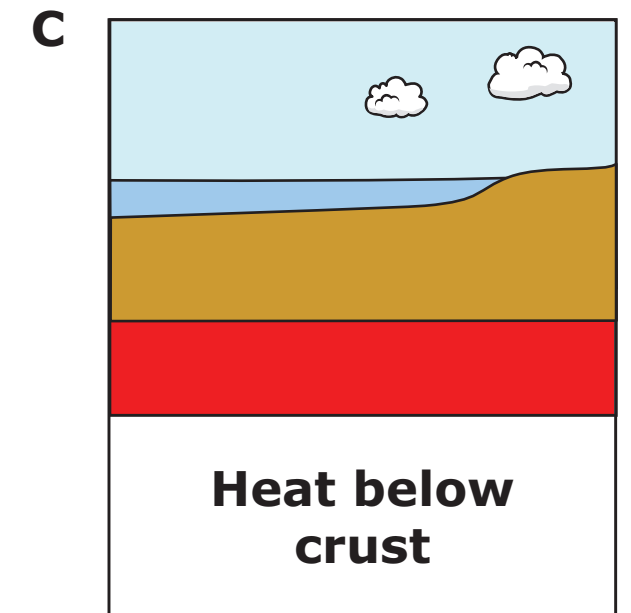
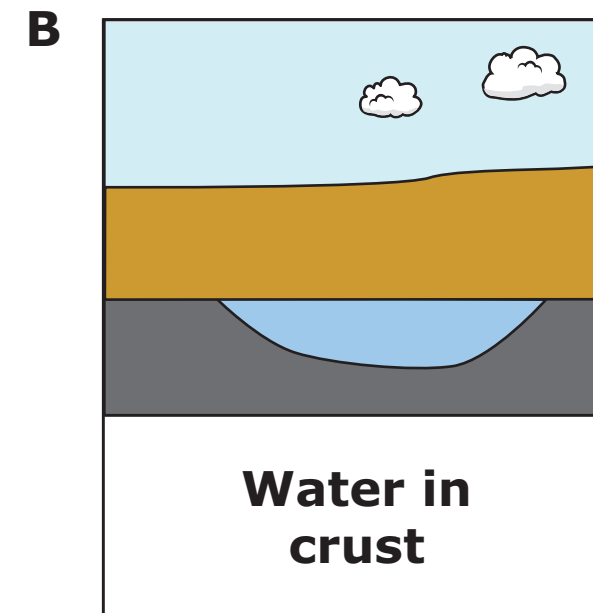
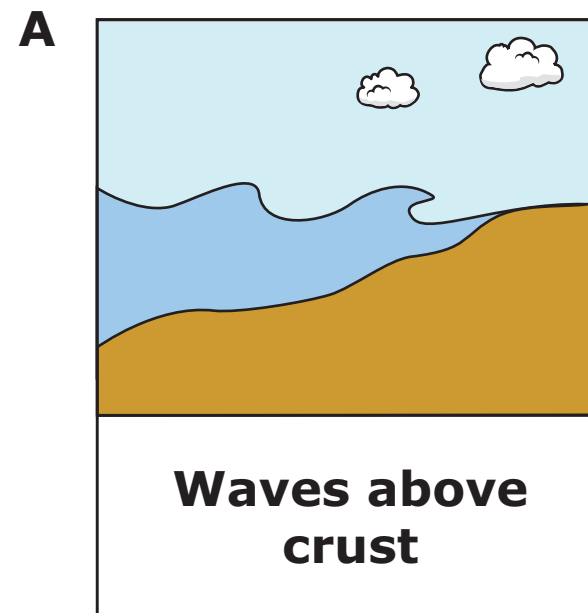
**Item 00:**

<p><i>If needed, repeat presentation of the image on the left side of the student-response page, and read the highlighted text exactly as it appears:</i></p> <p><b>When tectonic plates in Earth’s crust move apart, new ocean floor is made. The Pacific Plate and the Nazca Plate are moving apart.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram. It says: South America, Pacific Plate, Nazca Plate; Key, Tectonic plates moving apart.</b></p>	
<p>Present the item on the right side of the student-response page. Read the highlighted text exactly as it appears:</p> <p><b>Which of these helps tectonic plates move?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Waves above crust, Water in crust, Heat below crust</b></p>	
<p>Fill in the choice on the answer document that corresponds with the student’s response for this item.</p> <p>Read the highlighted text exactly as it appears:</p> <p><b>Heat from below the crust helps tectonic plates move.</b></p>	<p><b>A</b> <b>B</b> <b>C</b> <b>D</b> <b>NR</b></p>



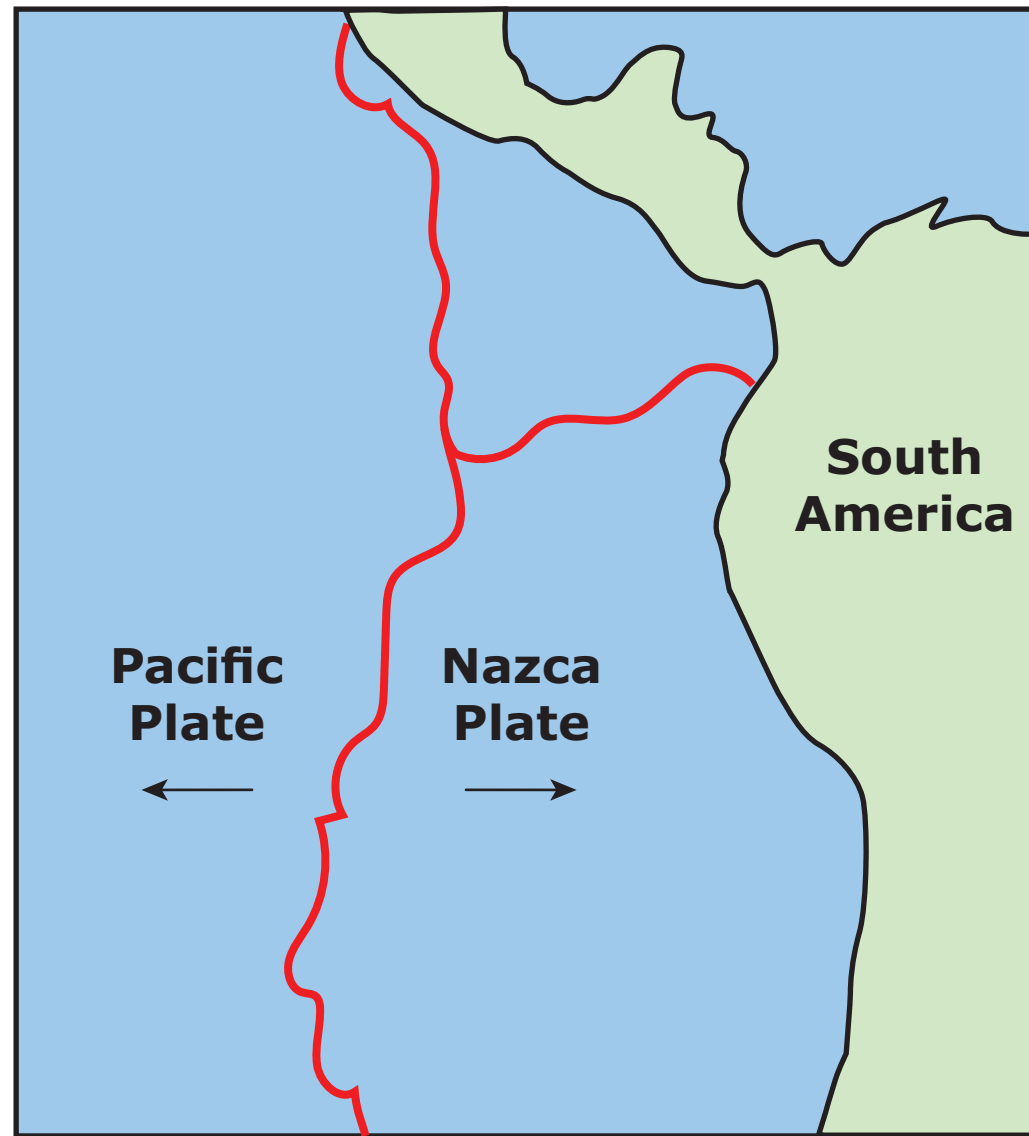
**KEY**  
 = Tectonic plates moving apart

Which of these helps tectonic plates move?



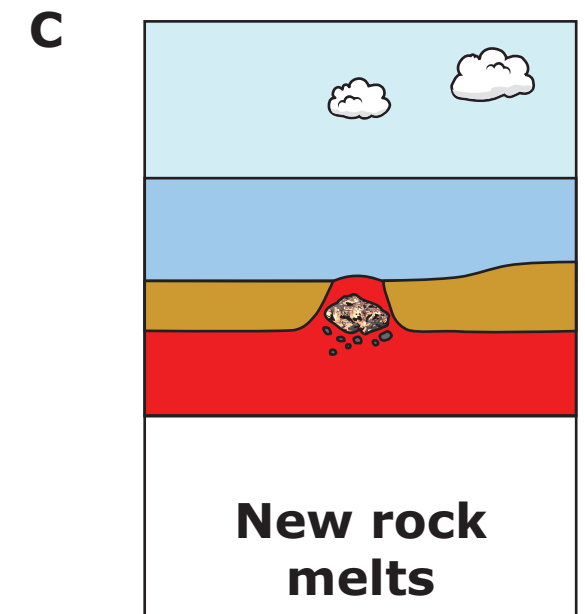
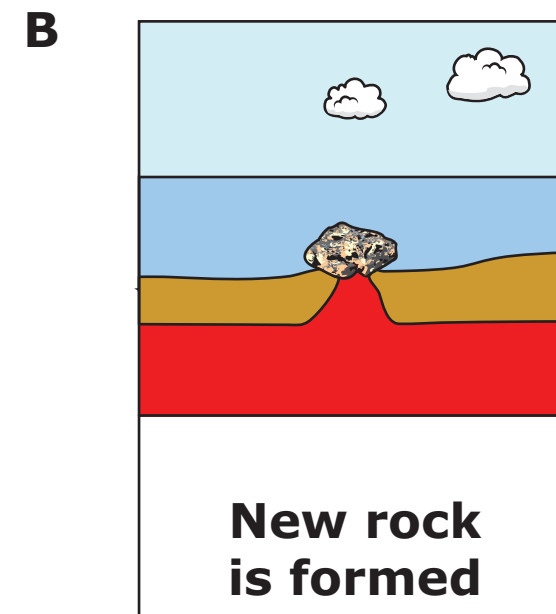
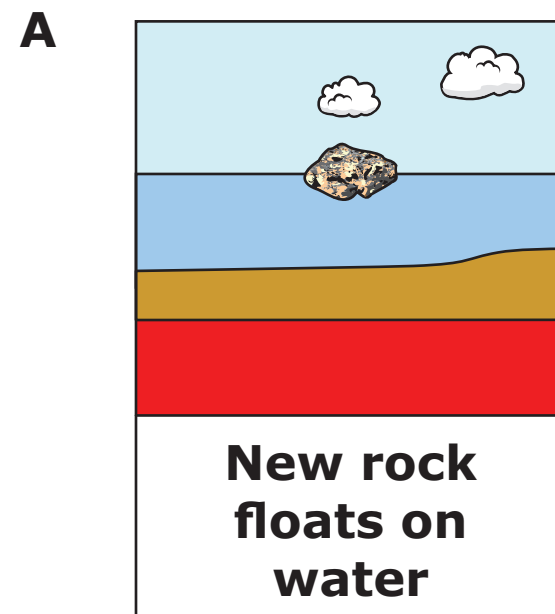
**Item 00:**

<p><i>If needed, repeat presentation of the image on the left side of the student-response page, and read the highlighted text exactly as it appears:</i></p> <p><b>When tectonic plates in Earth's crust move apart, new ocean floor is made. The Pacific Plate and the Nazca Plate are moving apart.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram. It says: South America, Pacific Plate, Nazca Plate; Key, Tectonic plates moving apart.</b></p>	
<p>Present the item on the right side of the student-response page. Read the highlighted text exactly as it appears:</p> <p><b>What happens when tectonic plates move apart?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>New rock floats on water, New rock is formed, New rock melts</b></p>	
<p>Fill in the choice on the answer document that corresponds with the student's response for this item.</p> <p>Read the highlighted text exactly as it appears:</p> <p><b>New rock is formed when tectonic plates move apart.</b></p>	<p><b>A</b> <b>B</b> <b>C</b> <b>D</b> <b>NR</b></p>



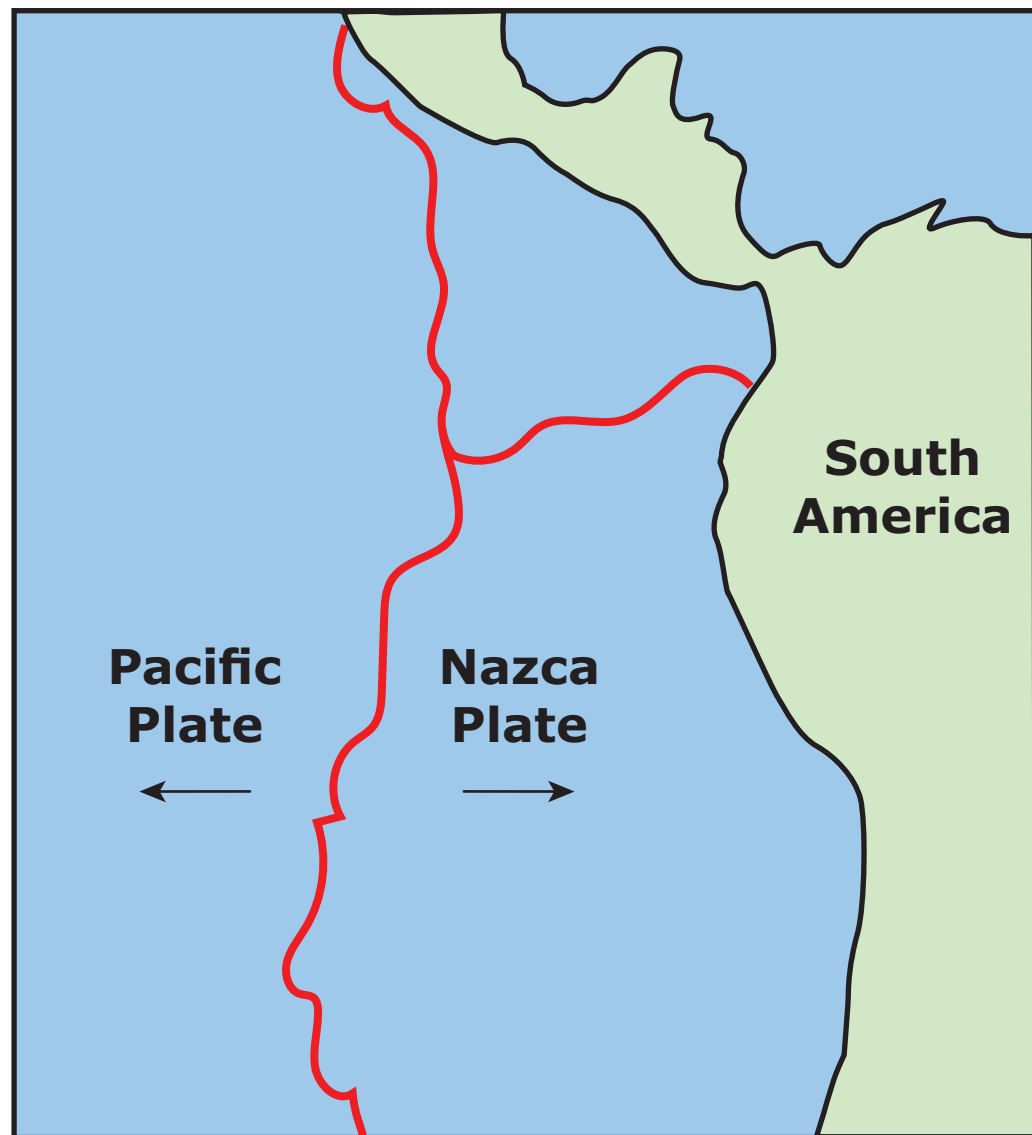
**KEY**  
 = Tectonic plates moving apart

What happens when tectonic plates move apart?

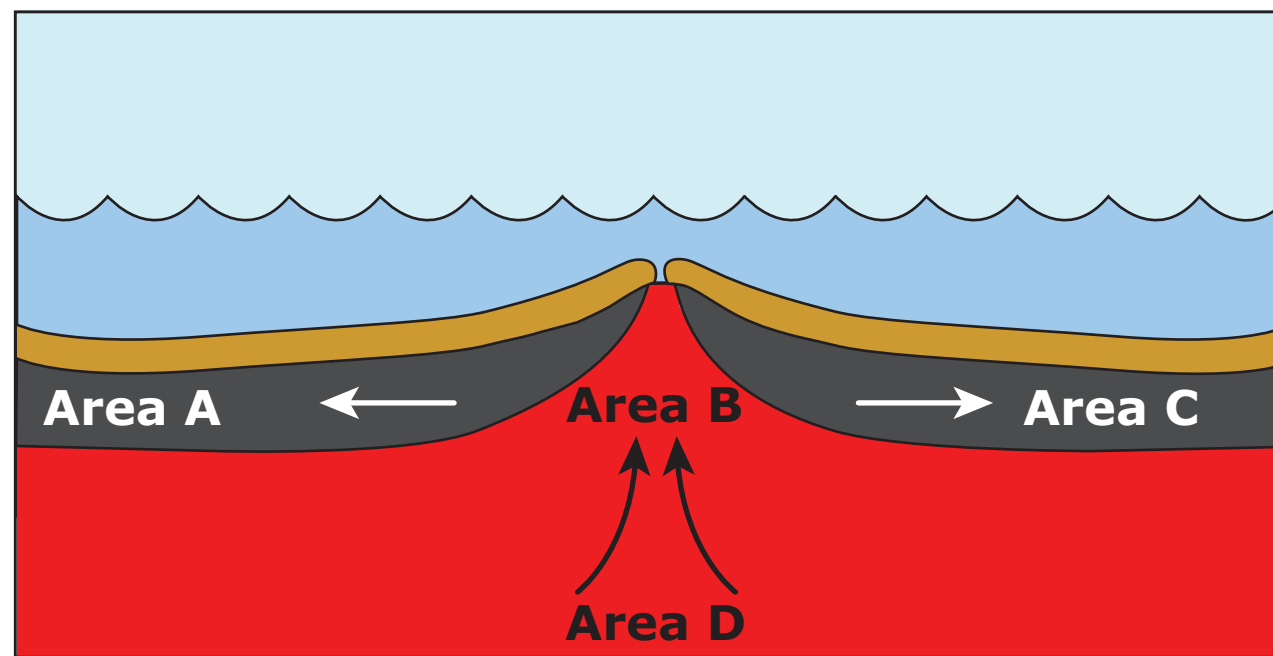


**Item 00:**

<p><i>If needed, repeat presentation of the image on the left side of the student-response page, and read the highlighted text exactly as it appears:</i></p> <p><b>When tectonic plates in Earth’s crust move apart, new ocean floor is made. The Pacific Plate and the Nazca Plate are moving apart.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram. It says: South America, Pacific Plate, Nazca Plate; Key, Tectonic plates moving apart.</b></p>	
<p>Present the item on the right side of the student-response page. Point to the text in the diagram, and read the highlighted text exactly as it appears:</p> <p><b>Here is a model of two tectonic plates moving apart. It says: Area A, Area B, Area C, Area D.</b></p> <p>Read the highlighted text exactly as it appears:</p> <p><b>Where is new ocean floor created?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Area A, Area B, Area C, Area D</b></p>	
<p>Fill in the choice on the answer document that corresponds with the student’s response for this item.</p> <p>Read the highlighted text exactly as it appears:</p> <p><b>Area B is where new ocean floor is created.</b></p>	<p><b>A</b> <b>B</b> <b>C</b> <b>D</b> <b>NR</b></p>



**KEY**  
 = Tectonic plates moving apart



Where is new ocean floor created?

