Oklahoma School Testing Program

Oklahoma Core Curriculum Tests (OCCT)

Grade 6 Mathematics and Reading

PARENT, STUDENT, AND TEACHER GUIDE

2014–2015

Oklahoma State Department of Education

Testing Dates
2015 School Year

Paper/Pencil Multiple-Choice Testing

April 10–May 8, 2015

Online Mathematics and Reading Testing

April 10–May 15, 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 and Reading.

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
2500 NORTH LINCOLN BOULEVARD, OKLAHOMA CITY, OK 73105-4599
(405) 521-3301, FAX: (405) 521-6205
http://www.ok.gov/sde/

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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 6. 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 the content areas of Mathematics and Reading, 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 6 will take multiple-choice tests in Mathematics and Reading.

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. **To access the practice test, go to https://oklahoma.measuredprogress.org/student/ (Student Log-in via browser). The Student Login is: practice. The Password is: testing.**

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.
- Be sure that you have seen all four answer choices before making your selection. On an online test, this may require you to use the scroll bar on the right side of the test question.
- 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.
- Don't attempt to leave the online testing system by closing the window by clicking on the X. Doing so will result in termination of the test.

The Multiple-Choice Tests

Each year, students in Grade 6 take multiple-choice tests in Mathematics and Reading.

Each multiple-choice subject test is meant to be administered in a separate session. Students should have enough time to complete all sessions. 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 6 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.

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 2009 revision for Mathematics and the 2010 revision for Reading.

Mathematics (Process)—Grade 6

The National Council of Teachers of Mathematics (NCTM) has identified five process standards: Problem Solving, Reasoning and Proof, Communication, Connections, and Representation. Active involvement by students using these processes is likely to broaden mathematical understandings and lead to increasingly sophisticated abilities required to meet mathematical challenges in meaningful ways.

Process Standard 1: Problem Solving

1. Develop and test strategies to solve practical, everyday problems which may have single or multiple answers.
2. Use technology to generate and analyze data to solve problems.
3. Formulate problems from situations within and outside of mathematics and generalize solutions and strategies to new problem situations.

4. Evaluate results to determine their reasonableness.
5. Apply a variety of strategies (e.g., restate the problem, look for a pattern, diagrams, solve a simpler problem, work backwards, trial and error) to solve problems, with emphasis on multistep and nonroutine problems.
6. Use oral, written, concrete, pictorial, graphical, and/or algebraic methods to model mathematical situations.

Process Standard 2: Communication

1. Discuss, interpret, translate (from one to another) and evaluate mathematical ideas (e.g., oral, written, pictorial, concrete, graphical, algebraic).
2. Reflect on and justify reasoning in mathematical problem solving (e.g., convince, demonstrate, formulate).
3. Select and use appropriate terminology when discussing mathematical concepts and ideas.

Process Standard 3: Reasoning

1. Identify and extend patterns and use experiences and observations to make suppositions.
2. Use counterexamples to disprove suppositions (e.g., all squares are rectangles, but are all rectangles squares?).
3. Develop and evaluate mathematical arguments (e.g., agree or disagree with the reasoning of other classmates and explain why).
4. Select and use various types of reasoning (e.g., recursive [loops], inductive [specific to general], deductive [general to specific], spatial, and proportional).

Process Standard 4: Connections

1. Apply mathematical strategies to solve problems that arise from other disciplines and the real world.
2. Connect one area or idea of mathematics to another (e.g., relate equivalent number representations to each other, relate experiences with geometric shapes to understanding ratio and proportion).

Process Standard 5: Representation

1. Use a variety of representations to organize and record data (e.g., use concrete, pictorial, and symbolic representations).
2. Use representations to promote the communication of mathematical ideas (e.g., number lines, rectangular coordinate systems, scales to illustrate the balance of equations).
3. Develop a variety of mathematical representations that can be used flexibly and appropriately (e.g., base-10 blocks to represent fractions and decimals, appropriate graphs to represent data).
4. Use a variety of representations to model and solve physical, social, and mathematical problems (e.g., geometric objects, pictures, charts, tables, graphs).

Mathematics (Content)—Grade 6

Standard 1: Algebraic Reasoning: Patterns and Relationships—The student will use algebraic methods to describe patterns, simplify and write algebraic expressions and equations, and solve simple equations in a variety of contexts.

1. Generalize and extend patterns and functions using tables, graphs, and number properties (e.g., number sequences, prime and composite numbers, recursive patterns like the Fibonacci numbers).
2. Write algebraic expressions and simple equations that correspond to a given situation.
3. Use substitution to simplify and evaluate algebraic expressions (e.g., if $x = 5$, evaluate $3 - 5x$).
4. Write and solve one-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g., $\frac{1}{3}x = 9$).

Standard 2: Number Sense and Operation—The student will use numbers and number relationships to solve a variety of problems. The student will estimate and compute with integers, fractions, and decimals.

1. Number Sense: Convert, compare, and order decimals, fractions, and percents using a variety of methods.
2. Number Operations
   a. Multiply and divide fractions and mixed numbers to solve problems using a variety of methods.
   b. Multiply and divide decimals with one- or two-digit multipliers or divisors to solve problems.
   c. Estimate and find solutions to single and multi-step problems using whole numbers, decimals, fractions, and percents (e.g., $\frac{7}{8} + \frac{8}{9}$ is about 2; 3.9 + 5.3 is about 9).
   d. Use the basic operations on integers to solve problems.
   e. Build and recognize models of multiples to develop the concept of exponents and simplify numerical expressions with exponents and parentheses using order of operations.

Standard 3: Geometry—The student will use geometric properties and relationships to recognize, describe, and analyze shapes and representations in a variety of contexts.

1. Compare and contrast the basic characteristics of three-dimensional figures (pyramids, prisms, cones, and cylinders).
2. Compare and contrast congruent and similar figures.
3. Identify the characteristics of the rectangular coordinate system and use them to locate points and describe shapes drawn in all four quadrants.

Standard 4: Measurement—The student will use measurements within the metric and customary systems to solve problems in a variety of contexts.

1. Use formulas to find the circumference and area of circles in terms of pi.
2. Convert, add, or subtract measurements within the same system to solve problems (e.g., 9′8″ + 3′6″, 150 minutes = _____hours and ____minutes, 6 square inches = __square feet).

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

1. Data Analysis: Organize, construct displays, and interpret data to solve problems (e.g., data from student experiments, tables, diagrams, charts, graphs).
2. Probability: Use the fundamental counting principle on sets with up to five items to determine the number of possible combinations.
3. Central Tendency: Find the measures of central tendency (mean, median, mode, and range) of a set of data (with and without outliers) and understand why a specific measure provides the most useful information in a given context.

Oklahoma School Testing Program
Oklahoma Core Curriculum Tests
Grade 6 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	4	
1.2 Expressions and Equations	4	
1.3 Number Properties	3	
1.4 Solving Equations	2	
2.0 Number Sense and Operation	**15**	**30%**
2.1 Number Sense	5	
2.2 Number Operations	10	
3.0 Geometry	**8**	**16%**
3.1 Three Dimensional Figures	2	
3.2 Congruent and Similar Figures	2	
3.3 Coordinate Geometry	4	
4.0 Measurement	**7**	**14%**
4.1 Circles	4	
4.2 Conversions	3	
5.0 Data Analysis	**7**	**14%**
5.1 Data Analysis	3	
5.2 Probability	2	
5.3 Central Tendency	2	
Total Test	***50***	***100%***

- 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 6

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 technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.
   b. Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use *like* or *as: The Snowplow Reared Up Like a Stallion)*, metaphors (implied comparisons: *Peace is a Sunrise)*, and multiple meaning words.
2. Word Origins
   a. Recognize the origins and meanings of foreign words frequently used in English. Example: Understand foreign words that are often used in English such as *spaghetti* (Italian) and *rodeo* (Spanish).
   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*, *logos = the study of*) and word parts (*auto = self*, *bio = life*) from Greek and Latin to analyze the meaning of complex words (*autograph, autobiography, biology*).

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

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.

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, establish purpose for reading).
   b. Read and comprehend both fiction and nonfiction that is appropriately designed for sixth grade.
   c. Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas. Example: Use a graphic organizer to compare an advertisement to the actual product label.
   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. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.
    b. Make inferences or draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character).
3. Summary and Generalization
    a. Summarize and paraphrase information including the main idea and significant supporting details of a reading selection.
    b. Make generalizations based on information gleaned from text.
    c. Support reasonable statements and conclusions by reference to relevant aspects of text and examples.
    d. Clarify understanding of text information in different ways (e.g., timelines, outlines, graphic organizer) to support and explain ideas.
4. Analysis and Evaluation
    a. Evaluate the believability of a character and the impact they have on the plot.
    b. Analyze the main problem or conflict of the plot, the effect of the qualities of the characters and explain how the conflict 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, connections, and react, speculate, interpret, and raise questions in analysis of texts.
    e. Recognize and evaluate structural patterns found in a literary work (e.g., cause/effect, problem/solution, sequential order).
    f. Distinguish among stated facts, inferences supported by evidence, and opinions in text.

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

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify ideas and connect them to other literary works.

1. Literary Genres—The student will demonstrate a knowledge of and an appreciation for various forms of literature.
    a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.
    b. Analyze characteristics of subgenres, including autobiography, biography, fable, folktale, mystery, and myth.

2. Literary Elements—The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
   a. Identify and explain elements of fiction, including plot, conflict, character, setting, and theme.
   b. Identify and explain internal and external conflict in the development of a story.
   c. Determine the author's purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated and how it affects the text.
   d. Connect, compare, and contrast ideas, themes, and issues across texts.
3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.
   a. Identify and explain figurative language, including symbolism, imagery, metaphor, personification, simile, and idioms.
   b. Identify and explain sound devices, including alliteration, onomatopoeia, and rhyme.
   c. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
   d. Identify and describe the function and effect of common literary devices, such as imagery, and symbolism.
      - Imagery: the use of language to create vivid pictures in the reader's mind.
      - Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.

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

1. Accessing Information—The student will select the best source for a given purpose.
   a. Use library catalogs and computer databases to locate sources for research topics.
   b. Access information from a variety of primary and secondary sources to gather information for research topics.
   c. Use organizational strategies as an aid to comprehend increasingly difficult content material.
   d. Note instances of persuasion, propaganda, faulty reasoning, or misleading information in text.
   e. Use reference features of printed text, such as citations, endnotes, and bibliographies, to locate relevant information about a topic.
2. Interpreting Information—The student will analyze and evaluate information from a variety of sources.
   a. Record, organize, and display relevant information from multiple sources in systemic ways (e.g., outlines, graphic organizers, or note cards).
   b. Identify and credit the reference sources used to gain information.
   c. Determine the appropriateness of an information source for a research topic.
   d. Summarize information from multiple sources into a research paper.

Oklahoma School Testing Program
Oklahoma Core Curriculum Tests
Grade 6 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	**8**	**16%**
1.1 Words in Context	4	
1.2 Word Origins	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	**14**	**28%**
4.1 Literary Genres	4	
4.2 Literary Elements	4–6	
4.3 Figurative Language/Sound Devices	4–6	
5.0 Research and Information	**8**	**16%**
5.1 Accessing Information	4	
5.2 Interpreting Information	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.

Multiple-Choice Practice Tests

Student Directions

1. Multiple-Choice Practice Tests for each of the subjects assessed are provided in the sections that follow. Each practice test includes 25 questions that are similar to the questions on the test.

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

3. Go 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 of the Answer Sheet on the inside back cover. The correct answer to Sample A is 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. Read the directions to yourself and then answer the practice questions.

7. When you are finished, check your answers against 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

Matt's vacation lasted 9 days. He spent about 50% of his vacation at the lake. Which is closest to the number of days Matt spent at the lake?

A 6 days

B 5 days

C 3 days

D 2 days

Sample B

Yesterday, Rosemary spent $10 on a book and paid her portion of a restaurant bill, *x*. This expression can be used to find the total amount Rosemary spent yesterday.

$$10 + x \div 5$$

The restaurant bill, *x*, was $40. How much did Rosemary spend yesterday?

F $10

G $18

H $42

J $58

GO ON ▶

1 **A pattern of flags and feathers is shown in the table. There are the same number of feathers on each state flag.**

Oklahoma State Flags and Eagle Feathers

Number of Flags	Number of Eagle Feathers (f)
2	14
4	28
6	42
8	56

Which rule could be used to find f, the number of feathers on 10 Oklahoma state flags?

A $f = 10 \div 7$

B $f = 10 + 7$

C $f = 10 \times 7$

D $f = 10 - 7$

GO ON ▶

2 **Let *m* represent the total number of minutes Tony read in 16 days. He read for the same number of minutes each day. Which expression could be used to find the number of minutes Tony read each day?**

F $m + 16$

G $m - 16$

H $m \bullet 16$

J $m \div 16$

3 **Which equation models the sentence below?**

The product of a number, *t*, and one-half is seven.

A $\frac{1}{2} + t = 7$

B $t + 7 = \frac{1}{2}$

C $7 \bullet \frac{1}{2} = t$

D $t \bullet \frac{1}{2} = 7$

GO ON ▶

4 **The table shows the number of pies eaten by the top four contestants in a middle school pie-eating contest.**

Pie-Eating Contest

Contestant Name	Number of Pies Eaten
Ali	$5\frac{1}{2}$
Brett	$5\frac{1}{4}$
Lois	$5\frac{2}{3}$
Zeke	$5\frac{3}{8}$

Which lists the number of pies eaten in order from <u>least</u> to <u>greatest</u>?

F $5\frac{1}{4}, 5\frac{1}{2}, 5\frac{3}{8}, 5\frac{2}{3}$

G $5\frac{2}{3}, 5\frac{1}{2}, 5\frac{3}{8}, 5\frac{1}{4}$

H $5\frac{2}{3}, 5\frac{1}{4}, 5\frac{3}{8}, 5\frac{1}{2}$

J $5\frac{1}{4}, 5\frac{3}{8}, 5\frac{1}{2}, 5\frac{2}{3}$

5 **One winter in Enrique's home state, it snowed 39 inches in $6\frac{1}{2}$ days. What is that rate in inches of snow per day?**

A 4 inches per day

B 5 inches per day

C 6 inches per day

D 7 inches per day

GO ON ▶

6 **In February, the height of the water in a lake was 1,018.38 feet. The height of the water in the lake dropped an average of 0.08 feet each month for the next 7 months. What was the height of the water in the lake after the 7 months?**

F 962.38 feet

G 1,012.78 feet

H 1,017.82 feet

J 1,018.22 feet

7 **In a card game, Donnie has a score of −60 points. Chuck's score is 3 times Donnie's score. What is Chuck's score?**

A −180 points

B −20 points

C 20 points

D 180 points

GO ON ▶

8

$$3^3 \div (12 - 8)^2$$

What is the value of this expression?

F $\frac{9}{16}$

G $1\frac{1}{8}$

H $1\frac{11}{16}$

J $3\frac{3}{8}$

9 **The umbrella stand in Diane's hallway is in the shape of a triangular prism.**

How many edges does a triangular prism have?

A 2 edges

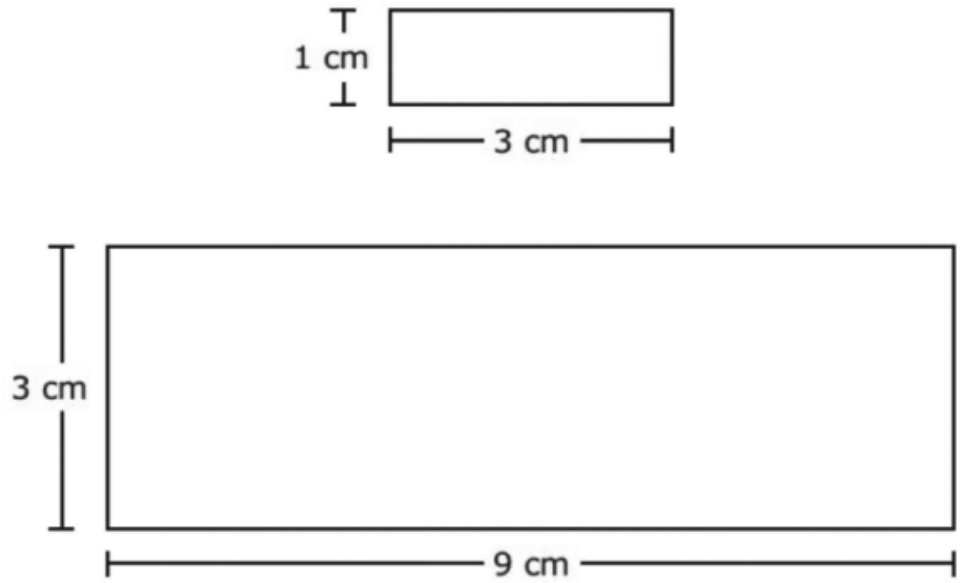
B 5 edges

C 6 edges

D 9 edges

GO ON ▶

10 **Which statement <u>best</u> describes the rectangles below?**



F The smaller rectangle is similar to the larger rectangle.

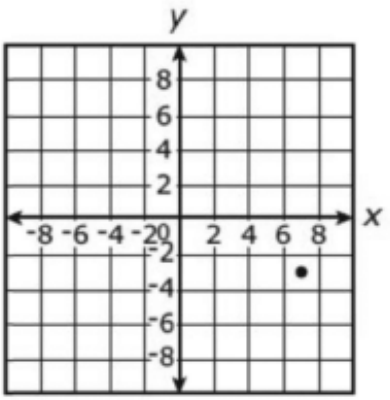
G The smaller rectangle is congruent to the larger rectangle.

H The dimensions of the smaller rectangle are the dimensions of the larger rectangle.

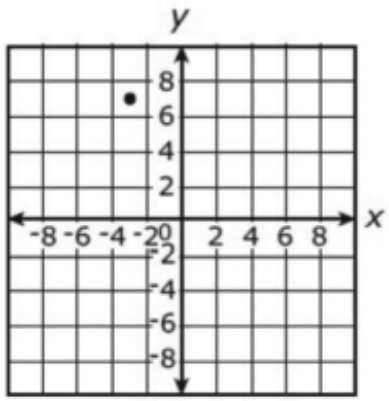
J The dimensions of the smaller rectangle are 3 times the dimensions of the larger rectangle.

11 **Naomi plotted the point (−3, 7) on a coordinate plane. Which best represents the correct location of this point?**

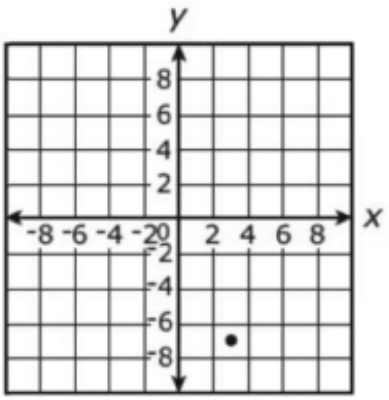
A



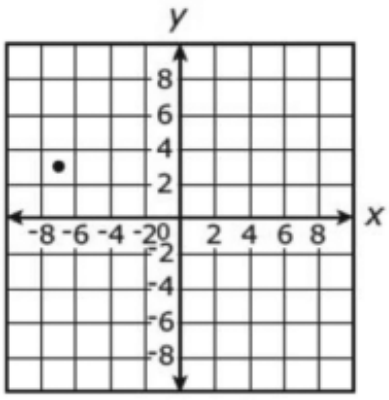
B



C



D



GO ON ▶

12 **When the propeller of a plane spins, it creates a circle with a diameter 6 feet. What is the area of the circle in square feet (sq ft.)?**

$$A = \pi r^2$$

F 3π sq ft.

G 6π sq ft.

H 9π sq ft.

J 36π sq ft.

13 **Abbey bought a 45-yard roll of painter's tape. She used 324 inches of the tape. How many yards of painter's tape are left on the roll?**

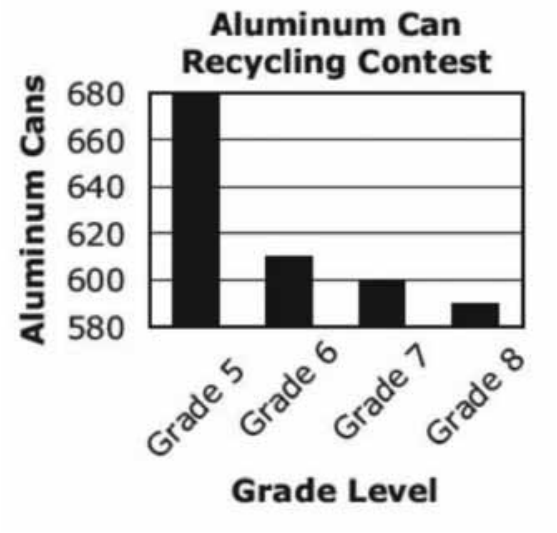
A 9 yards

B 18 yards

C 27 yards

D 36 yards

14



The graph makes it <u>appear</u> that 5th graders collected ten times the number of cans that 8th graders collected. Which statement is <u>true</u> about why the graph is misleading?

F There are more students in the 5th grade than in the 8th grade.

G The vertical axis begins with the number 580 instead of the number 0.

H Grade levels should be on the vertical axis and the number of cans should be on the horizontal axis.

J There is not a difference of 10 between each consecutive number on the vertical axis.

15 **This list shows the number of choices available at lunch one day.**

- **2 meats**
- **4 sides**
- **3 desserts**

How many lunch combinations of 1 meat, 1 side, and 1 dessert are possible?

A 3

B 9

C 24

D 28

16 **Eight winners of the dogsled race in Iditarod, Alaska, are listed in the table.**

Iditarod Winners

Year	Name of Winner	Finish Time (days)
1973	Dick Wilmarth	20
1975	Emmitt Peters	14
1977	Rick Swenson	16
1980	Joe May	14
1981	Rick Swenson	12
1987	Susan Butcher	11
1992	Martin Buser	10
1995	Doug Swingley	9

What is the median of the number of days it took these winners to finish the Iditarod race?

F 14

G 13

H 11

J 10

GO ON ▶

17 If $p = 7$, what is the value of the following expression?

$$3(p + 4)$$

A 14

B 25

C 33

D 48

GO ON ▶

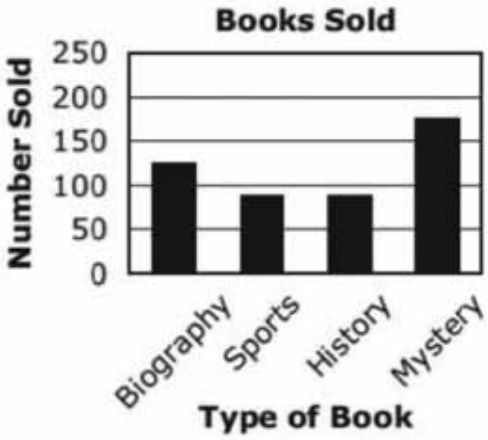
18 **The table shows the number of each type of book sold at a book fair.**

Books Sold

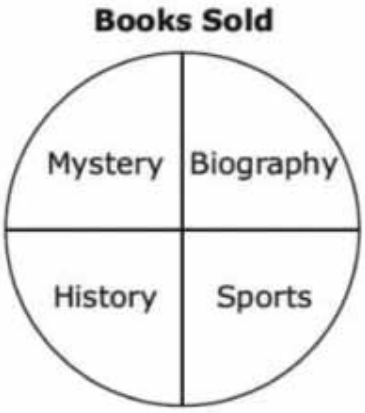
Type of Book	Number Sold
biography	120
sports	90
history	90
mystery	180

Which display <u>best</u> represents the information in the table?

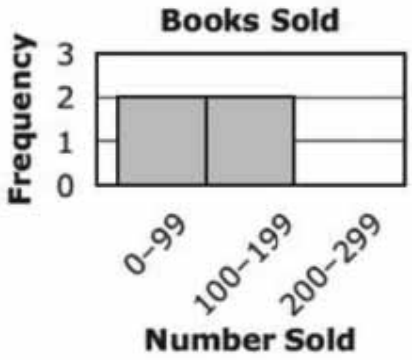
F



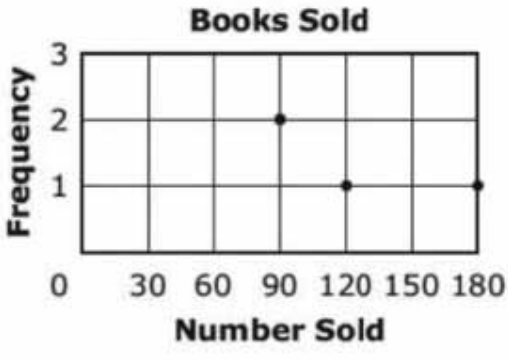
G



H



J



GO ON ▶

19 **A hot air balloon was 150 feet in the air. The distances it moved down and up, in feet, are shown in this list.**

−40, 150, −80

How high in the air is the hot air balloon after moving these distances?

A −420 feet

B −180 feet

C 180 feet

D 420 feet

20 **The price of a pair of socks is $3.89, and the price of a shirt is $15.25. A shopper uses a 30%-off coupon when buying 2 pairs of socks and a shirt. Which amount is closest to the shopper's cost for the items, not including sales tax?**

F $14

G $16

H $18

J $20

21 **In the sixth grade, $\frac{1}{3}$ of the students ride the bus to school. If 36 students in the sixth grade ride the bus to school, which equation could be used to find *n*, the total number of students in the sixth grade?**

A $\frac{1}{3} \times n = 36$

B $\frac{1}{3} + n = 36$

C $n \div \frac{1}{3} = 36$

D $n - \frac{1}{3} = 36$

22 **The tally chart shows the running times of different short films.**

Film Times

Running Time (minutes)	Number of Films
3	𝍸
5	||
8	||
10	|||
12	||||
15	||||

What is the median running time of the films?

F 3 minutes

G 9 minutes

H 10 minutes

J 12 minutes

23 **Which expression represents the product of 10 and $x + 12$?**

A $10x + 12$

B $10(x + 12)$

C $10 + x + 12$

D $10 + (x + 12)$

24 **A recipe uses 2 cups of beans to make 9 cups of soup. How many gallons of this soup can be made using 6 quarts of beans?**

4 cups = 1 quart

4 quarts = 1 gallon

F $1\frac{1}{3}$ gallons

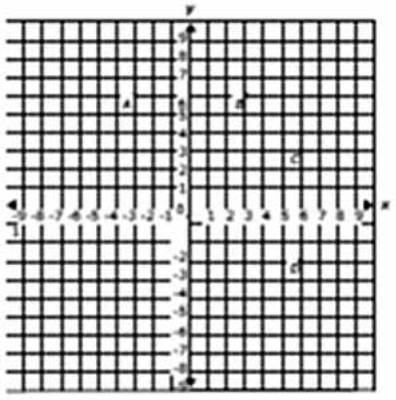
G $6\frac{3}{4}$ gallons

H 27 gallons

J 108 gallons

GO ON ▶

25 **Which point represents the ordered pair (-3, 6) on this coordinate grid?**



F point *A*

G point *B*

H point *C*

J point *D*

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.

Susan and Rowdy

1 Susan wanted a dog very badly. She read books about dogs. She even wrote her school research paper on how to train dogs. However, her mother still refused to let her have a dog.

2 One day Susan's mom said, "Our neighbors need someone to take care of their big, frisky black Labrador, Rowdy, for a week. Would you like to volunteer?"

3 "Oh yes!" Susan said, as she secretly hoped this opportunity would help her convince her mom that she was old enough to get a dog of her own.

4 Rowdy was very lively and active. The information Susan had learned about how to train a dog came in handy. She taught Rowdy to "Get down" and to "Come" when she called him. Once he was trained to obey, then she was able to enjoy playing with him.

5 At the end of the week, the neighbors and Susan's mom were very impressed. Susan was excited because now her mom had changed her mind and was going to let her get a puppy.

Sample A

This story is most like

A a tall tale.

B a folk tale.

C realistic fiction.

D historical fiction.

GO ON ▶

Sample B

This story is <u>mainly</u> about how Susan

F overcomes her fear of dogs.

G proves she is responsible.

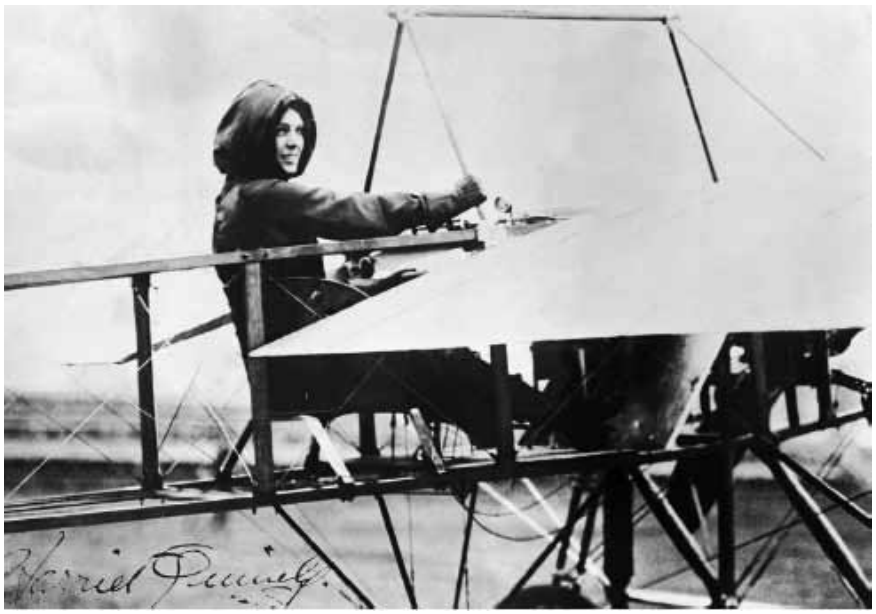
H helps on her vacation.

J has fun with a dog.

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

Final Approach

by W. Richard Reegan



1 Harriet Quimby was lost. Flying in dangerous, April, storm clouds without benefit of instruments, she could only hope she was still over the English Channel.

2 What if her calculations were wrong? Suppose instead of heading toward the coast of France, she was using her dwindling fuel supply to carry her farther and farther out to sea? Then a crash into the deep waters of a raging ocean was only moments away.

3 The engine sput-sputtered a warning. Quimby, a slight woman, her short black hair whipping in the wind, tightened a black-gloved fist around the control stick. Taking a deep breath, she whispered something softly, then jammed the stick forward. The tiny craft dropped like a rock.

4 The engine began to scream as it picked up speed; the propeller seemingly spun in both directions faster. Something ripped. Wing fabric? The rip became a flapping sound, like a snapping flag in a fierce wind. Would the wings stay on?

5 Punching through the last layer of clouds, Quimby tried to pull the stick back. The plane shuddered. Something was wrong. The Channel wasn't where it was supposed to be.

6 IT WAS TOO CLOSE!

7 Pull up, pull up. She pulled back harder on the stick. With the propeller slicing through the peaks of white-capped waves, the plane leveled off. Moments later, as Quimby tried to wipe her goggles, a patch of brown, sandy beach flashed by under the wing, then melted into green squares of rolling pasture. Fuel depleted, the engine snapped to a halt. In the eerie silence, Quimby set the plane down. Stunned French villagers, many of whom had never seen a plane before, watched the descent. One can only imagine what they thought as the silent craft dropped from a stormy sky with a woman at the controls.

8 Now Quimby, the first woman in US history to have earned a pilot's license, was also the first woman to fly across the English Channel.

9 It was 1912.

10 Quimby, formerly a journalist from California, had moved to New York in 1903 to become a drama critic. This left her the time she needed to learn to fly. She began taking lessons just after the historic flight of the Wright Brothers.

11 Using the money she had won in an aerial[1] race, she brought her plane to England for the Channel crossing. That now done, she was off to Boston, Massachusetts, for another aerial competition.

12 In the stunning sun on the first of July, Dorchester Bay sparkled with light as the aircraft slowly gained altitude. The engine labored under the added weight of a passenger. Quimby had told the heavyset man not to shift his weight once they were airborne. They sputtered around the lighthouse until she could see the small, dark, landing strip bouncing around through the shiny, spinning, propeller blade. Flaps down.

13 Quimby was on final approach.

14 At that moment, the large man moved. The plane seesawed back and forth, then turned upside down. Immediately, two dots appeared and plunged downward, faster and faster, becoming tiny splashes in the vast ocean. One of those splashes was Harriet Quimby.

15 Miraculously, the small plane righted itself—without its pilot, and made a near-perfect landing. It turned around on the runway, came back a short way, and stopped facing the sea. The wings waved slightly in the breeze as the engine sputtered, then died. It coughed one final puff of white smoke that rose in wisps toward the bright blue sky, fading as it went.

16 Courageous, young Harriet Quimby, with little more than a box kite pulled by a primitive engine, had set world records. It was decades before Amelia Earhart and Charles Lindbergh would capture the media with their daring in modern aircraft. Quimby had not only challenged the sky, but also had laughed at it. She left tales of her courage, not for screaming headlines, but to be told only in the wind whispers of a wind-swept ocean.

---

[1] **aerial:** aircraft

1

> **The plane seesawed back and forth, then turned upside down.**

The underlined phrase in this sentence means that the plane

A felt like something was cutting through it.

B looked like playground equipment.

C moved in a rocking fashion.

D changed its direction.

2

Which sentence best shows that air travel was rare when Harriet Quimby was flying?

F Stunned French villagers, many of whom had never seen a plane before, watched the descent.

G One can only imagine what they thought as the silent craft dropped from a stormy sky with a woman at the controls.

H She began taking lessons just after the historic flight of the Wright Brothers.

J Courageous, young Harriet Quimby, with little more than a box kite pulled by a primitive engine, had set world records.

3

> **The tiny craft dropped like a rock.**

What does the simile suggest in this sentence?

A The plane was larger than it looked.

B The plane had a hard surface.

C The plane was very heavy.

D The plane fell quickly.

4

Which detail <u>best</u> supports the idea that Harriet Quimby was knowledgeable about topics other than flying?

F She spoke foreign languages.

G She moved across the country.

H She wore her hair in a short style.

J She worked as a professional journalist.

5

> **<u>Miraculously</u>, the small plane righted itself—without its pilot, and made a near-perfect landing.**

What does the word <u>miraculously</u> mean in this sentence?

A aimlessly

B amazingly

C interestingly

D understandably

6 **Read the dictionary entry below.**

> **instrument** *noun* **1.** a way of doing something or achieving a certain result. **2.** equipment used to provide information or measurements, especially in scientific or technological endeavors. **3.** a device that produces music. **4.** an object that is used for a specific purpose.

Which meaning matches the use of the word <u>instruments</u> as it is used in paragraph 1?

F definition 1

G definition 2

H definition 3

J definition 4

7 **What is the central, or main, idea of paragraph 14?**

A Modern planes are safer than early planes.

B Harriet's passenger had never ridden in a plane.

C Harriet's passenger did not know how to fly a plane.

D In early planes, a simple weight shift could lead to disaster.

8

Pull up, pull up.

This sentence from paragraph 7 helps to show

F a feeling of urgency.

G a grasp of piloting terms.

H the skill that it takes to be a pilot.

J the extreme heights at which planes fly.

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

A Clear View

1 In a far away village lived a young woman named Rosalinda who was known throughout the land for two things: her gowns and her beauty. First, she was famous for the beautiful gowns she could make. Royalty came from miles away with fabric dripping with gold and jewels just to have Rosalinda craft their dresses for balls and special events. Secondly, Rosalinda was known for being as beautiful as the gowns she created. Princes and kings from all over the world had asked for her hand in marriage, but she had always refused them, for she knew they only saw her surface beauty. None of them saw her true self.

2 One day, a man strolled into town looking for the dressmaker. He had a commission[1] for his sister's wedding dress; he wanted only the best. Armand had heard of the dressmaker's skill and beauty. He had also heard of her refusal to marry any of the young men who had proposed. Armand was captivated[2] by a woman so independent, and introduced himself immediately. He noticed that her dresses were indeed amazing; every stitch was small and dainty but strong. However, he noted the dressmaker's unhappiness as she listened to his order.

3 "I am Armand," he told her. "I have an idea for a dress I want made which must be complete within two weeks. I can pay you well for the rush. And I think it will challenge your sewing skills."

4 Rosalinda was amused by his comment and replied, "My customers are happy with my dresses. Why do I need a challenge from you?"

5 Armand replied, "It is clear to me that you are a woman of great beauty, talent, and strength, but you have no one to challenge your skills with a needle and thread. It only makes sense that you should challenge yourself with more difficult tasks. It would be a shame to not develop your skill to its fullest."

6 Rosalinda was amazed by the man's insight, for no one had ever dared to speak so critically to her before. She realized it was true. Making dresses had become monotonous because sewing was so easy for her. She accepted Armand's challenge and began to create the most spectacular wedding gown of all, with lace like cobwebs and satin like diamonds. She worked constantly, rarely stopping to brush her hair or to rest. She was determined to complete the dress on time. Dark half-moons circled under her eyes. At last, she finished the dress and stood back in satisfaction at what she saw. Simple, yet elegant, it was her masterpiece, and it brought back the joy she felt when she first created dresses.

7 By the time Armand arrived the next morning to pay for the dress, a crowd had gathered to see the wondrous gown. The villagers were shocked by Rosalinda's haggard[3] appearance. A man, who had proposed the year before, laughed and said, "See how she's letting herself go? No one wants a wife who looks like that."

8 Armand heard the comment. "You fool!" he responded to the man. "Do you not see that Rosalinda would be beautiful even if she never brushed her hair again? Her real beauty comes from within, that of a strong, smart person who was given a great talent. You see only the outside, but I see strength within, where true beauty is found!"

9 Rosalinda knew at once that Armand was the man she wanted to marry. After the crowd left, she approached him and thanked him for his kind words.

10 He paused for a moment and then replied, "I have no sister, but now I have a wedding dress for the woman I want to marry." He knelt down and pulled out a diamond ring. "Will you have me as your husband?" Rosalinda gazed at the plain gold ring, solid and strong in its simple beauty—just like herself. Armand happily placed it on her finger.

---

[1]*commission*—an assigned task
[2]*captivate*—to attract and hold by charm, beauty, or excellence
[3]*haggard*—looking worn and exhausted

9 **Which best describes Armand?**

A observant, wise, confident

B witty, competitive, young

C angry, amused, proud

D shallow, calm, rich

10 **What did Rosalinda realize when she accepted Armand's challenge?**

F She would fail to meet his challenge.

G She had become bored with her work.

H Armand knew very little about dressmaking.

J Armand was the man she would like to marry.

11 **What is the theme of the passage?**

A True beauty comes from within.

B Hard work has its own rewards.

C Treat others with kindness.

D Beauty fades over time.

12 **How does the author use the title to represent Armand?**

F The title shows that Armand sees how much the villagers like Rosalinda and her work.

G The title shows that Armand can see Rosalinda's intelligence as well as her beauty.

H The title shows that Armand likes the look of the village and wants to live there.

J The title shows that Armand has an appreciation for well-made clothing.

13 **How does the author demonstrate that the villagers do not understand Rosalinda?**

A They order dresses from Rosalinda.

B They gather to see the sister's dress.

C They talk about the man behind his back.

D They make fun of Rosalinda's appearance.

14 **How are Armand and the man who proposed to Rosalinda a year earlier different?**

F Armand likes Rosalinda's dress; the man does not like it.

G Armand sees Rosalinda's inner beauty; the man does not see it.

H Armand thinks Rosalinda's dress is costly; the man does not think so.

J Armand is shocked by Rosalinda's appearance; the man is not shocked.

15 **Which is a part of the rising action?**

A Rosalinda refuses many marriage proposals.

B Armand arrives in town with a challenge.

C Armand proposes marriage to Rosalinda.

D Rosalinda accepts the ring from Armand.

16 **The conflict of the plot is resolved when**

F Rosalinda finishes the dress for Armand's sister.

G Rosalinda receives the challenge from Armand.

H Rosalinda knows Armand sees her true beauty.

J Rosalinda accepts Armand's proposal.

17

Words from the Latin word *spect*
spectacle—anything presented to view
prospect—an outlook or view on success
spectacular— **?**

In paragraph 6, the author uses the word spectacular. Which meaning of this word best completes the chart?

A one who is unafraid of change

B that which is exciting to see

C one who likes a challenge

D that which is displayed

18 **What element of a folk tale is displayed in this passage?**

F The plot is complex with many characters.

G It contains magical creatures or objects.

H It is set in a faraway land in the past.

J An event in nature is explained.

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

A Sea Turtle's Quiet Miracle

by Lorraine A. Jay

1 One summer night, my daughter Meg and I walked in the moonlight along a Florida beach. It was nearly ten o'clock. The sunbathers and surfers had all gone home, and we were alone.

2 Suddenly we saw a sea turtle crawling out of the water. Her wet shell was more than three feet long, and it shone in the moonlight. She looked from side to side, then pressed her head to the sand as if to taste it or smell it. Did she remember this beach?

3 Scientists think a female sea turtle will lay her eggs on the same beach where she was born. Had this turtle found her way back after so many years at sea? Like other nesting sea turtles, she had waited until dark to leave the ocean.

4 Meg and I watched as the turtle crawled up the beach a few inches at a time. Her flippers were perfect for swimming, but they were not much help to her on land. She stopped every few minutes to rest.

5 Finally, the turtle reached the sand dunes. Here, her nest would be safe from the high tide. We didn't dare move. We knew that even a small sound or movement might scare her back to the water.

6 At the base of a dune, the turtle started sweeping the sand with her front flippers. She made a hollow space to settle herself into. Then she dug a hole for her eggs with her back flippers.

7 A sea turtle will lay more than one hundred eggs at a time. Each egg is about the size of a table-tennis ball. When this turtle finished laying her eggs, she gently covered them with sand to hide them from raccoons and other animals that would eat them.

8 When her work was done, she tried to circle back to the sea. But she was too close to the dune. The wall of sand blocked her path. Sea turtles cannot back up on land, so she dug forward into the dune. As she dug, sand from above fell on her until we could no longer see her. She seemed to be trapped!

9 Meg wanted to help. Slowly we moved closer, but the turtle surprised us. She had turned around under the heap of sand. Now she was facing the sea, and she wasted no time crawling back across the beach to the water.

10 It was almost midnight when we watched the turtle disappear under the waves. Her babies would hatch in about two months and crawl toward the water on their own.

11 We had been very lucky to watch a sea turtle laying her eggs. It was one of nature's quiet miracles.

Baby Turtles Return Home

by Cheryl Rondeau

1 With traces of white froth on her shell, Mother Turtle moves out of the ocean. She uses her wing-like front flippers to drag herself across the sandy beach.

2 Mother Turtle is on the beach for a special reason. It is time for her to dig a nest and lay her eggs.

3 Soon she finds the perfect spot and begins her work. She uses her paddle-like back flippers to dig a deep, round hole. She steadies herself above the nest, and, one by one, the eggs plop into the hole. After Mother Turtle has laid all her eggs, she fills the nest with warm, damp sand.

4 Mother Turtle's job is done. Slowly she makes her way back home—to the sea.

5 A few months later, the turtle eggs hatch. All at once, when the moon is high, baby turtles spring up from the sand. The open beach is dangerous for the turtles. They must hurry to the sea before other animals catch them.

6 Most of the turtles skitter to the sea and swim away to safety. But nearby lights confuse two of the turtles. Instead of going toward the water, they crawl toward the lighted walkway.

7 "Look Papa," a girl says, "tiny turtles."

8 "They must be lost," says her father. "They need to be in the sea."

9 The girl and her father gently scoop up the turtles and carry them to the ocean. They set the turtles on the sand near the water's edge.

10 The turtles sense the safety of the gently lapping waves. They scoot as fast as they can to their new home—to the sea.

GO ON ▶

19 **In "A Sea Turtle's Quiet Miracle," what is the main reason the sea turtle buries her eggs?**

A to keep them moist

B to shield them from the sun

C to protect them from enemies

D to help them hatch very quickly

20 **Which sentence from "A Sea Turtle's Quiet Miracle" is an opinion?**

F Like other nesting sea turtles, she had waited until dark to leave the ocean.

G Finally, the turtle reached the sand dunes.

H She had turned around under the heap of sand.

J It was one of nature's quiet miracles.

21 **"A Sea Turtle's Quiet Miracle" is told from whose point of view?**

A the parent

B the daughter

C the baby turtle

D the mother turtle

22 **Which statement from "Baby Turtles Return Home" best supports the idea that it was difficult for Mother Turtle to walk on the beach?**

F With traces of white froth on her shell, Mother Turtle moves out of the ocean.

G She uses her wing-like front flippers to drag herself across the sandy beach.

H Mother Turtle is on the beach for a special reason.

J She steadies herself above the nest, and, one by one, the eggs plop into the hole.

23 **How do the authors of <u>both</u> selections organize their writing?**

A cause and effect

B sequence of events

C problem and solution

D compare and contrast

24 **The purpose of both selections is**

F to explain the life cycle of turtles.

G to describe how mother turtles survive in the ocean.

H to persuade the reader to keep the environment clean.

J to demonstrate the effects of rescuing helpless animals.

25 **"Baby Turtles Return Home" is different from "A Sea Turtle's Quiet Miracle" because the focus is mainly on the**

A struggle of the mother turtle.

B reason turtles bury their eggs.

C danger sea turtles face on land.

D hatching of the sea turtle's eggs.

STOP

Answer Keys

Mathematics		
Number	Answer	OAS Objective
SAMPLE A	B	2.2c
SAMPLE B	G	1.3
1	C	1.1
2	J	1.2
3	D	1.4
4	J	2.1
5	C	2.2a
6	H	2.2b
7	A	2.2d
8	H	2.2e
9	D	3.1
10	F	3.2
11	B	3.3
12	H	4.1
13	D	4.2
14	G	5.1
15	C	5.2
16	G	5.3
17	C	1.3
18	F	5.1
19	C	2.2d
20	G	2.2c
21	A	1.4
22	H	5.3
23	B	1.2
24	G	4.2
25	A	3.3

Reading		
Number	Answer	OAS Objective
SAMPLE A	C	4.1b
SAMPLE B	G	3.3a
1	C	1.1b
2	F	3.3a
3	D	4.3a
4	J	3.4d
5	B	1.1a
6	G	1.3b
7	D	3.1c
8	F	3.2a
9	A	4.2a
10	G	3.1b
11	A	4.2a
12	G	3.4a
13	D	3.4c
14	G	3.4c
15	B	4.2b
16	H	3.4b
17	B	1.2b
18	H	4.1b
19	C	3.1c
20	J	3.4f
21	A	4.2c
22	G	3.2a
23	B	3.4e
24	F	4.2c
25	D	4.2d

Oklahoma School Testing Program

Answer Sheet

Grade 6 — 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	Ⓐ	●	Ⓒ	Ⓓ
B	Ⓕ	Ⓖ	Ⓗ	Ⓙ
1	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	Ⓕ	Ⓖ	Ⓗ	Ⓙ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4	Ⓕ	Ⓖ	Ⓗ	Ⓙ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6	Ⓕ	Ⓖ	Ⓗ	Ⓙ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8	Ⓕ	Ⓖ	Ⓗ	Ⓙ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10	Ⓕ	Ⓖ	Ⓗ	Ⓙ
11	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12	Ⓕ	Ⓖ	Ⓗ	Ⓙ
13	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14	Ⓕ	Ⓖ	Ⓗ	Ⓙ
15	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16	Ⓕ	Ⓖ	Ⓗ	Ⓙ
17	Ⓐ	Ⓑ	Ⓒ	Ⓓ
18	Ⓕ	Ⓖ	Ⓗ	Ⓙ
19	Ⓐ	Ⓑ	Ⓒ	Ⓓ
20	Ⓕ	Ⓖ	Ⓗ	Ⓙ
21	Ⓐ	Ⓑ	Ⓒ	Ⓓ
22	Ⓕ	Ⓖ	Ⓗ	Ⓙ
23	Ⓐ	Ⓑ	Ⓒ	Ⓓ
24	Ⓕ	Ⓖ	Ⓗ	Ⓙ
25	Ⓐ	Ⓑ	Ⓒ	Ⓓ

Reading

SAMPLES				
A	Ⓐ	Ⓑ	●	Ⓓ
B	Ⓕ	Ⓖ	Ⓗ	Ⓙ
1	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	Ⓕ	Ⓖ	Ⓗ	Ⓙ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4	Ⓕ	Ⓖ	Ⓗ	Ⓙ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6	Ⓕ	Ⓖ	Ⓗ	Ⓙ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8	Ⓕ	Ⓖ	Ⓗ	Ⓙ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10	Ⓕ	Ⓖ	Ⓗ	Ⓙ
11	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12	Ⓕ	Ⓖ	Ⓗ	Ⓙ
13	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14	Ⓕ	Ⓖ	Ⓗ	Ⓙ
15	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16	Ⓕ	Ⓖ	Ⓗ	Ⓙ
17	Ⓐ	Ⓑ	Ⓒ	Ⓓ
18	Ⓕ	Ⓖ	Ⓗ	Ⓙ
19	Ⓐ	Ⓑ	Ⓒ	Ⓓ
20	Ⓕ	Ⓖ	Ⓗ	Ⓙ
21	Ⓐ	Ⓑ	Ⓒ	Ⓓ
22	Ⓕ	Ⓖ	Ⓗ	Ⓙ
23	Ⓐ	Ⓑ	Ⓒ	Ⓓ
24	Ⓕ	Ⓖ	Ⓗ	Ⓙ
25	Ⓐ	Ⓑ	Ⓒ	Ⓓ