

# **New Mexico**

## **Teacher Assessments™**

# **Study Guide**

New Mexico Content Knowledge Assessments™

## **II Elementary Education**



# Table of Contents

<b>An Overview of the Testing Program .....</b>	<b>1</b>
Test Development Process .....	2
Characteristics of the Assessments .....	2
Test Administration .....	4
Score Reports .....	4
Test Scores .....	4
<b>How to Prepare for the Assessments .....</b>	<b>5</b>
Plan Your Course of Study .....	5
<b>The Day of the Test: Helpful Hints .....</b>	<b>7</b>
Preparing for the Test Administration .....	7
Test-Taking Tips .....	7
<b>An Introduction to the New Mexico Content</b>	
<b>Knowledge Assessment of Elementary Education.....</b>	<b>10</b>
Test Framework .....	11
Sample Test Directions .....	20
Sample Selected-Response Questions .....	21
<b>Answer Key for the Sample Selected-Response Questions.....</b>	<b>29</b>

Readers should be advised that this study guide,  
including many of the excerpts used herein, is protected by federal copyright law.

Copyright © 2004 by National Evaluation Systems, Inc. (NES®)

"New Mexico Teacher Assessments," "New Mexico Assessment of Teacher Basic Skills," "New Mexico Assessment of Teacher Competency," "New Mexico Content Knowledge Assessments," and the "New Mexico Teacher Assessments" logo are trademarks of the State of New Mexico Public Education Department and National Evaluation Systems, Inc. (NES®).

"NES®" and its logo are registered trademarks of National Evaluation Systems, Inc.™



# **An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test: Helpful Hints**

The first three sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test:  
Helpful Hints](#)



# **An Introduction to the New Mexico Content Knowledge Assessment of Elementary Education**

The New Mexico Content Knowledge Assessments are designed to measure the subject matter knowledge and skills that are needed to teach effectively in New Mexico schools. The Elementary Education test is intended for individuals seeking an initial teaching license or an endorsement in Elementary Education.

The Elementary Education test consists of 100 selected-response questions.



# Test Framework

Reading Instruction and Language Arts  
Literature and the Arts  
Mathematics  
Science  
Social Studies

## **SUBAREA I—READING INSTRUCTION AND LANGUAGE ARTS**

### **0001 Understand the reading process.**

For example:

- recognize reading as a process of constructing meaning through dynamic interaction among reader, text, and the context of the reading situation
- recognize developmental stages in learning to read
- analyze factors that affect reading (e.g., cultural, social, linguistic, environmental)
- recognize the oral language foundation of reading and the interrelatedness of reading, writing, listening, and speaking

### **0002 Understand phonological skills and strategies related to reading.**

For example:

- demonstrate how to foster students' phonemic awareness (i.e., ability to perceive and discriminate among sounds of the English language) through rhyming, blending, and segmenting sounds in words
- apply knowledge of instruction in letter-sound correspondence and systematic, explicit phonics
- apply strategies to promote students' rapid, automatic decoding through the application of phonics skills

### **0003 Understand skills and strategies related to word identification and vocabulary development.**

For example:

- apply knowledge of word identification strategies (e.g., decoding, recognizing affixes, using context clues)
- implement strategies to help students master high-frequency and irregular sight words
- apply strategies for increasing students' vocabulary knowledge and their ability to use vocabulary knowledge in new contexts

**0004 Understand skills and strategies involved in reading comprehension.**

For example:

- recognize factors affecting reading comprehension (e.g., prior knowledge, reading rate and fluency, vocabulary knowledge)
- demonstrate knowledge of literal, inferential, and evaluative comprehension skills
- apply strategies to facilitate comprehension before, during, and after reading (e.g., predicting, self-monitoring, questioning, rereading, sequencing)

**0005 Understand reading instruction and study skills in the content areas.**

For example:

- apply knowledge of reading strategies to promote learning in the content areas (e.g., activating and developing prior knowledge)
- apply strategies for reading for different purposes
- understand the teaching of study skills in the content areas (e.g., note-taking skills, interpretation of graphs, use of reference materials)

**0006 Understand skills and strategies involved in writing for various purposes.**

For example:

- recognize developmental stages of writing, including the use of pictures and developmental spelling
- analyze factors to consider in writing for a variety of audiences and purposes, including factors related to selecting topics and modes of written expression
- apply knowledge of the writing process (e.g., prewriting, gathering and synthesizing information, writing a first draft, revising, proofreading)
- apply knowledge of characteristic features and requirements associated with written materials in various formats (e.g., poem, letter, essay) and modes (e.g., persuasive, narrative, descriptive, evaluative)
- apply a variety of writing strategies (e.g., in relation to use of vivid language, figurative language, point of view)

**0007 Understand written work in relation to its stated purpose; evaluate areas in need of improvement; and revise written texts for style, clarity, and organization.**

For example:

- evaluate the effectiveness of written material in relation to a given purpose (e.g., informative, persuasive)
- apply revision strategies to improve the unity and organization of written material (e.g., adding topic sentences, reordering sentences or paragraphs, using transitional words or phrases, deleting distracting details)
- apply revision strategies to improve the clarity, precision, and effectiveness of written material through changes in word choice

**0008 Apply knowledge of English grammar and mechanics in revising texts.**

For example:

- revise texts to correct errors in sentence structure (e.g., run-on sentences, misplaced or dangling modifiers, lack of parallel structure)
- revise texts to correct errors in subject-verb agreement and pronoun-antecedent agreement
- use standard verb forms, pronouns, adverbs, adjectives, and plural and possessive forms of nouns in context
- revise texts to correct errors in punctuation and capitalization

**0009 Understand skills and strategies involved in listening for various purposes.**

For example:

- evaluate listening strategies in terms of their appropriateness for various contexts and purposes (e.g., acquiring information, appreciating literature read aloud, interpreting and evaluating information)
- analyze barriers to effective listening and apply strategies for active listening
- apply knowledge of factors that affect the ability to listen effectively and to construct meaning from oral messages in various listening situations (e.g., ability to recognize nonverbal cues, call upon prior knowledge, distinguish fact from opinion, recognize transitions, identify faulty reasoning)

**0010 Understand skills and strategies involved in speaking for various purposes.**

For example:

- analyze ways in which features of oral language (e.g., word choice, rate, pitch, tone, volume) and nonverbal cues (e.g., body language, visual aids) affect communication in various situations
- apply methods for organizing and presenting thoughts, feelings, ideas, and information for different audiences and purposes (e.g., giving instructions, participating in group discussions, persuading an audience, entertaining)
- recognize how cultural or linguistic factors may affect communication
- apply knowledge of language conventions appropriate to various social situations (e.g., informal conversations, job interviews)

**SUBAREA II—LITERATURE AND THE ARTS**

**0011 Understand characteristic features of children's literature and strategies to promote literary analysis.**

For example:

- recognize major works, authors, and genres of children's literature
- apply strategies to develop students' enjoyment of and responses to literature (e.g., guided reading, reading logs, discussions about literature)
- analyze the use of children's literature to promote appreciation of diversity
- recognize and apply elements of literary analysis and criticism (e.g., analyzing story elements, recognizing features of different genres, interpreting figurative language)

**0012 Understand concepts, techniques, and materials associated with the visual arts and analyze works of visual art.**

For example:

- apply knowledge of basic tools, techniques, and technologies used to create different types of artwork
- explain how the illusion of space is created in two-dimensional works of art (e.g., linear perspective, shading)
- analyze works of art in terms of how specific effects are achieved

**0013 Understand concepts, techniques, and materials related to music, drama, and dance and analyze works of music, drama, and dance.**

For example:

- compare various types of musical instruments (e.g., percussion, woodwind, computerized)
- recognize basic dramatic and theatrical forms
- define and apply terms related to music, drama, and dance
- relate characteristics of music (e.g., rhythm, tempo) to musical effects produced
- analyze ways in which technical aspects of drama or dance (e.g., costumes, props, lighting) affect the message or overall impression created by a performance

**0014 Understand the arts in relation to history and culture and recognize connections among the arts.**

For example:

- examine the role of the arts in various cultures and historical periods
- examine ways in which the arts can be used to explore other aspects of various cultures
- recognize interrelationships among the arts
- recognize connections between the arts and other disciplines

**SUBAREA III—MATHEMATICS**

**0015 Understand formal and informal reasoning processes, including logic and simple proofs, and apply problem-solving techniques and strategies in a variety of contexts.**

For example:

- analyze information to solve a problem
- apply inductive reasoning to make mathematical conjectures
- draw valid conclusions based on stated conditions
- judge the validity of mathematical arguments

**0016 Understand various approaches used to explore mathematical ideas and solve problems.**

For example:

- evaluate the appropriateness of using estimation to solve a given problem
- select an appropriate model to illustrate a given problem
- evaluate the usefulness of a specific model or problem-solving strategy for exploring a mathematical idea or problem (e.g., manipulatives, working backward, guess and check, mental math)
- simplify problems to facilitate a solution

**0017 Understand mathematical communication.**

For example:

- use mathematical notation to represent a relationship
- use appropriate models, diagrams, tables, graphs, and symbols to represent mathematical concepts
- use appropriate vocabulary to express mathematical ideas and relationships

**0018 Understand and apply skills and concepts related to numbers and numeration.**

For example:

- understand number sense and number relations
- analyze the number properties used in operational algorithms (e.g., addition, subtraction, multiplication, division)
- use ratios, proportions, and percents to model and solve problems
- understand the relations among whole numbers, fractions, decimals, and percents
- solve problems using equivalent forms of numbers (e.g., integer, fraction, decimal, percent, exponential and scientific notation)

**0019 Understand and apply the principles and properties of linear algebraic relations and functions.**

For example:

- analyze mathematical relationships and patterns using tables, verbal rules, equations, and graphs
- apply knowledge of how algebraic expressions are used to represent real-world relationships and patterns
- use algebraic functions to describe graphs, plot points, and determine slopes
- perform algebraic operations to solve equations and inequalities

**0020 Understand and apply geometric principles and properties.**

For example:

- apply the concepts of similarity and congruence to model and solve real-world problems
- apply knowledge of basic geometric figures to solve real-world problems involving more complex patterns
- apply inductive and deductive reasoning to solve real-world problems in geometry

**0021 Understand and apply concepts, principles, skills, and procedures related to measurement, statistics, and probability.**

For example:

- estimate and convert measurements using standard and nonstandard units
- solve measurement problems involving volume, time, or speed
- interpret graphic and nongraphic representations of frequency distributions, percentiles, and measures of central tendency
- determine probabilities and make predictions based on probabilities

**0022 Understand mathematics instruction for students in the elementary grades.**

For example:

- choose teaching techniques appropriate to given topics of mathematical study and needs of students
- analyze students' work in mathematics to determine areas of instructional need
- create classroom situations in which students learn to use various mathematical skills and concepts, including problem solving, reasoning, and logic
- use measurements and other data gathered by students as a basis for classroom activities
- use a variety of tools, technologies, and manipulatives to promote students' understanding of mathematics and ability to engage in problem solving

**SUBAREA IV—SCIENCE**

**0023 Understand interrelationships between the physical and life sciences and the connections among science, technology, and society.**

For example:

- apply principles of mathematics, science, and technology to model a given situation (e.g., movement of energy and nutrients between a food chain and the physical environment)
- analyze the effects of changes in environmental conditions (e.g., temperature, availability of water and sunlight) on plant and animal health, growth, and development
- analyze the effects of human activities (e.g., burning fossil fuels, clear-cutting forests) on the environment and recognize the benefits and limitations of science and technology
- recognize the use of science and technology in solving problems related to the effects of human activities on the environment (e.g., recycling, energy conservation)

**0024 Understand and apply the principles of life science.**

For example:

- analyze relationships among the components of an ecological community
- recognize factors that contribute to change in organisms and species over time
- analyze processes that contribute to the continuity of life (e.g., life cycles; roles of growth, repair, and maintenance)
- relate concepts in life science to human health

**0025 Understand and apply the principles of physical science.**

For example:

- analyze factors and processes related to atmospheric and celestial phenomena (e.g., seasonal changes, the phases of the moon)
- analyze forces that shape the earth's surface (e.g., volcanism, erosion)
- distinguish between physical and chemical properties of matter and between physical and chemical changes in matter
- recognize the physical science principle (e.g., conservation of energy) illustrated in a given situation

**0026 Apply inquiry skills and processes to communicate scientific information and to interpret natural phenomena.**

For example:

- formulate a hypothesis and make predictions
- use data presented in one or more graphs, charts, or tables to determine patterns or relationships
- use mathematical rules or formulas to analyze experimental or observational data
- draw conclusions and make generalizations based on examination of experimental results
- evaluate the appropriateness of different types of graphic representations for communicating scientific data

**0027 Understand principles and procedures related to the design and implementation of observational and experimental scientific investigations.**

For example:

- distinguish among features of an experimental design (e.g., dependent and independent variables, control and experimental groups)
- evaluate the validity of conclusions drawn from scientific experimental investigations
- apply procedures for the care and humane treatment of animals and the safe and appropriate use of laboratory equipment
- evaluate the reasonableness of scientific predictions

**0028 Understand science instruction for students in the elementary grades.**

For example:

- use knowledge of the scientific method to develop students' abilities to identify and communicate a problem and to design, implement, and evaluate a solution
- use a variety of instructional techniques (e.g., cooperative learning, discovery learning, hands-on learning) to help all students build understanding about science and technology
- analyze students' work in science to identify instructional needs and develop instruction to address needs

## **SUBAREA V—SOCIAL STUDIES**

### **0029 Understand major ideas, eras, themes, developments, and turning points in the history of New Mexico, the United States, and the world.**

For example:

- analyze social effects of major developments in world history (e.g., agricultural revolution, industrial revolution, information revolution)
- recognize major political, social, economic, and geographic characteristics of ancient civilizations and analyze connections among these civilizations
- analyze interactions among Native American peoples, Hispanic Americans, and European Americans in New Mexico, the western United States, and Mexico
- recognize the roles of diverse individuals and groups in U.S. social, political, economic, cultural, and religious life

### **0030 Understand basic geographic concepts and analyze relationships among geography, society, and culture in the development of New Mexico, the United States, and the world.**

For example:

- analyze ways in which physical processes are continually reshaping the earth's surface
- analyze the development and interaction of social, cultural, political, and religious systems in different regions of New Mexico, the United States, and the world
- analyze the effects of human activity on the physical environment (e.g., industrial development, deforestation, conservation)

### **0031 Understand anthropological, psychological, and sociological concepts related to human development and interaction.**

For example:

- analyze factors that contribute to the development of personal identity (e.g., family, group affiliations, socialization processes)
- recognize the roles and functions of social groups and institutions in the United States and analyze their influence on individuals and groups
- examine processes of social and cultural change

### **0032 Understand and apply basic economic and political principles and concepts.**

For example:

- recognize the basic structure, fundamental ideas, and accomplishments of the U.S. economic system
- recognize values, principles, concepts, and key features of the American constitutional democracy (e.g., individual freedom, separation of powers, separation of church and state, due process)
- compare and analyze different perspectives regarding economic and political issues and policies in New Mexico and the United States
- analyze relationships between the United States and other nations

**0033 Understand the roles, rights, and responsibilities of citizenship in the United States and recognize the skills, knowledge, and attitudes necessary for successful participation in civic life.**

For example:

- recognize personal and political rights contained in the Declaration of Independence, U.S. Constitution, New Mexico Constitution, and major civil rights legislation
- recognize basic features of the U.S. election process and examine the role of political parties, pressure groups, and special interests in the U.S. political system
- examine ways in which individuals and groups demonstrate social responsibility
- examine ways in which citizens' participation influences the political process in the United States
- analyze factors that expanded or limited the role of individuals in U.S. political and civic life in the twentieth century (e.g., women's suffrage, discriminatory laws, role of the media in elections)

**0034 Understand and apply skills related to social studies, including gathering, organizing, mapping, evaluating, interpreting, and displaying information.**

For example:

- evaluate the appropriateness of various sources for meeting specific information needs (e.g., atlas, database, surveys, polls, the Internet)
- interpret information presented in one or more graphic representations (e.g., graph, table, map) and translate written or graphic information from one form to the other
- differentiate between primary and secondary sources and analyze point of view in a historical text
- apply knowledge related to copyright and correct attribution of sources and authorship

**0035 Understand social studies instruction for students in the elementary grades.**

For example:

- apply strategies to promote students' inquiry skills, including the use of multiple resources as part of the inquiry/research process
- provide students with opportunities to communicate social studies information and ideas in a variety of ways (e.g., writing, graphics, maps, drama)
- select instructional strategies to promote students' appreciation of the significance and historical development of democratic values and institutions
- analyze learning experiences that promote students' social awareness and appreciation of diverse perspectives and that prompt students to become active participants in local, state, national, and global issues
- implement meaningful learning opportunities in social studies that focus on inquiry, authenticity, and collaboration



# Sample Test Directions

A sample of the general directions for the New Mexico Content Knowledge Assessment of Elementary Education is shown in the box below.

You should have in front of you:

- (1) a test booklet for the assessment for which you registered (check the assessment name on the front cover);
- (2) an Answer Sheet A; and
- (3) a No. 2 lead pencil.

*IF YOU ARE MISSING ANY OF THESE MATERIALS, NOTIFY YOUR TEST ADMINISTRATOR. REMOVE ALL OTHER MATERIALS FROM YOUR DESK.*

## TEST DIRECTIONS

Each question in this booklet is a selected-response question with four answer choices. Read each question carefully and choose the **ONE** best answer. Record your answer on Answer Sheet A in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question:
1. What is the capital of New Mexico?
    - A. Albuquerque
    - B. Las Cruces
    - C. Santa Fe
    - D. Silver City

The correct answer to this question is C. You would indicate that on Answer Sheet A as follows:

1.  A  B  C  D

Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will **NOT** be penalized for guessing.

You may use the margins of the test booklet for scratch paper, but all of your answers must be recorded on the answer sheet. Answers that are in the test booklet will not be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your work, and be sure you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

**FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.**

This testing session will last four hours. You may work at your own pace. If you have any questions, please ask them now before beginning the test.



**DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.**



# Sample Selected-Response Questions

This section presents sample selected-response questions for you to review as part of your preparation for the New Mexico Content Knowledge Assessment of Elementary Education. To demonstrate how the test competencies may be assessed, each sample question is preceded by the competency that it measures. On an actual test, the competencies will not be given.

The sample selected-response questions are designed to illustrate the nature of the test questions. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The selected-response questions require you to demonstrate more than the ability to recall factual information. They ask you to think critically about the information, to analyze it, to consider it carefully, or to apply it to a hypothetical situation.

Work through each question carefully before referring to the answer key, which is located at the end of the section.

**Competency 0002**

*Understand phonological skills and strategies related to reading.*

1. A second grader makes the responses listed below on an oral reading test.

Stimulus	Response
steam	stem
what	that
cloud	cloud
swim	swim
bread	breed
dish	ditch

The errors suggest that the student would likely benefit most from instruction on which of the following sets of topics?

- A. initial consonants and *r*-controlled vowels
- B. consonant digraphs and vowel digraphs
- C. final consonants and medial consonants
- D. consonant blends and vowel diphthongs

**Competency 0004**

*Understand skills and strategies involved in reading comprehension.*

2. A fourth-grade class will read a set of directions to learn how to construct a paper airplane. Which of the following teacher approaches would most effectively promote the students' understanding of the directions?
- A. allowing the students to write down specific questions they have before they read the directions
  - B. determining whether the students understand transition and relation words, such as *next* and *under*, used in the directions
  - C. encouraging students to look up the definition of any unfamiliar words found in the directions
  - D. ensuring that students use context clues to decide how words with multiple meanings, such as *turn* and *bend*, are used in the directions

**Competency 0009**

*Understand skills and strategies involved in listening for various purposes.*

3. Which of the following activities, performed by young children while a story is being read to them, would most likely encourage them to listen for meaning?
  - A. tapping their feet to the rhythm of the words
  - B. miming the action of the story
  - C. raising their hands when they hear the main character's name
  - D. making a clay sculpture of their favorite character

**Competency 0013**

*Understand concepts, techniques, and materials related to music, drama, and dance and analyze works of music, drama, and dance.*

4. A small group of first-grade students stands in an open area of a classroom. Their teacher plays a musical recording and encourages the students to move their bodies in ways that show what the music makes them feel. This activity is most typically identified as a form of:
  - A. creative dance.
  - B. role playing.
  - C. pantomime.
  - D. visualization.

**Competency 0019**

*Understand and apply the principles and properties of linear algebraic relations and functions.*

5. Use the word problem below to answer the question that follows.

Janelle calls her friend Frank long-distance. The first minute of the call costs \$1.23, and each additional minute costs \$0.89. The total cost of the call is \$15.47. For how many minutes did Janelle and Frank talk?

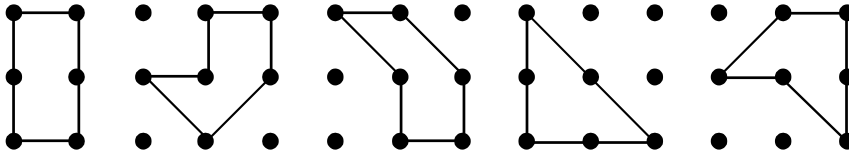
If  $x$  represents the total number of minutes talked, which of the following equations can be used to solve this problem?

- A.  $1.23 + 0.89 = 15.47$
- B.  $1.23 + 0.89(x - 1) = 15.47$
- C.  $(1.23 + 0.89)x = 15.47$
- D.  $(1.23 + 0.89)(x - 1) = 15.47$

**Competency 0020**

*Understand and apply geometric principles and properties.*

6. Use the diagram below to answer the question that follows.



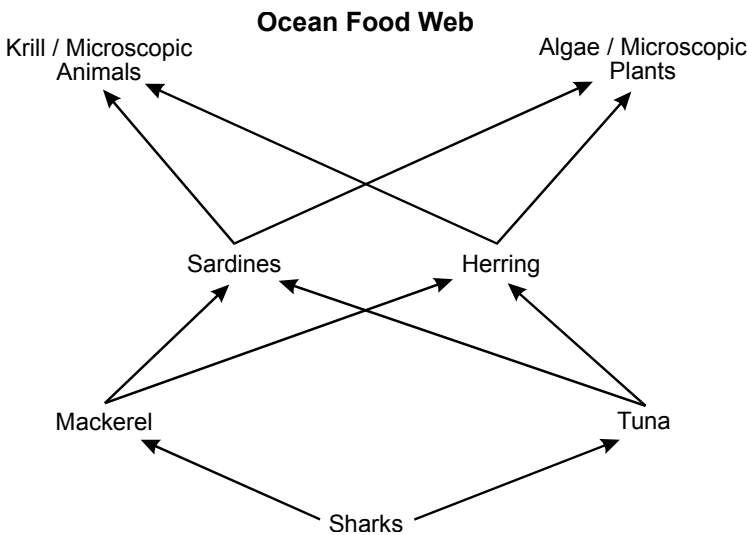
The diagram shows five different figures on a geoboard. Which of the following statements about the figures is true?

- A. All the figures have the same area.
- B. All the figures have the same perimeter.
- C. The sum of the internal angles of all the figures is the same.
- D. The corresponding sides of all the figures are proportional.

**Competency 0024**

*Understand and apply the principles of life science.*

7. Use the diagram below of an ocean food web to answer the question that follows.



Recent scientific research indicates that the destruction of the earth's protective ozone layer may cause sharp declines in the populations of krill and other microscopic plants and animals in the oceans. How would such declines be expected to affect the food web shown in the diagram above?

- A. The numbers of sardines and herring would increase as those organisms took over habitats formerly used by krill and other microscopic organisms.
- B. All organisms in the food web would suffer sharp population declines as their main food sources became increasingly scarce.
- C. There would be a decrease in sardine and herring populations, but other organisms in the food web would be unaffected.
- D. All other organisms in the food web would experience a brief decline in population but would then return quickly to their original numbers.

**Competency 0025**

*Understand and apply the principles of physical science.*

8. **Read the passage below; then answer the question that follows.**

The Rocky Mountains, besides being taller than the Appalachians, differ from them in form. The Rocky Mountains are sharp and jagged in outline, with many sheer cliffs and knife-edge ridges. In contrast, the Appalachians are smoother, the slopes are less steep, and the ridges are more rounded in outline. The two mountain ranges differ also in flora; the bare rock and shallow soils of the Rockies support vegetation that is both less extensive and less diverse than that of the Appalachians.

Which of the following is the best explanation for the differences between the Rocky and Appalachian Mountains?

- A. The Rockies were formed by volcanic action, while the Appalachians were formed by the uplift of sedimentary rocks.
- B. The climate during the formation of the Appalachians was much warmer than it was during the formation of the Rockies.
- C. The Rockies are composed of a much harder type of rock than are the Appalachians.
- D. The Appalachians are much older than the Rockies and have been subject to erosion and weathering for a longer time.

**Competency 0029**

*Understand major ideas, eras, themes, developments, and turning points in the history of New Mexico, the United States, and the world.*

9. Which of the following best matches a major European explorer with that individual's most significant achievement?
- A. Ferdinand Magellan: His voyages provided conclusive proof that all the earth's oceans are connected.
  - B. Vasco da Gama: His voyages gave Portugal claim to extensive land areas along the Pacific coast of South America.
  - C. Jacques Cartier: His voyages demonstrated that the Pacific Ocean separated Asia from the Americas.
  - D. Francis Drake: His voyages enabled England to break Portugal's monopoly of the Asian spice trade.

**Competency 0034**

*Understand and apply skills related to social studies, including gathering, organizing, mapping, evaluating, interpreting, and displaying information.*

10. Which line on the chart best matches a social studies research question with the source of information that could be used to answer it?

<b>Line</b>	<b>Research Question</b>	<b>Source of Information</b>
1	How did the Civil War affect relationships between the North and the South during the late nineteenth century?	historical atlas
2	What are the historical roots of the principles expressed in the Declaration of Independence?	biographical dictionary
3	How has the proportion of the U.S. population living in rural areas changed during this century?	almanac
4	How has the occupational structure of a particular Michigan community changed since 1980?	encyclopedia article

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



# **Answer Key for the Sample Selected-Response Questions**

1. B
2. B
3. B
4. A
5. B
6. A
7. B
8. D
9. A
10. C